



Never Stand Still

Australian School of Business

MGMT2102 MANAGING ACROSS CULTURES

**COURSE OUTLINE
SESSION 1, 2012**

COURSE STAFF AND INFORMATION

Lecturer in charge **Sally Anne Gaunt**

Level 5, West Lobby, ASB

Phone: (0405) 814-906

sallyanne@chameleontraining.com.au

Consultation: by appointment

Lecture Mon 13.00-14:30 Law Theatre

Tutors and tutorials

Groups	Tutor	Contact details	Tutorial times	Tutorial locations
Blue	Sally Anne Gaunt	Tel: 0405 814 906 sallyanne@chameleontraining.com.au	Tues 10:30-12 Tues 13-14:30	ElecEng220 HutD10 G02
Orange	Shanil Samarakoon	shanil.samarakoon@gmail.com	Tues 14:30-16 Tues 16-17:30 Wed 10:30-12 Wed 13-14:30 Wed 14:30-16	HutD10 G02 ElecEng218 ElecEng221 Gold G07 Gold G07

Please feel free to contact us using the above details, but note that the preferred method of contact is by **e-mail**, or in person, by setting up a **consultation appointment**.

We will also use **Blackboard** (<http://lms-blackboard.telt.unsw.edu.au/>) which will give all students access to lecture notes, assignments, readings and other information associated with the course. Please check the website for updated information on a regular basis.

SUMMARY OF COURSE

Units of credit: 6

MGMT2102 is designed to help students develop knowledge, skills and approaches to managing across borders and cultures. Not only does it look at a range of enterprises throughout the developed and developing world, but also at the way newcomers to the global stage manage strategic and inter-personal aspects of the move from the domestic environment.

The focus is on the behaviour of those whose reach is both international and cross cultural in character - these days a volatile sphere, thanks to changes in information technology. *MGMT2102* describes what students will need in designing strategies that

work in an international context, including how to go about conducting cross-cultural interactions, as well managing any day-to-day operations.

Course aims

MGMT2102 is designed to provide students with better approaches to managing in a cross-cultural context. It will advance students' skills by setting standards for effective practice and by adding substantially to their knowledge of cross-cultural management as part of a global environment. Ultimately, it will strengthen student's performance by calling on their own behavioural reflection. It is a chance to forge a stronger professional presence.

Relationship to other courses

Students will experience a small overlap with other subjects such as *MGMT1101-Global Business Environment*, *MGMT2101-International Business and Multinational Operations*, However the focus of *MGMT2102* will be directed at cultural business behaviour and management. Courses such as *MGMT1001-Managing Organisations & People*, *MGMT1002-Managing Organisational Behaviour* and *MGMT2002-Managing Business Communication* provide an excellent setting of introductory information where *MGMT2102* will give greater expansion. Other subjects where there may be a small overlap include *MGMT2105-East Asian Business Enterprise*, *MGMT3102-Asia Pacific Business*, *STRE3101-International Business Strategy*.

Student learning outcomes

At the end of this subject students will be able to:

1. Understand the major culture-based challenges faced by international managers (political, legal, economic and technological);
2. Present a range cultural arguments concerning the need for social responsibility and ethical behaviour in multi-national enterprises ;
3. Identify major cultural characteristics, including communication styles, that characterize regions, nations, communities, organizations, groups and individuals;
4. Understand a range of tactics used in international negotiation;
5. Describe major cultural differences related to building international alliances, including controls, labour relations and management;
6. Present arguments for adopting particular leadership styles, as well as varying motivational techniques;
7. Write and present a persuasive argument
8. Work cohesively within a cross cultural team

ASB Graduate Attributes

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understanding we want you to have by the completion of your degree.

Learning outcomes	ASB Graduate Attributes
1,4,5,	Critical thinking and problem solving
2,3,4,6,7,8	Communication
6,8	Teamwork and leadership
1,2	Social, ethical and global perspectives
1,5	In-depth engagement with relevant disciplinary knowledge
7,8	Professional skills

More information on the ASB Graduate Attributes and how they align with the UNSW Graduate Attributes (2010) is available on the ASB website ([Learning and Teaching >Graduate Attributes](#)).

Approach to learning and teaching

The methodology combines lectures, tutorial exercises, group work, personal reflection and research. Assignments and reflections comprise a core of data that records your understanding of the unit as it develops and changes over the term. Some learning will be from peers. Students are expected to offer their own cultural background as a resource.

Learning activities and teaching strategies

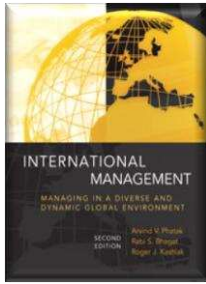
The variety of teaching strategies adopted in this class takes into account the fact that different people have different learning styles. This is why the class format includes:

Lecture (1.5 hours/week), mostly focused on presenting theoretical concepts, but the actual lecture will be supported by exercises, video cases, and discussions.

Tutorials (1.5 hours/week), which includes case studies, real-life examples, and individual or group tasks which will call upon and stimulate your research skills, self-reflection, and ability to work with others, along with oral and written communication skills. A detailed course schedule is attached (pages--)

COURSE MATERIALS

Textbook: International Management: Managing in a Diverse and Dynamic Global Environment, 2nd edition



Arvind V. Phatak, Temple University
 Rabi S. Bhagat, University of Memphis
 Roger J. Kashlak, Loyola College

ISBN13: 9780073210575 Publisher: McGraw-Hill Education

Australia & New Zealand Available at the UNSW Bookshop and as an ebook

Class notes: PowerPoint slides posted on the course website one week in advance

LEARNING ASSESSMENT

Formal requirements

In order to pass this course, you must achieve a composite mark of at least 50% and submit all assessment components, as outlined below.

Assessment details

Exam 1 *1,2,3,4	20%	Mid semester
Exam 2	25%	Exam period
Case analysis *1,2,3,4,5,6	20%	Date determined by subject (Weeks 9-11)
Proposal *1,2,4,5,6	20%	Please see submission dates below
Peer Reviewed presentation	5%	Date determined by group (Weeks 3,4,5)
Participation and teamwork *2,3,4,6	10%	Date agreed in tutorials (Weeks 3-11)
Total	100%	

ASB graduate attributes

(1) critical thinking and problem solving, (2) communication, (3) teamwork and leadership, (4) social, ethical and global perspectives, (5) in-depth engagement with relevant disciplinary knowledge, (6) professional skills.

Exam 1 format (1.5 hours long) 20%

The exam will consist of **40 multiple choice questions** (0.5% each). The exam questions will cover mainly theoretical concepts discussed in lectures and tutorials preceding the exam, **however it is important to note there will also be a question based on each of the following readings and case studies and also chapters 1-4 and 9 and 10 of the textbook**

Case studies:

- Young, MN & Liu, D 2009, 'Hong Kong Disneyland', *International Management Managing in a Diverse and Dynamic Global Environment*, McGraw-Hill Irwan New York pp. 148 -60
- 'A Love-Hate Relationship with Chavez ' 2009, *International Management Managing in a Diverse and Dynamic Global Environment*, McGraw-Hill Irwan New York pp. 55-7
- 'Sarah James in Mexico: Often Wrong but Never in Doubt' 2009, *Harvard Business Review*
- DiStefano, JJ 2009, 'Johannes van den Bosch Sends an Email ', *International Management Managing in a Diverse and Dynamic Global Environment* McGraw-Hill Irwan New York pp. 355 -7
- Grogan, C & Brett, J 2006, 'Google and the Government of China: A Case Study in Cross-Cultural Negotiations', *Harvard Business Review*
- Goo, S & Loo, G 2011, 'Kitchen Best: Ethics When Doing Cross-Boundary Business in Southern China', *Harvard Business Review*
- A, C, Bartlett, Dessain, V & Sjoman, A 2006, 'IKEA's Global Sourcing Challenge: Indian Rugs and Child Labour', *Harvard Business Review*
- Jiang, L, Frechette, M, Tu, D, Want, X & Cheng, M 2009, 'NFC in Mongolia', *Harvard Business Review*
- , DS 2006, 'People Management Fiasco in Honda Motorcycles and Scooters India Ltd', *Harvard Business Review*
- Kase, K, Riquelme, H & Saez, J 2005, 'Nissan The Ghosn Era', *Harvard Business Review*

Readings

- Sebenius, JK 2002, 'The Hidden Challenge of CROSS-BORDER NEGOTIATIONS', *Harvard Business Review*, vol. 80, no. 3, pp.76-85
- Kusyik, S 2010, 'Learning to Navigate the Rough Seas of Ethics', *Harvard Business Review*
- Paine, LS, Deshpande, R, Margolis, JD & Bettcher, KE 2005, 'Up to Code: Does Your Company's Conduct Meet World-Class Standards', *Harvard Business Review*
- Stephen Green, HF, Immelt Jeffrey, Marks Michael , and Meiland Daniel 2003, 'In Search of Global Leaders', *Harvard Business Review*
- Govindarajan, V & Gupta, AK 2001, 'Building an Effective Global Business Team', *Harvard Business Review*
- Alon, I & Higgins, JM 2005, 'Global Leadership Success Through Emotional and Cultural Intelligences', *Harvard Business Review*

Exam 2 format (2 hours long) 25%

1. A question based on a case study submitted on blackboard one week prior to the exam (10%)
2. A choice of 2 short essay questions (10%)

3. A reflection learning exercise comprising of a cultural encounter experienced during the course (5%)

The exam will be held in Semester 2 examination period.

The specific evaluations for both the proposal and presentation can be seen on page 12. It is your decision on how you select the teams you wish to work in, however, we strongly advise that you aim to have **at least 2 different nationalities** in each team (if you do not have a diverse team it will be very difficult to complete your exam reflection exercise). There must be 6 teams in each tutorial consisting of no more than 5 people.

Peer Reviewed presentation 5%

Each team will select one of the suites of cultural dimension listed below to compare their countries with. If the country was not covered in the research you may use a similar culture for your comparison.

Suite 1 wk 3	Hofstede's Project Globe Triandis	Masculinity index Gender egalitarianism Tightness versus looseness
Suite 2 wk 3	Hofstede's Project Globe Trompenaars	Long-term versus short-term Future orientation Neutral versus affective
Suite 3 wk 4	Kluckhohn and Strodtbeck's Trompenaars Triandis	Relationship to nature Sequential versus synchronic Cultural complexity
Suite 4 wk 4	Schwartz's Project Globe Trompenaars	Conservatism versus autonomy Human orientation Specific versus diffuse
Suite 5: wk 5	Trompenaars Hookers' framework Project Globe	Universalism versus particularism Rules versus relationship Institutional collectivism
Suite 6: wk 5	Schwartz's Trompenaars Hall	Mastery versus harmony Internal versus external High versus low context

Your presentation should be no longer than **15 minutes** (you will be timed!) and include PowerPoint slides which must be uploaded onto blackboard before you start (penalties will apply to late entries). Please feel free to use other creative media (e.g., video clips, music, and pictures) and include:

- An explanation of the various dimensions.
- How an organization could use the dimensions for motivating and managing employees from different cultures. Examples should be given.
- An interactive and original deliver style that engages with your audience.

As can be seen from page 12 your peers will be asked to evaluate your presentation based of the following criteria:

- How helpful was the presentation in understanding how to manage different cultures?
- Was the content presented in an engaging, creative, interactive and timely manner?

Case analysis 40%

In the same teams as for the peer reviewed exercise, please select one of the following case studies for analysis. It is important to note that all case studies must be covered in each tutorial therefore, your tutor will nominate the cases on a first come first served bases.

- 'Google and the Government of China: A Case Study in Cross-Cultural Negotiations
- 'Kitchen Best: Ethics When Doing Cross-Boundary Business in Southern China'
- 'IKEA's Global Sourcing Challenge: Indian Rugs and Child Labour' Jiang,
- 'NFC in Mongolia',
- 'People Management Fiasco in Honda Motorcycles and Scooters India Ltd'
- 'Nissan The Ghosn Era'

Proposal (Individual task) 20%

Place yourself in the position of an external consultant who has researched the case. Write a proposal of no more than 1000 words outlining what you consider to be the key cultural management issues covered in your case study. Your proposal the cover the following:

- A summary outlining your understanding of the case study
- Analysis using theories covered in lectures, tutorials, readings, the textbook and other relevant information including key data from the case study
- Key learning's that should be adopted by another organization embarking on a similar venture

You will also be marked on your ability to:

- Structure your proposal correctly
- Use proficient business style English

- Correctly reference your work

This exercise must be conducted individually and submitted as a 'Microsoft Word document' on Turnitin no **later than midnight one week prior to the date of your group presentation**. Please leave at least 1.5 spaces and use no less than 12pt font size. Finally please ensure you include a reference list (this is additional to your 1000 word limit). Further information about the marking format for this exercise can be found on page 13

Presentation (Team task) 20%

In your teams prepare and deliver a 20 minute presentation using ppt on what you consider are the cultural management issues covered in your case study.

Your presentation should include the following:

- Background information summarizing your case
- Analysis using theories covered in lectures, tutorials, readings, the textbook and other relevant information including key data from the case study
- Key learning's that should be adopted by another organization embarking on a similar venture

You will also be marked on your ability to:

- Holds your audience's attention via an engaging and well structured presentation
- Answer questions raised by your tutor and peers

N.B All ppt slides must be submitted online prior to the start of the presentation. Marks will be deducted for late entry. For further information please see page 14

Participation/team 10%

Participation will be marked in tutorial from weeks 3 to 12. Points can be gained through:

- Attendance at tutorials
- Contribution and conduct in class
- Co-operation in forming a culturally diverse team
- Conduct within the team environment
- Giving appropriate feedback to other teams (weeks 3,4,and 5)
- Preparation for tutorials (completing the reading of specified case studies and articles when required)

Deadlines

Late work will be penalised at the rate of 5 percentage points per “week day” (per 24 hours of the weekday or part thereof). Assessed work will not be accepted for the award of a mark if it is more than five ‘weekdays’ late.

For details regarding special consideration please see. MGMT2012 course outline B which is also posted in blackboard. Further information can also be found at my.unsw.edu.au/student/atoz/SpecialConsideration.html. Also, please note ASB specific policies, detailed on the ASB website: www.business.unsw.edu.au/currentstudents

Marks

HD 85-100	Student demonstrates outstanding subject mastery
DN: 75-84	Demonstration of very strong subject understanding
CR: 65-74	Sound and clear above average quality of work
PS: 50-64	Basic understanding of subject matter
FL: <50	Quality of work fails to show the student has fundamental subject knowledge

ACADEMIC HONESTY AND PLAGIARISM

All students work will be checked for similarity via the ‘turnitin index’. For further clarification we urge all students who have any questions in regard to the university’s policies on plagiarism to contact the EDU for consolation. For further information regarding the UNSW policies, penalties, please see:

<http://www.lc.unsw.edu.au/plagiarism/index.html> Moreover, students may wish to attend the ELISE tutorial which is open to all new UNSW students:

<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

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, 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.

Course Evaluation and Improvement

We will be asking all students to complete CATEI – (Course and Teaching Evaluation) for the lecture and tutorial attended in week 11. Further feedback can be given at www.unsw.edu.au/learning/pve/catei.html).

We are always interested to hear student suggestions and believe such feedback can greatly enhance the design of our course, so we welcome both formal and informal input throughout the semester.

Further course information can be found in 'Course Outline section B' posted on Blackboard

ADDITIONAL COURSE MATERIAL - READINGS

Recommended Journals

The Economist
Business Week
International Wall Street Journal
Financial Times
Harvard Business Review
International Business Review
International Journal of Cross-Cultural Management
Journal of Business Ethics
Journal of International Business Studies
Journal of World Business
Management International Review
The International Journal of Human Resource Management

RECOMMENDED WEBSITES

europa.eu European Union
www.apecsec.org.sg Asia-Pacific Economic Cooperation
www.austrade.gov.au Australian Trade Commission
www.cia.gov/library/publications/the-world-factbook/index.html The World Factbook (CIA)
www.geert-hofstede.com Hofstede's Cultural Dimensions
www.ifg.org International Forum on Globalization
www.imf.org International Monetary Fund

PEER REVIEWED ASSESSMENT SHEET

Criteria

How helpful was the presentation in understanding how to manage different cultures?	1	2	3	4	5
How engaging, original, creative and timely were the presenter?	1	2	3	4	5

Total	/10
--------------	------------

WHAT THE TEAM DID WELL

AREAS FOR IMPROVEMENT

ASSESSMENT CRITERIA FOR MARKING CASE STUDY PROPOSAL

	FL	PS	CR	DN	HD
Criteria					
A summary outlining your understanding of the case study (5%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (5%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning's that should be adopted by another organization embarking on a similar venture (5%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referencing, quality of writing and structure of proposal (5%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total _____ 20%					

ASSESSMENT CRITERIA FOR MARKING CASE STUDY PRESENTATION

Criteria	FL	PS	CR	DN	HD
A summary outlining your understanding of the case study (4%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (4%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning's that should be adopted by another organization embarking on a similar venture (4%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The team's ability to hold their audience's attention via an engaging and well structured presentation (4%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and ability to answer questions asked by tutor and peers (4%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total _____ 20%					

Course structure	date
<p>Week 1 Lecture: <i>Introduction to the course</i> Tutorial:</p> <ul style="list-style-type: none"> Forming teams (please make sure you attend) Textbook case-study: Young, MN & Liu, D 2009, 'Hong Kong Disneyland', pp. 148 -60 	<p>27th Feb</p>
<p>Week 2 Lecture: <i>Managing in the global environment</i> Tutorial:</p> <ul style="list-style-type: none"> Presenting to a multi cultural audience and team exercise A Love-Hate Relationship with Chavez ' 2009, <i>International Management Managing in a Diverse and Dynamic Global Environment</i>, McGraw-Hill Irwan New York pp. 55-7. 	<p>5th March</p>
<p>Week 3 Lecture: <i>Understanding the role of culture/subculture</i> Tutorial:</p> <ul style="list-style-type: none"> Suite 1 and Suite 2 peer reviewed presentations Case-study found on blackboard: 'Sarah James in Mexico: Often Wrong but Never in Doubt' 2009, <i>Harvard Business Review</i>. 	<p>12 March</p>
<p>Week 4 Lecture: <i>Communicating across cultures</i> Tutorial:</p> <ul style="list-style-type: none"> Suite 3 and Suite 4 peer reviewed presentations (All team need to have selected their case studies) Textbook case-study - DiStefano, JJ 2009, 'Johannes van den Bosch Sends an Email pp.355 -357' 	<p>19th March</p>

<p>Week 5 Lecture: <i>Cross-Cultural negotiations, decision making and dealing with bribery</i> Tutorial:</p> <ul style="list-style-type: none"> • Suite 5 and Suite 6 peer reviewed presentations • Question time for exam preparation 	<p>26th March</p>
<p>Week 6 Lecture: <i>Exam 1</i> Tutorial:</p> <ul style="list-style-type: none"> • Business card and introduction etiquette exercise with video clip • Experiential negotiation exercises 	<p>2nd April</p>
<p>Mid semester break</p>	<p>9th April</p>
<p>Week 7 Lecture: <i>Corporate social responsibility including engagement with indigenous communities and workers</i> Tutorial:</p> <ul style="list-style-type: none"> • CSR exercise • Preparation time for final group presentations 	<p>16th April</p>
<p>Week 8 Lecture: <i>International human resource management</i> No tutorials</p>	<p>23rd April</p>
<p>Week 9 Lecture: <i>Developing a global management team</i> Tutorial:</p> <ul style="list-style-type: none"> • Group presentation case study: Google and the Government of China • Group presentation case study: Kitchen Best Ethics When Doing Cross Boundary Business in Southern China 	<p>30th May</p>
<p>Week 10 Lecture: <i>Motivating and leadership</i> Tutorial:</p> <ul style="list-style-type: none"> • Group presentation case study: IKEA's Global Sourcing Challenge Indian Rugs and Child Labour 	<p>7th May</p>

<ul style="list-style-type: none"> Group presentation case study: NFC in Mongolia 	
<p>Week 11 Lecture: <i>The world of global leaders and revision</i> Tutorial:</p> <ul style="list-style-type: none"> Group presentation case study: People Management Fiasco in Honda Motorcycles and Scooters India Ltd Group presentation case study: Nissan The Ghosn Era 	14st May
<p>Week 12 Lecture: <i>Revision and exam preparation</i> Tutorial:</p> <ul style="list-style-type: none"> Preparation for Exam case study, essay and reflection exercise 	21st May
<p>Week 13 No lecture Tutorial:</p> <ul style="list-style-type: none"> Optional - Opportunity for students to ask questions regarding the final exam 	28th May



Never Stand Still

Australian School of Business

MGMT2102 MANAGING ACROSS CULTURES

**COURSE OUTLINE
SEMESTER 1, 2012**

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND
SUPPORT**

PART B. KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

Note: See Part A of the Course Outline for Course Specific Information

1. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

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

<http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly, see:

<http://www.lc.unsw.edu.au/onlib/ref.html>

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism webpage](#) (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

2. 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 in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

2.1. 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.

2.2. Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

2.3. 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>

2.4. 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/>.

2.5. 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.

3. 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. For assessments worth 20% or more, all applications for special consideration must go through UNSW Student Central (<https://my.unsw.edu.au/student/academiclife/StudentCentralKensington.html>) and be lodged within 3 working days of the assessment to which it refers;
2. Applications will **not** be accepted by teaching staff, but you should notify the lecture-in-charge when you make an application for special consideration through UNSW Student Central;
3. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam;
4. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Information for ASB Undergraduate Courses:

ASB Policy on requests for Special Consideration for Final Exams:

The policy of the School of Organization and Management is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least a pass mark of 50% in each assessment item specified in the Course Outline and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special consideration and the final exam:

Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Session 2, 2011 are:

30 November 2011 – exams for the School of Accounting

1 December 2011 – exams for all Schools other than Accounting and Economics

2 December 2011 – exams for the School of Economics

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. Supplementary exams will not be held at any other time.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you are too ill to perform reasonably on the final exam, do not attend the final and apply for a supplementary instead. However granting of a supplementary exam in such cases is not automatic. If a student attends the regular final, s/he is unlikely to be granted a supplementary exam.

The ASB's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:

<http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf>.

4. ADDITIONAL STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**

<http://www.asb.unsw.edu.au/learningandteaching/studentservices/Pages/default.aspx>

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: 9385 5584; Email:

edu@unsw.edu.au

- **Capturing the Student Voice:** An ASB website enabling students to comment on any aspect of their learning experience in the ASB. To find out more, go to [the Current Students/Resources/Student Feedback page here](#).
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from www.elearning.unsw.edu.au to *UNSW Blackboard Support / Support for Students*. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:**
<http://info.library.unsw.edu.au/web/services/services.html>
- **UNSW IT Service Centre** : <https://www.it.unsw.edu.au/students/index.html>
Technical support for problems logging in to websites, downloading documents etc.: UNSW Library Annexe (Ground floor); Ph: 9385 1333.
- **UNSW Counselling and Psychological Services** (<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: Quadrangle Building, Level 2, East Wing ; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734