SCHOOL OF MANAGEMENT AND MARKETING

MGMT311
Management of Change

SUBJECT OUTLINE
Wollongong Campus
Spring 2006

6 Credit Points

Friday 13.30–15.30
Building 67 Room 104

COORDINATOR/LECTURER : Dr Karin Garrety
OFFICE : 40.134
TELEPHONE : (02) 4221 3565
EMAIL : karin@uow.edu.au
CONSULTATION HOURS : Tuesday 11.30–12.30; 13.30–14.30
                        Friday 10.30–12.30
                        Other times by appointment
SECTION A: General Information

Subject Description
This subject deals with the management of change in business organisations. Topics include: sources of change, resistance to change, coping with change, organisational values, creation of organisational visions and missions, leading organisational change, models of organisational change, creation and change of organisational cultures. Emphasis is placed on the application of theory in a series of case study examples.

Student Objectives
The objectives of this subject are:

1. To impart to the student an overview of the concepts, theories and research findings in the field of change management.
2. To demonstrate to the student how change management is applied in practice in relation to individuals, groups and the overall organisation.
3. To adopt an integrative, multi-disciplinary approach to the teaching of change management.
4. To focus on the case study approach in order to bring alive the context and reality of change within business organisations and as a vehicle for the application of theory.

Tertiary Literacies
In the achievement of these learning objectives, the following tertiary literacies are regarded as central to the subject:

1. Coherent and extensive knowledge in change management, appropriate ethical standards, and relevant practical and conceptual skills.
2. Self-confidence combined with oral and written communication skills of a high level.
3. A capacity for, and understanding of, teamwork.
4. An ability to logically analyse issues, consider different options and viewpoints and implement decisions.

Required Texts

Each student will need to purchase or have regular access to this text. Copies will be available in the Commerce Resource Room and the Reserve section of the library.

Additional Reading

Week 7


Week 8


Week 10


Week 12


Lecture Times

Lectures will be held on  Friday 13:30-15:30  Building 67 Room 104

Lecture Program

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics Covered</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21/07/06</td>
<td>Introduction</td>
<td>• Jick &amp; Peiperl (J&amp;P), ’Introduction’ pp. xv–xxv, 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Beatty &amp; Ulrich, ‘Re-energizing the Mature Organization’ in J&amp;P, p.44</td>
</tr>
<tr>
<td>3</td>
<td>04/08/06</td>
<td>Module 2: Changing the game Case: Motorola</td>
<td>• Jick, ‘The vision thing’, J&amp;P p.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bob Galvin &amp; Motorola Inc. J&amp;P p.101 and p. 121 (both parts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Spector, ‘From bogged down to fired up’, J&amp;P p.113</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Beer &amp; Nohria, ‘Cracking the code of change’ J&amp;P p.483</td>
</tr>
<tr>
<td>5</td>
<td>18/08/06</td>
<td>Test during lecture time</td>
<td>Revision</td>
</tr>
<tr>
<td>6</td>
<td>25/08/6</td>
<td>Module 3: Implementing change Cases: Seagram, Marconi</td>
<td>• ‘Marconi plc (A)’, J&amp;P p. 184</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• ‘Leading Culture Change at Seagram’, J&amp;P p.220</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Module/Case Study</td>
<td>References</td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9 | 15/09/06 | Module 4: The recipients of change  
Cases: Kemira and BHP Newcastle          | • Jick, ‘The recipients of change’ J&P p.299  
• Rousseau, ‘Changing the deal while keeping the people’, J&P p.241 |
| 10| 22/09/06 | Module 5: Leading change                                                         | • Introduction to module, J&P p.361  
|   | 29/09/06 | Recess week – no lectures                                                        |                                                                           |
| 11| 06/10/06 | Module 5: Leading change  
• Oshry, ‘Converting middle powerlessness to middle power, J&P p.402 |
| 12| 13/10/06 | Module 6: Continuous change & sustainability  
Case study: Fuji Xerox                         | • Introduction to module, J&P p.437  
| 13| 10/10/06 | Revision                                                                          | • Movie - Spotswood                                                       |

Final examinations 28/10–10/11/06
### Tutorials

<table>
<thead>
<tr>
<th>Day</th>
<th>Start</th>
<th>Finish</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>15:30</td>
<td>16:30</td>
<td>22.G22</td>
</tr>
<tr>
<td>Wednesday</td>
<td>16:30</td>
<td>17:30</td>
<td>25.159</td>
</tr>
<tr>
<td>Wednesday</td>
<td>17:30</td>
<td>18:30</td>
<td>19.G026</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:30</td>
<td>9:30</td>
<td>19.1004</td>
</tr>
<tr>
<td>Thursday</td>
<td>9:30</td>
<td>10:30</td>
<td>67.201</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:30</td>
<td>11:30</td>
<td>67.201</td>
</tr>
<tr>
<td>Friday</td>
<td>15:30</td>
<td>16:30</td>
<td>19.1004</td>
</tr>
</tbody>
</table>

### Tutorial Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Tutorial questions and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17/07/06</td>
<td>No tutorials</td>
</tr>
<tr>
<td>2</td>
<td>25/07/06</td>
<td>Introduction and allocation of case studies</td>
</tr>
<tr>
<td>3</td>
<td>31/07/06</td>
<td>How to read, summarise and present a case study, part 1. TO PREPARE FOR THIS WEEK AND THE NEXT, ALL STUDENTS SHOULD READ ‘CHANGING THE CULTURE AT BRITISH AIRWAYS’ J&amp;P P. 26 AND ‘BRITISH AIRWAYS UPDATE’ J&amp;P P. 38</td>
</tr>
<tr>
<td>4</td>
<td>07/08/06</td>
<td>How to read, summarise and present a case study, part 2.</td>
</tr>
<tr>
<td>5</td>
<td>14/08/06</td>
<td>Case (to be read and discussed in class): Yincom &amp; Yangnet, J&amp;P p. 94</td>
</tr>
<tr>
<td>6</td>
<td>21/08/06</td>
<td>Case: Charlotte Beers at Ogilvy &amp; Mather Worldwide, J&amp;P, p. 141</td>
</tr>
<tr>
<td>7</td>
<td>28/08/06</td>
<td>Reading Week, no classes</td>
</tr>
<tr>
<td>8</td>
<td>04/09/06</td>
<td>Case: Peter Browning at White Cap (A), J&amp;P, p. 166</td>
</tr>
<tr>
<td>9</td>
<td>11/09/06</td>
<td>Case: Revolution at Oticon A/S, J&amp;P p. 268</td>
</tr>
<tr>
<td>10</td>
<td>18/09/06</td>
<td>Case: Donna Dubinsky and Apple Computer Inc, J&amp;P p. 286</td>
</tr>
<tr>
<td></td>
<td>26/09/05</td>
<td><strong>Mid-session recess – one week</strong></td>
</tr>
<tr>
<td>11</td>
<td>04/10/06</td>
<td>Case: Walt Disney’s Dennis Hightower taking charge and Dennis Hightower: Walt Disney’s transnational manager, J&amp;P p. 366, and 371</td>
</tr>
<tr>
<td>12</td>
<td>09/10/06</td>
<td>Case: The young change agents, J&amp;P p. 416</td>
</tr>
<tr>
<td>13</td>
<td>16/10/06</td>
<td>Case: Singapore Airlines: Changing to stay ahead, J&amp;P p. 459</td>
</tr>
<tr>
<td></td>
<td>23/10/06</td>
<td><strong>Study recess – 1 week</strong></td>
</tr>
<tr>
<td></td>
<td>28/10/06</td>
<td><strong>Examinations until 10/11/06</strong></td>
</tr>
</tbody>
</table>

This schedule may be subject to change.
SECTION B: Assessment

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Group presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Group case study presentation</td>
</tr>
</tbody>
</table>
| Marking criteria | Marks will be comprised of an individual component (5%) and a group component (10%).  
Two weeks prior to the presentation, students will fill out a work contract outlining common and individual tasks. Each student and the tutor will receive a copy. After the presentation, students will write a confidential comment on their contracts, assessing the degree to which students within the group, themselves included, fulfilled the agreed tasks. These sheets are to be handed to the tutor or the subject co-ordinator within a week of the presentation. The individual mark for each student will be a combination of (a) an assessment by the tutor, informed by peer evaluation, of the degree to which each student contributed to the joint effort of preparing the presentation, and (b) an assessment of the student's presentation skills. These include clarity of speech, eye contact, body positioning and ability to engage the class. **Students who fail to fill in and return their comments on the fulfilment of the work contract will be assessed only on their presentation skills.** Marks may be also deducted from this mark for failure to fulfil requirements.  
The group component will be based on the quality of the following content: -  
• Description of organisation/individuals/industry depicted in the case  
• Outline and analysis of problems and predicaments  
• Description of change effort/s  
• Presentation and analysis of events  
• Linkage to theories covered in the textbook, readings and lectures  
• Summing up – lessons for change management  
and the quality of the presentation including: -  
• Evidence of teamwork  
• Unity of theme |
<p>| Length       | 20–30 minutes |
| Weighting    | 15%           |
| Due date     | Weeks 6-13    |</p>
<table>
<thead>
<tr>
<th>Category of assignment</th>
<th>This is a Category 2 (group) assignment. See definitions below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where assignment is to be submitted and returned</td>
<td>Students will receive marks for their presentations within two weeks of presenting. Marks will be presented on a sheet giving individual and group feedback.</td>
</tr>
</tbody>
</table>

**Assessment 2**  
**Title**  
Individual case study

**Marking criteria**  
For each answer (see the appendix for questions), the following criteria are relevant:
- Understanding of the case study
- Completeness, depth and accuracy of answer
- Ability to explain and support answer, using evidence from the case study and theoretical concepts from the textbook and additional readings where appropriate
- Presentation – spelling, grammar, sentence structure, paragraphs, correct citations

In addition, students are expected to attend the tutorial in which their case study is being presented and discussed. They will be expected to contribute to the discussion where appropriate. **Failure to do so may result in a deduction of up to 3 marks for this assignment.**

**Length**  
400–600 words per answer (1,200–1,800 words total)

**Weighting**  
15%

**Due date**  
Weeks 6–13. Students must choose **two different case studies** for their group and individual assignments. Written case studies are due on the **same day** as the group presentation for that case.

**Category of assignment**  
This is a Category 3 (individual) assignment. See definitions below.

**Where assignment is to be submitted and returned**  
Written assignments should be brought to class and handed to the tutor at the end of the class. They will be returned in class one or two weeks after submission (or by alternative arrangements for students submitting in Week 13). Uncollected assignments will be retained by Dr Garrety, and can be collected from room 40.134 during consultation times or by prior arrangement.
### Examinations

#### Mid-session Test

<table>
<thead>
<tr>
<th>Weighting</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Friday 18 August (Week 5). The test will be held during the normal lecture time and will commence at 13.40 pm. Students are expected to be seated and ready at that time.</td>
</tr>
<tr>
<td>Time allowed</td>
<td>Students can take up to two hours to complete the test, but can leave earlier if they finish.</td>
</tr>
<tr>
<td>Structure of paper</td>
<td>Short answer and multiple choice questions. The questions will be based on all the readings, case studies and lecture material covered in lectures and tutorials in Weeks 1-4</td>
</tr>
</tbody>
</table>

#### Final Examination

<table>
<thead>
<tr>
<th>Weighting</th>
<th>55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>To be announced during session</td>
</tr>
<tr>
<td>Time allowed</td>
<td>3 hours 15 minutes</td>
</tr>
</tbody>
</table>
| Structure of paper | Part A (worth 10%) will consist of five short answer questions. Students must answer all questions.  
Part B (worth 15%) will be a compulsory case study. The case study to be examined will be one of the cases from Jick and Peiperl which has NOT been presented or discussed during the session. Students will be informed of the case study to be examined in week 12.  
Part C (worth 30%) will consist of essay questions. Students will choose two questions out of five. Each essay will be worth 15%. The questions for this part of the examination (and this part only) will be revealed in lectures during the session. This will give students an opportunity to prepare answers that make the most effective use of theory and illustrative case studies. |

**NOTE:** The examination format cannot be changed from that stated above without the written consent of all students enrolled in this subject.
APPENDIX

Assignment 1: Group presentation

During Weeks 2 and 3, students will form groups and choose (or be allocated) a case study for presentation during tutorials in Weeks 6–13 as indicated in the tutorial schedule. All case studies are printed in the textbook. Presentations should last 20–30 minutes, with the remainder of the time being devoted to questions, discussion, and summaries of the major points. Students may present the case study in any manner they consider relevant. Students are encouraged to be creative. Criteria for assessing the presentations are outlined above. The criteria will also be discussed in class and posted on WebCT.

Assignment 2: Individual case study written assignment

At the same time as students choose (or are allocated) a tutorial case study for the group presentation, they will also choose (or be allocated) a case study for an individual assignment. Students must choose different case studies for these two assignments. The written assignments will be due on the same day as the presentations for each case. For example, the answers for the written assignment on the Charlotte Beers case study will be due in week 6, the same week that a group of students will be presenting this case study. For the written assignments, students must answer three questions which are different for each case. The questions are listed below. The marking criteria are described above.

Students who have prepared written answers to case study questions will be required to attend the tutorial in which that case study is presented. They will be expected to contribute to the discussion. Failure to do so will result in loss of marks.

Format

Assignments should be double spaced and written in a formal style. Students must acknowledge all sources of information, including web-sites. Section C of this subject outline contains information on correct referencing and the university policy on Acknowledgement Practice. The university has a strong policy on plagiarism. Students who fail to acknowledge sources of information correctly may be charged with plagiarism, which can result in substantial deductions in marks. ‘Forgetting’ or ignorance of correct acknowledgement practices are not acceptable as explanations for failing to acknowledge sources correctly.

Case Study Written Assignment Questions

Week 6: Charlotte Beers at Ogilvy Mather Worldwide

1. What was Beers trying to accomplish as CEO of Ogilvy & Mather Worldwide?
2. What is your assessment of the vision? Give reasons for your assessment.
3. What is your assessment of the process Beers and her team went through to create the vision? Give reasons for your assessment.

Week 8: Peter Browning & White Cap

1. What was Browning's predicament at White Cap?
2. What should his change objectives and time frame be?
3. What should he do specifically in dealing with White and Lawson; Stark, and Green?
Week 9: Oticon

1. What challenges and opportunities was Oticon facing at the beginning of the case?
2. Outline Kolind’s strategy for change.
3. Why did employees resist? Do you think Kolind should have carried out the change differently? Why or why not?

Week 10: Donna Dubinsky

1. Why was Dubinsky initially so successful at Apple?
2. Why did she respond the way she did to the JIT proposal? (Put yourself in her situation, intellectually and emotionally)
3. What do you think she could have done differently?

Week 11: Walt Disney’s Dennis Hightower

1. What challenges did Hightower face in his new position?
2. Describe Hightower’s approach to bringing about change in his organisation.
3. What should Hightower do about the apparel business?

Week 12: The young change agents

1. What challenges did Shaw and his colleagues face in trying to bring about change in PwC?
2. What are the personal characteristics, attitudes, and qualities most needed to be successful at this?
3. How effective were Shaw and his colleagues? Explain your answer.

Week 13: Singapore Airlines

1. What have been Singapore Airlines’ main ingredients for success over two decades?
2. How has their success become vulnerable? Why is it so difficult for a company like Singapore Airlines to maintain a leadership position and continuously improve?
3. Which of the two approaches at the end of the case would you support and why?
SECTION C: Rules, Codes of Practice & Policies

C1 University Policies

Information on the following University Policies can be found at the websites below:

<table>
<thead>
<tr>
<th>Policy Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical objection by students to the use of animal &amp; animal products in coursework subjects</td>
<td><a href="http://www.uow.edu.au/about/policy/ethicalobjectionanimals.html">http://www.uow.edu.au/about/policy/ethicalobjectionanimals.html</a></td>
</tr>
<tr>
<td>Non Discriminatory Language – practice and presentation*</td>
<td><a href="http://staff.uow.edu.au/eed/nondiscrimlanguage.html">http://staff.uow.edu.au/eed/nondiscrimlanguage.html</a></td>
</tr>
</tbody>
</table>

* see brief explanation of policy below.

C1.1 Non-discriminatory Language

The Faculty of Commerce supports the University’s policy on the use of non-discriminatory language. It is the responsibility of students to ensure that they understand and abide by this policy. The policy is available at:

http://staff.uow.edu.au/eeo/nondiscrimlanguage.html
C1.2  Attendance Requirements

This is a six credit-point subject. You should note that each credit point has an implied minimum workload of two hours per week (this include class attendance).

C1.3  Performance Level

In line with University grading regulations, the grades of performance in this subject are as follows:

Grades of performance for 100, 200, 300 and 400 level subjects

The approved grades of performance and associated ranges of marks for 100, 200, 300 and 400 level subjects are as follows:

Satisfactory completion:

- High Distinction ......................... 85% to 100%
- Distinction ........................................ 75% to 84%
- Credit ................................................. 65% to 74%
- Pass .................................................... 50% to 64%
- Pass Restricted (for 100 & ............... 45% to 49%
  200 Level subjects only) or
- Pass Conceded

Unsatisfactory completion:

- Fail .................................................. 0% to 44%

Grades of performance for 800 and 900 level subjects

The approved grades of performance and associated ranges of marks for 800 and 900 level subjects (except for research subjects) are as follows:

Satisfactory completion:

- High Distinction ......................... 85% to 100%
- Distinction ............................................ 75% to 84%
- Credit .................................................. 65% to 74%
- Pass ................................................... 50% to 64%

Unsatisfactory completion:

- Fail .................................................. 0% to 49%

To be eligible to pass this subject, students must achieve at least 45% on the final examination.

C1.4  Assignment Categories

Collaboration between students during the preparation of semester assignments or case studies is only permitted dependent upon the category of assignment declared by the subject coordinator and as printed in the Subject Outline.

Category 1 – Take Home Exams: No collaboration of any kind is permitted between students or anyone else during formation and preparation of the contents of the student submission.
Category 2 – Group Assignments: Collaboration is permitted between students in the same group but not with students in other groups.

Category 3 – Individual Assignments: Collaboration is permitted between students only in the form of general discussion pertaining to relevant concepts or potential issues to be dealt with in completing the assignment. However, collaboration must not proceed to the point where it contributes directly to the final submission produced by the student. Joint planning of the actual contents of a student’s submission is not permitted. Where the assignment requires formulation of a set of recommendations, a problem solution, or a specific course of action, collaboration is not permitted during their formulation. Needless to say, collaboration is not permitted during the actual preparation and writing of the student submission.

Category 4 – Open Assignments: Collaboration with other students is permitted, subject to the normal rules governing plagiarism. That is, direct use of ideas contributed by others must be acknowledged.

C1.5 Scaling

It is the policy of the School of Management & Marketing that marks awarded for any assignment, any part of an assignment or examination during the semester may be subject to moderation or scaling at the end of the semester. Where moderation or scaling takes place, it will follow a detailed consideration of the student’s marks.

C1.6 Special Consideration Policy

The Faculty of Commerce recognises that it has a responsibility to ensure equity and consistency across its subjects for all students. Sometimes, in exceptional circumstances, students need to apply for special consideration in order to complete all assessable work.

The University applies strict criteria to the granting of special consideration. Before applying for special consideration students should carefully read the University’s policy. The policy can be found at:


C1.7 Student Academic Grievance Policy

The Faculty of Commerce aims to provide a fair, equitable and productive learning environment for all its students. The Student Academic Grievance Policy seeks to support the achievement of this goal by providing a transparent and consistent process for resolving student academic grievances.

Any student who has a grievance over a result should obtain a Faculty of Commerce Appeal of Assessment Form from the Schools or the Sub-Dean’s Unit. The student has TWENTY ONE (21) DAYS after the release of the examination results to complete this form. The student should firstly take the form to the marker/lecturer to discuss the matter and, if the student is still not satisfied, s/he should take the next step as outlined on the form.

Once the grievance has been considered by the Faculty, if the student still feels the situation has not been fully resolved s/he may consult the Dean of Students. However, the Dean of Students can have no input into the academic judgement of the lecturer and can only review the grievance to ensure proper procedure has been followed.
For more information, please consult the policy in full at


C1.8 Online Learning

A WebCT Vista site has been set up for this subject which can be accessed through the following URL: http://www.uow.edu.au/student/e-learning. Students must have a Unix account and a password to use this Online Learning resource. [Delete if not applicable]

C1.9 Submitting Assessment Work

Assessed work is a piece of work required to be done (not under examination conditions) as part of the subject and to be given a percentage mark, with the mark to count as part of the final mark for the subject.

Assessed work must be handed in by the date and time given. Assessed work handed in late may be penalised by the deduction of 10% of the mark received for the assignment per 24 hours of the weekday or part thereof. The operation of this rule will not result in a negative mark to be carried forward. This penalty for late submission may be waived upon presentation of a medical certificate of illness for a relevant period, or upon evidence of a serious and utterly exceptional crisis.

Assessed work not handed in on time must nevertheless be completed within fourteen (14) days to a satisfactory standard. Failure to complete ALL assessed work will result in FAILURE OF THE ENTIRE SUBJECT, other marks notwithstanding.

Students who enrol late in a subject, may be permitted to submit assessed work for the award of mark according to a schedule determined by the lecturer, clauses (a) and (b) notwithstanding.

All assessed work must represent ORIGINAL work and must not be submitted for more than one subject at the University.

If a student does not attend a mid-session examination, and also fails to produce satisfactory medical or other reasons for this, a deferred examination will NOT be offered, and the student may be deemed to have failed the subject, other marks notwithstanding.

There will be no re-submission of failed work and assignments.

Assessment tasks which are relevant to the final examination for the subject will be marked and available for collection prior to the study week before the final examination.

A Faculty of Commerce assignment cover sheet must be attached to each piece of written assessment. This cover sheet can be obtained from the website:


C1.10 Participation/Contribution to tutorials

Students can fail the subject unless they attend 75% of tutorials in the subject. Attendance will be formally recorded by the tutor/lecturer. This may be waived upon presentation of a medical certificate of illness for a relevant period, or upon evidence of a serious and utterly exceptional crisis.
C2 Faxing Assessment Work

Students may not e-mail or fax assignments unless specifically requested by or with the approval of the subject coordinator.

C2.1 Plagiarism

Plagiarism means using the ideas of someone else without giving them proper credit. For example, that someone else may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Unintentional plagiarism can result if you don’t understand and use the acceptable scholarly methods of acknowledgement. Whether plagiarism is deliberate or unintentional, the University may impose penalties, which can be very severe. When it is desirable, or necessary, to use other people’s material, take care to include appropriate references and attribution. Plagiarism will not be tolerated and has led to expulsion from the University.

Students should visit the following University website and become familiar with the University’s policy on Plagiarism.


C2.2 Referencing

Why do you need to reference?

At University it is necessary to acknowledge the sources of information and ideas that you have incorporated in your assignments. Failure to do this thoroughly may result in accusations of plagiarism: this is the academic equivalent of stealing (because by not acknowledging someone else’s work, you are presenting it as your own). Plagiarism is taken very seriously by the University and may result in expulsion from the University.

Referencing is not only about acknowledging other people’s work: accurate referencing and lists of references are beneficial when researching a topic as they allow the reader to follow up information and read further into the area. In a sense, references provide readers with clues to help them explore different avenues of a topic. This aspect of referencing will become more valuable to you as you progress in your studies.

There is a correct procedure that must be followed when referencing and using footnotes. Not complying with these set techniques and format will most likely result in loss of marks. When writing an essay it is easiest to reference as you go, making sure you are writing down all relevant information. This will save hours trying to find the source again in the library.

C2.3 The Harvard System ofReferencing

The Faculty of Commerce uses the Harvard system of referencing. This system makes use of short references within the body of the text. It is supplemented by a detailed list of references at the end of the text, which provides all the information necessary to find the source material. In-text references include the author and year of publication, and where necessary the page number(s).

It is the responsibility of students to ensure that they are familiar with the Harvard system of referencing and that they use it accurately in all written work submitted.

Students should consult the following University Library website for a detailed explanation and examples of the Harvard system of referencing.

C2.4 Citation of Electronic Sources

It is necessary for students to reference all sources used in their written work, including file transfer protocol sites, worldwide web sites, telnet sites, synchronous communications (MOOs, MUDs, IRC, etc.) GOPHER sites, and email, Listserv and Newsgroup citations.

It is the responsibility of students to ensure that they are familiar with the accepted Faculty of Commerce practice for referencing electronic material and that they use it accurately in all written work submitted.

Students should consult the following University Library website for a detailed explanation and examples of how to reference electronic material.


C2.5 Support Services and Facilities

Learning Resource Centre

Learning Development offers a range of free services to all enrolled students who wish to improve their academic or English language skills. There are a range of workshops available including; essay writing and editing; reading for assignments; grammar; presentation skills; pronunciation and exam preparation.

For information on language and academic skills workshops, or to make appointments for consultations, please visit the Learning Resource Centre (LRC), Building 19, Ground Floor, Room G102, or Phone 02 4221 3977. For further information visit the website:


C2.6 Faculty Librarians

Each faculty has a Faculty Librarian who is available to help with research related enquiries. Research Help Desk staff are also available in the Library to assist with research needs.

The Faculty Librarians for Commerce can be contacted as follows:

email: lib_commerce@uow.edu.au
telephone: 42 213078

C2.7 Disability Liaison Officer

The Disability Liaison Officer (DLO) can provide advice on how particular disabilities affect university study and information on resources available at the University for assisting students with disabilities. Students commencing courses are advised to contact the Disability Liaison Officer prior to the beginning of their first session of study.

For further information on services offered, consult the Disability Services website or contact the office.

web address: http://www.uow.edu.au/student/services/ds/
telephone: 42 213445
telephone: 42 215667
C2.8 Faculty Disability Advisers

Faculty Disability Advisers are academic staff who provide assistance and support to students with disabilities within their Faculty and act as an intermediary between the student and the Faculty's academic and general staff. They provide support, educational advice and referral to appropriate staff on issues related to teaching and learning within the Faculty and the University. Students are advised to communicate specific information about the ways in which their disability affects learning to the Faculty Disability Adviser as soon as possible after enrolment.

The Faculty of Commerce Disability Adviser is Mr. Ron Perrin. Mr Perrin can be contacted as follows:

Office location: Building 40, room 224
email address: ron_perrin@uow.edu.au
telephone: 42 214118

C2.9 Woolyungah Indigenous Centre

Woolyungah Indigenous Centre (WIC) provides academic and personal support for Aboriginal & Torres Strait Islander and other indigenous students. The Centre also runs an Indigenous Specific Orientation Program for students who gain entry to the University through the alternative admissions program.

For further information on services offered, consult the Aboriginal Education Centre website or contact the office.

Centre location: Building 30
web address: http://www.uow.edu.au/aec/
telephone: 42 213563
fax: 42 214244