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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.
**COMM5004**

**BUSINESS CONSULTING PROJECT**

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WELCOME TO COMM 5004

Unlike other courses, COMM 5004 does not have weekly lectures, topics or set content.

This course places students into consulting teams, each member of the team brings with them different disciplines, ideas, experiences and cultures to enrich the skill and knowledge base of each team.

As a team member you will learn how to plan and manage a consulting brief provided by an external client who in turn has their own expectations from their consultants. Facilitators are appointed per team to help guide the team through each stage in the consulting path but ultimately it’s the team that needs to carry out the research, analyse the data, manage the efforts and personalities of the team, and produce a report that complies with the client brief.

Things to remember:

You are a member of team

- As a team member you will meet and organise the team’s tasks and outcomes
- Each team member brings their own background/disciple to the team
- Working as a team is critical to the success of the team
- Communication between team members is essential
- The team and members must ensure each member contributes to the team
- The team is a professional consulting research unit

Remember to ask yourself:

- Are you addressing the clients brief not your own agenda
- Do you understand why the client has asked this question?
- Do you appreciate the sensitive nature of the brief?

1. COURSE STAFF

<table>
<thead>
<tr>
<th>Staff</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Peters</td>
<td>Quad 2048</td>
<td>9385-3251</td>
<td><a href="mailto:m.peters@unsw.edu.au">m.peters@unsw.edu.au</a></td>
</tr>
<tr>
<td>Course coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business Law &amp; Taxation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil Brook - Facilitator</td>
<td>Quad 2036</td>
<td></td>
<td><a href="mailto:phil@creativitymanor.com">phil@creativitymanor.com</a></td>
</tr>
</tbody>
</table>

1.1 Communication with Staff

Consultation times are available to students / teams for the purpose of addressing specific questions / issues not covered during the scheduled meeting period. Please note that these times are limited, as advisers/clients time and resources are limited. You are requested to write down your questions / issues prior to attending consultation with the facilitator / co-ordinator.

Please keep in mind that one of the aims of this course is to give the student an opportunity to be independent and self reliant in managing all aspects of a client’s consulting brief. Consultation times are immediately after the lectures otherwise by appointment.

Students are invited to consult with the course co-ordinator / facilitator any aspect of the course. Consultation hours outside of class times are:
• During Session: See above, otherwise by appointment if these hours are inconvenient for you.

• Students may contact staff by e-mails regarding course administration matters, using only their official university email address as per University Email Policy. E-mail is not an appropriate medium for learning. It is a poor substitute for personal consultation. Teaching staff will use their discretion when consulted via e-mail and may instead invite students to meet in person during consultation hours to discuss complex questions, solutions to tutorial questions, past exam questions, etc.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Time</th>
<th>Location</th>
<th>Team meeting Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>12:00 – 3:00</td>
<td>Biomedical Theatre C</td>
<td>TBA</td>
</tr>
<tr>
<td>Thursday</td>
<td>6:00 – 9:00</td>
<td>CLB 1</td>
<td>TBA</td>
</tr>
</tbody>
</table>

2.2 Units of Credit

This course is worth 6 credit points.

2.3 Course Description

The Business Consulting Project is the capstone course of the Master of Commerce degree. It consists of an intensive, 10-week consultancy project that is carried out for a company or organisation by a team of up to 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.

2.4 Relationship of This Course to Other Course Offerings

This course is the culmination of your Master of Commerce degree and, as such, embodies the Australian School of Business (ASB) teaching philosophy with regard to postgraduate business education. Put simply, the Australian School of Business 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 COMM5001, Managing for Value Creation 1 and Managing for Value Creation 2.

2.4.1 Course Outline as reference document

This Course Outline is an accurate and historical record of the curriculum and scope of this course. Students are advised to retain a copy of the Course Outline for future use such as for accreditation purposes, or when seeking advance standing in other qualifications.

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course 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 specialisations 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 strategic plan / 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 in how to deal with a business problem, the Business Consulting Project is also an experience in 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.

3.2 Student Learning Outcomes

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

1. teamwork skills (skills in understanding team dynamics; leadership skills);
2. analytical and cognitive skills (analysing task requirements; questioning; critically interpreting material; evaluating the work of others);
3. project management skills (identifying key tasks required to complete a project,
4. scheduling task sequence and resources, monitoring and adjusting progress);
5. collaborative skills (conflict management and resolution; accepting intellectual criticism; flexibility; negotiation and compromise);
6. 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
7. organisational and time management skills.

The course also seeks to develop skills and attributes including:

1. confidence in oral and written communication of commercial / organisational issues;
2. the ability to analyse commercial / organisational issues in a logical and structured way (i.e. to identify problems, research relevant sources, propose an outcome and identify possible challenges to the proposed outcome);
3. the ability to resolve an issue in a logical and structured manner;
4. the ability to evaluate options in their wider commercial context and to
5. apply logical argument, in written or oral form, to commercial / organisational problems that arise in modern commercial life.

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 Expectations and Learning Outcomes
It’s important that each student is familiar with the structure and expectations of this course.

By the time you are enrolled in this course each student is equipped with a breadth and depth of generic and disciplinary knowledge and skills which can be applied to a range of complex business problems. This course allows the student to place their disciplinary specialisation in the wider context of commercial / organisational activity.

COMM 5004 provides an opportunity for an in-depth engagement with relevant disciplinary knowledge in its interdisciplinary context. The other courses within the MCom programme are taught separately. COMM 5004 requires each team member to not only contribute their experience and specialisation to the team effort in a real commercial context where discipline boundaries are blurred. This requires the student to interpret and apply their expertise in a business / organisational activity and context.

This will require the student to be critical and analytical in their thinking, to suspend assumptions and adopt an open mind approach. The skill is demonstrated by a willingness to identify and challenge assumptions and explore alternatives, and is reflective in practice. For any team decision-making and problem solving are key attributes in management and leadership; they build on the skills of critical and analytical thinking, requiring the development of original answers to problems and the ability to deal with unfamiliar situations by thinking flexibly and pragmatically.
Teams are usually the aggregate of many cultures, ethnicities, disciplines and the like, reflecting the diverse and increasingly global nature of business and the concomitant cultural and other diversities requiring managers and business leaders to develop skills and abilities to work within this environment. This requires a degree of diversity within the team and an ability and willingness to demonstrate leadership; think strategically, communicate effectively and act ethically, manage teams and work effectively within a team.

3.3 Approach to Learning and Teaching
The approach to learning and teaching in this course is premised on the fact that active student engagement in the course will facilitate understanding and deep learning of the course material. A core element of this course is to encourage students to work as a team, to conduct research and prepare the final report. In order to benefit from this course students are required to consider the following:
1. Appreciate the needs of your fellow team members
2. Agree on the description of each team members tasks
3. Agree on a timetable of tasks to be performed

3.4 Teaching Strategies
This course is conducted through a mix of lectures/ seminars and self directed learning sessions when you meet with your facilitator or with your team in the weeks prescribed in this course outline.

Facilitators Role
Each team is appointed a facilitator whose role is to guide the students through the project. It is imperative that students take advantage of the facilitator's presence during the assigned lecture times to discuss any issues / challenges faced by the team, and to receive guidance where necessary. Unless any issues are brought to the facilitator’s attention they cannot be dealt with or taken into consideration when final grades are finalised.

3.5 Administrative 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 Weeks 4,5,7,8 and 10 the teams meet with their facilitators in a pre-arranged session – in the room allocated by the facilitator.
- Teams have the option to meet or not to meet with their facilitator – but must inform the facilitator in advance of either.

3.6 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 loan basis)

<table>
<thead>
<tr>
<th>COMM5001</th>
<th>COMM5002</th>
<th>COMM5003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1: Managers and</td>
<td>Wk 3: Rivals and Battles</td>
<td>Wk 3: Impact of transactions</td>
</tr>
<tr>
<td>professionals as learners</td>
<td>for Market Share</td>
<td>on financial statements</td>
</tr>
</tbody>
</table>
4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT
Your suggestions, comments and observations as to the content, delivery, assessment tasks or readings are welcome. Each session feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students’. It is University policy that all courses are evaluated at the end of the semester.

The lecturer values your feedback highly and makes appropriate changes to course content, teaching style and type of assessment set. A further evaluation is carried out by the lecturer mid session. Feel free to communicate your views to the lecturer at: m.peters@unsw.edu.au

Stakeholder knowledge and assumed knowledge
This course consists of THREE parties. To ensure that each party understand and appreciates the other parties responsibilities, below is a brief description of each party’s role in this course

Faculty Teaching Staff
There are two ASB teaching staff: the course coordinator (Michael Peters) and the facilitator (Phil Brooks). The role of the teaching staff is to:
- encourage / promote a dynamic environment for teaching and learning
- facilitators offer constructive, unbiased and impartial feedback to all teams
- 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
The external partner has volunteered to provide the research subject matter and therefore plays an important role in this course. The external partner’s role is to:
- share the same information with all teams
- provide, wherever possible, substantial information and data, thereby allowing teams to pursue and create a rich and meaningful report

The Student
The student is required to work in a team, set a description of the talks that must be undertaken and agree on time lines to deliver the set tasks. The student is expected to:
- attend team meetings
- accept the team composition allocated by the Course Coordinator
- accept the project allocated and acts in a courteous and professional manner at all times with external visitors to UNSW and
• make no direct or indirect contact with the partner representative or any member of the organisation

5. LEARNING ASSESSMENT

5.1 Formal requirements
In order to pass this course, you must:
• achieve a total mark of at least 50/100; and
• attend 80% of the classes; and
• make a satisfactory attempt at all assessment tasks.

Whilst there is no requirement that a student attain 50% or more for each assessment task, there is however a requirement that the student achieve a result that indicates the student genuinely attempted the assessment. Where a student achieves a total mark of 50/100 or more in the course, but fails to demonstrate a satisfactory level of performance in each form of assessment the student may be awarded a UF grade (unsatisfactory fail). An example of unsatisfactory performance is failing to complete an assessment task (e.g. failing to submit an assignment, or failing to complete the final exam).

5.2 Assessment details

<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 11</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10-15 minute snappy presentation</td>
<td>Team</td>
<td>Week 11</td>
<td>20%</td>
</tr>
<tr>
<td>Milestones</td>
<td>Detailed account of team planning &amp; progress 3 X 5%</td>
<td>Team</td>
<td>Week 3, 7, 10</td>
<td>15%</td>
</tr>
<tr>
<td>Reflective</td>
<td>Journal detailing &amp; evaluating your performance as</td>
<td>Individual</td>
<td>Week 3, 6, 12</td>
<td>15%</td>
</tr>
<tr>
<td>Journal</td>
<td>team member 3 X 5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Team Participating peer review, submitted by each</td>
<td>Individual</td>
<td>Week 3, 7, 10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>student individually with the milestones report,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 3 and 7 x 3% each, Week 10 x 4%</td>
<td></td>
<td></td>
<td></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 organisation and writing of the team report.

In your week 2 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 1).

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 11.

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.

All teams are required to prepare and submit TWO copies of their report, one for distribution to the client, the other to be retained by the University.

Milestones: Assessing Your Teams Progress
There are three milestone reports due: in Week 3, Week 7 and in Week 10. 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.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning Report</td>
<td>Week 3</td>
</tr>
<tr>
<td>2. Progress Report</td>
<td>Week 7</td>
</tr>
<tr>
<td>3. Report as to the completion of the final paper</td>
<td>Week 10</td>
</tr>
</tbody>
</table>

Assessment Criteria
There are three milestone component of the course is worth a total of 15% (each is worth 5%). A late submission of any journal will incur a penalty of 1 mark. Your team’s submission will be assessed by your facilitator based on whether you have achieved the outcomes (targets) you had set identified challenges that need attention, outline possible strategies you may adopt to overcome these challenges.

Presentations in Week 11
All teams are to prepare and deliver 15-minute presentation to academic staff in Week 11.
Presentations to Clients in Week 12
The top three teams in each project will be invited to present to the Clients in Week 12. These teams will be required to bring their second copy of their report for distribution to the Client on the day of the presentation.

Members of all teams who present to the Client in Week 12 will receive personally signed Faculty letters in recognition of 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. The team meetings with the facilitators are mandatory. 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. Teams are to meet with facilitators in weeks 1, 2, 3, 4, 5, 7, 8, and week 10 (the first two weeks are to be informal meetings to set the teams goals).

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.

Kottkamp defined reflection as "A cycle of paying deliberate attention to one’s own actions in relation to intentions . . . for the purpose of expanding one’s opinions and making decisions about improved ways of acting in the future, or in the midst of the action itself” (Kottamp, R. (1990). Means of facilitating reflection. Education and Urban Society, 22:2 p.183). 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.

**PLEASE NOTE:** This is an opportunity for you to inform your facilitator of ANY issues you and/or your team may be experiencing. It is essential that any issues are dealt with BEFORE the issue has an impact on the final written submission or the presentation.

This is not a traditional assessment task such as an essay or assignment where written feedback is appropriate. Your facilitator will provide verbal feedback, if required, to ensure that any issue you outline in your journal is managed within your team. The journal forms a key component for the facilitator to understand what is happening within the team.

**Reflective Journal Deadlines**
**Assessment Criteria**

The Reflective Journal component of the course is worth 15%. 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 indicates 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 relates 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 and your own management and team role and participative styles)
- **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, interactions and effectiveness)
- **Directly answering the question** (is the information in your written answers in the reflective journal 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).

The reflective journal will (most likely) be assessed as close as possible to the following criteria:

"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."
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>the student’s work has not demonstrated the assessment criteria</td>
</tr>
<tr>
<td>1</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>the student’s work demonstrates the assessment criteria to the standard expected of a Masters student at this stage of their study in all aspects</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>5</td>
<td>the student’s work consistently demonstrates the assessment criteria at times at a level above that expected of a Masters student at this stage of their study</td>
</tr>
</tbody>
</table>

You should note that the journal is assessed on an individual and team wide basis and will be revised at the end of the course to take into account the overall performance of both the team and the individual.

Recommended 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.

| No written feedback will be provided for the reflective journal and milestones. |

**Participation**

Participation refers to the student’s overall participation, that is their attendance at scheduled team meetings, their involvement in planning the tasks agreed to by the team, the execution of the assigned tasks by the team member, in summary, it is what the student has done towards the team achieving the milestones.

This mark is based on peer assessment provided by the “Team evaluation Form” which is to be completed by each student assessing each other team members’ participation in achieving the team’s milestones. The form will be provided to you in class.

| No written feedback will be provided on the” Team evaluation Form”. |

**5.3 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 enrolls 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.

**5.4 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.

5.5 Late Submission
If you are having difficulty in completing the assignment on time due to illness or unusual circumstances, you may request an extension through your lecturer with supporting documentation eg: medical certificate. In fairness to all students, late submission of assignments will not be accepted you will receive 0/100 for this part of the assessment and you will not be allocated another assignment, as this would be grossly unfair to other students. If you foresee that you will have problems submitting the assignment on time you should contact the Lecturer-in-charge immediately. Only the Lecturer-in-charge can grant an extension for the assignments. Do not wait until the due date to ask for an extension. No extensions will be granted on the due date itself. Applications for extensions on or after the due date of the assessment items will not be considered.

It is only in the most exceptional genuine circumstances that the lecturer-in-charge may contemplate the allocation of another assignment to genuine student.

5.6 Special Consideration and Supplementary Examinations
If you feel that illness or circumstances beyond your control have affected your performance in, or attendance at an examination (mid-session or final), or if you missed an examination because of illness or other compelling reasons, you may apply for special consideration. Such an application may lead to the granting of additional assessment. Each of the following procedures must be followed.

UNSW Policy and Process for Special Consideration
(see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

Students are responsible to be correctly enrolled in this course, submit all written work and assessment task by the due date in the prescribed manner and location. Students are responsible to notify the lecturer in charge with any questions about any aspect of the assessment / grades/ marks within no later than 7 days after grades / marks are made available. In the event any assessment mark is missing, and / or a student has not correctly enrolled in the course within the period prescribed by the University the student will receive a FL grade.

### Final Grades

Final marks will be determined as far as possible to reflect both the individual student’s performance and that of the team in general, compared with students and other teams throughout the course in both evening and day time classes. It is each student’s duty to ensure that they inform their facilitator of any issue that may affect their or their team’s performance before submitting their report.

Final grades will be subject to change according to both the student’s and the team’s overall performance in the course.

### Criteria for Determining the Quality of your Assignment Submission

The UNSW general marking criteria for postgraduate assessed work and examinations will apply. It reads:

**GENERAL MARKING CRITERIA FOR POSTGRADUATE ASSESSED WORK AND EXAMINATIONS**

85+ (HD)  
An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

75-84 (DN)  
An excellent piece of work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

65-74 (CR)  
A good piece of work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a
reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.

50-64 (PS) A fair piece of work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.

40-49 (FL) A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.

30-39 (FL) Serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.

30 (FL) A very bad piece of work showing that the author has failed to engage seriously with any of the subject-matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.

6. 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 group 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 and 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.

* 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.

7. STUDENT RESPONSIBILITIES AND CONDUCT

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.

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students, and teaching staff. In short, any conduct that hinders students
being able to engage in learning activities (with a view to achieving the learning outcomes of this course) is unacceptable. If you are aware of any circumstances beyond your control that may have a significant effect on you or your team’s performance, you must report the matter to your facilitator immediately before submitting your final report.

7.1 Workload
It is expected that you will spend at least **TEN hours per week** studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

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

7.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: [www.my.unsw.edu.au](http://www.my.unsw.edu.au)

7.4 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. 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.

8. COURSE RESOURCES

*Recommended texts on business plans*
- VFinance Business Plan Template, [www.vfinance.com](http://www.vfinance.com)
- [www.abc.net.au/catapult/basics](http://www.abc.net.au/catapult/basics)
- [www.businessplans.org/2mba](http://www.businessplans.org/2mba)
8.1 Other Resources, Support and Information

8.1.1 Library services
The UNSW Library provides a wealth of information, publications, research and study and online services. Through the UNSW website you can access online databases such as LexisNexis through the Sirius gateway at the Library website. You can find on the Library Services website full details of how you can find books, articles, Australian and international databases, full-text newspapers and journals, electronic reference collections as well as links to other libraries and their catalogues: [http://info.library.unsw.edu.au/law/about/law.html](http://info.library.unsw.edu.au/law/about/law.html)

9. ADDITIONAL STUDENT RESOURCES AND SUPPORT
The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** ([www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu)) Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)) Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services**: [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)
- **UNSW IT Service Desk**: Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website: [www.its.unsw.edu.au/support/support_home.html](http://www.its.unsw.edu.au/support/support_home.html)
- **UNSW Counselling Service** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

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](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)

10. SESSION 1 2009, KEY DATES

PLEASE NOTE: Semester 1-

| Teaching Period One (T1) | 9 Mar to 5 Jun |

COMM5004 Business Consulting Project March 2009 v1.2
It is your responsibility to ensure that:

<table>
<thead>
<tr>
<th>MARCH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday  2</td>
<td>Semester 1 begins (Week Zero)</td>
</tr>
<tr>
<td>Monday  9</td>
<td>Teaching Periods T1 begin</td>
</tr>
<tr>
<td>Sunday  15</td>
<td>UNSW Payment Due Date Semester 1 tuition fees -T1 and Upfront Student Contributions Last day to enrol in T1 courses</td>
</tr>
<tr>
<td>Tuesday  31</td>
<td>Census Date for Semester 1 - T1 Last day to discontinue without financial penalty from T1 courses. Last day to finalise arrangements for HECS-HELP and FEE-HELP</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>APRIL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Friday  10</td>
<td>Good Friday - Mid-semester break begins</td>
</tr>
<tr>
<td>Monday  13</td>
<td>Public Holiday: Easter Monday</td>
</tr>
<tr>
<td>Sunday  19</td>
<td>Mid-semester break ends</td>
</tr>
<tr>
<td>Saturday  25</td>
<td>Public Holiday: Anzac Day</td>
</tr>
<tr>
<td>Sunday  26</td>
<td>Last day to discontinue without academic penalty from T1 courses</td>
</tr>
</tbody>
</table>

- You keep the University informed of all changes to your contact details.
- You make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

A full list of UNSW Key Dates is located at: [https://my.unsw.edu.au/student/resources/KeyDates.html](https://my.unsw.edu.au/student/resources/KeyDates.html)

### 11. COURSE SCHEDULE

Dates indicate the week starting
<table>
<thead>
<tr>
<th>Week</th>
<th>Date of Class</th>
<th>Content</th>
<th>Instructions</th>
<th>Deliverable</th>
</tr>
</thead>
</table>
| 1    | March 12      | • Lecture: Introduction to the course Introduction to facilitators  
• Allocation to teams  
• Briefing by individual facilitators to their teams  
• Overview of client brief  
• Distribution of Partner Briefing Kits | Students are expected to conduct their first team meeting set a timetable for when and where they will meet and agree on a draft plan to conduct the research, allocating tasks to each team member. The Team reports back to the facilitator during this class. |             |
| 2    | March 19      | • Lecture: Overview of Business Plan  
• Planning & Project Management | By now the teams have met no less than twice since the first lecture. Each team is to present to their facilitators a plan indicating what research will be undertaken by whom and within what timeline with deliverables clearly marked. During this lecture, each team is expected to have at least three questions to be put to the client. A private session after the lecture may be arranged with the client on a team basis only. |             |
|      |               | **Q & A Session with Client**                                           |                                                                                                                                                                                                              |             |
| 3    | March 26      | • Lecture: Team Management: Facilitator meetings  
• Teams present their project timeline | By now the teams have met at least four occasions. Each team must discuss with their facilitator any issues that have arisen in the past three weeks, in particular to foreshadow whether the scope of their research plan is achievable. | **Journal Entry No.1**  
**Milestone 1** |
| 4    | April 2       | • Informal team meetings – **No facilitators no lecture** | Although there is no formal lecture the teams are expected to meet during this week to consolidate their research findings and begin the process of analysis leading towards finalising the structure of the report, following up aspects of the research with the client. This is the final opportunity to sort out any issues/challenges/problems whether internal or external which the team members must deal with. |             |
| 5    | April 9       | • Facilitator meetings (and team leaders meet clients on their premises where appropriate)  
• Informal team meetings – **No facilitators no lecture** |                                                                                                                                                                                                              |             |
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Instructions</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>April 23&lt;br&gt;- Facilitator meetings (and team leaders meet clients on their premises where appropriate)&lt;br&gt;- Informal team meetings – <em>No facilitators</em></td>
<td>By week six the teams are well advanced in writing the first draft of their report and presentation. Each team member must have a clearly defined task and responsibility.</td>
<td>Journal Entry 2</td>
</tr>
<tr>
<td>7</td>
<td>April 30&lt;br&gt;- Lecture: Preparing the Final Report</td>
<td>Each team present their report to their facilitator with a formal presentation of no more than 10 minutes (timed and complied with) This is a unique opportunity to edit your report / presentation examine your presentation style and test the audio visual aids you have developed.</td>
<td>Milestone 2</td>
</tr>
<tr>
<td>8</td>
<td>May 7&lt;br&gt;- Facilitator meetings&lt;br&gt;First Draft presented to facilitator for feedback</td>
<td>By now the final report is completed and your team should now be examining whether the presentation accurately summarises the key points in your report. All final editing must be completed by the end of week 9, as the following week the teams must be carefully examining the theme and style of their presentation</td>
<td>Draft Plan</td>
</tr>
<tr>
<td>9</td>
<td>May 14&lt;br&gt;- Informal team meetings – <em>No facilitators no lecture</em></td>
<td>Teams have the option of making one more formal rehearsal of their presentation to their facilitator and ensure that the style and timing of the presentation falls within the 10 minutes allocated. Teams should use a timing device to ensure that they can present all the elements of their report within the time limit.</td>
<td>Milestone 3</td>
</tr>
<tr>
<td>10</td>
<td>May 21&lt;br&gt;- Informal team meetings – <em>No facilitators no lecture</em>&lt;br&gt;- Students may make an appointment to meet with their facilitators during consultation time</td>
<td>Each team is required to dress appropriately for the presentation of their report to the academic panel. Each team will be required to keep within the 10 minutes allocated without exception. Each team is to ensure they are familiar with the technology and layout of the room before then attend the formal presentation.</td>
<td>Team Presentation and submission of Business Plan</td>
</tr>
<tr>
<td>11</td>
<td>May 28&lt;br&gt;- Presentation to Academic Panel</td>
<td>The Teams selected to present to the clients will be required to dress suitable for the occasion, and ensure that you are familiar with the seating arrangements and technology in the presentation room. The time limit of 10 minutes will be strictly adhered to during this session.</td>
<td>Journal Entry No.3</td>
</tr>
<tr>
<td>12</td>
<td>June 4&lt;br&gt;- Formal Presentation to the Client by Selected Teams</td>
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</table>