

THE UNIVERSITY OF NEW SOUTH WALES



SCHOOL OF ACCOUNTING

**BUSINESS PERFORMANCE MANAGEMENT
(ACCT 5921)**

SESSION 2 - 2002

COURSE OUTLINE

Staff

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BUSINESS PERFORMANCE MANAGEMENT

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COURSE OUTLINE

1. GENERAL INFORMATION

COURSE STATUS AND LOCATION

Business Performance Management has been designed for students who are interested in developing a deeper understanding of the role performance measurement and reward systems can play in the successful achievement of business objectives in contemporary organisations. The subject has been designed to provide a systematic and critical analysis of issues related to measuring the performance of business units, managers and employees, integrating performance measurement systems with strategy implementation, and linking performance measurement to personnel evaluation and reward systems.

While some prior exposure to accounting ideas and concepts is assumed, the subject does not involve a high level of technical accounting analysis. Rather, a working knowledge of financial concepts such as: profits, assets and various financial ratios, and how they are defined and measured; an understanding of budgeting processes and performance reporting, and; a general background relating to strategy formulation and implementation, provide the foundations for exploring the specific topics in this course.

BROAD OVERVIEW OF THE SUBJECT

It is difficult to conceive of an organisation without objectives. Objectives indicate what the organisation is trying to achieve. In turn, organisations devise ways of trying to attain their objectives, usually referred to as strategies and/or plans. But setting objectives and developing strategies does not necessarily mean the organisation will be successful. Much managerial effort is required to ensure success and is referred to in this subject as **business performance management**. Thus, this subject focuses on the approaches and systems used by managers in organisations (especially, but not exclusively, for-profit organisations) to ensure the success of their strategies and plans and, hence, achievement of their objectives. In particular, we shall be studying performance measurement and control systems, which are the formal, information-based routines and procedures that managers use to ensure that the operations and activities of the organisation result in desired outcomes. The following points regarding performance measurement and control systems summarize the key ideas that underlie the specific topic areas that are to be covered.

- Performance measurement and control systems are designed to convey information, both financial and non-financial, to help managers assess past actions and direct them to those areas requiring attention in order to make appropriate decisions and take future actions. We shall examine the various types of information used and issues related to designing and using specific performance measures, and the strengths and weaknesses of the various approaches that are used in organisations.
- Performance measurement and control systems involve formal routines and procedures, and, as such, are based on predetermined practices and communicated in written reports which are prepared and used on a regular basis. Such standardisation has real advantages, such as continual monitoring of, and a means of consistent communications to employees. But there are also potential problems, for example, where systems become inflexible and do not respond to changing circumstances or where people focus their attention primarily on the formal systems, especially when rewards are involved.
- Performance measurement and control systems are designed to manage business performance, and as such, refer to a specific subset of an organization's total information system. Hence, we are concerned with identifying the particular features and issues associated with the design and implementation of these systems for the purpose of managing of business performance.
- Performance measurement and control systems can be used both to manage and monitor existing activities and operations and to change, alter and improve these activities and operations. An important aspect of designing and using such systems is managing the tensions between innovation and growth on one hand, and exercising appropriate control over managers and employees on the other.

The framework that is used in this subject for describing, analysing and assessing the various approaches to business performance management revolves around the following important aspects of performance measurement and control systems.

1. The **key objectives** that are seen as fundamental to the overall success of the organisation and ways the organisation attempts to evaluate the extent to which the objectives have been achieved.
2. The **strategies and plans** that have been adopted to achieve the key objectives and the mechanisms used to investigate the extent to which strategies and plans have been successful.
3. The processes used to decide on the **performance levels** needed to achieve objectives and indicate strategic success and, hence, to set appropriate performance targets for a particular time frame.
4. The nature of the **information flows** (feedback and feedforward) used to help the organisation learn from experience and adapt its current behaviour.
5. The types of **rewards** (penalties) that are associated with achieving (not achieving) performance targets, how they act as incentives and their impact on the motivation and effort levels of employees.

These five aspects of performance measurement and control systems are highly interconnected, and effective system design should recognise the importance of the

linkages. As we study various topics, some aspects will be given greater emphasis. Nevertheless, in understanding and evaluating various approaches to business performance management, it is important to consider all of the aspects described above.

OBJECTIVES OF THE SUBJECT

- To review and understand the alternative approaches to the design of performance measurement and control systems that are used in organisations to manage business performance.
- To develop a set of criteria to help assess the strengths and weaknesses of various design choices associated with the development of performance measurement and control systems.
- To understand, appreciate and analyse the behavioural and social consequences of using performance measurement and control systems in organisational settings.

LEARNING OUTCOMES

As a result of satisfactorily completing this course, you will be able to:

- Describe in detail the aims, elements and processes associated with alternative performance measurement and control systems;
- Understand the issues related to the design and implementation of various performance measurement and control systems, and critically evaluate the strengths and weaknesses of such systems;
- Analyse specific problems concerned with business performance management using the concepts and ideas addressed in this subject, and apply your evaluative skills to assessing the appropriateness of suggested solutions;
- Develop and justify solutions and recommendations to specific business problems concerned with business performance management which are based on sound analysis and reasoning.

COURSE STRUCTURE

Conduct of Weekly Seminars

The subject will be formally taught in a weekly 3-hour seminar. Relevant material (such as textbook chapters, journal articles and case studies) will be set for each weekly seminar and must be read prior to the seminar. In addition, you will be required to prepare formal submissions for each class (see below for further details). In particular, the cases are central to the learning process and address the main objectives of the seminar. Most seminars will require the careful reading and analysis of one or more cases. The cases fulfil a number of purposes including opportunities:

- to illustrate issues that can arise in practice and responses to them;

- to apply various concepts and ideas found in the readings, and;
- to provide a basis for formulating general principles, solutions and strategies.

The quality of your preparation is of particular importance for your learning experiences in a case-based course. What you get out of the course will depend largely on your input, and you are encouraged to plan your time accordingly.

You are expected to participate actively in the seminars, and to ensure that everyone has this opportunity, group work and informal presentations will be an important feature of most seminars. During class you will be asked to work with in groups of 3 or 4 on various problems and issues. From time to time, groups will be asked to make presentations to the rest of the class.

ASSESSMENT

The composite mark for **ACCT5921** will be calculated as follows.

| | |
|---|-------------|
| Class Participation and Weekly Case Reports | 10% |
| Individual Report | 15% |
| Group-Based Assignment | 25% |
| Final Examination | 50% |
| TOTAL | 100% |

A passing grade in this subject depends on satisfactory performance in all parts of the course.

Class Participation and Weekly Case Reports (10%)

Each week, various cases and exercises will be used to help illustrate and analyse issues related to the topic area. You will be required to prepare formal responses with respect to this material. This may involve, for example, a case synopsis, specific analysis of data or problems, or preparation of recommendations based on case facts. The specific details for each week will be set out in the seminar overview handed out in the prior week.

Your work will be collected at the beginning of the seminar and returned the following week. It will be graded on a three-point scale: Very Good (A), Satisfactory

(B) or Unsatisfactory (C). This work, together with an assessment of your overall contributions in class, will form the basis for your class participation mark. In total, there will be ten formal weekly submissions. The worst two results will not count to the mark. No late submissions will be entertained. Written responses must be typed and you are required make a copy of your work for reference during the class.

Individual Report (15%)

Each student will be required to submit a short report (approximately 1500 words), which involves an analysis of issues associated with the design and implementation of performance management systems. Further details will be given in due course. The report is to be submitted in class in Week 9 (Tuesday, 24 September, 2002).

Group-Based Assignment (25%)

Each student is required to join a group to work on the major assignment. Groups should be finalized no later than the third week of session (group size of either 3 or 4). The case study assignment is to be submitted in class in Week 13 (Tuesday, 29 October, 2002). Assessment of the assignment is based in part on the lecturer's mark and in part on a peer evaluation. Details of the group-based assignment and assessment procedures will be given in due course.

Final Examination (50%)

The final examination will be a 3-hour open book exam. The open book format is used as the philosophy underlying this course is one of developing your analytical and critical skills rather than expecting you to memorize large amounts of information for exam purposes. The paper consists of two parts. Part A will involve addressing a series of questions related to the analysis of a case. You will be given a copy of this case prior to the examination. Part A is worth 40 marks. Part B requires you to write essay-type answers to three questions, each worth 20 marks. You will be given a choice from five alternatives. The normal expectation is that you would write between three and four pages when answering each question in Part B. Further details of the paper will be given in Week 14.

2. COURSE RESOURCES

TEACHING STAFF

Peter Lockett (PL)- (Lecturer-in-charge)
Room QUAD 3106
Phone 9385 5912
email: p.lockett@unsw.edu.au

CONSULTATION HOURS

Tuesdays, 4.00 p.m. to 6.00 p.m. or by appointment.

An appointment may be made outside regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. I am happy to answer short enquiries by email, but will not conduct in-depth consultations by e-mail. You may, however, phone me during my consultation hours.

TEXTBOOK

Kaplan R., and A. Atkinson, *Advanced Managerial Accounting*, 3rd. Edition, Prentice-Hall, 1998.

RECOMMENDED TEXTS

Barbera, M., and R. Coyte, *Shareholder Value Demystified: An Explanation of Methodologies and Use*, UNSW Press, 1999. (Background reading relating to notions of shareholder value.)

Brown, M.G., *Keeping Score: Using the Right Metrics to Drive World-Class Performance*, Amacom Books, 1996.

Bruns W, and R. Kaplan, eds., *Accounting and Management: Field Study Perspectives*, Harvard Business School Press, 1987.

Ehrbar, A., *EVA: The Real Key to Creating Wealth*, John Wiley & Sons, 1998.

Hornngren, C., and G. Foster, *Cost Accounting: A Managerial Emphasis*, Prentice-Hall, Seventh Ed., 1991.

Johnson, H., and R. Kaplan, *Relevance Lost: The Rise and Fall of Management Accounting*, Harvard Business School Press, 1987.

Kaplan, R., ed., *Measures for Manufacturing Excellence*, Harvard Business School Press, 1990.

Kaplan R., and D. Norton, *The Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press, 1996.

Kaplan R., and D. Norton, *The Strategy-Focused Organization*, Harvard Business School Press, 2001.

Macintosh, N.B., *Management Accounting and Control Systems: An Organizational and Behavioral Perspective*, Wiley, 1995.

Merchant, K.A., *Modern Management Control Systems*, Prentice-Hall, 1997.

RECOMMENDED TEXTS (cont)

Simons, R., *Levers of Control: How Managers Use Innovative Control Systems to Drive Strategic Renewal*, Harvard Business School Press, 1995.

Simons, R., *Performance Measurement and Control Systems for Implementing Strategy*, Prentice Hall, 2000.

Stewart, G.B., *The Quest for Value*, HarperCollins Publishers, 1990.

COURSE WEBSITE

A course website will be maintained within the WebCT environment. You are required to have a Unipass and Unipin to access this website. In addition, you must be enrolled in the course to access the website. This website will be updated weekly with related material and links to articles and other information relevant to the weekly topics. The website will also be used to keep you informed about various aspects of the subject, such as due dates for assignments. Other websites that provide useful content with respect to the course will be indicated by a series of hyperlinks in the course website. You are encouraged to explore these sites and learn from them. You are advised to visit the site regularly. We cannot place any material on the website that involves the use of student IDs or that raises issues with respect to privacy. Details regarding access to this website will be provided in class.

The following websites provide useful support resources:

| | |
|--|--|
| ▪ www.student.unsw.edu.au | UNSW homepage for students |
| ▪ www.library.unsw.edu.au | UNSW library (catalogues, info, etc.) |
| ▪ www.lc.unsw.edu.au | UNSW Learning Centre (help with learning and language support, etc.) |
| ▪ www.counselling.unsw.edu.au | UNSW Counselling Service (dealing with personal issues) |
| ▪ www.comms.unsw.edu.au | UNSW Communications unit (net access, UDUS, email) |

3. STUDENT RESPONSIBILITIES

PREPARATION FOR AND PERFORMANCE IN CLASS

It is a requirement of this course that all students attempt the assigned weekly reading and prepare formal submissions as specified, *prior* to attending class. Students are expected to participate in the class discussion.

The expected workload for a postgraduate course is 10 hours per week, on average across the session.

ATTENDANCE REQUIREMENT

Students are expected to be regular and punctual in attendance to all classes. All applications for exemption from attendance at seminars of any kind must be made in writing to the Registrar. If you attend less than 80% (that is, 11 complete seminars) you may be refused final assessment.

Students are requested to turn their mobile phones off prior to entering the classroom.

SATISFACTORY PERFORMANCE

To be eligible for a passing grade in this course, students must (1) attain a composite mark of at least 50% **AND** (2) perform at a satisfactory level in each component of the composite assessment (as described above). Failure to do so may result in either supplementary assessment being required or the award of a failing grade, depending on an individual's situation.

SUBMISSION OF INDIVIDUAL REPORT AND GROUP ASSIGNMENT

The individual report and group assignment must be submitted by the due date. Failure to do so will attract a penalty which is to be calculated as follows: One day late - 10% of the maximum possible mark; Two days late - 20% of the maximum possible mark; Three days late - 40% of the maximum possible mark; Four days late - 60% of the maximum possible mark; Five or more days late - 100% of the total mark.

Extensions will only be granted in **exceptional** circumstances and will only be made by the Course Facilitator. Applications for an extension must be made in writing to Peter Luckett and must be supported by medical certificates etc. The onus is on students to plan their workloads to meet the course deadlines.

SPECIAL CONSIDERATION

It should be noted that special consideration is available only to students confronting *abnormal and significant* difficulties in completing this course. University regulations must be consulted before applying for formal consideration. It should be noted that illness or personal problems do not ensure that supplementary assessment will be granted automatically. In *addition* to the normal University application for consideration, students are required to lodge a detailed written application with the Course Facilitator. Details of the consideration will be treated in confidence.

ACADEMIC MISCONDUCT

Students are reminded that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct are excluded from the University for two years. However, because of the circumstances in individual cases, the period of expulsion can range from one session to permanent expulsion from the University.

The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years: taking unauthorised materials into an examination; submitting work for assessment knowing it to be the work of another person; improperly obtaining prior knowledge of an examination and using that knowledge in the examination; and failing to acknowledge the source of material in an assignment.

SUPPORT INFRASTRUCTURE

The following services are recommended to students requiring additional and specialised support.

Learning Centre

The Learning Centre provides a free and confidential service offering learning and language support to UNSW students. Assistance is provided through workshops, discipline-based courses and individual consultations. The Learning Centre is located at Room 231, Level 2, Library Building. (Phone 9385 3890 for an appointment.)

Education Development Unit

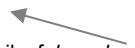
Additional learning and language support or a 'discipline-specific' support class can be arranged with the Education Development Unit (EDU) in the Faculty. Students may consult the EDU for advice and assistance with assignment writing, academic reading and note-taking, oral presentation, study skills or other learning needs. The Unit is located in Room 3054, Level 3, Quadrangle Building. (Phone 9385 6163 or 9385 6087 for an appointment.)

Counselling Service

Counsellors offer assistance in planning, decision making, problem solving, and social and emotional development. The Counselling Service is located at Level 2, East Wing, Quadrangle Building. (Phone 9385 5418 for an appointment.)

Seminar Program – Session 2, 2002

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Assessment</u> | <u>Readings</u> |
|-------------|-------------|--|--------------------------|------------------------------------|
| 1 | 30 July | Introduction – A Framework for Studying Performance Management | | K&A – Ch. 2 |
| 2 | 6 Aug | Using Information for Planning and Control | Weekly Submission | K&A – Ch. 9 + readings |
| 3 | 13 Aug | Decentralization and Managing through Profit Centres | Weekly Submission | K&A – Chs. 7 & 9 |
| 4 | 20 Aug | Managing Investment Centre Performance | Weekly Submission | K&A – Ch. 10 + readings |
| 5 | 27 Aug | Using EVA® Systems to Manage Performance | Weekly Submission | K&A – Ch. 10 + readings |
| 6 | 3 Sept | Translating Strategy into Action – Building a Balanced Scorecard | Weekly Submission | K&A – Ch. 8 |
| 7 | 10 Sept | Implementing a Balanced Scorecard Approach | Weekly Submission | K&A – Ch. 11 + readings |
| 8 | 17 Sept | Managing Operations and Employee Capabilities | Weekly Submission | K&A – Ch. 11 + readings |
| 9 | 24 Sept | Designing Performance-Based Reward Systems | Individual Report | K&A – Chs. 13 & 14 |
| | | Mid-session Break – 28 September to 7 October | | Readings |
| 10 | 8 Oct | Issues in Developing “Good” Performance Measures | Weekly Submission | Readings |
| 11 | 15 Oct | Senior Executive Reward Systems | Weekly Submission | K&A – Ch. 13 + readings |
| 12 | 22 Oct | Gainsharing Plans and Enterprise Bargaining Agreements | Weekly Submission | K&A – Ch. 13 + readings |
| 13 | 29 Oct | “Ethical” Issues in Measuring and Rewarding Performance | Group Assignment | K&A – Ch. 13 + readings |
| 14 | 5 Nov | Course Overview | | |



Immediately below the course title a trail of *breadcrumbs* is shown highlighting the steps you have taken from the home page to the current page. You can always return to any point along the path by clicking on the appropriate title in the *breadcrumbs*. Click on *Home* if you want to return to the course home page.

What do the icons mean?

The number of icons you see will vary from one WebCT course to the next. Some of the icons you are likely to see are explained below, although your lecturers may have replaced these standard WebCT icons with different images.



[Course Content and Related Materials](#)



[Communication Tools](#)



[Study Tools](#)



[Evaluation Tools](#)

The four icons above are commonly found in WebCT courses. Each icon leads to a new screen of icons, grouping related options together.



[Content Module](#)



[Course Outline](#)

The two icons above lead to course material. Clicking on the Content Module will take you to a Table of Contents page with a list of links to the course notes. Clicking on the single page tool, shown on the right above, will take you directly to a page of information.



[Mail](#)



[Discussions](#)



[Chat](#)



[Whiteboard](#)

The four icons shown above lead to what are known as communication tools. The Mail tool is similar to email but restricted to a particular WebCT course. The Discussions tool is like an online bulletin board where notices can be posted and where organised discussions can take place. The Chat tool allows for real-time debate. The Whiteboard provides real time drawing and reviewing of diagrams uploaded by the lecturer.

What is WebCT?

WebCT (Web Course Tools) is a Web-based software application used at UNSW for online learning and teaching activities. When you log on to your *myWebCT* account you will see a list of all the courses you are registered in, which have WebCT components. If a course doesn't have a WebCT component then it won't be listed. Your lecturers will advise you how they are intending to use WebCT in their courses.

What do I need to access WebCT?

To view your WebCT courses you will need to have:

- a username and password
- a computer with Internet access
- a Web browser installed with Java, JavaScript and cookies enabled in the browser settings, and with the cache set to display a new version of a page every time it is visited.

You will find more details about configuring your browser settings at <http://www.webctsupport.unsw.edu.au>. Go to the Help Desk menu in the student area of the site.

Internet Explorer is the preferred browser as it performs much more reliably than Netscape. Specific browser versions that work with WebCT are:

- Microsoft Internet Explorer version 5.0 or higher, including 6.0 (version 5.5 SP1 has a bug and is not supported, but 5.5 SP2 is supported)
- Netscape 4.76 and 6.2.1 (4.78, 4.79, 6.0 and 6.01 have bugs and are not supported).

Logging on to myWebCT

You can enter WebCT using the following Web address: <http://www.webct.unsw.edu.au>

Click on *Log on to myWebCT* and enter your username and password.

Log on to myWebCT

[Forgot your password?](#)

Your **WebCT username** is the same as your UNSW Student ID. Student IDs are seven digits preceded by a lower case 'z'. Make sure you do not enter a capital 'Z'.

Your **WebCT password** is the same UniPass that you use for other UNSW online services, such as accessing your NSS enrolment record. It is also case sensitive so make sure *Caps Lock* isn't turned on.

Logging out of WebCT

It is important to fully log out of WebCT so that others who use the same computer can't access your personal data and grades etc. To do this, click on the *Logout* link that appears in the navigation bar at the top of each screen.

What should I do if I have a problem with my password?

Passwords are managed by the DIS><Connect office. If you don't have a UniPass, or you have forgotten your UniPass, or if you are having problems logging into your WebCT account because your password is invalid, you may ask DIS><Connect for assistance:

Phone: +61-2-9385-1777
 Fax: +61-2-9385-1262
 Email: disconnect@unsw.edu.au
 Web: <http://www.disconnect.unsw.edu.au>

Location: The DIS><Connect Help Desk shop front is located on Level 1 of the UNSW Library Building. The entrance is on Library Road which is the southern (rear) side of the Library.

If you can't log on to your WebCT account perhaps you have not agreed to the rules for using UNSW Online Services. Before you can access any password protected online service at UNSW, including WebCT, you must first agree to the rules. To do this, you must go to the UNSW Communications Unit services website at <http://www.services.comms.unsw.edu.au>.

Go to the link called 'Agree to the Rules' and click on the text. This will take you to the Rules Page. Once you have read and understood the rules, click on the button titled 'I understand & accept the conditions'. You only need to agree to the rules once during your period of study at UNSW.

Changing your password

You can only change your UniPass via the **Do-it-Yourself** pages on the DIS><Connect website at <http://www.disconnect.unsw.edu.au>. Remember to keep your password secure.

myWebCT course listing

myWebCT is a portal or gateway to your WebCT courses. When you have logged onto WebCT, you will see a list of all the WebCT courses to which you have access. This will be a personalised list, specific to you. Click on the title of a course to view it.

Navigating within a WebCT course

When you enter a WebCT course, you will see a number of icons. You can navigate within a WebCT course by clicking on these icons which will lead you either to information, WebCT tools or more pages of icons.

At the top of every WebCT page you will see a navigation bar. Click on *MYWEBCT* on the top line of the navigation bar to return to the full list of your WebCT courses.

Using a Content Module

On entering a Content Module you are presented with a table of contents. The example below illustrates a table of contents with two hyperlinks.

Table of Contents

1. [The Internet and Setup](#)
2. [Learning Objectives](#)
3. [What is the Internet?](#)

Clicking on a blue triangular *twisty* will expand, or collapse, a section of the list. Clicking on an underlined hyperlink will display the corresponding page of content.

Table of Contents

- ▼ 1. Writing Learning Outcomes
 - 1.1. [Introduction](#)
 - 1.2. [Learning Outcomes](#)
 - 1.3. [Examples of aims and outcomes](#)
 - 1.4. [How to write aims and learning outcomes](#)
- ▶ 2.. The Place of Learning Outcomes in Planning a Subject
- ▶ 3.. Bloom's Taxonomy
- ▶ 4.. References

An action menu appears at the top of each page of content.

ACTION MENU: [Previous](#) [Next](#) [Contents](#) [Retrace](#) [Refresh](#)

Click on *Previous* and *Next* to move around the topic and sub-topic notes. Click on *Contents* to return to the Table of Contents described above. Clicking *Retrace* will take you back along the path you followed to get to the present page.

Using the Discussions tool

In some courses, you may see a *Discussions* tool:



[Discussions](#)

This tool will allow you to post and read messages to and from other students in the course. If you click on the icon, you will first see a list of discussion topics:

| Topic | Unread | Total | Status |
|-----------------------|--------|-------|------------------|
| All | 1 | 1 | |
| Main | 1 | 1 | public, unlocked |
| Notes | 0 | 0 | public, unlocked |

Click on a topic (usually main) to see the messages posted. A list of posted messages will appear. Your lecturer may add many other topics to your Discussion area.

Discussion messages: Student Lounge

[Return to Discussions](#)

[Compose Discussion Message](#) [Search](#) [Mark All As Read](#) [Update Listing](#)

Select topic: [Student Lounge](#) Show all / [Show unread](#) Threaded / [Unthreaded](#)

Select all [Select none](#) Apply to selected message(s) below [Compile](#) [Go](#)

| Subject | Author | Date | Status | Attachment |
|----------------------------------|----------------------|------------------------|--------|------------|
| ▶ Student Lounge | Gwenda van der Merwe | Fri May 17, 2002 10:36 | | |
| Bridge Climb | Kirsten Black | Fri May 17, 2002 10:39 | | |

To read a message, click on its hyperlink. The message will then be displayed. To read all messages in a thread, click on the magnifying glass next to the triangular *twisty*. To create a new discussion thread, click on *Compose Discussion Message*. To check for new messages click on *Update Listing*.

Subject Student Lounge

[Previous Thread](#) [Next Thread](#) [Close](#)

[Reply](#) [Quote](#) [Download](#)

Message no. 1

Posted by **Gwenda van der Merwe** on Fri May 17, 2002 10:36

Feel free to discuss topics not related to the course in the Student Lounge.

[Previous Message](#) [Next Message](#)

[Previous Thread](#) [Next Thread](#) [Close](#)

Click on *Reply* or *Quote* to post your reply on a particular sub-topic or *thread*.

Reporting problems

In the event that you experience problems using WebCT, please report them to your lecturer or course coordinator. If they can't answer them, they will pass them on to someone who can.

Alternatively you may submit an online form requesting help in the student area of the WebCT support website for the University, at <http://www.webctsupport.unsw.edu.au>.

Learning more about WebCT

An expanded version of this guide with a short tutorial, plus a full range of help documents is available online at the student support site <http://www.webctsupport.unsw.edu.au>. Please bookmark this address and check it regularly as new resources will continue to be developed and made available.

WebCT@UNSW



Getting Started

with Online Courses at UNSW

A Student's Mini-guide to WebCT
June 2002

Produced by
Educational Development & Technology Centre
(EDTeC)
The University of New South Wales
www.webctsupport.unsw.edu.au