Faculty of Commerce and Economics
School of Organisation and Management

MGMT 5904

ORGANISATIONAL TRANSFORMATION
@ the speed of e

COURSE OUTLINE
SESSION 1, 2006

v010306
1. COURSE STAFF

<table>
<thead>
<tr>
<th>COURSE CONVENOR AND LECTURER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Dave Kennedy</td>
</tr>
<tr>
<td><strong>Office:</strong> 4.089, Rupert Myers Building, South Wing</td>
</tr>
</tbody>
</table>
| **Telephone:** Direct: (02) 9385 7145  
School: (02) 9385 7157 |
| **Fax:** (02) 9662 8531 |
| **E-mail** david.kennedy@unsw.edu.au |
| **Office Consultation** Thursdays, 10:00-11:30 am, and by appointment |

1.1 Communication with Staff
In addition to the listed office consultation times (see above), the lecturer is often available to meet briefly, immediately after lecture and/or seminar. For longer consultations, please organise an appointment via email at david.kennedy@unsw.edu.au. Please include in your email a number of days/times that you are available to meet.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

<table>
<thead>
<tr>
<th>Day and Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 001  Thu 18:00-19:30</td>
<td>Matthews 107</td>
</tr>
<tr>
<td>Seminar S01A Thu 19:30-21:00</td>
<td>Matthews 107</td>
</tr>
<tr>
<td>Seminar S02A Thu 16:00-17:30</td>
<td>CANCELLED</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
6 units

2.3 Parallel teaching in the course
There is no parallel teaching in this course.

2.4 Relationship of this course to other course offerings
This course covers some material that is likely to be covered in a generic organisational change/organisational transformation course, but with additional content that is specific to organisations that lean strongly towards e-commerce. The broad domain of organisational change falls within the larger context of organisational behaviour/organisational psychology. While previous study in
organisational behaviour is not a prerequisite for this course, students may find it beneficial.

In addition to being an elective course within the Master of Commerce (8404) Program, Mgmt 5904 can be utilised as one of the four (4) “Disciplinary Specialisation Courses” for the MCom HRM specialisation (http://www.handbook.unsw.edu.au/postgraduate/plans/2006/IROBCS8404.html) as well as the MCom Organisation and Management Studies specialisation (http://www.handbook.unsw.edu.au/postgraduate/plans/2006/IROBHS8404.html).

2.5 Approach to learning and teaching

There are four key operating principles that I use to guide learning and teaching in this course. First, since students generally integrate new knowledge based upon existing knowledge, I try to take a student-centred approach to learning by ascertaining where they are “at” relative to existing knowledge, then attempting to build new knowledge on this foundation.

Second, while most students are both intrinsically and extrinsically motivated to learn, I try to ensure that extrinsic motivation is high by providing extrinsic rewards for as many tasks as possible. Therefore, you will see that I very rarely ask you to complete a task (i.e., an assignment, an assessment, etc.) without clearly linking the performance of this task to an extrinsic reward (i.e., a mark). The hope is that the extrinsic reward will motivate you, at a minimum, to complete the task. Related, you may find that by completing the task, even largely for extrinsic reasons, that your intrinsic motivation is sustained or even increased.

Third, Experiential learning and behavioural feedback are key to learning and knowledge transfer. Hence, seminars are designed to assist you in the development of the skills necessary to complete your assessments, particularly the case studies. Fourth, I believe that the best learning is learning that is integrated. Therefore, to the extent that it is feasible, I try to integrate the various learning venues (i.e., lectures, seminars, student groups, etc.) with the various types of knowledge and learning (i.e., theory, empirical research, experiential learning, etc.) to allow for maximal integration of the subject matter.

3. COURSE AIMS AND OUTCOME

3.1 COURSE AIMS

A well-known CEO of a major Australian company recently noted the breathtakingly rapid pace of change facing e-Business organisations. He called it "moving at the speed of e." The implication is that change has, in fact, changed. This course will focus on the consequences of what this shift in the volume, momentum, and complexity of change means for human behaviour in organisations, with particular emphasis on organisational behaviour processes and the human resource practices that support them. While it is obvious that a number of organisational processes (e.g. learning, innovation, leading, communication) need to constantly change and evolve in the present global marketplace, the course material will focus on understanding the change/transformation skill-set necessary for e-leaders to thrive in this new competitive time-cycle.
The aim of this course is to introduce you to the subject of organisational change/organisational transformation in the context of e-Business. In an effort to determine what has changed about change, we will examine the macro-level antecedents of this volatility in change (e.g., continuing globalisation, increasing convergence between industries, continuous innovation, revolutionary and disruptive technologies, the coming of age of e-business), and their impact on organisational life. The consequences of this sea change will be examined on three levels: organisational, group, and individual. Emphasis will be placed on the organisational behaviour processes (particularly leading and learning), as well as the human resource management practices that will need to be transformed in order to support these ongoing change processes. Attention will be focussed upon the major theoretical and empirical contributions to the field and their implications for practitioners. Experiential work and case studies will be used to assist you to relate the content material to your own experience and practice.

3.2 Student Learning Outcomes

When you have completed this course, you will be expected to have developed:

1. a working understanding of the prominent theories, models, and empirical research related to organisational change/transformation in the context of e-Businesses;

2. a broad understanding of the significant issues in restructuring and a healthy scepticism toward fads in the area; and

3. an ability to critically examine the behaviour of organizations in change situations and identify strategies for improving the people management of organisational change programs and processes.

4. an appreciation of the various techniques utilised to measure and benchmark the outcomes of organisational change programmes and processes.

3.3 Teaching Strategies

Lectures are designed to briefly review the theoretical, conceptual and empirical readings that were assigned for the given lecture. Emphasis will be on answering questions about the readings, and amplifying or extending the discussion of the material. Since this is a postgraduate course, emphasis will not be on “teaching” the material to you. The lecturer will assume that you have read all of the assigned readings, and that you have come to lecture with questions that you wish to address, and comments that you wish to share. (In other words, if you haven’t read the readings, you will not be receiving value-for-money when you attend the lecture.) Seminars are specifically designed to help you master the skills necessary to complete your assessments. To that end, seminars will focus on developing and practising your case study skills, as well as learning related process skills (i.e., group process skills, peer evaluation, report writing skills, presentation skills, etc.). The use of student groups (both in seminars and outside of seminars) is meant to facilitate the completion of the group project, with the group project designed to
illustrate the advantages of working in groups (rather than individually) when groups are properly designed and effectively managed.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 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, library research, working on exercises and assignments, 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.

4.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. It is your responsibility to schedule your time so that you can comfortably arrive at lecture or seminar before the scheduled start time. Late arrival is distracting to both the lecturer and your fellow students. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 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 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

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site.
WebCT
The PowerPoint handouts for each lecture will be made available on the course web site after the lecture (usually within 24-48 hours). If students miss the lecture and require the handouts for that lecture, then it will be possible to download the PowerPoint handouts accordingly. This website is available through the UNSW WebCt server at the URL:
http://www.webct.unsw.edu.au
To have access to the MGMT 5904 WebCt website you will need your Student Number as well as your UNIPass. Remember that when entering your Student Number to start with the letter ‘z’ and that your UNIPass is case sensitive. This procedure is often overlooked by students attempting to access digital resources.

Please note that the lecturer does not work from “lecture notes”, only PowerPoint slides and matching handouts. If you miss lecture or seminar, please do not ask the lecturer for “lecture notes” as he/she does not have any. The only “notes” that are taken in class are by you and/or your fellow students. You may wish to share contact
information with one or more of your classmates, in case you need to contact them in the event that you miss lecture or seminar.

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.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- receive a mark of at least 50 on the Examination;
- achieve a composite (i.e., overall) mark of at least 50 for the course; and
- complete all assessment tasks (see below).

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture &amp; Seminar Preparation and Participation</td>
<td>20%</td>
<td>n/a</td>
<td>Weeks 2-13</td>
</tr>
<tr>
<td>2. Case Study Analysis I (Group Project)</td>
<td>30%</td>
<td>4 double-spaced typed pages</td>
<td>Week 7 at the beginning of Lecture (Thursday, 13 April, 2006 @ 6:00 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>maximum, excluding cover page, Appendix, and References.</td>
<td></td>
</tr>
<tr>
<td>3. Examination (multiple choice &amp; short answer)</td>
<td>20%</td>
<td>1.5 hours</td>
<td>Week 13 in Seminar (Thursday, 01 June)</td>
</tr>
</tbody>
</table>
4. Case Study Analysis II (Group Project)  |  30%  |  4 double-spaced typed pages maximum, excluding cover page, Appendix, and References.  |  Week 14 at the beginning of Lecture (Thursday, 08 June, 2006 @ 6:00 PM)  

Assessment Details:

1. Lecture and Seminar Preparation and Participation

Preparation for, and active participation in your lectures and seminars is a key component of the learning of this subject. The seminars will primarily focus on experiential learning via the case study method. To that end, you will be introduced to a number of topics that will facilitate the earning of your Case Study Analyses marks (which constitute 60% of your potential marks!). These topics will include the analysis of case studies, peer evaluation, intra-group dynamics, report writing, and report presentation.

2. and 4. Case Study Analysis (CSA)

There are two case studies for you to read and analyse. These will be given to you in seminars with an appropriate lead time for you to study, analyse, and report on them for your due date. The analysis that you write up and hand in is called a Case Study Analysis (CSA). Students form groups of 4 (four) individuals to analyse an historical case study on an e-Business organisation that is ‘currently’ undergoing (or has recently undergone) some type of organisational change/transformation. The project is designed to enable you to apply the theory and empirical research discussed in this course to real-world situations. Related goals include the development of skills in teamwork, organisational analysis, project management, professional report writing, and report presentation/public speaking. In order to assist you in developing the practical skills needed for successful completion of this assignment, a portion of your seminar time will be devoted to relevant learning and training.

Specifically, you are required to:

1. Organise yourselves into teams of 4 (four) people. Exceptions to this number can only be made with the express permission of the seminar leader in your nominated seminar. In an effort to generate effective group development, team members must all come from the same nominated seminar.

2. Based upon your assigned case study, prepare a Case Study Analysis (CSA) that includes:
   a.) a background and summary of the relevant change issues
   b.) your analysis of the antecedents to the organisational change
c.) your analysis and evaluation of how the change was implemented (or is currently being implemented); this analysis should incorporate relevant theory and empirical research

d.) your analysis of the outcomes of the change and its implications; naturally, relevant theory/research should be utilised to support your analysis

3. **Examination**

The *Examination* will consist of multiple-choice and short-answer questions designed to test your understanding of theory and research relevant to organisational change/transformation and its application to solving practical problems. The Examination will take place during Seminar in Week 13. Details of the possible examination topics will be discussed in Lectures. In brief, you are responsible for all of knowledge transmitted in all of your assigned readings, lectures, and seminars. For the Examination, you are allowed to bring in one double-sided A4 sheet of paper with typed or handwritten notes on it. You may wish to add key information to this study/review sheet after each lecture, so that by the Examination time, your study sheet is already well-advanced.

5.3 **Assignment Submission Procedure**

All assignments must be submitted within lectures, unless specifically instructed otherwise by the lecturer.

5.4 **Late Submission**

Late submission of an assessment without prior (i.e., 48 hour) written permission of the lecturer is not acceptable. The lecturer may deduct up to 10% of the allowable mark for each 24 hour cycle for which an assessment is late without written permission.

5.5 **Special Consideration and Supplementary examinations**

UNSW Policy and information on special consideration, including supplementary exams can be found at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

In brief:

- 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: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

For complete details of UNSW policy and process for Special Consideration see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

5.6 Assignment Format
Specific information on the format of each assignment will be given in lecture and/or seminar at the time the assignment is given to the student.

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

In brief:

<table>
<thead>
<tr>
<th>Plagiarism is the presentation of the thoughts or work of another as one’s own.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples include:</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;</td>
</tr>
<tr>
<td>• piecing together sections of the work of others into a new whole;</td>
</tr>
<tr>
<td>• 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,</td>
</tr>
<tr>
<td>• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†</td>
</tr>
</tbody>
</table>

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 RESOURCES

7.1 Course Resources

Textbook:

Assigned Readings:
Assigned readings will be given to you by the lecturer/seminar leader for the following week's lecture. They are equally important as the textbook.

Miscellaneous Handouts:
From time to time, the lecturer may distribute additional handouts during lecture or seminar. You are responsible for reading and incorporating, where feasible, these additional materials into your learning and skill acquisition.

Case Studies:
Case studies will be handed out in seminars by the seminar leader. Case studies, whether they be developmental (i.e., for practice) or for assessment (i.e. CSAI or CSAII) are important learning resources in this course.

WebCT:
WebCT serves as a remote digital repository for a number of key course resources including the Course Outline, PowerPoint slides for lectures, etc.

Student Groups:
The utilisation of student groups, both inside and outside of seminars, is key to the successful completion of the group assignment.

Office Consultation:
Private, one-on-one office consultation, as well as private group consultations, can be quite effective in answering questions that you do not feel comfortable voicing in lecture or seminar.


Additional Reference Material

Relevant Books:
No text and/or group of selected readings could encompass all of the relevant theory and research surrounding organisational change/transformation in an e-Business context. Students are encouraged to investigate additional books in their exploration of this subject. The following books may be of interest:


**Relevant Periodicals:**

Some topics in organisational change/ transformation are reasonably dynamic and the relevant material in books may date quite quickly. It is therefore important to read, to think and to explore around the prescribed text/readings and to monitor relevant periodicals (both practitioner as well as academic journals), especially for the Field Case Study Analysis. The following list contains many of the most relevant journals:

- Academy of Management Executive (USA)
- Academy of Management Journal (USA)
- Academy of Management Review (USA)
- Administrative Science Quarterly (USA)
- Asia-Pacific HRM
- Australian Journal of Public Administration
- British Journal of Management (UK)
- California Management Review (USA)
- Employee Relations (UK)
- Harvard Business Review (USA)
- Human Relations
- International Journal of Conflict Management
- International Journal of Human Resource Management (UK)
- International Journal of Women’s Studies
- International Review of Industrial and Organizational Psychology
- Journal of Applied Psychology (USA)
- Journal of Business Ethics
- Journal of Conflict Resolution
- Journal of Management (USA)
- Journal of Management Studies (UK)
- Journal of Occupational and Organizational Psychology
- Journal of Organizational Behavior
- Journal of Vocational Behaviour (USA)
- Leadership Quarterly
- Organisational Behaviour and Human Decision Processes (USA)
- Organisational Dynamics (UK)
- Organizational Science (USA)
- Organization Studies
- Personnel Journal (USA)
- Personnel Management (UK)
- Personnel Psychology (USA)
- Research in Organizational Behavior
- Strategic Management Journal
- Sloan Management Review (USA)
- Training and Development Journal (USA)
- Women In Management Series
7.2 Other 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](http://education.fce.unsw.edu.au))
  
  Additional learning and language support is available from the Education Development Unit (EDU) in the FCE. The EDU provides individual and small group consultations, academic skills workshops, discipline-specific support workshops and a range of study skills resources and handouts. EDU services are free and confidential, and are available to students of FCE (that means YOU). Students requiring advice and assistance with assignment writing, academic reading and note-taking, oral presentation, study skills or other learning needs are advised to drop in or contact the learning advisors in the EDU which is located in:

  **Room 2039, Level 2, Quadrangle Building**

  Contact details for the Education Development Unit are as follows:
  
  Tel: (02) 9385 5584
  Fax: (02) 9385 5076
  Email: edu@unsw.edu.au

  Contact details for the teaching and learning consultants are as follows:
  
  Carolyn Cousins  
  Tel: (02) 9385 6087  
  Email: c.cousins@unsw.edu.au

  Colina Mason  
  Tel: (02) 9385 6163  
  Email: cm.mason@unsw.edu.au

  - **UNSW Learning Centre** ([http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))

  The Learning Centre provides a wide range of academic support services to students enrolled in degree programs at UNSW. At The Learning Centre, students are assisted in adjusting to academic culture and to new approaches to learning and teaching. The Centre also offers a range of learning and language assistance programs. The Learning Centre can be contacted on (02) 9385 3890.

  - **EdTec – WebCT information** ([http://www.edtec.unsw.edu.au](http://www.edtec.unsw.edu.au))

- **Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

  The UNSW Counselling Service provides a confidential service staffed by professionals who are able to do assessment, short term counselling, and assist students in their continued academic, personal and professional development. With a counsellor, you can talk about: academic problems, administrative problems, personal concerns, crises or traumas, personal difficulties, moods and feelings, health and well-being, or any concern that interferes with personal satisfaction or academic achievement. The counselling service can be contacted by email at counselling@unsw.edu.au or calling (02) 9385 5418.

- **Library training and support services** - [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)
The UNSW Library offers a series of workshops aimed at providing information for postgraduates in their areas of interest. Programs on offer include *Getting more from your library*, *Endnote Advanced*, *Finding Theses and Digital Thesis Submission*, and *Seven secrets of effective searching*. Registration is essential for these programs. If you are interested in attending please contact m.astar@unsw.edu.au. For more information on any of these programs, see [http://info.library.unsw.edu.au/skills/services/pgtimetable.html](http://info.library.unsw.edu.au/skills/services/pgtimetable.html).

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


8. **Continual Course Improvement**

Each semester informal feedback is sought by the lecturer from students at approximately the midpoint of the semester. This is to allow student input into course improvement while they are still taking this course. Each semester formal 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](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.

9. **Course Schedule**

Please Note: The Course Schedule is only available in the “complete” Course Outline which is given to enrolled students in the 1st Lecture.

10. **Key Dates for Session 1 2006**

It is your responsibility to ensure that:
1. You are recorded by the University as being correctly enrolled in all your courses. The last day for students to discontinue without financial penalty is Friday March 31 and the last day to discontinue without academic penalty is Friday 28 April.

2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will (unless an exemption has been granted) be disregarded, and no credit given nor grade awarded.

3. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the session’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Session 1, 2006 falls between 16 June and 4 July.

4. When the provisional examination timetable is released (May 9), ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable is released on Tuesday 30 May.

5. You keep the University informed of all changes to your contact details.

6. 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
11. Key Locations for FCE Students

**Quadrangle Building**

FCE Schools:
- Level 2: Information Systems, Technology & Management
- Level 3: Accounting, Banking & Finance, International Business

Teaching Rooms:
- Ground Level: Quad tutorial rooms
- Level 1: Quad tutorial rooms, Faculty computer labs, Macaulay Lecture Theatre

Other UNSW Services:
- Ground Level: Quad Store, Medical & Dental Centre
- Level 2: Careers, Counselling, Equity
- Education Development Unit (EDU):
  - Level 2, Room 2039

**John Goodsell Building**

FCE Schools:
- Ground: Business Law & Taxation, Actuarial Studies
- Level 1 & 2: Economics
- Level 3: Marketing (including Hospitality & Tourism)

Other Service in Goodsell:
- Ground Level: Faculty Student Centre, Academic Advisor, Economics Drop-in Centre
- Lower Ground: Goodsell computer labs, Student Societies (ComSoc, AISEC)

**Heffron Building**

Applied Science

Smith Theatre

**Rupert Myers Building**

FCE School:
- Level 4: Organisation and Management

**Central Lecture Block**

Central Lecture Block

**Mathews Building**

Mathews Theatres

**Applied Science**

(Old) Main Building
- Keith Burrows Theatre
- Physics Theatre

**Biological Biomedical**
Quadrangle Building
Important Rooms

School of Banking & Finance
Level 3, South Wing

School of Accounting
Level 3, South Wing

School of Information Systems & Technology Management
Level 2, West Wing

Lecture Theatre
Macauley Theatre (access from balcony)

West Wing

EDU Rm 2039, Dean’s Unit

South Wing

Computer labs - access from balcony

Tutorial & Seminar rooms
Quad G020 & G021 (off lawn)
Quad G030 & G031 (in archway)
Quad G025-G027 (through archway)

East Wing

Archway
Lift and stairs

Tutorial & Seminar rooms
Quad 1041-1042
Quad 1045-1049 (access from balcony)

West Wing

Macauley Theatre (access from balcony)

Lecture Theatre

Tutorial & Seminar rooms
Quad G040-G055 (Ground Level)