Business Consulting Project

COMM5004

Session 2, 2007

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Sydney 2052 Australia

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Disclaimer: This course involves the participation of external organisations who have committed their time and their resources in providing a rare and valuable learning experience for UNSW students. Occasions may arise where the partner representative is unable, due to unforeseen or unavoidable circumstances, to attend the meetings with students as advertised in this outline, thereby requiring a change in schedule. Furthermore, while every attempt has been made to offer projects that require contributions from students from multiple business disciplines taught in the Faculty, this is not always possible, for various reasons, one of which is commercial sensitivity.
Thoughts on Experience and Learning

You cannot acquire experience by making experiments. You cannot create experience. You must undergo it.

Albert Camus (1913 - 1960)

Experience is not what happens to a man; it is what a man does with what happens to him.

Aldous Huxley (1894 - 1963)

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.

Abigail Adams (1744 - 1818)
COURSE INFORMATION

COURSE DESCRIPTION

The Business Consulting Project is the capstone course of the Master of Commerce degree. It consists of an intensive, 12-week consultancy project that is carried out for a company or organisation by a team of five students under the supervision of academic facilitators. At the end of the course, the best teams present their recommendations to the client representatives at the UNSW campus. The majority of the assessment relates to team work on the Project, while 30% is for your individual reflection on your learning experience.

LECTURE LOCATIONS
Monday 6-9pm Webster Theatre B
Wednesday 2-5pm RC Theatre

TEACHING STAFF

COURSE COORDINATOR
Craig Tapper
Email: craig.tapper@unsw.edu.au Tel: 0414 616 012

FACILITATORS

Monday Teams (Object Gallery & Shop)
Jeffrey Bentley-Johnson jeffrey@benston.com.au 0411196219
Zain Mooloobhoy zain@moloobhoy.com 0415145454

Wednesday Teams (Sydney Philharmonia Choir)
Craig Tapper craig.tapper@unsw.edu.au 0414 616 012
TBA
TBA

RELATIONSHIP OF COURSE TO MCom Program

This course is the culmination of your Master of Commerce degree and, as such, embodies the Faculty’s teaching philosophy with regard postgraduate business education. Put simply, the Faculty believes that the best means of preparing students to operate effectively in today’s business environment is to expose them to the complex nature of business operations. Few commercial (or non-commercial) decisions are made in organisations today that do not require the input of different business units and managers – whether they be managers responsible for finance, marketing, information systems, or human resource management. This teaching philosophy is embodied in your core courses of Managing for Value Creation 1 and Managing for Value Creation 2.

In this course, you will be given the opportunity of testing your understanding of and capabilities in tackling a real-world business issue presented by an external organisation. As such, you are expected to utilize and build upon the learning already achieved earlier in your Master of Commerce degree.

COURSE AIMS AND OUTCOMES

Aims

The Business Consulting Project course has two main aims: to offer postgraduate students the experience of responding professionally to a real-world management problem and to provide the environment in which students from different specializations and diverse cultural backgrounds work together to learn about business, about other business disciplines and about themselves.
Specifically, the course aims to allow students to integrate their individual discipline-specific knowledge into a context across disciplines, enhance cross-cultural teamwork skills, develop fundamental project management skills, and allow for involvement in solving a real world problem. While course work will have familiarised you with the knowledge and skills from your particular business specialisation, the interdisciplinary use of this knowledge and the capacity to translate it into practical solutions offer you a new challenge and exciting opportunities. The Business Consulting Project permits students to combine theory and practice. Students learn how to formulate a business plan and prepare relevant research questions, analyse a problem and develop recommendations and solutions to that problem. In addition to providing hands-on experience of how to deal with a business problem, the Business Consulting Project is also an experience of working in a multicultural and multi-disciplinary team.

For the partner organisations, the Business Consulting Project provides a unique opportunity to gain access to valuable knowledge, and recommendations or solutions about a business problem within a relatively short period of time.

Skill Development, Learning Attributes & Outcome

The team work component of this course offers you the rich opportunity to develop a number of generic skills which include:

- teamwork skills (skills in understanding team dynamics; leadership skills);
- analytical and cognitive skills (analysing task requirements; questioning; critically interpreting material; evaluating the work of others);
- project management skills (identifying key tasks required to complete a project, scheduling task sequence and resources, monitoring and adjusting progress);
- collaborative skills (conflict management and resolution; accepting intellectual criticism; flexibility; negotiation and compromise);
- communication skills (developing a series of alternative solution, developing reasoned arguments advocating best fit solutions, conveying these effectively in writing and in a presentation); and
- organisational and time management skills.

The Academic Board of the University of New South Wales has determined that the twelve attributes listed should be possessed by all students upon graduation. Perhaps no other course in your university studies will fulfil so many of these attributes (marked in italics below).

- Skills involved in scholarly enquiry
- In-depth engagement with the relevant subject content, in a broad context
- Capacity for analytical and critical thinking and for creative problem solving
- Ability to engage in independent and reflective learning
- Information literacy - the skills to locate, evaluate and use relevant information
- Capacity for enterprise, initiative and creativity
- Appreciation of and respect for, diversity
- Capacity to contribute to, and work within, the international community
- Skills required for collaborative and multidisciplinary work
- Appreciation of, and a responsiveness to, change
- Respect for ethical practice and social responsibility
- Skills of effective communication

Another way of understanding how this course can enhance your learning is in terms of outcomes. These can be classified as follows:

Knowledge Outcomes

- Define and explain the main concepts, principles, analytical tools, and contemporary issues that impact on your business discipline.
- Recognise the inter-relatedness of your business discipline to other business disciplines within an organisation.
- Manage individual attributes & team dynamics in order to work efficiently & effectively in a team.
Application Outcomes
- Demonstrate an ability to understand the relevance of the knowledge and concepts learned from your business discipline and then apply that knowledge and those concepts in tackling a real business issue.
- Manage a project by demonstrating an understanding of planning and process and incorporating them into a business plan.

Analytical Outcomes
- Investigate a real business issue by applying the concepts and analytical tools of your business discipline.

Synthesis and Evaluative Outcomes
- Formulate a plan or process to tackle actual problems or issues.
- Evaluate and recommend judgements based on the analysis of the problems or issues.
- Apply cross-disciplinary knowledge and skills in order to develop a robust solution to an unstructured problem.

It is also our desire that you will develop the following capabilities through your Master of Commerce degree in general and the Business Consulting Project in particular:
- Commitment to lifelong learning in pursuit of personal development and excellence in business.
- Be an effective problem solver, capable of applying logical, critical and creative thinking to a range of problems
- Be able to work both autonomously and collaboratively as a professional

STUDENT RESPONSIBILITIES AND CONDUCT

Attendance
Your regular and punctual attendance at consultation times is expected. In timetabling the program contact with your Facilitators and at lectures is clearly identified, however it is not a weekly attendance pattern. However attendance at other sessions arranged and agreed amongst your team is required and you should be attending weekly meetings (even when not timetabled) of approximately 3 hours per week (minimum) in order to adequately meet the requirements of this subject.

Keeping informed
From time to time, the University will send important announcements to your university e-mail address. You should check this email at least once a week.

Assumed Knowledge
The assumed knowledge for this course comes from the three core courses of the Master of Commerce degree: COMM5001, COMM5002 and COMM5003. The topics listed below are indicative only. Other skills and knowledge may be useful for the Business Consulting Project according to the nature of the project brief. (The course materials for COMM5001, 5002 and 5003 are available in Open Reserve in the Library on 2-hour loans.)

<table>
<thead>
<tr>
<th>Week</th>
<th>COMM5001</th>
<th>COMM5002</th>
<th>COMM5003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Managers and professionals as learners</td>
<td></td>
<td>Wk 3: Impact of transactions on financial statements</td>
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<tr>
<td>Wk 3</td>
<td>Writing to Influence</td>
<td>Wk 4: Competitive Survival in the Long-Run</td>
<td>Wk 6: Costing of products and services</td>
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<tr>
<td>Wk 7</td>
<td>Communication in Teams</td>
<td>Wk 6: Consumer Behaviour &amp; Segmentation</td>
<td>Wk 7: Managing working capital</td>
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<tr>
<td>Wk 11</td>
<td>Intercultural Communication</td>
<td>Wk 7: Products and the Firm</td>
<td>Wk 10: Making investment decisions</td>
</tr>
<tr>
<td>Wk 13</td>
<td>Conflict Management &amp; Negotiation</td>
<td>Wk 14: Leadership for Value Creation</td>
<td>Wk 12: Analysing financial statements</td>
</tr>
</tbody>
</table>

Comment [m1]: This whole section (or your own wording of these topics) can be written out in your course outline. Alternatively, it can be referred to with words such as ‘all students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au

The decision about whether to write it out in the course outline, or make reference to it only, is the decision of the lecturer-in-charge and will depend on a number of factors, including the level of the course. For example, first year students may require more advice concerning such matters than third/fourth year students.
STAKEHOLDER COMMITMENT IN THE BUSINESS CONSULTING PROJECT

Faculty Teaching Staff
- provide a nurturing environment for teaching and learning
- facilitators offer constructive, unbiased and impartial feedback to all teams at all times
- facilitators provide guidance on the following
  - planning and progress of the report
  - the research process adopted by each team
  - structure and style of the report

The External Partner
- shares the same information with all teams
- provides, wherever possible, substantial information and data, thereby allowing teams to pursue and create a rich and meaningful report

The Student
- attends team meetings
- accepts the team composition allocated by the Course Coordinator
- accepts the project allocated and acts in a courteous and professional manner at all times with external visitors to UNSW and
- makes no direct or indirect contact with the partner representative or any member of the organisation

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Team or individual</th>
<th>Due</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Plan</td>
<td>2,500-3,000 word report (excl. Appendix)</td>
<td>Team</td>
<td>In team meeting Wk 12</td>
<td>40</td>
</tr>
<tr>
<td>Presentation</td>
<td>10-15 minute snappy presentation</td>
<td>Team</td>
<td>Wk 13</td>
<td>15</td>
</tr>
<tr>
<td>Milestones</td>
<td>Detailed account of team planning &amp; progress</td>
<td>Team</td>
<td>Week 4, 7, 11</td>
<td>3 x 5</td>
</tr>
<tr>
<td>Critical reflection</td>
<td>Journal detailing &amp; evaluating your performance as team member</td>
<td>Individual</td>
<td>Week 5, 9, 13</td>
<td>3 x 10</td>
</tr>
</tbody>
</table>

Business Plan

A business plan template is available on WebCT Vista; please download and retain for your reference. This document is a template, and is offered as an example of one type of business plan. You will not be required – indeed it will not be possible in the time given – to complete all the parts of the business plan offered. The business plan should be used as a guide only. The structure and the contents of your team's business plan will differ according to the particular project you are allocated.

Your team is required to work together on planning, researching, developing, writing up, proofreading and editing your project report for submission. You are also jointly responsible for allocating relevant tasks including research, logistical and organisational duties. All team members should have a similar level of involvement in the research process and in the organization and writing of the team report.

In your week 4 meeting, your team must provide your facilitator with a written protocol in which you clearly specify the main responsibilities involved in the project and the allocation of those responsibilities among team members. Evidence of agreement to this sharing of tasks will be that each team member will have signed that protocol. This protocol will be viewed as a contract amongst group members. (The protocol will be distributed in Week 2.)

Your facilitator will review your team's protocol and return for correction any that s/he considers inequitable. If, subsequently, your team substantially changes its allocation of tasks, you must...
provide your facilitator with an amended (and signed) protocol. Each team member will sign the final team report as evidence that you all agree that the team has largely carried out the project as agreed in the protocol.

We expect each team member to fulfil their team commitments. In cases where this does not occur, the remaining team members may request a reduced (or higher) grade for the non-contributing (or especially hardworking) team member. Please use the “Peer Assessment form” (available on the course website) for this purpose and submit to your facilitator in Week 12.

In the very rare cases where there are severe problems with teamwork, particularly where this involves the failure of a team member to engage in the study process, then aggrieved team members should, at the first instance, see their facilitator. Where this is, for any reason, difficult, you should contact the course coordinator. It is best, in these circumstances, to collect and provide documentary evidence such as emails or diary notes of commitments not fulfilled.

Tackling a real-world problem includes working to real-world deadlines. **Failure to submit the written report on time will incur a penalty of ten net marks per day overdue.**

**Milestones**

There are three milestone reports due: in Week 4, Week 7 and in Week 11. A milestone is a detailed account of the progress and planning your team is making. It allows your facilitator to assess your team’s progress and organisation. It also allows the facilitator to point out areas where your teamwork needs to be improved, when your team needs to accelerate its output, or indeed if your team is losing focus.

The first milestone is explained above. The objectives and content of the other two milestones should be determined in consultation with your facilitator.

**Presentations in Week 13**

All teams give 15-minute presentations to academic staff in Week 13.

**Presentations to Clients in Week 14**

The top three teams in each project will be invited to present to the Clients in Week 14. These teams will be required to prepare a second copy of their report for distribution to the Client.

Members of all teams who present to the Client in Week 14 will receive personally signed Faculty letters recognizing their achievement.

**Team Consultations**

Consultation with facilitators will be undertaken in 30-minute slots in allocated rooms. This will allow teams to discuss their project in privacy.

To maximise the benefits of consultation each team is encouraged to prepare questions for the facilitators and forward these questions by email at least two working days prior to the meeting. We encourage teams to attend every consultation time.

Due to the complexity of this course – with a large number of teams, multiple projects and multiple facilitators, communication will be more easily facilitated by direct email between your facilitator and your team – rather than use the interface of WebCT Vista.

**Reflective Journal**

The Business Consulting Project course offers you the opportunity of self-learning through a reflective journal activity. Self-learning is regarded as one of the most powerful learning experiences for students. The reflective journal provides you the opportunity to think critically about your role in and contribution to your team during the duration of the Business Consulting Project.

Journal reflections can help you determine what and why you do things. When there are competing alternatives the process of reflection can help us make more informed and reasoned decisions so that we can appreciate, better understand and ultimately improve our behaviours. Reflection helps
us to re-visit and re-see with ‘new eyes’ familiar practice; this is fundamental in relation to your professional development and learning. Through reflection we are able to make sense of difficult experiences; analyze and clarify the situation so that the outcome of the reflective process is a changed perspective about how we can and should behave in the future.


It may be useful to consider the following sequence when writing your journals:


Group work is a fundamental aspect of modern business. Wherever your career takes you, you are likely to work frequently in groups of people with different levels of expertise, different life and work experience, and perhaps different cultural backgrounds. You are unlikely to be trained to work in groups; you will simply be assigned to a group and told to begin your task. The Reflective Journal component allows you the opportunity of learning about yourself as a team member – the strengths you can build upon and the weaknesses you need to address – and of learning about the nature of team dynamics. The main aim of the Reflective Journal is to provide you the means of monitoring and then evaluating your performance as a team member, thereby allowing you to increase your effectiveness as a key member in future team work.

The Journal requires and allows the following:

- a record of important events and results and your reactions to them,
- an opportunity for you to challenge yourself about the way you do things and free you to do things differently and better in the future,
- impetus to take action that is informed through experience and reflection, and
- a means to develop a personal philosophy of team work.

Reflective writing requires you to document your experiences, thoughts, questions, ideas and conclusions along the learning journey of the Business Consulting Project. Change and improvement in your overall performance as a team member can result after reflection, thought and action.

The advantages of journal writing are numerous. First, you use journal writing to reflect on team-work processes and outcomes. Secondly, journal writing, which can enhance your writing skills, is also an effective tool in bridging the gap to critical thinking about how to assess business opportunities. Analysis, synthesis, and assessment are critical higher level thinking skills required of managers. Thirdly, journal writing can increase your ability to persuade, which is critically important in business and management. If you acquire written communication skills, you will be better at articulation, elaboration, and negotiation. As students in the Business Consulting Project, you engage in a dialogue process in the business context. The dialogue you experience with the facilitator and your team members is similar to conversations you will engage in with business colleagues. Journal writing will improve your thinking skills as you reflect on your actions and receive feedback on ways to improve. Fourthly, journal writing allows your facilitator to monitor your learning on a timely basis and to personalise and individualise learning. It is an additional assessment and remediation tool. It provides also your facilitator with feedback on the overall progress of the Business Consulting Project and of the teamwork and your own individual performance.

How does the Reflective Journal Work?
You must write three Reflective Journals. You download the template from WebCT Vista one week prior to the due date and submit to your facilitator. The submitted journals are marked by your facilitator, who will provide feedback if appropriate.
Deadlines

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal Name</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Week 5)</td>
<td>Initial Impressions</td>
<td>10</td>
</tr>
<tr>
<td>(Week 9)</td>
<td>Consolidation</td>
<td>10</td>
</tr>
<tr>
<td>(Week 13)</td>
<td>Final Reflections</td>
<td>10</td>
</tr>
</tbody>
</table>

Assessment Criteria

The Reflective Journal component of the course is worth 30%. A late submission of any journal will incur a penalty of 2 marks. Your submission will be assessed by your facilitator based on the extent to which the written responses indicate explicitly and specifically applies the insights you have gained from observing and participating in the activities of the team and your own reflective processes to detail reflections on the assessment criteria, which includes the following:

- **Applicability and generalisability to a business environment** (have you drawn insights about how the activities of the team and your own role in the team relate to business and management practice, and to the role of a consulting team to an industry participant such as set out in your project brief)
- **Ability to engage in reflection and not simply describe actions** (have you moved beyond simply describing what happened and considered the implications, significance and meaning of what happened in its impact on the team, the likelihood or successfully completing the project, being able to produce a range of valuable outcomes for the client, your own management and team role, and the differing participative styles of yourself and your team members)
- **Relevance to your particular project team** (have you moved beyond general observations about business, management, consulting teams and projects and identified very specific things that relate to your particular team, its membership, team interactions and the effectiveness of the project process and practices used by the team)
- **Directly answering the question** (is the information in your written answers in the reflective journal a set of specific and direct responses to the actual questions set. Is the written communication clear and does it articulate direct answers to the questions set for the particular journal task and question)
- **Level of thinking commensurate with a Master’s student** with specific regard to sophistication; rigour; critical thought; reality vs “motherhood” statements (do the written answers indicate a level of business acumen, professional and discipline specific competence, language and conceptual communication skill that reflects a post-graduate student at the end of a rigorous business education program)
- **Ability to articulate the contributions you make to your team** (an ability to objectively and impartially communicate the contributions both good and bad that you make to the team, and to substantiate these. In addition the ability to critique your own contribution in terms of what you think you bring to this, and can bring to future teams, how you work effectively and what style of team environment is likely to bring out your best contribution).

"Motherhood statements" are recognized as "feel good" platitudes about worthy and wholesome concepts. A "feel good" platitude about a worthy concept, without any specified plans for realisation. For example, "Our country must contribute to world peace."
Feedback – The feedback on your reflective journal will (most likely) be a table indicating a score against each of these criteria. The scores that will be used will indicate for each of the criteria above exactly how well you performed based on the following:

- **0** the student’s work does not demonstrate the required assessment criteria
- **1** the student’s work has demonstrated the assessment criteria at a rudimentary standard below that expected of a Masters student at this stage of their study
- **2** the student’s work demonstrates the assessment criteria at an acceptable standard in some aspects but it neglects some key aspects set out in the specific criteria
- **3** the student’s work at times demonstrates the assessment criteria at a level above that expected of a Masters student at this stage of their study
- **4** the student’s work consistently demonstrates the assessment criteria at a level above that expected of a Masters student at this stage of their study

**Word Limit:** Writing in size 10 font, do not exceed the size of the box for each question. The maximum number of words should be 1,000 per journal.

**Requirements and Guidelines for Team Formation**

The course aims to integrate discipline specific knowledge in a broad context across disciplines and to enhance cross-disciplinary and cross-cultural teamwork skills. To achieve this, several guidelines for team composition have been developed. Not all guidelines will be able to be met each semester.

1. The team comprise no more than five (5) members and no less than three (3).
2. Members must represent at least three (3) disciplines as defined by their MCom specialisation.
3. Gender balance is required (e.g. two males and three females, or vice versa).
4. Ethnic diversity is required (no more than two members from the same ethnic background).

If a student or students drop the course after being allocated to a team, the composition of the team may be changed at the discretion of the Course Coordinator. If a student enrols late in the course, and is therefore not allocated to a team by Week 2 or later, the decision about team allocation is determined by the Course Coordinator. Once students have been allocated to the teams no student will be allowed to change teams except under exceptional circumstances which must be submitted in writing to the Course Coordinator.

**Principles of Effective Team Work**

Though all students are likely to have worked in teams before, it is worth highlighting the principles of effective team work and participation – principles that apply equally to now or in the future.

- Acting at all times in a courteous and professional manner towards all members.
- Attending team meetings.
- Endeavouring to understand the preferred working style and strengths and weaknesses of each team member.
- Communicating clearly with the team regarding any issues that may affect the operation of the team or completion of tasks.
- Planning with team members the tasks to be undertaken by each team member.
- Completing set tasks by agreed deadlines.
- Notifying team members as soon as possible if a problem arises regarding completion of a set task and proposing a solution that enables the team to keep functioning and working towards completion of the set tasks.
- Working co-operatively with team members to encourage all team members to contribute equally to required activities.
- Drawing on conflict resolution and teamwork skills to resolve any problems that arise in the effective functioning of the team eg if someone is not contributing fairly.
- Submit all required assessment tasks in accordance with the published timetable.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>July 23/25</td>
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<tr>
<td></td>
<td>Introduction to course</td>
<td>Team member analysis</td>
</tr>
<tr>
<td></td>
<td><em>Lecture:</em> Overview of Business Plan &amp; Project Planning and Management</td>
<td>Team leader appointed</td>
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<tr>
<td></td>
<td>Introduction to facilitators</td>
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<tr>
<td></td>
<td>Allocation to teams</td>
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<td></td>
<td>Briefing by individual facilitators to their teams</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>July 30/Aug 1</td>
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<tr>
<td></td>
<td><em>Lecture:</em> Team Management</td>
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<tr>
<td></td>
<td>Distribution of Partner Briefing Kits</td>
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<td></td>
<td>Notification of team leaders to facilitators by email</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Aug 6/8</td>
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<tr>
<td></td>
<td><strong>Client Presentations</strong></td>
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<td></td>
<td><em>Project debriefs with facilitators</em></td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Aug 13/15</td>
<td>Milestone 1</td>
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<tr>
<td></td>
<td>Facilitator meetings</td>
<td></td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Aug 20/22</td>
<td>Journal #1</td>
</tr>
<tr>
<td></td>
<td><em>Informal team meetings – no facilitators</em></td>
<td></td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Aug 27/29</td>
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<td></td>
<td><strong>Q&amp;A Session with Client</strong></td>
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<td><em>Lecture:</em> Preparing the Final Report</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Sep 3/5</td>
<td>Milestone 2</td>
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<tr>
<td></td>
<td>Facilitator meetings</td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Sep 10/12</td>
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<tr>
<td></td>
<td><em>Informal team meetings – no facilitators</em></td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Sep 17/19</td>
<td>Journal #2</td>
</tr>
<tr>
<td></td>
<td>Facilitator meetings</td>
<td></td>
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<tr>
<td><strong>MID-SESSION BREAK</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Oct 1/3</td>
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<tr>
<td></td>
<td><em>Informal team meetings – no facilitators</em></td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Oct 8/10</td>
<td>Milestone 3</td>
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<tr>
<td></td>
<td>Facilitator meetings</td>
<td></td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Oct 15/17</td>
<td>Business Plan due</td>
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<tr>
<td></td>
<td>Facilitator meetings</td>
<td></td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Oct 22/24</td>
<td>Journal #3</td>
</tr>
<tr>
<td></td>
<td>Internal presentations by all teams to teaching staff</td>
<td></td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Oct 29/31</td>
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</tr>
<tr>
<td></td>
<td>Presentation to Clients by Selected Teams</td>
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Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a team assessment item that is greater than that actually contributed.**

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae & concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. For full details of your responsibilities as a UNSW student visit the following site: http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

** Adapted with kind permission from the University of Melbourne.

RESOURCES, SUPPORT AND INFORMATION

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

Learning and study support
- FCE Education Development Unit (http://education.fce.unsw.edu.au )
- UNSW Learning Centre (http://www.lc.unsw.edu.au )
- EdTec – WebCT information (http://www.edtec.unsw.edu.au )
- Counselling support - http://www.counselling.unsw.edu.au
- Library training and support services - http://info.library.unsw.edu.au

Comment [m2]: On 1 March 2005, UNSW’s Academic Board endorsed a six-month University-wide trial of a new framework for dealing with student plagiarism. Guidelines for staff, schools and faculties have been developed and includes information about how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases. Staff should be familiar with these policies and processes. The booklet can be downloaded at: http://www.lc.unsw.edu.au/plagiarism/policy.html

Comment [m3]: The extract in the shaded box should appear in all course outlines, in unaltered form. It is recommended that additional discipline-specific advice/information be provided wherever possible
Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

Examination procedures and advice concerning illness or misadventure https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html


ADMINISTRATION MATTERS

Structure of Lecture/Seminar Period

- It is essential that all students attend lectures in the first two weeks, in particular Week One when students are allocated to teams.
- In Week 4 and in most Weeks 6 through 12 teams meet with their facilitators in a pre-arranged session – in the room of the facilitator.
- Teams have the option of meeting or not meeting with their facilitator – but must inform the facilitator in advance of either.

CONTINUAL COURSE IMPROVEMENT

This is the fourth time that this course has been offered. For that reason, we will be especially keen to receive your feedback on all aspects of the course. This feedback will be gathered and used, in part, to inform future course improvement. We will seek formal feedback during and at the conclusion of the course. At the end of the semester, your feedback will gathered using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements will be made to the course based in part on such feedback.

Just as importantly, we will greatly welcome any informal feedback you may wish to pass on to teaching staff at any time.

RESOURCES FOR STUDENTS

Recommended texts on business plans, project management and other relevant topic areas

- Cunningham, MJ. 2006. Finish what you start: ten surefire ways to deliver your projects on time and on budget, Kaplan Publishing.
- www.abc.net.au/catapult/basics
- www.businessplans.org/2mba