MGMT 2725
Career Planning and Management

Course Outline
Semester 1, 2014

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Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Graham Nisbet
Room 554 ASB
Email: g.nisbet@unsw.edu.au
Consultation Time – Wednesday 3.00 - 4.00pm Room 502, ASB Level 5 West Wing.
(or by appointment)

Tutor names
Gina Shehadie g.shehadie@unsw.edu.au
Lydia Teo l.teo@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): Wednesday 11am-1pm in CLB 6
Tutorials start in Week 2 (to Week 13). The Groups and Times are:

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Number</th>
<th>Time</th>
<th>Place</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>M09A</td>
<td>6021</td>
<td>Monday 9.00am</td>
<td>ASB 107</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>M10A</td>
<td>6022</td>
<td>Monday 10.00am</td>
<td>ASB 107</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>M13A</td>
<td>6023</td>
<td>Monday 1.00pm</td>
<td>Quad G052</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>M14A</td>
<td>6024</td>
<td>Monday 2.00pm</td>
<td>Quad G052</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>T12A</td>
<td>6025</td>
<td>Tuesday 12.00pm</td>
<td>Quad 1048</td>
<td>Lydia Teo</td>
</tr>
<tr>
<td>T13A</td>
<td>6026</td>
<td>Tuesday 1.00pm</td>
<td>Quad 1048</td>
<td>Lydia Teo</td>
</tr>
<tr>
<td>W13A</td>
<td>6027</td>
<td>Wednesday 1.00pm</td>
<td>Mat 112</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>W14A</td>
<td>6028</td>
<td>Wednesday 2.00pm</td>
<td>MorvB G4</td>
<td>Graham Nisbet</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
This course aims to provide an understanding of the strategic role that effective career planning and management plays in a successful career and life. Because successful career management has been empirically linked to intrinsic and extrinsic career satisfaction, career management skills should be learned, practiced and carefully managed. To do so necessitates first an understanding of the extant career literature and how you can apply it to your career path. To that end, concepts, techniques, tools, and processes are explored, with an emphasis on linking theory and research with practical lifelong skill development. Topics covered include self-
assessment, decision-making, personality, career pathways, inter-personal awareness and communication, as well as social issues surrounding careers.

2.4 Course Aims and Relationship to Other Courses
The overarching goal of this course is to help you develop a deeper understanding of theory and research in the area of career development and planning and to demonstrate how such knowledge is pertinent for the effective management of your own career. The course operates under the assumption that an in-depth understanding of career issues will help you become a successful employee and/or leader, and will assist you with your long-term career goals and aspirations.

Because there are no prerequisites for this course, this course is open to all students at UNSW, and is particularly aimed at second and third year students. If you are from a faculty other than the Australian School of Business (ASB), you should check with your faculty student centre to see how this elective fits in with your specific undergraduate program.

For School of Management (SOM) students in the ASB, this elective counts as an Elective List B Course for all SOM undergraduate majors (i.e., Human Resources Management, International Business, and Management).

2.5 Student Learning Outcomes
On successful completion of this course, you should be able to:
1. Better manage your own career in general and prepare your job search process in particular.
2. Conceptualize, implement, and complete a project in a team.
3. Articulate awareness and insights about your strengths and growth areas and develop practical strategies to apply these insights in managing your own career development.
4. Identify and describe a career path that best suits your values, interests, personality, and skills.
5. Identify factors influencing employees and their careers.
6. Compare and contrast the various theories of career choice and development.
7. Develop an in-depth understanding of theory and research in career development.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB undergraduate students:</td>
<td>On successful completion of the course, you should be able to (see corresponding # above):</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>6,7</td>
<td>• Reports (My values &amp; self-assessment)</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>1,2,3,4,5 and 6</td>
<td>• Reports (My values &amp; self-assessment)</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>4</td>
<td>• Reports (My values &amp; self-assessment)</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>2</td>
<td>• Cover letter &amp; Resume</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>2</td>
<td>• Exam</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>4</td>
<td>• My values reflective report</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>4,5</td>
<td>• Reports (My values &amp; self-assessment)</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

In MGMT 2725, we take an active, adult-learning approach that stresses interactive teaching and learning. In order to succeed in this course, you must be an active participant in, and be responsible for, your own learning.

Learning in a class setting is a collective responsibility that requires you to read, reflect, listen, question, reformulate and critique. In order for the lectures and tutorials to be optimally productive, everyone will have to commit to doing the outside work; reading the assigned materials; bringing engaging idea and questions for class discussion; coming to class on time thoroughly prepared, mentally present, and fully involved throughout the class.
3.2 Learning Activities and Teaching Strategies

Learning occurs in the lectures and tutorials but also importantly by the student completing a number of self-assessments. There is also group work leading to the team research presentation.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite (i.e. overall) mark of at least 50 for the course;
- fully complete and submit all assessment tasks (including all self-assessments) and hurdles
- attend and actively participate in at least 80% of the lectures and tutorials

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment and hurdle requirements</th>
<th>Weight</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My Values – Reflective Report</td>
<td>15%</td>
<td>1,500 words</td>
<td>Due in week 4</td>
</tr>
<tr>
<td>2 Cover letter and Resume</td>
<td>10%</td>
<td>3-4 pages</td>
<td>Due in week 6</td>
</tr>
<tr>
<td>3 Formative feedback – two themes report</td>
<td>Must attempt to pass (Hurdle)</td>
<td>200-300 words</td>
<td>Due week 8</td>
</tr>
<tr>
<td>4 Team Research Presentation</td>
<td>15%</td>
<td>20 mins</td>
<td>Team presentations in tutorials week 6,7 and 9</td>
</tr>
<tr>
<td>5 Self-assessment report</td>
<td>30%</td>
<td>2,500-3,000 words</td>
<td>Due in week 10</td>
</tr>
<tr>
<td>6 Reflective exam</td>
<td>20%</td>
<td>2 hours</td>
<td>In lecture week 12</td>
</tr>
<tr>
<td>7 Attendance at and participation in lectures and tutorials</td>
<td>10%</td>
<td>N/A</td>
<td>Throughout the course</td>
</tr>
</tbody>
</table>
ASSESSMENT 1: My Values – Reflective Report (15%)
Due: Week 4

Purpose:
The first assignment focuses on identifying your values using at least one self-assessment (work values inventory; interview with significant other; structured autobiography), reflection on experiences and academic readings.

Values are deeply embedded in our identity and usually we are not conscious of our values, or the values of other people. One way that we can become aware of these implicit values is when they clash. Thus, in this report you are asked to describe and reflect upon experiences in which you have experienced value conflict. The report can be written in the first person, as it is a report about you.

The report should focus on conflict that has an ethical dimension, rather than issues of quality or worth.

Required Format:
1. Introduction: Define values (approx. 200 words)
   a. Using at least two academic sources, define what values are and identify core values.
   b. How does the definition/s relate to your personal and work experience?

2. Describe 2 experiences of values in conflict (approx 800 words):

   2a Experience 1
   Recall a time in your work experience* when your values conflicted with what you were expected to do, in a particular important work-related decision, and you spoke up and acted to resolve the conflict. In your description include the answers to the following questions:
   i. Describe what happened and the impact of your action.
   ii. What motivated you to speak up and act?
   iii. How satisfied are you with the action? How would you have liked to have responded? (This question is not about rejecting or defending past actions, but rather about imagining your ideal scenario)
   iv. What would have made it easier for you to speak or act? (Consider both things within your control and things within the control of others).

   2b Experience 2
   Recall a time in your work experience when your values conflicted with what you were expected to do in a particular important work-related decision and you did not speak up and act to resolve the conflict. In your description include the answers to the following questions:
   i. Describe what happened.
   ii. Why didn’t you speak or act?
   iii. How satisfied are you with the action? How would you have liked to have responded? (This question is not about rejecting or defending
past actions, but rather about imagining your ideal scenario).

iv. What would have made it easier for you to speak or act? (Consider both factors within your control and things within the control of others).

* You can use experiences from your full time job, summer job, internship, student club, student team project or family setting. Always describe your role in the organization at the time of the decision.

3. Conclusion: Reflection and lessons learned (approx. 500 words)
Reflect on the experiences described above in light of the results of at least one of the self assessments (WVI, ISO and autobiography). Identify 2 lessons learnt from the experiences above. Apply what you have learned about yourself to your career. You are expected to use at least two academic sources to support your analysis.

4. Reference list
You must cite all work properly throughout your report in Harvard style and provide a reference list.

5. Appendices
You must also include copies (or originals) of each of the assessment tools that you have referred to in the report in the appendix. They should be submitted as hard copy but the assessment tools do not need to be uploaded to turn it in.

A source that may be of interest on how to reflect and how to write a reflective report can be found on:
http://www lc.unsw.edu.au/onlib/reflect.html

The following are readings that will be helpful for this assignment (Please attempt to read them by Lecture 2; they have been posted on BB):


Note: All report content will be treated in strict confidence and with great respect.
MARKING CRITERIA FOR MY VALUES – REFLECTIVE REPORT

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Values are defined in an accurate and comprehensive manner</td>
<td>/2</td>
</tr>
<tr>
<td>2. Description of experiences:</td>
<td>/4</td>
</tr>
<tr>
<td>• identifies value conflict with an ethical dimension</td>
<td></td>
</tr>
<tr>
<td>• is comprehensive and identifies significant components of the</td>
<td></td>
</tr>
<tr>
<td>experiences</td>
<td></td>
</tr>
<tr>
<td>3. Self assessment data was correctly applied and integrated to support</td>
<td>/2</td>
</tr>
<tr>
<td>the argument made</td>
<td></td>
</tr>
<tr>
<td>4. Quality of reflection: The reflection identifies 2 lessons learnt and how</td>
<td>/4</td>
</tr>
<tr>
<td>they apply to your career</td>
<td></td>
</tr>
<tr>
<td>5. Written construction and presentation is clear, concise and logical. (e.g.</td>
<td>/3</td>
</tr>
<tr>
<td>At least 2 academic readings are used and integrated in discussing the</td>
<td></td>
</tr>
<tr>
<td>experiences; Harvard style referencing; no spelling errors; work is</td>
<td></td>
</tr>
<tr>
<td>edited; written expression is clear; all student details are clearly</td>
<td></td>
</tr>
<tr>
<td>presented; all sections of the assignment are present; paragraphs are</td>
<td></td>
</tr>
<tr>
<td>well developed; content conveyed clearly)</td>
<td></td>
</tr>
<tr>
<td>6. Late penalty yes/no</td>
<td>/15</td>
</tr>
</tbody>
</table>

**Total** /15

ASSESSMENT 2: Cover Letter and Resume (10%)

**Due:** Week 6

The resume is your first communication with many potential employers. It is important that you convey yourself in a manner that is appropriate to the role, company, industry and that it reflects your skills clearly. In this short report you are asked to:

1. Find a job ad that you are interested in applying for (attach it at the beginning of the report).

2. As if you were applying for that job, attach your covering letter and resume, which has been constructed based on the information presented in the resume-writing lecture.

MARKING CRITERIA FOR COVER LETTER AND RESUME

<table>
<thead>
<tr>
<th>Key theme</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The covering letter and resume are adapted to the requirements of the</td>
<td>/3</td>
</tr>
<tr>
<td>job ad.</td>
<td></td>
</tr>
<tr>
<td>2. Does the resume apply the criteria presented in the resume writing</td>
<td>/5</td>
</tr>
<tr>
<td>lecture</td>
<td></td>
</tr>
<tr>
<td>3. Clarity of writing style and formatting.</td>
<td>/2</td>
</tr>
<tr>
<td>Late penalty</td>
<td>yes/no</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/10</td>
</tr>
</tbody>
</table>
Hurdle 3: Formative Feedback: 200-300 words
(No marks allocated)
Due: Tutorial Week 8

Given the detail that is required for the Self-Assessment Report (Assessment 5, discussed below), you will have the opportunity to formulate two themes that can be discussed for formative feedback from your tutor and tutorial class during tutorial in week 8. No marks will be allocated; however, you will be given feedback that will allow you to improve on any major or minor issues. Although marks are not allocated, it is compulsory and a requirement in completing the course. Remember that 30% is a big chunk of assessment. Make the most of the opportunity to check that you are on the right track!

ASSESSMENT 4: TEAM RESEARCH PRESENTATION (15%)
Due: 2 groups presenting per tutorial – Tutorials 6,7 and 9

THE LIST OF READINGS FOR EACH TOPIC CAN BE FOUND IN THE READING LIST IN THIS COURSE OUTLINE.

Purpose:
The purpose of assessment 4 is twofold:

Firstly for you to have a deeper understanding of current research in career management and appreciate how research can inform managerial practice, personal development and career management.

Secondly for you to:
• Improve your presentation skills such that you have experience in delivering useful information in an understandable and engaging way
• Lead or participate in a group of people thinking critically about an issue
• Facilitate group discussion.

You will form teams of four or five students. The teams and their presentation week will be allocated in tutorial week 3. Each team will be allocated a tutorial to present - either tutorial 6,7 or 9.

Your core articles will be the TWO readings assigned to your team by your tutor. You will also be required to identify ONE more article of your own choosing to add depth to your understanding of the topic area (making a total of 3 articles). The additional article may be sourced from newspapers, periodicals or journals. It should be related to the topic of the research articles and may provide a real-world perspective of the issues explored.

NOTE: The additional article must be obtained from an established source. Websites, online blogs etc. are NOT acceptable. You will also be required to submit a copy of your additional article as well as any PowerPoint slides and discussion questions to your tutor on the day of your presentation.

Required Format:
Length: Your team will have 20 minutes allocated to your entire presentation. The presentation needs to include audience engagement (e.g. discussion, experiential learning).
The aim of the presentation is to communicate your message clearly to your audience, so that they leave the presentation with a deeper understanding of the important aspects of the topic.

The presentations needs to:
1. Present an overview of the topic area
   a. Define the topic area and key constructs
   b. Define the scope within which you will focus your presentation
   c. Identify current issues in the topic area
2. Present the key information to take away for this topic
3. Identify the relevance of the issues and key information for people in their early career stages
4. Include audience engagement
5. Include a reference slide and acknowledge all sources used.

Tips:
• When choosing the information to present, consider what are the 3 or 4 key issues or take-aways that the audience must know to truly understand the article and topic area. Try to relate this content to your audience’s interests and experience.

• Consider – what is the added value that the audience member will receive as a result of this presentation.

• The audience engagement should aim to add more depth to the understanding of your fellow students of the topic area. Your goal is to give a glimpse into what the research says about your topic area and, therefore, you should focus more on the practical implications or recommendations for an individual’s career and for organisations.

• Think of some intelligent questions or scenarios related to your topic that will get the class talking and thinking. Sometimes it is quite difficult to get the class talking. You may be as creative as you like. In the past, some groups have successfully utilised short case studies, mini-debates, and discussion in small groups as techniques to encourage class discussion. Remember, it is fine to call on your classmate’s personal experiences, but do not solely rely on it – they may not have had any of the experiences you ask about and may be unwilling to share about sensitive issues in front of the class.

Marking: You will be marked collectively on the quality of information about your topic area, the way you chose to present this (including whether the whole team actively participated in the presentation and discussion, any PowerPoint, overheads, props etc you used), and your ability to lead the class discussion. You do not need to have all the answers; in fact you will probably have a few questions for the class to think about. However, you need to demonstrate that you understand the key issues and have reflected on some reasonable alternatives, implications, and explanations. The group presentation is worth 15 marks. All group members will be assigned the same overall group mark.
MARKING CRITERIA FOR TEAM RESEARCH PRESENTATION

<table>
<thead>
<tr>
<th>Key</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic area was introduced clearly and accurately</td>
<td>1/1</td>
</tr>
<tr>
<td>2. Key issues and the main take away information from the articles were identified and clearly communicated.</td>
<td>5/5</td>
</tr>
<tr>
<td>3. Audience engagement was effective. The interaction with the audience increased, the depth of understanding of key issues as well as interest in the topic area.</td>
<td>3/3</td>
</tr>
<tr>
<td>4. Chosen method of presentation was effective and well executed and creative (including visual aids, presentation style, group transitions).</td>
<td>3/3</td>
</tr>
<tr>
<td>5. Time was used effectively</td>
<td>1/1</td>
</tr>
<tr>
<td>6. All team members actively participated in the presentation and discussion</td>
<td>2/2</td>
</tr>
<tr>
<td>Total</td>
<td>15/15</td>
</tr>
</tbody>
</table>

ASSESSMENT 5: SELF-ASSESSMENT REPORT (30%)
Due: Week 10

Purpose: To help you develop personal awareness such that you can determine a career path that will fit you best. Early in the course you will be provided with assessment tools that will help to assess your values, interests, personality, and skills.

You will then have an opportunity to reflect on the results from these tools and synthesise them into a meaningful report that will hopefully provide new insights and recommendations for your future.

Required Format:
The following five sections are required. Use sub-headings to assist the marker to follow your work.

A. Demographic and background information
This section establishes the focus of your case (you) and provides orientation to the marker. It should be comprehensive but relevant and concise, written in first person narrative form, and typically include your:
• Name, gender, age, and marital status.
• Current work status and previous work history and feelings related to this.
• Parents and siblings, their occupation/profession, nature of the relationship with them.
• School history (academic achievement; view of schooling, etc).
• Hobbies and leisure activities.

B. Assessment procedures
List the ten mandatory assessment tools and the date each one was completed. The assessment tools are listed below, for your reference:

1. Structured Autobiography
2. Ideal Job Description (IJD)
3. **Interview with Significant Others (ISO)** *minimum of two interviews: one from a significant other; one from the workplace – either a supervisor or co-worker
4. **Self Evaluation Scales (SES)**
5. **Locus of Control Scale (LOC)**
6. **Holland’s Vocational Choice (HVC)**
7. **Career Anchors (CA)**
8. **Work Values Inventory (WVI)**
9. **Big Five Personality Questionnaire**
10. **Zimbardo’s Time Perspective Inventory**

C. Theme elicitation and thematic analysis
You will be required to collate all of the results from the self-assessments and organise them into a minimum of **6 key themes**. Themes should be developed from and supported by **evidence** (i.e. from the results of your self-assessments). **For each theme**, there must be (at minimum) **3 sources of evidence** from your different self-assessments. In order to do this you must understand how to properly score and interpret the self-assessments. Lectures and tutorials will help with this. **Note:** ALL ten assessment tools must be referred to in your report. We do not want you to rely solely on a small portion of the tools; the aim is to apply and compare multiple types of evidence.

Themes, and their sources of evidence, must be clearly labelled. You must not simply regurgitate self-assessment results but also show that you have analysed and reflected on the themes that have emerged. Incorporating cognitive awareness (i.e. “what I have learned”), emotional awareness (i.e. “how do I feel about what I learned”), and giving personal examples or commentary, are some examples of good ways to show insight and understanding. The aim is to achieve deep learning by applying information and knowledge to your life experience. Describing information is different to reflecting and implementing.

When conducting the thematic analysis, you will need to **link relevant themes together** in order to interpret the themes as a coherent whole. Whilst not all themes will have a clear link, you should examine whether a pattern(s) is emerging from your themes, and discuss this in the context of your results. It is important to examine how themes relate and interact with each other rather than just looking at individual themes.

In addition, you need to link your themes with theories **and** research findings that you have learned about career development. This is a critical part of your analysis and should be incorporated throughout the discussion of the themes to demonstrate your understanding of the link between research and practice. You can discuss theory or findings from assigned readings and/or articles researched by you. They must be referenced properly and consistently in **Harvard format**.

The following table is an example of something that may facilitate theme elicitation and analysis. This summary table may help you identify your strengths and growth areas/weaknesses that would result in possible developmental learning opportunities. You are NOT to include this in your report; it is only for your own benefit.
<table>
<thead>
<tr>
<th><strong>Self-Assessment</strong></th>
<th><strong>My Strengths</strong></th>
<th><strong>Growth areas / weakness</strong></th>
<th><strong>Developmental opportunities</strong></th>
<th><strong>Barriers to change</strong></th>
<th><strong>Relevance to my experiences</strong></th>
<th><strong>Relevant to theme + relationship to theme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work values survey</td>
<td></td>
<td></td>
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<tr>
<td>Big 5 Inventory</td>
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<tr>
<td>Career anchors</td>
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</tr>
</tbody>
</table>

You may also like to read:


This chapter may give you some further ideas about how to elicit and analyse themes.

**D. Recommendations/Conclusion**

Just as important as understanding what your results mean is the demonstration that you understand their implications – the “so what”? On the basis of the themes you have elicited and analysed, describe a range of solutions, goals, or recommendations that are appropriate and specific. These solutions should be related to your career choices and possibilities, in addition to any self-development you may require to progress in your career. You can use theories and research theories to guide and justify some of your recommendations. Make sure they are directly related to your background, the assessments completed, and the themes that you have elicited. Ensuring that you have an in-depth thematic analysis will strengthen the quality of your recommendations.

**E. References**

You must cite all work properly throughout your report in Harvard style and provide a reference list.

Note: All information you provide in this self-assessment exercise will be treated as confidential.
SELF-ASSESSMENT PORTFOLIO REPORT MARKING CRITERIA

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides comprehensive and relevant background information about self.</td>
<td>/3</td>
</tr>
<tr>
<td>2. Themes are:</td>
<td>/8</td>
</tr>
<tr>
<td>• Accurately defined</td>
<td></td>
</tr>
<tr>
<td>• Described based on at least 3 self-assessment results</td>
<td></td>
</tr>
<tr>
<td>• Analysed based on self-assessment results</td>
<td></td>
</tr>
<tr>
<td>3. Relevant themes are linked and discussed together to develop an overall interpretation of self.</td>
<td>/4</td>
</tr>
<tr>
<td>4. An appropriate range of theory (from course readings, journal articles) from the course is used and integrated in discussing the relevant themes</td>
<td>/5</td>
</tr>
<tr>
<td>5. Generates suggestions, recommendations, and inferences from the data and highlights specific points upon which to proceed for their career.</td>
<td>/5</td>
</tr>
<tr>
<td>6. Written construction and presentation is clear, concise and logical (e.g. Lists all the assessment tools and the date/s these assessments were completed; the referencing is accurate and in the Harvard format; no spelling errors; work is edited; written expression is clear; all student details are clearly presented, all sections of the assignment are present, paragraphs are well developed, content conveyed clearly).</td>
<td>/5</td>
</tr>
<tr>
<td>7. Late penalty yes/no</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/30</strong></td>
</tr>
</tbody>
</table>

ASSESSMENT 5: Reflective Exam – 20% Due: Lecture Week 12

Purpose: The exam is aimed at assessing the student’s ability to apply the academic knowledge, skills and insights gained in the process of the course to their own career.

Required format: The exam will consist of 3 open-ended questions to be answered separately. In lecture 10 students will receive 5 questions encompassing topics addressed in this course. Of these 5 questions 3 will be in the exam. Questions will aim to tap into the personal experiences of the individual student. To answer the questions you will need to synthesize information from multiple content areas and sources. There is no one right answer. Answers will be assessed on depth of reflection, breadth of knowledge discussed, accuracy and evidence of independent research.
**ASSESSMENT 6: Participation (10%)**

**Due:** Throughout the session

Attendance and participation during lectures and tutorials are central components of the learning process in this course. Each student is expected to attend lectures and tutorials fully prepared. This includes completing any self-assessments and assigned readings for each class.

Attending lectures and tutorials regularly is a necessary criterion but, without getting actively involved, it is of little value to you and your classmates. In a session if you miss 3 tutorials or 3 lectures without documented reasons you will not qualify for the participation mark.

But you have to do more than just turn up. Participation is about being involved in the lecture materials and readings, and contributing to tutorial discussions, it is not awarded just because you were in the room.

**NB: Below 80% attendance students will not be eligible for attendance marks (nor will they pass the course based on UNSW policy)**

4.3 **Assessment Format**

**Cover sheet:** The School of Management's Assignment Cover Sheet MUST be signed and attached to assignments. An assignment with no cover sheet will not be accepted. Cover sheets are located on Level 5, School of Management, West Wing, Australian School of Business.

Word count limit (e.g. 1500) (+/-10%) - excluding Cover Sheet, Appendix, and References. You must disclose the Word Count on the first page of your assignment.

Assignments must be stapled or bound (no paper clips or pins).

**Other details** - Assignments should include:
- Your name and student number
- The report name
- Double spaced and a standard a 2.5 cm margin on each side
- Each page should be numbered (incl. appendices)
- Word count

**Assignment files are to be named as follows:**
Surname_Firstname_SID_Assignmentname.doc

E.g., Jane Jones would submit her Self Assessment portfolio as: Jones_Jane_z3012549_SelfAssessmentPortfolio.doc

4.4 **Assignment Submission Procedure**

All assessments are to be submitted to Turn-It-In and also handed in hard copy to your tutor. The soft copy must be submitted to Turn-It-in by 9.00am on the Monday of the week it is due.

A hard copy should be handed in during you tutorial. Should you not attend the tutorial, the hard copy must be in the assignment box on level 5, West Wing, ASB by 9.00am on the day of the tutorial.
Late submission provisions apply from 9.00am on the Monday of the week in which the assessment is due.

4.4.1 Turn-it-in
A soft copy of all assignments must be uploaded into Turn-it-in using the link on Moodle. Soft copies must be submitted by 9.00am on the Monday of the week it is due.

For example, the self-assessment portfolio report due in week 10, is due on Turn-It-In by 9.00am on Monday 12 May 2014.

Assignments will not be marked if a soft copy has not been uploaded

4.4.2 Hard copy submission
All assignments that are not handed in at tutorial time, need to be handed in, stapled and with an ASB cover sheet, to the assignment box on level 5, West Wing, ASB building no later than 9am on the day of your tutorial.

4.5 Late Submission
Late submission of an assessment without prior (i.e., at least 24 hour) written permission from the lecturer in charge is NOT acceptable. The tutor will DEDUCT 10% from the overall mark for each 24-hour cycle for which an assessment is late without written permission.

Note that if the assessment is due at 9.00am on Monday, the first twenty-four hour cycle begins at 9:01am on Monday until 9.00am on Tuesday. You must submit both a soft copy via turn-it-in and hand in a HARD COPY to your tutor –submitting an email version does not circumvent the late penalty.

Quality Assurance
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
5.1 Course readings
Most lectures have at least one required reading set for them. These have been chosen to enhance your understanding and elaborate on some of the concepts discussed in the lecture. The readings are listed below. Most of them have been posted on Moodle for you. If you have trouble downloading them, they can be found through the library databases or catalogue. Note that the lecturer may add some readings after the semester has commenced.
5.1.1 Readings for lectures

Week 1


Week 2


Week 3

Week 4

Week 5

Week 6
Greenberg, G. 2010. Individual Differences: Personality, Skills, and Abilities (Chap 4) in G. Greenberg (Ed) Behavior in Organizations. USA: Pearson

Week 7
Greenberg, G. 2010. Interpersonal behavior at work: Conflict, Cooperation, Trust and Deviance (Chap 11) in G. Greenberg (Ed) Behavior in Organizations. USA: Pearson


Week 8
Week 9


Week 10

Week 11

5.1.2 Core Readings for Research Presentations

**TOPIC 1: Work-family balance**


**TOPIC 2: Networking**


**TOPIC 3: Career Success**


**TOPIC 4: Politics in the workplace**


**TOPIC 5 Abusive Supervision and Bullying**
Harvey, P., Stoner, J., Hochwater, W. and Kacmar, C. 2007. Coping with abusive supervision; The neutralizing effects of ingratiation and positive affect on negative


**TOPIC 6: Decision making and careers**


5.2 More on course resources

**Required Material:**
Readings will be made available on the Moodle website.

**Required Self-Assessment Tools:**
You will be required to complete a series of assessment tools that will be the basis for your self-assessment report. A printed self-assessment workbook will be provided at the start of the course. Interpretation and scoring will be done in both lectures and tutorials. It is YOUR responsibility to ensure you have collected and completed all Self-Assessment tools.

**Miscellaneous Handouts:**
The lecturer may distribute additional handouts. You are responsible for reading and incorporating, where feasible, these additional materials into your learning and skill acquisition.

**Office Consultation:**
Your lecturer/tutor has one designated hour per week for consultation, and may also be available for a one-off consultation outside this time. Take the opportunity to see your lecturer/tutor as this consultation time can be effective in answering questions that you do not feel comfortable voicing in the lecture or tutorial. It is best to email them prior to confirm your appointment.

**Additional Reference Material**

**Relevant Books:**
No text and/or group of selected readings could encompass all of the relevant theory, research, and practitioner literature surrounding career planning, career entry, career management, and career development. Students are encouraged to investigate additional books in their exploration of this subject. The following books may be of interest:


**Relevant Periodicals:**
Some topics in career planning are reasonably dynamic and the relevant material in books may date quite quickly. It is therefore important to read and explore around the prescribed text/reads and to monitor relevant periodicals (both practitioner as well as academic journals):

- Academy of Management Journal
- Academy of Management Learning and Education
- Applied Psychology: An International Review
- Australian Journal of Career Development
- British Journal of Management
- Canadian Journal of Career Development
- Career Development International
- Career Development Quarterly
- Human Resource Management
- Human Resource Management Journal
- Journal of Applied Psychology
- Journal of Applied Social Psychology
- Journal of Business and Psychology
- Journal of Career Assessment
- Journal of Career Development
- Journal of Management
- Journal of Management Studies
- Journal of Organizational Behavior
- Journal of Occupational and Organizational Psychology
- Journal of Vocational Behavior
- Organizational Behavior and Human Decision Processes
- Personnel Psychology

### 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations and ongoing input from class and written interactions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Content</th>
<th>References</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and course overview</td>
<td>NO TUTORIALS</td>
<td>Hall Ch 1 and Gosling</td>
<td>Collect self assessment workbook</td>
</tr>
<tr>
<td>Week 2</td>
<td>Careers in organisations (1)</td>
<td>Introductions, expectations &amp; review structured autobiography</td>
<td>Hall Ch 2, Gentile &amp; Kidder</td>
<td>Complete structured autobiography &amp; Interview with significant other</td>
</tr>
<tr>
<td>Week 3</td>
<td>Careers in organisations (2)</td>
<td>Team presentation allocation &amp; review of work values inventory</td>
<td>Super</td>
<td>Complete Ideal job description &amp; Work values inventory</td>
</tr>
<tr>
<td>Week 4</td>
<td>Resume writing and interview skills</td>
<td>Review Self assessment portfolio report requirements &amp; ideal job description</td>
<td>Lammers et al</td>
<td>Complete Holland’s vocational choice &amp; Career anchors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Values assessment due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Time management and presentations skills</td>
<td>Review SES &amp; time management</td>
<td>Jackson</td>
<td>Complete Self evaluation scales (SES) &amp; ZTPi</td>
</tr>
<tr>
<td>Week 6</td>
<td>Personality and Motivation</td>
<td>Group presentations Work life balance &amp; Networking</td>
<td>Greenburg Ch 4</td>
<td>Complete Big 5 questionnaire &amp; Locus of control</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Resume assessment due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Interpersonal issues in organisations</td>
<td>Group presentations Career success &amp; Politics in the workplace</td>
<td>Greenburg Ch 11, &amp; Zenger et al</td>
<td></td>
</tr>
</tbody>
</table>
Mid-Semester break: 18 April – 27 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Content</th>
<th>References</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Career goal setting and decision making</td>
<td>Review two self assessment themes &amp; developing companion competency</td>
<td>Heckhausen &amp; Heckhausen</td>
<td>2 self assessment themes due</td>
</tr>
<tr>
<td>28 April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Graduate panel and networking</td>
<td>Group presentations</td>
<td>Gordon</td>
<td></td>
</tr>
<tr>
<td>5 May</td>
<td></td>
<td>Abusive supervision &amp; Decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Social issues in careers</td>
<td>Making a good first impression-handshake and introduction</td>
<td>Eagly &amp; Carly</td>
<td>Self assessment portfolio report due</td>
</tr>
<tr>
<td>12 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Power and influence</td>
<td>Career goal setting- Setting smart goals for 2020</td>
<td>Harrington &amp; Hall Robbin &amp; Judge</td>
<td></td>
</tr>
<tr>
<td>19 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Exam</td>
<td>Career choices &amp; interview questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURE</td>
<td>Networking exercise</td>
<td></td>
<td>Bring personal business cards</td>
</tr>
<tr>
<td>2 June</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses, which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective professional communicators. You should be able to: a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of</td>
</tr>
</tbody>
</table>
the ethical, social, cultural and environmental implications of business practice.
You will be able to:
  a. Identify and assess ethical, environmental and/or sustainability considerations in business
decision-making and practice, and
  b. Identify social and cultural implications of business situations.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html) as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: [http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm](http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm).

To see if you understand plagiarism, do this short quiz:

For information on how to acknowledge your sources and reference correctly, see:

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to
class attendance and general conduct and behaviour, including maintaining a safe,
respectful environment; and to understand their obligations in relation to workload,
assessment and keeping informed.


3.1 Workload

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

Over-commitment has been a cause of failure for many students. You should take the
required workload into account when planning how to balance study with employment
and other activities.
We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 General Conduct and Behaviour

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

3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information,
please study carefully in advance the instructions and conditions at: 

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Management is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least making a genuine attempt for all assignments, hurdles, course requirements and meeting the obligation to have attended 80% of lectures and tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Semester 1, 2014 are:
   - 15th July – exams for the School of Accounting
   - 16th July – exams for all Schools except Accounting and Economics
   - 17th July – exams for the School of Economics
If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.


### 5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**  
  Click on ‘Student Services’.  
  Academic writing, study skills and maths support specifically for ASB students.  
  Services include workshops, online resources, and individual consultations.  
  EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).

- **ASB Student Centre**  
  [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)  
  Advice and direction on all aspects of admission, enrolment and graduation.  
  Ground Floor, West Wing, ASB Building; Phone: 9385 3189

- **Moodle eLearning Support**: For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to **Moodle / Support for Students**. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))  
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc.  
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  
  UNSW Library Annexe (Ground floor).

- **UNSW Counselling and Psychological Services**
http://www.counselling.unsw.edu.au Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734.