

UGRD_LKCSB_2610_MGMT232_STEFAN MORKOETTER, MATTHIAS TIETZ



Singapore Management University

COURSE INFORMATION

Course Code & Title

MGMT232 - Business Consulting

Effective Start Date

17/08/2026

Offering Unit / Department / School

LKCSB

Course Career

Undergraduate

Course Units

CU:

Grading Basis

GRD - Graded

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Course Description

The SMU-X course “Business Consulting” is jointly offered by SMU and the University of St.Gallen. It is designed to allow students to translate classroom knowledge into professional experience. It is a unique opportunity to learn more about consulting services and apply theoretical knowledge to a real business project. The core focus of this class rests on a group work built around a real-world business project offered by one of our corporate partners. For each session, we are collaborating with more than ten different corporate partners, with each student group benefiting from an exclusive relationship to their own corporate partner. The corporate projects cover different industries and different topics. Students are invited to share their preferences with which corporate partner (and thereby in which industry or on what topic focus) they wish to work and gain experience. This SMU-X course is a combination of advanced in-class learning, AI-powered project work, and practical interaction with the business world via project work and guest lecturers who work/have worked with major

consultancy companies such as McKinsey, BCG, or Bain. The lectures introduce the world of consulting by teaching the basic steps and tools used during the consulting process. You will learn how consultants frame, analyse and solve problems. You will experience how they use software, artificial intelligence, and how they present their solutions to their clients. You will obtain tools and frameworks to reduce complexity and structure a project. Several mini cases, micro workshops, and lived situations with your corporate partner will help you to develop an understanding of how to approach a business project and manage the relationship with your corporate partner as a client. Guest lectures will provide you with industry insights and hands-on experiences about the day-to-day business of a consultant. The unique opportunity to explore, learn, and directly apply competencies in a real-life, multidisciplinary, team-based consulting experience with a company/organization is the distinguishing feature of this course. You will be working in teams for (large) corporations or smaller startups, acting as student consultants working on real challenges the organisations presently face. The solutions you develop will be presented to the senior management of the companies. In previous semesters, our corporate partners included Bentley (Automotive), DBS (banking), Adidas (sports apparel), Dell (IT hardware), WWF (wildlife NGO), Nestlé (nutrition), SingPost (logistics), Lufthansa (airline), CapitaLand (real estate), Sygnum (fintech), Lazada (e-commerce), and many more.

Course Learning Outcomes

By the end of this course, students will be able to:

- Formulate a clear-cut description of the problem a client wishes to address
- Frame the problem, break it down into sub-problems, and identify interdependencies
- Analyse the formulated problem by using an appropriate problem-solving approach
- Simulate possible solutions with AI-enabled techniques
- Present and communicate their results to the clients
- Work in a multi-national and/or multi-cultural team, appreciating specific strengths of each team member
- Interact with corporate representatives on a professional level
- Prepare a proposal that persuades a potential client to adopt it
- Understand how consultants use their expertise to win engagements

SMU Graduate Learning Outcomes

Collaboration and leadership, Communication, Critical thinking & problem solving, Critical thinking & problem solving, Disciplinary knowledge, Intercultural understanding and sensitivity, Interdisciplinary knowledge, Multidisciplinary knowledge, Self-directed learning, Understanding of global and Asian perspectives

Competencies

Business Analytics, Business Performance Management, Creative Entrepreneurship, Global Perspective and Global Thinking, Integrated Problem-Solving

Course Area(s)

AREA - Business Options, AREA - Strategic Management Electives, TRCK - Public Policy, Devt, & Mgt Track (Business), ENRL - Open to Undergraduates only

CLASS SECTION INFORMATION

Instructor(s)

STEFAN MORKOETTER - (smorkoetter@smu.edu.sg), MATTHIAS TIETZ - (mtietz@smu.edu.sg)

Instruction Mode

In Person

Consultations and Teaching Assistants

For personal consultations, For personal consultations, please contact stefan.morkoetter@unisg.ch or matthias.tietz@unisg.ch to make an appointment.

Teaching assistants are part of the course and their names and email addresses will be communicated at the beginning of the course.

Assessment Components (New)

Category*		Weightage*	
Class Participation		15	
Individual or Group?*	With Component?*	Writing	With Oral Component?*
Individual	No		Yes

Category*		Weightage*		Assessment/Submission Period*	
Projects/Assignments		50		Week 14	
Description	Individual Group?*	or	With Component?*	Writing	With Component?*
Final Presentation (individual and team)	Individual		Yes		Yes
1. The final project presentation takes place during weeks 14 to 16					

Category*		Weightage*		Assessment/Submission Period*	
Projects/Assignments		35		Week 9	

Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Mid-term Presentation (individual and team) The mid-term presentation of individual groups takes place either in week 9, 10 or 11.	Individual		Yes		Yes	

Category*	Weightage*	Assessment/Submission Period*				
Projects/Assignments	0	Week 1				
Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Progress report (team)	Individual		Yes		Yes	
To be advised by the instructor.						

Instructional Methods and Expectations

The main idea of the course is that you understand current and future challenges of the business consulting world and are able to translate your theoretical knowledge into practical performance. Therefore, the course comprises four different learning activities:

1. regular classroom sessions with micro workshops and team tasks
2. real business consulting projects conducted with selected companies
3. interactive guest speaker discussions

4. feedback sessions with corporate representatives and course instructors

The first learning activity of the course consists of classroom sessions led by Prof Dr Stefan Morkoetter and Prof Dr Matthias Tietz, in which you will learn the basic steps of the consulting process. Students are introduced to tools (software and AI-empowered mini tools) and frameworks helpful in decomposing problems and structuring project work. Ideally, much of the class time takes place in an interactive dialogue form with well-prepared and well-informed participants.

The second learning activity is a business consulting project that you work on in teams of 4-5 students. Each group of students advises one corporate partner (e.g., a company or organisation in Singapore), which assigns a well-shaped task to the team. At the end of the course, each team presents their solution to the senior management of its corporate client. This learning activity will provide you with the unique opportunity to apply your theoretical knowledge to a real business environment, thereby training for your future professional careers.

The third learning activity comprises interactive sessions with guest speakers who share their practical experience and expertise. Guest speakers, professors, and students all interact together and discuss specific consulting topics, some of which are timeless and others of current relevance.

Finally, based on several feedback sessions – both with corporate representatives as well as the course instructors – you will experience how to implement feedback in order to improve your work as well as learn from it for your future work and professional career.

Weekly Lesson Plan

WEEK	TOPIC	
1	COMPANY PITCHES AND INTRODUCTION OF CORPORATE CHALLENGES (I)	1. The first lecture provides an overview of the business consulting course and explains the set-up and expectations of the business consulting projects: • Introduction to consulting services • Learning objectives of the course • Working on a real business project for a corporate partner • Getting an overview of different consulting projects & client types 2. Company representatives present their business projects (I): • Introduction of corporate business partner • Understanding the company's background and future strategy • Description of individual business projects
2	COMPANY PITCHES AND INTRODUCTION OF CORPORATE CHALLENGES (II)	1. Company representatives present their business projects (II): • Introduction of corporate business partner • Understanding the company's background and future strategy • Description of individual business projects 2. Setting up your project partnership for success • Preparing for a client meeting • Setting and managing an agenda • Leveraging AI to empower your teamwork and collaboration • Successfully building a partnership

WEEK	TOPIC	
3	FRAMING PROBLEMS: STRATEGIC TOOLS AND FRAMEWORKS	1. Often the issues the client wishes to have addressed are numerous and vague. After having won an engagement, the second step is thus to formulate a clear-cut understanding of the more important questions which can and should be further addressed. An appropriate methodology must be chosen and data must be sourced or made available to answer these questions. 2. Consulting relies on team work and quite often team members come from various backgrounds. In order to successfully deliver the best outcome of your project, team work and team spirit is essential. 3. To master both content and collaboration challenges, consultants rely on a whole range of different tools and frameworks (some of which you have already encountered during your studies). We will discuss the framing of problems and introduce you to a set of promising tools in order to work successfully on your business projects. Some of the aspects we might discuss include: • Focus areas and strength of different team members • Interdependencies of workflow items • Precise formulations of working hypotheses • AI-empowered sanity check and initial counterarguments

WEEK	TOPIC	
		• Successful team work frameworks and structures 4. First client meeting with corporate partner: The kick-off meeting of individual groups takes place either in week 3 or 4.
4	WORK ON BUSINESS PROJECTS	1. First client meeting with corporate partner: The kick-off meeting of individual groups takes place either in week 3 , 4 or 5. 2. Individual coaching session with project teams if required. 3. No class

WEEK	TOPIC	
5	CONSULTING INDUSTRY INSIGHTS	1. After working on your own business consulting project for a few weeks, we situate your learning as part of the story of business consulting, its origins, evolution, and present-day challenges. You'll get an overview of the industry and gain an understanding of different industry dynamics – past and present. Together, we critically review the function of consultants, how it has changed, and investigate the purpose for which most consultants are hired by companies today. In addition, we will focus on how international, sometimes geographically dispersed consulting teams are successfully working together and how you can apply these best-practice solutions to your own teamwork during the course of this class, during your business consulting project, and beyond. Questions we might debate include: • Why do companies hire consultants? • What was the role of consultants in the past, and what is their role in the present? • How have consulting project types evolved over time? • How are consulting firms structured today, and how might they evolve in the future? 2. Preparation of your progress reports

WEEK	TOPIC	
6	PRESENTING YOUR FINDINGS COMMUNICATION SKILLS	1. Your clients need answers, understand them, and feel driven to action, thus you will learn ways to present your results in actionable language and clear communication depending on different audience types. Aspects of the sessions we might discuss include: • Who is in your audience, and how can you be relevant to them? • How can you develop a storyline and then convincingly tell the story? • What's the main message you wish to share? • What form and style are appropriate? • How do you structure the “perfect” slide? • How do you keep your audience engaged beyond the presentation? 2. Student teams work on the assigned consulting project.
7	PROGRESS REPORT: IN-CLASS FEEDBACK SESSIONS	1. Ahead of the recess week, each student group has to submit a progress report (see details under Assessment Methods). 2. Based on these progress reports, you will get feedback in class inviting you to learn from each other and get an understanding on how to further update and improve your work. This feedback session is a good opportunity to critically evaluate your work against that of other teams and before it is presented to the clients.
8	RECESS / MID-TERM BREAK	

WEEK	TOPIC	
9	SHARING OF RESULTS WITH CORPORATE PARTNER AND CONVERTING FEEDBACK INTO ACTION	1. Team mid-term presentations to corporate partner: The mid-term presentation of individual groups takes place either in week 9, 10 or 11. 2. Every team presents the status and preliminary results of its business consulting project. The presentation typically takes place at the company site of the project sponsor. 3. Working on business consulting projects 4. No class room session 5. Individual coaching session with project teams if required.
10	SHARING OF RESULTS WITH CORPORATE PARTNER AND CONVERTING FEEDBACK INTO ACTION	1. Team mid-term presentations to corporate partner: The mid-term presentation of individual groups takes place either in week 9, 10 or 11. 2. Every team presents the status and preliminary results of its business consulting project. The presentation typically takes place at the company site of the project sponsor. 3. Working on business consulting projects 4. No class room session 5. Individual coaching session with project teams if required.
11	LESSONS LEARNED FROM A CAREER THAT STARTED IN CONSULTING	1. A job in consulting has served many as as a starting point to a successful professional career. Starting your career in consulting allows you to acquire certain skills that are also applicable to other job profiles outside of the industry. Based on a guest lecture students will discuss together the role of consultants in the business world and will be challenged to reflect on their own career plans and perspectives. 2. Team mid-term presentations to corporate partner: The mid-term presentation of individual groups takes place either in week 9, 10 or 11.

WEEK	TOPIC	
12	WORK ON BUSINESS PROJECTS	1. Individual coaching session with project teams if required. 2. No class
13	GETTING YOUR JOB IN CONSULTING	1. The focus of this case-practice lecture will be on “cracking the case” and also helps you to prepare for job interviews at leading consultancies as it is part of their interview process. • The quality of reasoning • Hypothesis • Application of framework to practice cases • Helpful hints • Process structure of project framework
14	FINAL PROJECT PRESENTATION AT COMPANY SITE	1. The final project presentation takes place during the weeks 14 to 16. Every team presents the final results of its business project to the senior management of the company. The presentation usually takes place at the company site of the project sponsor. 2. No classroom session
15	FINAL PROJECT PRESENTATION AT COMPANY SITE	1. The final project presentation takes place during the weeks 14 to 16. Every team presents the final results of its business project to the senior management of the company. The presentation usually takes place at the company site of the project sponsor. 2. No classroom session

WEEK	TOPIC	
16	FINAL PROJECT PRESENTATION AT COMPANY SITE	1. The final project presentation takes place during the weeks 14 to 16. Every team presents the final results of its business project to the senior management of the company. The presentation usually takes place at the company site of the project sponsor. 2. No classroom session

EXAMPLES OF PREVIOUS COURSE COMPONENTS (ILLUSTRATIVE)



University of St. Gallen

A STAR ALLIANCE MEMBER



Lufthansa

Social Media in South East Asia – challenges and opportunities for a European Brand

Company information

Company name	Lufthansa German Airlines
Business unit	Area Management Asia & Pacific
Company description	Passenger transportation is the core business of the Lufthansa Group. The objective in this business segment is to strengthen Lufthansa's position as a leading European premium carrier offering services in a global network. Lufthansa serves all major traffic flows into, out of and across Europe. To realize its goal, Lufthansa rests its growth strategy on three pillars. For one, Lufthansa is expanding its short and long-haul network in the medium term through organic growth. In the interest of cost efficiency, that expansion is achieved primarily through the hubs in Frankfurt, Munich, Zurich, Vienna and Brussels. Together, Lufthansa, SWISS, AUA, bmi und Brussels Airlines operate a wide variety of flights in serving 274 destinations in 104 countries on four continents. For another, Lufthansa is expanding cooperation with partners. Star Alliance, above all, is playing a major role in opening up new markets. The 26 member airlines in the airline grouping currently serve a total of 1077 destinations in 175 countries. Star Alliance will further strengthen its position, worldwide, with the forthcoming admission of TAM, Aegean and Air India. Airlines in the Lufthansa airline group operate additionally with an array of services in other markets on the basis of bilateral (e.g. regional) partnerships. Thirdly, Lufthansa actively participates in the ongoing consolidation of the airline business in Europe by acquiring stakes in Brussels Airlines, for example, or taking over other carriers – latterly Austrian Airlines – wherever that makes economic and strategic sense. The Group is accordingly evolving into a multi-hub-/multi-brand-airline system.

**Example of
Past Course**

Business Project

Initial situation	Social Media is more than a trend: It's a fundamental shift in modern communication and human interaction, enabled by new internet technologies and platforms like social networks. Social Media has many purposes: It supports various forms of interaction by connecting, sharing, and mashing up information – it creates new user experiences. The strategic use of and the participation in Social Media has changed the business world and plays a key role for companies. Especially in South East Asia Social Media shows tremendous growth. In line with the general growth of the online and mobile channels. And on top users here are heavily engaged in social media and use it more frequently. As a global airline with a recognized premium brand, a broad product portfolio, and leading innovations in all areas of air travel, Lufthansa is constantly looking for new ways to tackle the challenges of our time on a global but as well on a local level. Today, we connect communities and people all over the world with our flights. Tomorrow, we connect (to) them beyond by providing innovative Social Media services!
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	At Lufthansa, Social Media is used for one main reason: to create value for both customers and potential employees. Our goal is not to create a new virtual community, but to use Social Media to create value for existing communities, integrating our services into their communication and interactions. With MySkyStatus.com – an innovative Facebook and Twitter App – we introduced a truly new form of customer benefit in a connected digital world on a global level. With Social Media we aim at primarily: ▪ increasing awareness of the Lufthansa brand, shaping the brand values and create a brand relationship ▪ creating value for our customers along the entire travel chain. ▪ advancing brand loyalty by providing smooth, enjoyable, and socially enhanced travel experience (e.g. plan and share your trips with your friends). Our social media credo and mission: “Show our customers that our passion for precision and quality is build around their needs!” This is the global strategy for social media and social media is a truly global development. But if we want to be relevant to the local customer in South East Asia and create a brand relationship the question here is: As a global brand with European heritage how local do we have to be and adapt to the local culture to be relevant to the local needs?
Main objective of the project	To achieve these aims, we are looking forward to receive your brain-teasing and challenging concept on how Lufthansa can implement a Social media strategy for South East Asia that is relevant for the local consumers. Focus of the project will be the question, which approach is best for Lufthansa as internationally operating airline: Is one global social media solution enough? Or do we need to adapt to a different local approach for South East Asia? How can we consider cultural differences? We are also interested in a market analysis and benchmark: How is social media used by the Asian travel industry? What are the benchmarks and best demonstrated practices?
Desired Outcome	Market analysis, benchmark and a concept how should Lufthansa implement Social media in South East Asia.
Team size	4-5
Background requirements	Team members should be conversant with spoken and written English and possess adequate working knowledge of word-processing, presentation and data-processing software.

Business Consulting: Project Description

Company Information

Company name	Nespresso Singapore Asia Regional Office
Business unit	Retail & Customer Relationship Center

Business Project

Project title	Effective Management of Regionalized & Multilanguage 24/7 Customer Relationship Centre (CRC)
Initial situation	Nespresso Regional CRC in Singapore is handling China, Hong Kong, Korea, Singapore, and Malaysia toll free number calls. The services provided in the CRC are: Inquiries from existing and potential members; After Sales Service and Technical Assistance; Home Delivery; On-line Shop Handling; Outbound Nursing Calls. A person can be allocated to several markets according her/his Multilanguage skills. In 2009, the regional CRC is staffed with 8 Headcounts. The CRC is operating during business hours only. To align Nespresso services with intl. standards, an extension to 24/7 availability for 2010 onwards has to be analysed. 1) The calculation of the existing intl. capacity planning tool (headcounts) needs to be reviewed and adapted to a small CRC and Multi-Country allocation. 2) Different 24/7 setup scenarios need to be worked out by taking into consideration cost efficiency and the same time Nespresso service level requirements. Project 1) will be needed in project 2) to define the final number of headcounts for the different scenarios (cost impact)
Main objective of the project	1) Adapt the existing Capacity Planning Tool ▪ Manage the complexity of language requirements for each market and determine the most effective headcount allocation (cost/service level) according number of tasks handled in the CRC ▪ Analyse and adapt the intl. CRC capacity planning tool to a small CRC setup with Multi-Task and Multi-Country allocation. The newly defined calculations will be used to calculate the number of Headcounts in 2010. The tool will be made available to other small Nespresso CRC. 2) Evaluate and analyse operational & cost impact by extending to a 24/7 CRC.

- Analyse different scenarios for 24/7 extension (internal, outsourced) by comparing cost, operational, and service level impacts

Each scenario needs an in-depth study of cost and service level impact linked to the time frame of outsourced vs. internal handling (internal could also be routing calls to a different Nespresso CRC – ie. New York)

The established scenarios will be used to determine the Singapore CRC setup in 2010 and presented to Nespresso Headquarter during the 2010 budget process in November 2009

Desired outcome	- Excel tool which allows simulation of headcount allocations according number of different tasks/timing with the new defined calculations - Presentation and written reports (incl. cost simulation) for each scenario. Provide summary and recommendation
Team size	4-5
Background requirements	Analytical skills Strong MS Excel skills (VBA is of advantage)
Presentation of results	- Presentation (incl. summary and recommendation) - Written report & Financial Calculation for each Scenario - Capacity Planning Tool adapted to small and multi-country/language setup (Excel)



Analysis of the Rental Market for Lift Trucks in Southeast Asia

Company Information

Company name	Jungheinrich Lift Truck Singapore Pte Ltd
Company description	Jungheinrich is a logistics service provider with manufacturing operations as well as an intralogistics solution provider, which offers a comprehensive range of forklift trucks, shelving systems, services and consulting covering the entire field of intralogistics. The basis of the company's success is its broad range of products, strong direct sales and a targeted range of services. The clear strategic alignment of the past few years and the strong positioning of the Jungheinrich brand have created the framework for this persuasive array of services.

Example of
Past Course

Business Project

Initial situation	An increasing demand for rental (customer pays a fixed monthly amount while not having the goods on its asset sheet) in Vietnam, Indonesia, India and the Philippines. Distributors lack the liquidity to finance a rental fleet and/or credibility to obtain a bank loan.
Main objective of the project	Analyse the rental market for machinery in the mentioned countries. Find out about financial institutions and their current interest policies for local and foreign currency loans. Analyse the legal, tax, customs and commercial dimension of rental business. Evaluate cross border financing from Singapore into the respective countries. Elaborate whether the ownership of the asset is transferred to the distributor or stays with the principal upon completion of rental.
Desired outcome	Make suggestions how Jungheinrich can increase its rental business within the distributor territories. Develop a model which comprises the legal, tax, customs and commercial perspective of rental in the countries, e.g. how to invoice and what kind of interest to be charged to the distributors.
Team size	4-5
Background requirements	None

Recommended Textbooks and Readings

- Park, C. H., Baer, M., & Nickerson, J. (2025). Looking at the trees to see the forest: Construal level shift in strategic problem framing and formulation. *Organization Science*, 36(5), 1962–1979.
<https://doi.org/10.1287/orsc.2024.19134>
- Perner, F., & Werr, A. (2025). Defusing digital disruption through creative accumulation: Technology-induced innovation in professional service firms. *Journal of Management Studies*, 62(5), 1945–1990.
<https://doi.org/10.1111/joms.12972>
- Maister, D. H., Green, C. H., & Galford, R. M. (2021). *The Trusted Advisor*. Free Press.
- Minto, B. (2021). *The Pyramid Principle: Logic in Writing and Thinking*. FT Publishing.
- Rasiel, E. M. (2021). *The McKinsey Way: Using the Techniques of the World's Top Strategic Consultants to Help You and Your Business*. McGraw-Hill Education.
- Baaij, M. (2014). *An Introduction to Management Consultancy*. Sage Publishing.
- Verlander, E. (2012). *The Practice of Professional Consulting*. John Wiley & Sons.
- Stern, C. W. & Deimler, M. S. (2006). *The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives*. Wiley.
- Consentino, M.P. (2016). *Case in Point 9: Complete Case Interview Preparation*. Burgee Press.
- Cheng, V. (2012). *Case Interview Secrets: A Former McKinsey Interviewer Reveals How to Get Multiple Job Offers in Consulting*. Innovation Press.
- PrepLounge: <https://www.preplounge.com/en/home>
- CaseCoach: <https://casecoach.com>

Other Information

Maximum number of students: 48

Course is open to Asia Term and SMU Undergraduates

ASSESSMENT METHODS

Faculty have been instructed not to reuse questions verbatim from past year papers or published test banks for the graded continuous assessments and examinations in this course.

Attendance and class participation

Attendance in all scheduled classes and sessions (at SMU and with the corporate partner) is a requirement. Your class participation will be assessed. Participation is a central part of the learning process for you and your classmates. When you contribute your knowledge, experience, and questions, you also help others learn. Your participation mark reflects your contribution to your classmates' learning. This includes your attendance and active participation in class discussions and group activities.

Students with unexcused absences from class for 4 or more sessions may be given an "F" for that class. Late class attendance and non-completion of blended learning materials may be counted as an absence from class

Progress report

Each team works collaboratively, meets its internal timelines, and prepares its progress report and subsequently uploads it to the learning management tool. You will obtain feedback on your progress. Together, we will also discuss your progress report in class prior to your mid-term presentation.

Mid-term presentation

The mid-term presentation is the first presentation to your client. Every team jointly develops and presents the status quo and preliminary results of its business consulting project. The presentation usually takes place at the client's company site. The presentation has to be uploaded to the learning management tool prior to the mid-term presentation. All team members have to attend the presentation in person. In addition, each group also has to submit a logbook documenting each group members' contributions to the progress of the project.

Final presentation and written work

Every team presents their final results of its business project to the management of the company and submits a PowerPoint Presentation that can be independently read and understood, and as such might serve as a written report. All team members have to attend the

presentation in person. The presentation has to be submitted to the learning management tool prior to the final presentation. In addition, each group also has to submit a logbook documenting each group members' contributions to the progress of the project.

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

Copyright Notice

Please note that all course materials are meant for personal use only, namely for the purposes of teaching, studying and research. You are strictly not permitted to make copies of or print additional copies or distribute such copies of the course materials or any parts thereof, for commercial gain or exchange.

For the full copyright notice, please visit <https://researchguides.smu.edu.sg/copyright>.

Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services team if they have questions or concerns about academic provisions:

accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.