



# UNSW Business School Course Outline

## MBAE7501 Executive Accelerator - 2023 Residential

<b>Study Level</b> Postgraduate	<b>Term</b> Term 3	<b>UOC</b> 2	<b>Location</b> Residential	<b>School</b> AGSM
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# 1. Course Details

## Summary of Course

The capstone year of the MBA Executive focuses on themes of growth, innovation, disruption and transformation. As part of the capstone year, this *Executive Accelerator* (EA) course will help you understand these themes on a personal and interpersonal level.

This course is an opportunity to reflect, review, further experiment with and practise a range of behaviours associated with executive development. The overarching aim of this course is to provide a learning context and environment that helps you further refine your current skills and behaviours in a way that accelerates your effectiveness as an executive leader. The course runs in parallel with other Executive Year (EY) courses ( *Growth and Innovation*, *Disruption and Transformation*, and *Leadership Immersion*).

First, the course will help you develop an understanding of the human developmental processes, how that influences an executive leader's capacity to deal with the cognitive and emotional complexities of organisational life, and how that has and will continue to shape some of your own experiences.

Second, the course will develop or deepen critical and practical executive skills. We focus on a relatively narrow set of skills to allow for significant time for practice and reflection. This process also requires seeking feedback from others as well as courageous and critical reflection on what drives our own unskilful reactive behaviours versus productive, creative responses as a human being and as a leader. The course methodology will encourage you to explore a variety of mindfulness practices, receive feedback from colleagues and fellow students, and further develop your process facilitation skills through peer coaching.

This course will run over three consecutive terms (referred to as Initial Term, Middle Term and Final Term) to provide the time needed to move beyond 'knowing' about these skills and integrating them into your daily practice ('doing'), and weave them into who you are and want to become as an executive leader ('being'). You will have to enrol in this course each term that you enrol in the other Executive Year courses, and different executive skills will be the focus in each term.

As this course has only one-third of the load of other courses each term, and to balance the workload in other EY courses, EA will not have readings, activities and materials for every week. The learning activities are spread across the weeks of the term and much of the focus is on independent and self-directed student learning.

In your Initial Term, there is a focus on Adult Development and Self-orientation, Building Effective Teams, Peer Coaching and Process Facilitation, Career Management, and Communicating Effectively and Executive Presence as there will be a strong focus throughout EA on these skill sets. In your Middle Term, there is a stronger focus on Collaboration and Strategic Networks.

## 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.

[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](#)

## Course Aims and Relationship to Other Courses

You will have to enrol each term in this course when you enrol in the other Executive Year courses - MBAE7502 *Growth and Innovation*, MBAE7503 *Disruption and Transformation* and MBAE7504 *Leadership Immersion*. MBAE7501 *Executive Accelerator* will focus on a range of executive skills in each term.

One of the key features that distinguishes executives from other organisational actors is that they have to work across boundaries to align and negotiate across functions, disciplines, and processes to develop, influence and execute a compelling strategy. While other courses in your candidature have focused on 'knowing' by introducing a variety of independent leadership and organisational components, in this course, the focus shifts to the 'doing' by bringing all of those components together towards a way of 'being' as an executive. Its value resides in the fact that it emphasises the three key domains of cognition, behaviour and identity, which are often discussed as important in producing lasting learning and change.

The model has been extended now to topics beyond leadership. Educational specialists discovered the value of asking not only what is most important for students to know and what is most important for them to be able to do, but also what kind of people we want them to be (Drake & Burns 2004). It is certainly essential to ask the question of what kinds of executives we want to have in organisations and in society. While character is shaped over the course of one's life, deliberate reflection on one's purpose, values and consistent choice of action that is aligned with such purpose and values is possible, and can be learned and perfected. The learning activities in this course touch simultaneously on these aspects.

### References

Hesslebein, F & Shinseki E K 2004, *Be-Know-Do: Leadership the army way: Adapted from the official Army Leadership Manual*, Jossey-Bass, San Francisco, CA, USA.

Drake, S M & Burns, R C 2004, *Meeting Standards Through Integrated Curriculum*, Alexandria, Virginia USA, Association for Supervision and Curriculum Development.

## 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
Analyse complex team dynamics and plan to lead your team through disruption & transformation.	PLO 1: Business knowledge	Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives
Apply critical self-reflection and draw on feedback from others to develop a perspective on your current strategic leadership capabilities, development priorities and identity		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives
Draw on mindfulness skills to support your capacity to deal with cognitive and emotional complexity		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives
Extend your capability to clearly and persuasively communicate complex strategic issues to challenging audiences.		Assessment 1 : Contribution to learning community
Understand the role of personal presence, political skill and collaborative engagement to influence diverse stakeholder groups		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives
Draw on mindfulness skills to support your capacity to deal with cognitive and emotional complexity.		PLO 2: Problem solving
Demonstrate the ability to differentiate and apply appropriate coaching and mentoring practices for different contexts.	Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives	
Apply critical self-reflection and draw on feedback from others to develop a perspective on your current strategic	Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)	

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item	
leadership capabilities, development priorities and identity.			
Understand how a leader's maturity and development influences their capability to lead complex organisational growth and transformation initiatives.		Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives	
Understand the relationship between human development and maturity of ethical reasoning, and demonstrate advanced ethical reasoning skills in an organisational context.	PLO 3: Business communication	Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Demonstrate the ability to differentiate and apply appropriate coaching and mentoring practices for different contexts.		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Understand how a leader's maturity and development influences their capability to lead complex organisational growth and transformation initiatives.		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Understand the role of personal presence, political skill and collaborative engagement to influence diverse stakeholder groups.		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Draw on mindfulness skills to support your capacity to deal with cognitive and emotional complexity.		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Analyse complex team dynamics and plan to lead your team through disruption & transformation.		Assessment 1 : Contribution to learning community Assessment 5 : Mini-electives	
Extend your capability to clearly and persuasively communicate complex strategic issues to challenging audiences.		Assessment 1 : Contribution to learning community Assessment 4 : 'My Executive Year Journey' video: Reflections on learning and application throughout the year	
Understand how a leader's maturity and development influences their capability to lead complex organisational growth and transformation initiatives.		PLO 4: Teamwork	Assessment 1 : Contribution to learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Draw on mindfulness skills to support your capacity to deal with cognitive and emotional complexity.			Assessment 1 : Contribution to learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Demonstrate the ability to differentiate	Assessment 1 : Contribution to		

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
and apply appropriate coaching and mentoring practices for different contexts.		learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Extend your capability to clearly and persuasively communicate complex strategic issues to challenging audiences.		Assessment 1 : Contribution to learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Understand the role of personal presence, political skill and collaborative engagement to influence diverse stakeholder groups.		Assessment 1 : Contribution to learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Analyse complex team dynamics and plan to lead your team through disruption & transformation.		Assessment 1 : Contribution to learning community Assessment 2 : Peer Evaluations Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)
Understand the relationship between human development and maturity of ethical reasoning, and demonstrate advanced ethical reasoning skills in an organisational context.	PLO 5: Responsible business practice	Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Progress adaptive challenges in complex organisational environments with greater confidence, resilience and purpose.	PLO 6: Global and cultural competence	Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Understand the role of personal presence, political skill and collaborative engagement to influence diverse stakeholder groups.		Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Apply critical self-reflection and draw on feedback from others to develop a perspective on your current strategic leadership capabilities, development priorities and identity.		Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Analyse complex team dynamics and plan to lead your team through		Assessment 1 : Contribution to learning community

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
disruption & transformation.		Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Draw on mindfulness skills to support your capacity to deal with cognitive and emotional complexity.		Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives
Apply critical self-reflection and draw on feedback from others to develop a perspective on your current strategic leadership capabilities, development priorities and identity.	PLO 7: Leadership development	Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 4 : 'My Executive Year Journey' video: Reflections on learning and application throughout the year Assessment 5 : Mini-electives
Demonstrate the ability to differentiate and apply appropriate coaching and mentoring practices for different contexts.		Assessment 1 : Contribution to learning community Assessment 3 : Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only) Assessment 5 : Mini-electives

### 3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator in Charge	Denise Weinreis	<a href="#">Email</a>	AGSM	–	–

#### 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

The learning approach adopted in this course is founded on the belief that learning cannot be forced upon people. This course is grounded in experiential or action learning. Experiential learning theory emerged from the work of scholars such as John Dewey who centralised the role of experience in human learning and development theories (Kolb 2015). Experiential learning theory posits that knowledge is acquired through a learning cycle that includes:

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.
2. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.
3. Abstract Conceptualisation reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens.

The benefit of experiential learning is the depth of knowledge acquisition created by the interplay between theoretical understanding and experience. Experiential learning allows you to take the academic knowledge from your previous MBA (Executive) courses, and learn and further demonstrate your ability to effectively use that knowledge in simulated and real experiences.

#### Reference:

Kolb, D A 2015, *Experiential learning: Experience as the source of learning and development*, 2nd edn, Pearson Education, Upper Saddle River.

This course is designed to:

- intellectually consolidate and integrate content from other classes
- practise core executive skills
- exercise networking across multiple boundaries (internal and external)
- practise observing, recording, collating and assessing, and providing feedback to peers.

#### Development Centre

The construct of a development centre approach will be used in order to create an optimal environment for you to Observe, Record, Collate and Assess (ORCA) and provide feedback. This means that you will engage in highly experiential activities, as well as self- and cohort-directed learning, that require you to demonstrate your ability to integrate course concepts and learnings from other courses in your MBA Program. As you do this, you will evaluate and be evaluated by others in terms of manifesting executive skills against a framework. The evaluation framework provides a language that is aligned with skills demanded of executives and will reduce biases of individual students in peer evaluation. The framework does not focus on domain-specific technical skills that were acquired during other MBA courses, but on broader executive-level skills that require you to cross functions, disciplines, processes etc. Executives must have the skillset to be effective in working with and adapting to a broad range of people who are likely to have deeper and broader technical skillsets.

### Course Structure

Together, we will build a constructive learning environment where you can tap into the knowledge and experience of your peers. You will be connected through peer coaching and group work. The class will be predominantly held by a combination of videoconferences and workshops during the residentials (in a 'flipped' format where the amount of instruction is limited). The main focus is on the 'doing' and

demonstration of skills. In addition, you will choose two mini-electives, mainly from pre-existing AGSM Executive Education courses to enable you to focus on additional skills you still want to develop as part of your MBA program.

The topics covered formally and informally across the three terms are:

- Adult development and self-orientation
- Building effective teams
- Peer coaching and process facilitation
- Career management
- Communicating effectively and executive presence
- Collaboration and strategic networks

In the Final Term, your team will participate, and have a virtual coaching assistant, in a simulation about conscious capitalism to experience the benefits and challenges of operating a business (in contrast to the traditional profit-maximising business paradigm). Through adaptive learning, your small team will work together to deal with ethical, environmental and sustainability issues in addition to the normal executive challenges and decision-taking of running a business.

## 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	Contribution to learning community	100	200 words (maximum) per post	Ongoing throughout Initial Term and Middle Term (Weeks 1 to 10); Final Term (Weeks 1 to 5)	Individual
Assessment 2	Peer Evaluations	0	N/A	Ongoing throughout each term	Individual
Assessment 3	Reflections on Two Peer-coaching Sessions (Initial and Middle Terms only)	0	Up to 500 words as a coach and up to 500 words as coachee (1,000 words maximum) for each session	Monday of Week 5 by 3pm Sydney time and Monday of Week 9 by 3pm Sydney time, in Initial and Middle Terms	Individual
Assessment 4	'My Executive Year Journey' video: Reflections on learning and application throughout the year	0	3 minutes (maximum)	Monday of Week 9 of your Final Term, by 3pm Sydney time (note: earlier submission is acceptable)	Individual
Assessment 5	Mini-electives	0	N/A	Any time throughout your Executive Year with completion by Monday of Week 12 of your Final	Individual

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
				Term	

## 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 Executive Accelerator (EA) assessment process is designed to support you in practising and applying course concepts and techniques from your entire MBA (Executive) Program. The assessment process is conducted through multiple methods that support learning and development. You will experiment with different behaviours and document your developmental progress throughout your Executive Year (EY) with a learning portfolio. We recommend that you accumulate reflections, videos and peer feedback, along with evidence of your continuous practice, using Google Sites or equivalent. You can then 'carry' the portfolio forward and continue to reflect upon and monitor your personal and professional executive development throughout your life and in your career.

Participating in all of your activities and assessments will positively contribute to our learning community.

Satisfactory participation and successful completion of mini-electives constitutes a further assessment item of the Executive Accelerator. Mini-electives are administratively considered to be part of the assessments in your final term of the Executive Accelerator, even if they are completed earlier in the Executive Year.

In order for this course to be included in the calculation of your academic standing, you must successfully complete all assessment components for each term. You will complete the course each term with either a Successful grading or an Unsatisfactory Fail grading.

Note: The 100% weighting indicated for Assessment 1 is system-generated (i.e. from the UNSW online course outlines system). While it is indicative of the time and effort you will need to invest and is what is taken into consideration in determining your results for your Initial Term, it is best ignored in relation to assessment and grading for your Middle and Final Terms. In this course you are assessed overall and given a Successful/Unsatisfactory Fail grade each term (i.e. it is not marked numerically per assessment item).

## 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.

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.

Please keep draft versions of your assessment work (e.g. via Word's 'Version History' and similar) in case any ambiguity arises after you have submitted your assessments.

## Specific

For this course, you will find Generative AI will not be of much use due to the nature of the assessments. Indeed, its use for assessments in this course is prohibited - with no assistance permitted.

Description of 'No assistance'

- It is prohibited to use any software or service to search for or generate information or answers.
- If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL ('Fail'), suspension and exclusion.

## 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 response 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 class.
2. Your interaction with your Facilitator. The Facilitator will guide your learning by conducting the class discussion, answering questions that might arise, 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 class 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 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 the [BusinessThink website](#).



## 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 requested a weekly 'to do' list and more structured communications.

### Response to Student Feedback

As the course uses a 'Case in Point' facilitation style, where there can be many unknowns that produce ambiguity, the facilitators will encourage feedback and be even more responsive to student questions and concerns.

We will improve communications to students, including as follows:

- give a weekly announcement in Moodle outlining tasks to be completed and clearer instructions with dates and timings
- acknowledge student submissions and/or provide more feedback to students
- provide developmental feedback/observations of student progress re: their contributions to the learning community and the peer coaching submission in our 1:1 session with facilitator (Initial Term)
- ensure stronger focus on eBook activities at the residential and webinars
- increase student and team time with the facilitator - for example, in Weeks 6, 7 & 8 of the Final Term, students will have the opportunity to have 1:1s with the facilitator to 'bookend' their discussion from the Initial Term
- give increased explanation, context and instructional materials for activities in which students are self-directed; e.g. the simulation in the Final Term
- provide confidential 1 x 1 coaching in any instance of a team member experiencing conflict with another team or cohort member, for the purpose of personal and professional development
- allow optional weekly small-group sessions in the simulation in the Final Term to share learning and progress among teams
- provide clarity about the experiential learning process earlier in the term, the rationale for the focus on learning (versus performance) orientation and stronger linkages to research and its application.

## 8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
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## 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
<b>Scholars</b> 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"> <li>• PLO 1: Business knowledge</li> <li>• PLO 2: Problem solving</li> <li>• PLO 3: Business communication</li> <li>• PLO 4: Teamwork</li> <li>• PLO 7: Leadership development</li> </ul>
<b>Entrepreneurial leaders</b> 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"> <li>• PLO 1: Business knowledge</li> <li>• PLO 2: Problem solving</li> <li>• PLO 3: Business communication</li> <li>• PLO 4: Teamwork</li> <li>• PLO 6: Global and cultural competence</li> <li>• PLO 7: Leadership development</li> </ul>
<b>Professionals</b> capable of ethical, self-directed practice and independent lifelong learning	<ul style="list-style-type: none"> <li>• PLO 1: Business knowledge</li> <li>• PLO 2: Problem solving</li> <li>• PLO 3: Business communication</li> <li>• PLO 5: Responsible business practice</li> </ul>
<b>Global citizens</b> who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.	<ul style="list-style-type: none"> <li>• PLO 1: Business knowledge</li> <li>• PLO 2: Problem solving</li> <li>• PLO 3: Business communication</li> <li>• PLO 4: Teamwork</li> <li>• PLO 5: Responsible business practice</li> <li>• PLO 6: Global and cultural competence</li> </ul>

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