MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT GUIDE

Year and Semester: 2011, Semester 1
Unit convenor: Paul Gollan
Prerequisites: HRM 207 or HRM250 or BBA250
Credit Points: 3

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This is an advanced unit examining contemporary change management theory and the various contexts in which it may be applied. A prescriptive focus however is not the essence of the unit. Rather a descriptive and interpretive approach is used to highlight the differences between theories for change and in what contexts these may be more appropriate. Two themes will be explored, the first is organisations and organising, and the second is Sustainability. These two themes will provide the context for exploring change management theories and their application. The relevance of lenses such as power, learning, and culture to inform approaches to change will be studied, and change processes will be examined in light of these. The phenomenon of Sustainability will be used to critically assess approaches to change and provide the opportunity for students to apply their theoretical insights to current practical change problems.

TEACHING STAFF

Lecturer: Robert Perey
Contact: 9850 8172 (leave message) – robert.perey@mq.edu.au

Tutor: Louise Metcalf
Contact: 0404 880 941 - louise.metcalf@paxleaderlabs.org

Please note email is preferable.

CONSULTATION TIMES

Robert Perey is available for student consultation by prior arrangement. Alternatively after lectures and tutorials for brief meetings.

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.
In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

**CLASSES**

The format for the sessions will be a weekly two-hour lecture and a one-hour tutorial. The timetable for classes can be found on the University website at: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au)

**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

**Prescribed Text:**


**Recommended Texts:**


Doppelt, Bob. (2008) *The Power of Sustainable Thinking: How to create a positive future for the climate, your organization and your life* Earthscan Lon


UNIT WEB PAGE

The web page for this unit can be accessed via the “login” button on http://learn.mq.edu.au

Please check this website at least weekly for announcements and to access teaching materials that will be loaded onto the site as the course progresses.

A discussion forum will also be made available for student led conversations on change and sustainability theory and practice.

LEARNING OUTCOMES

At the completion of this subject students should demonstrate their ability to:

1. Identify different types of change and why ongoing change is important
2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures
3. Match various theoretical solutions to actual change practices through diagnostic processes
4. Determine how change attempts might be implemented over a number of different contexts

GRADUATE CAPABILITIES

HR Discipline competencies

HRM graduates are expected to know the following 8 discipline specific knowledge and skills upon graduation. This unit contributes to this learning by helping student develop capability numbers 7 and 8 below (italicised).

1. Understand the relevance of contemporary HR systems and functions to employment relationship and to organisational effectiveness
2. Critically evaluate the role and changing nature of government employers and employees and their representatives in the field of employment and industrial relations policy and practice.
3. An ability to enhance human capital through effective and sustainable recruitment and selection practices
4. An appreciation of key learning and cognition theories and how they link and inform effective human resources development practices
5. Critically analyse factors impacting on an organisation's capacity to successfully manage their human resources in a global context
6. Evaluation of key developments in contemporary HRM theory with the intention to inform practice and devise strategic HRM practices that enhance the operations of diverse organisations.
7. Understand different theoretical perspectives and key principles of managing change effectively and critically assess the phenomenon of sustainability in the context of organisational change
8. Recognise the pivotal role of managing diversity, ethics and sustainability in contemporary organisations

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University’s graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this learning by helping students develop generic skills number 1, 2, 4, 5 and 7 below (italicised).

1. Discipline Specific Knowledge and Skills*
2. Critical, Analytical and Integrative Thinking
3. Problem Solving and Research Capability
4. Creative and Innovative
5. Effective Communication
6. Engaged and Ethical Local and Global citizens
7. Socially and Environmentally Active and Responsible
8. Capable of Professional and Personal Judgement and Initiative
9. Commitment to Continuous Learning

TEACHING AND LEARNING STRATEGY

You are expected to read and research each topic in advance, participate in class discussions and to maintain a strong interest in current issues and changes in Human Resource Management.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Starting</th>
<th>Topic</th>
<th>Advance Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21/2</td>
<td>Intro to Change Management</td>
<td>CG - Intro; PDA - Ch1</td>
</tr>
<tr>
<td>2</td>
<td>28/2</td>
<td>Organisations and Organising</td>
<td>CG - Ch1, Ch2, Ch3</td>
</tr>
<tr>
<td>3</td>
<td>7/3</td>
<td>Change for Sustainability</td>
<td>Doppelt - Ch3</td>
</tr>
<tr>
<td>4</td>
<td>14/3</td>
<td>Why and What Changes</td>
<td>PDA - Ch3, Ch4</td>
</tr>
<tr>
<td>5</td>
<td>21/3</td>
<td>Diagnosis and Vision</td>
<td>PDA - Ch5, Ch9</td>
</tr>
<tr>
<td>6</td>
<td>28/3</td>
<td>Images of Managing Change</td>
<td>PDA - Ch2</td>
</tr>
<tr>
<td>7</td>
<td>4/4</td>
<td>Implementing Change - shaping</td>
<td>PDA - Ch7</td>
</tr>
<tr>
<td>8</td>
<td>11 Apr - 26 Apr</td>
<td>Mid-semester Break</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>25/4</td>
<td>Implementing Change - controlling</td>
<td>PDA - Ch8</td>
</tr>
<tr>
<td>10</td>
<td>2/5</td>
<td>Resistance</td>
<td>PDA - Ch6</td>
</tr>
<tr>
<td>11</td>
<td>9/5</td>
<td>Power and Leadership</td>
<td>B&amp;D - Ch9</td>
</tr>
<tr>
<td>12</td>
<td>16/5</td>
<td>Communication and Learning</td>
<td>PDA - Ch10, Ch11</td>
</tr>
<tr>
<td>13</td>
<td>23/5</td>
<td>Culture</td>
<td>CG - Ch5</td>
</tr>
<tr>
<td>14</td>
<td>30/5</td>
<td>Sustaining Change</td>
<td>PDA - Ch12</td>
</tr>
</tbody>
</table>

Abbreviations of sources for advance reading:

CG - Chris Grey (2005) A very short, fairly interesting and reasonably cheap book
about studying organizations


**PDA** - Palmer, Dunford and Akin (2009) *Managing Organisational Change – A multiple Perspectives Approach*

**TUTORIAL SESSIONS:**
Tutorials will start in week 2. In week 1, the tutorial content will be available on Blackboard. Groups for facilitation (see Assessment 2) will be formed in week 2 and group member details will be emailed to the lecturer/tutor by no later than week 4, containing all group members full names, email address and student numbers.
It is encouraged that group members exchange phone contact details and email addresses

**RESEARCH AND PRACTICE**
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**
The assessments for this subject are to help you learn the broad issues and contexts of the theoretical aspect of the course and apply them to real work environments. There are individual components, which allow you to demonstrate your ability to analyse information and relate it to your reading and course materials and class discussions. The group assessments help you to learn to work as a team and develop your interpersonal skills including speaking in public and presenting concise written discussion papers. There will be a final examination for this unit.

**ASSESSMENT**
The assessment will be continuous and designed to test the students understanding of change and organisational learning including knowledge, comprehension and application. Progressive feedback will be given for assessments one through three.

**Marks will be allocated on the following basis:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Assessment - Individual Written Assignment (due week 4)</td>
<td>10</td>
</tr>
<tr>
<td>Second Assessment - Group Assignment (due weeks 6,7,9,10,11,12)</td>
<td>20</td>
</tr>
<tr>
<td>Third Assessment - Individual Written Assignment (due week 9)</td>
<td>30</td>
</tr>
<tr>
<td>Fourth Assessment - Exam (Semester 1 examination period)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total Marks</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Points to note about these assessments:

1) You will need to allow at least three hours of reading per week to prepare for class including course notes and your own research. Good preparation leads to good outcomes.

2) Students must complete all components to register a pass or better final grade.

3) Please note that pressures relating to work or normal academic study loads are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.

4) As a guiding rule extensions for completion of assignments will not be granted except in cases of documented illness or unavoidable disruption.

5) Late submissions of assignments will attract a penalty of a 10% deduction per day of the mark awarded, except for assessment three where late submissions will attract a 50% penalty.

6) Students must attend at least 80% of tutorials.

7) For tutorials where group facilitation is to be undertaken, the expectation is for all students to attend and participate in the discussion.

8) Special consideration for documented illness or unavoidable disruption: The only exception to not meeting the submission requirements for all assessments is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about the special consideration process is available at:

9) Determination of overall grade: Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG). On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see:
   http://www.mq.edu.au/senate/rules/detailedguidelines.doc
## Assessments:

<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Name</td>
<td>Description</td>
<td>Due date</td>
<td>% Weighting</td>
<td></td>
</tr>
<tr>
<td>Organisational Theory and Change</td>
<td>Essay - 2 to 3 pages in length</td>
<td>Week 4</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td>Students will facilitate a tutorial session.</td>
<td>Weeks 6,7,9,10,11,12</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Change for Sustainability</td>
<td>Essay - 1500 words</td>
<td>Week 9</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>Closed Book</td>
<td>Exam Period</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>% Weighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Marking criteria/ standards/ expectations</td>
<td>&quot;Assessment criteria&quot; will be available on unit website.</td>
<td>&quot;Assessment criteria&quot; will be available on unit website.</td>
<td>&quot;Assessment criteria&quot; will be available on unit website.</td>
<td>n/a</td>
</tr>
<tr>
<td>Submission method</td>
<td>Feedback</td>
<td>Estimated student workload (hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class to tutor</td>
<td>Written feedback by end of semester break</td>
<td>12 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class to tutor and peers</td>
<td>Verbal in tutorial and written feedback</td>
<td>15 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To BESS</td>
<td>Written feedback before final test</td>
<td>30 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written feedback before final test</td>
<td></td>
<td>40 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning outcomes assessed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Identify different types of change and why ongoing change is important</td>
<td>5</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures</td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>3. Match various theoretical solutions to actual change practices through diagnostic processes</td>
<td>10</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4. Determine how change attempts</td>
<td>5</td>
<td>10</td>
<td>25%</td>
</tr>
</tbody>
</table>
might be implemented over a number of different contexts

### Graduate capabilities assessed:

<table>
<thead>
<tr>
<th>Graduate capabilities assessed:</th>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critical, Analytical and Integrative Thinking</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>4. Creative and Innovative</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>5. Effective Communication</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>7. Socially and Environmentally Active and Responsible</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10%</strong></td>
<td><strong>20%</strong></td>
<td><strong>30%</strong></td>
<td><strong>40%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
1. First Assessment - Individual Written Assessment - Organisational Theory and Change: Value 10%

Genre - narrative essay style

Length - essay maximum of three (3) pages (exceeding this limit will incur a penalty of 30%). Essay page limit does not include references or the cover page.

Format guide - use 12pt Times Roman font with 1.5 line spacing; **HEADING LEVEL 1** bold uppercase, **Heading level 2** bold; header to contain name and student number, footer to contain page number; electronic copy should be in MSWord and the file name should use this format - initial name and assign2 eg ‘ghsmith assign1’.

Discussion Topic and Question - The course texts introduce a spectrum of theories that have informed researchers and practitioners studying and working with organisational change.

Discuss the following question in relation to the statement above:

How may understanding of organisational theories assist change managers?

The following criteria will need to be addressed:

- Demonstrated research has been undertaken
- Evidence of theoretical underpinning
- Evidence that the student has read widely on the topic, from all types of sources, e.g. Textbooks, journals and electronic sources
- Clarity of argument and discussion
- Presentation style, including grammar, spelling and proofreading
- Use of the Harvard Reference System (not footnoting)
- You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Bibliography and/or Reference list

The essay will be handed in at the beginning of your Tutorial in HRM 317 on Monday 14 March 2011 (week 4). It must have attached an individual cover sheet which can be downloaded from the BESS website located at:

http://www.businessandeconomics.mq.edu.au/current/undergraduate/bess

Please do not insert your assignment in plastic covers or sleeves.
2. Second Assessment - Group work – Tutorial facilitation: 20% (Weeks 6,7,9,10,11,12)

The purpose of this assignment is for each group to facilitate the discussion on the tutorial topic for their selected week. This will involve the analysis, synthesis and demonstration of their understanding of the tutorial topic question.

In week 2 tutorial you are to form six groups (maximum group size is 5 students). The groups need to be finalised no later than week 4 and the lecturer/tutor notified of group member names, student numbers and email details. In week 4 each group will be assigned the week and the tutorial topic question for their facilitation.

To support the theoretical knowledge of the tutorial topic question each group should give examples from the literature, this may be the text or any other source that shows that they understand all aspects of that image. These cases/vignettes can come from journal articles, newspapers or magazines, or cases studies and should preferably be examples drawn from Corporate Sustainability (CS) and/or Corporate Social Responsibility (CSR).

The group will prepare a facilitation plan and lead a discussion on the application and interpretation of their tutorial topic question. Groups are expected to involve their tutor in the development of their facilitation plan.

The following criteria will need to be addressed:

**Facilitation**
- You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Demonstration of the level of knowledge and understanding of the tutorial topic question and its relation to organisation and change theories and practice.
- Demonstration of the level of knowledge and understanding about the practical implications for change agents and change projects of the tutorial topic question being discussed

**Facilitation - 25 minutes**
- The facilitation is not a stage show but getting and maintaining the interest of the audience will be expected.
- Each group can choose how they facilitate the class; however, all group members should be prepared to answer questions from the class and/or lecturer/tutor during the session. The use of presentation aids is encouraged, but emphasis should be placed on important material researched and use of organisational examples.
- A 1 page handout needs to be provided for all members of the class. This handout should be an abstract of your topic question that is suitable for use as a learning summary/study guide.
- Quality of the facilitation (features we will look out for: clarity of the communication, how well any material (posters, slides, exercises, readings)
supports the learning aims and helps the audience to understand the topic question issues and engage in dialogue).

3. Third Assessment - Individual Written Assessment - Organisational Theory and Change: Value 30%

Please note that the rules for submission will emulate those that apply to commercial and government tenders - see below.

Genre - narrative essay style with abstract  
Length - abstract 100 words; essay 1200 words maximum (exceeding these limits by more than 10% will incur a penalty of 30%). Essay word limit does not include references. Essay word count is to be listed at the end of the essay before the reference list.

Format guide - use 12pt Times Roman font with 1.5 line spacing; **HEADING LEVEL 1** bold uppercase, **Heading level 2** bold; header to contain name and student number, footer to contain page number; electronic copy should be in MSWord and the **file name** should use this format - initial name and assign2 e.g. ‘ghsmith assign3’.

Choose a medium to large sized organisation you are familiar with. This may be an organisation in which you are or have been employed, or, it may be an organisation you have studied or wish to study.

*The CEO of your organisation has recently established a team to implement sustainability throughout the organisation. This team is headed by the Director People, Learning and Development (or equivalent for your chosen organisation) and reports directly to the CEO. You are a member of this team.*

*The senior executive team has one or two members that are neutral or antagonistic towards this project.*

*As part of the vision for sustainability the CEO’s goal is to halve the ecological footprint of the organisation in three years.*

*The sustainability team has developed a draft plan and you have been asked to prepare a position paper on the draft plan for the CEO.*

Your essay needs

- A brief overview of your organisation that provides context and support for your change approach.

- To demonstrate your interpretation of the CEO’s goal and the implications for organisational change.

- Outline the change approach you propose and the reasons for this, including strengths and weaknesses of this approach.
• To demonstrate how your interpretation of organisational theories and change theories, models and frameworks informed the change approach adopted by the sustainability team.

• To present a strong compelling argument that the CEO can deliver.

The following criteria will need to be addressed:

• Demonstrated research has been undertaken
• Evidence of theoretical underpinning
• Evidence that the student has read widely on the topic, from all types of sources, e.g. Textbooks, journals and electronic sources
• Clarity of argument and discussion
• Presentation style, including grammar, spelling and proofreading
• Use of the Harvard Reference System (not footnoting)
• You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
• Bibliography and/or Reference list (8 references minimum)

The essay will be handed in to BESS no later than 4pm Wednesday 4 May during week 9.
Submission requirements (Please note that the penalties below are cumulative):

• Late submissions will have a penalty of 50% deducted from the final grade.
• Failure to meet formatting guidelines will have a penalty of 5% deducted from the final grade.
• Exceeding the words limit(s) will have a penalty of 30% deducted from the final grade.
• Your assignment must have attached an individual cover sheet which can be downloaded from the BESS website located at: http://www.businessandeconomics.mq.edu.au/current/undergraduate/bess

Please do not insert your assignment in plastic covers or sleeves.
Fourth Assessment - Exam: Value 40%

A final examination is included as an assessment task for this unit to provide assurance that:

i) the product belongs to the student and

ii) the student has attained the knowledge and skills tested in the exam.

A 2 hour final examination for this unit will be held during the University Examination period.

The University Examination period in First Half Year 2011 is from 6 June 2011 to 24 June 2011.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University’s policy on special consideration process is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties’ Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:

http://www.mq.edu.au/policy/docs/examination/policy.htm

**ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.
Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:
http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at:
http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals
SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students must be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes; not simply set to “silent”.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://www.student.mq.edu.au

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.