MGMT2725
CAREER PLANNING AND MANAGEMENT

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
Table of Contents

1 STAFF CONTACT DETAILS 1
2 COURSE DETAILS 1
   2.1 Teaching Times and Locations 1
   2.2 Units of Credit 1
   2.3 Summary of Course 1
   2.4 Course Aims and Relationship to Other Courses 2
   2.5 Student Learning Outcomes 2
3 LEARNING AND TEACHING ACTIVITIES 3
   3.1 Approach to Learning and Teaching in the Course 3
   3.2 Learning Activities and Teaching Strategies 3
4 ASSESSMENT 4
   4.1 Formal Requirements 4
   4.2 Assessment Details 4
   4.3 Assessment Format 14
   4.4 Assignment Submission Procedure 14
   4.4.1 Hard copy submission 14
   4.4.2 Turn-it-in 14
   4.5 Late Submission 14
5 COURSE RESOURCES 15
   5.2 Course readings 15
   5.2.1 Required Readings for Lectures 15
   5.2.2 Core Readings for Empirical Research Presentations 17
   5.3 Additional Reference Material 17
6 COURSE EVALUATION AND DEVELOPMENT 18
7 COURSE SCHEDULE 19
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 22
1 PROGRAM LEARNING GOALS AND OUTCOMES 22
2 ACADEMIC HONESTY AND PLAGIARISM 22
3 STUDENT RESPONSIBILITIES AND CONDUCT 23
   3.1 Workload 23
   3.2 Attendance 23
   3.3 General Conduct and Behaviour 23
   3.4 Health and Safety 23
   3.5 Keeping Informed 23
4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS 24
5 STUDENT RESOURCES AND SUPPORT 25
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-In-Charge: Dr. Suzanne Chan-Serafin
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Phone: 93857636
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Consultation: Thursday 15-16 (and by appointment)

Tutors: Mahsa Esmaeilikia
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Consultation: By appointment

Lauren Keating
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Consultation: By appointment

Gina Shehadie
Email: g.shehadie@unsw.edu.au
Consultation: By appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12):

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 11-13</td>
<td>CLB6</td>
<td>Dr. Suzanne Chan-Serafin</td>
</tr>
</tbody>
</table>

Tutorials start in Week 2 (to Week 13)

<table>
<thead>
<tr>
<th>TUT</th>
<th>Time</th>
<th>Location</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H09A</td>
<td>Thu 9-10</td>
<td>Mathews 226</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>H10A</td>
<td>Thu 10-11</td>
<td>Mathews 226</td>
<td>Gina Shehadie</td>
</tr>
<tr>
<td>H13A</td>
<td>Thu 13-14</td>
<td>Colombo LG1</td>
<td>Dr. Suzanne Chan-Serafin</td>
</tr>
<tr>
<td>H14A</td>
<td>Thu 14-15</td>
<td>Webster 251</td>
<td>Lauren Keating</td>
</tr>
<tr>
<td>W13A</td>
<td>Wed 13-14</td>
<td>Goldstein G03</td>
<td>Mahsa Esmaeilikia</td>
</tr>
<tr>
<td>W14A</td>
<td>Wed 14-15</td>
<td>Goldstein G06</td>
<td>Mahsa Esmaeilikia</td>
</tr>
</tbody>
</table>

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This course aims to provide an understanding of the strategic role that effective career planning and management play 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 and practiced. To do so necessitates an understanding of extant careers literature and the application of this knowledge to one’s career path. To this end, concepts, processes, and techniques are explored, with an
emphasis on linking theory and research with practical lifelong skill development. Students will have an opportunity to systematically explore the careers and jobs they have an interest in pursuing and to develop personal awareness such that they can determine a career path that best “fits” them. Topics covered include career decision-making, networking for success, as well as various social issues in careers such as those related to gender and diversity.

2.4 Course Aims and Relationship to Other Courses

The overarching goal of this course is to help you develop a deeper understanding of research in the area of career planning and management and to demonstrate how such an understanding is pertinent to the effective management of your own career. An in-depth understanding of career issues will help you with your long-term career goals and aspirations and become a successful employee and/or leader.

This course is open to all UNSW students (no prerequisites are required) and is particularly aimed at second and third year students. If you are from a faculty other than the UNSW Business School, you should check with your faculty student centre to see how this elective fits in with your undergraduate program. For School of Management (SoM) students in the Business School, 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 careers and prepare your job search process.
2. Articulate awareness and insights about your strengths and growth areas and develop practical strategies to apply these insights in managing your own career.
3. Identify and describe a career path that best suits your values, interests, personality, and skills.
4. Identify factors influencing employees and their careers.
5. Develop an in-depth understanding of theory and research in careers.
6. Conceptualise, implement, and complete a project in a team.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<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><strong>This course helps you to achieve the following learning goals for all Business undergraduate students:</strong></td>
<td><strong>On successful completion of the course, you should be able to (see corresponding # above):</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>3, 4, and 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-assessment report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>1, 2, 3, 4, 5, and 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Career exploration exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-assessment report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
</tbody>
</table>
Program Learning Goals and Outcomes | Course Learning Outcomes | Course Assessment Item
--- | --- | ---
This course helps you to achieve the following learning goals for all Business undergraduate students: | On successful completion of the course, you should be able to (see corresponding # above): | This learning outcome will be assessed in the following items:

3a | Written communication | 3, 4, and 5 | • Career exploration exercise  
• Self-assessment report  
• Exam

3b | Oral communication | 1, 2, and 6 | • Career exploration exercise  
• Team presentation  
• Attendance and participation

4 | Teamwork | 6 | • Team presentation

5a | Ethical, environmental and sustainability responsibility | 4 | N/A

5b | Social and cultural awareness | 4 and 5 | • Career exploration exercise  
• Self-assessment report  
• Exam

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

In MGMT 2725, I 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; completing the self-assessment tools; bringing engaging ideas 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 completing a number of assessments.

To prepare for the lectures and tutorials, you need to:

- complete weekly readings
- download weekly lecture slides from Moodle
- check your unsw email regularly to access and complete self-assessments online (see p. 15)
- On completion of each self-assessment and after its debrief in the lecture/tutorial, complete the relevant part in the Self-Reflection Booklet.
- complete assessment items (see p. 4).
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 and hurdles; and,
- attend at least 80% of the lectures and 80% of tutorials.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task and Hurdles</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Career Exploration Report (Part 1) – Formative Feedback</td>
<td>Must attempt to pass (Hurdle)</td>
<td>1-2 page(s)</td>
<td>Plan due in week 3 tutorial</td>
</tr>
<tr>
<td>1b Career Exploration Report (Part 2)</td>
<td>20%</td>
<td>1,300 words</td>
<td>Due in week 7 tutorial</td>
</tr>
<tr>
<td>2 Team Empirical Research Presentation</td>
<td>20%</td>
<td>20 mins</td>
<td>Team presentations and Team member evaluations online due in Weeks 8, 10, and 11 tutorials</td>
</tr>
<tr>
<td>3a Two themes – Formative Feedback</td>
<td>Must attempt to pass (Hurdle)</td>
<td></td>
<td>Due in week 9 tutorial</td>
</tr>
<tr>
<td>3b Self-Assessment Report</td>
<td>30%</td>
<td>3,000 words</td>
<td>Due in week 11 tutorial</td>
</tr>
<tr>
<td>4 Exam</td>
<td>20%</td>
<td>1.5 hours</td>
<td>During the lecture in Week 13</td>
</tr>
<tr>
<td>5 Attendance and Participation</td>
<td>10%</td>
<td>N/A</td>
<td>Lectures and tutorials throughout the course.</td>
</tr>
</tbody>
</table>

ASSESSMENT 1: CAREER EXPLORATION REPORT

HURDLE 1a: Career Exploration Report (Part 1) (NO MARKS ALLOCATED)

Due: Week 3 tutorial

Given that the more thought you put into this exercise the more it will help you make informed career and job choices (Assessment 1b, discussed below), you will have the opportunity to obtain oral feedback on how you are progressing in this exercise before you submit the Final Report. Please use of this opportunity to prepare for the interviews and make the most out of these networking experiences.
Your plan (1 to 2 page(s), in bullet point, where appropriate) should include the following:

Step 1: Identify one or two career(s) and/or job(s) you would like to pursue.

Step 2: Identify two sample assumptions/beliefs and two sample uncertainties concerning each career or job you chose.

Step 3: Translate Step 2 into questions:
- Questions are accurately translated in a way that will solicit responses that validate or invalidate each of your assumptions/beliefs and uncertainties.

Step 4: Choose people to interview and make plans for contact:
- Using some of the criteria provided in the lecture, identify potential interviewees.
- List a few people as ‘back-ups’; just in case you are not successful in reaching the people you wish to talk to.
- Explain how you will contact them and discuss how likely they will agree to be interviewed.

To pass this assessment, you need to submit your plan to your Week 3 tutorial. Your tutor will make a note that this has been done and provide individual feedback to some of you during this time. The rest of the class will receive feedback during the tutor’s consultation hour. The times and place to meet with the tutor will be communicated in Week 3 tutorial.

### ASSESSMENT 1b: Career Exploration Report (Part 2) (20%)

**Due:** Week 7 tutorial

**Purpose:**
This assessment will help you discover your compatibility with the various careers and jobs that you currently would like to pursue. The goal of this exercise is to help you make a more informed career and job choice.

This exercise provides you with an opportunity to systematically investigate a variety of self-identified careers and jobs. Through such an investigation, you will be able to validate or invalidate the assumptions and beliefs you currently hold concerning your potential career choices and to explore other questions that you might have concerning those careers. Furthermore, this exercise will provide you with practice in networking and communicating with people in your chosen careers or jobs.

**Overview:**
You will complete the exercise by contacting and interviewing people who are knowledgeable about the careers or jobs you are considering. You will then write a final report describing what you have learned about those careers or jobs and reflecting upon your next steps in career planning.

**Required Format:**

**Step 1: Identify one or two career(s) and/or job(s) you are currently interested in pursuing (approx. 150 words)**

A student might be interested in two career areas: human resources and marketing. Another might be interested in two jobs (e.g., market research manager and advertising manager) within the marketing major. For comparison purposes, it is helpful to include a second career or job interest. Obviously, some careers and jobs may seem more viable to you than do
others, but it is important to provide some type of comparison. As such, if you choose just one career or job, then you will need to choose 2 people in that career or job to interview to provide a basis for comparison.

Drawing on academic sources, define career and job. Based on these definitions, explain whether and how the chosen careers or jobs represent careers or jobs.

**Step 2: Identify and explain assumptions/beliefs and uncertainties (identify in an Appendix; explain in approx. 300 words in the text)**

For each of the careers or jobs you identified, answer the following questions:

- a. What positive assumptions/beliefs do you have concerning these careers/jobs?
- b. What negative assumptions/beliefs do you have concerning these careers/jobs?
- c. What uncertainties do you have concerning these careers or jobs?

In deciding which careers/jobs to pursue, you will have made implicit assumptions about your future compensation, the nature of your work, type of job difficulties, and forms of satisfaction and dissatisfaction in this future career. Some of these assumptions and beliefs will be true, whereas others will be false. Nevertheless, it is best for you to have an opportunity to validate your assumptions and beliefs as you pursue your major and before you seek employment.

Identify these assumptions/beliefs and uncertainties by listing them in an Appendix. Then, referring to the Appendix, elaborate on your main assumptions/beliefs and uncertainties by explaining them in the report (e.g., where do these assumptions come from?, why do you think you have such uncertainties about a particular job? etc.).

**Step 3: Translate assumptions/beliefs and uncertainties into questions (in Appendix)**

Translate the assumptions/beliefs and uncertainties you have identified in Step 2 into a series of questions to be asked of the people you contact to be interviewed.

For example, to translate your assumption that one needs a Bachelor’s degree for a job into a question, you might ask what educational background is needed to get this job. Or, you assume that this career requires a significant time commitment and thus you believe that it will not provide you with work-life balance. Your questions might then be: What is the average number of hours worked in a typical week? How has this career impacted your family?

List these questions in an Appendix.

**Step 4: Choose and contact the people to interview, reflect on and analyse the contact process and describe one lesson learnt from this contact process (approx. 250 words)**

Identify and contact the people you want to interview. The choice of who to interview is extremely important. It is best for you to identify the type of individual who would best answer your questions instead of contacting someone who is merely most convenient. Use some of the criteria (presented in Week 1 lecture) as a guide when you are identifying interviewees.
Once the relevant criteria are chosen, identify people who match those criteria. Sources of contacts include alumni, friends, parents of other students, members of professional organizations, individuals known by your lecturers and tutors, etc.

The contact process, to be discussed in detail in Week 1 lecture, can be broken down into the following steps:

i) Identify the individual you wish to contact.
ii) Persuade yourself to make the contact.
iii) Make the contact.
iv) Extract meaning from the contact and act on it.
v) Follow up with the contact.

In the Final Report, state who you interviewed. They can remain anonymous, but please provide their job titles, industries and type of companies (e.g., size, location) in which they work.

Reflect on and analyse this networking and communicating experience. Draw on at least 1 course reading and lecture/workshop material when analysing this contact process. Describe one lesson you have learned upon reflection on and analysis of this contact process.

**Step 5: Summarize and reflect on the findings. (approx. 600 words)**

Discuss the following:

a) Compare the assumptions/beliefs and uncertainties you had before the interviews with what you have learned as a result of your interviews.
b) How has this validated or invalidated your assumptions/beliefs and uncertainties about these careers or jobs?
c) Have your career plans changed as a result of this exercise? If so, how has it changed? If not, why not?
d) Describe one most important lesson you have learned from the findings.

Draw on at least 1 academic source, as you analyse and reflect on the findings.

**Include Reference list and appendices**

You must cite all work properly throughout your report in Harvard style and provide a reference list. For details of this formatting style, please refer to course outline Part B (2). You must also include the list of assumptions/beliefs and uncertainties, as well as the associated interview questions in the Appendix(ces).

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](http://www.lc.unsw.edu.au/onlib/reflect.html)

**Note: All report content will be treated in strict confidence and with great respect.**
### MARKING CRITERIA FOR CAREER EXPLORATION EXERCISE (PART 2)

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Step 1</td>
<td></td>
</tr>
<tr>
<td>• Identify one or two career(s) and/or job(s).</td>
<td>/3</td>
</tr>
<tr>
<td>• Career and job are defined in an accurate manner.</td>
<td></td>
</tr>
<tr>
<td>• Explain whether and how the chosen careers and/or jobs represent careers or jobs.</td>
<td></td>
</tr>
<tr>
<td>2) Step 2</td>
<td></td>
</tr>
<tr>
<td>• Identify assumptions/beliefs and uncertainties about each career and/or job.</td>
<td>/4</td>
</tr>
<tr>
<td>This list should be comprehensive and demonstrates that the student has given Step 2 careful consideration.</td>
<td></td>
</tr>
<tr>
<td>• Elaborate on and explain the main assumptions/beliefs and uncertainties about each career and/or job.</td>
<td></td>
</tr>
<tr>
<td>3) Step 3</td>
<td></td>
</tr>
<tr>
<td>• Questions are accurately translated in a way that solicits responses that validate or invalidate each assumption/belief and uncertainty.</td>
<td>/2</td>
</tr>
<tr>
<td>4) Step 4</td>
<td></td>
</tr>
<tr>
<td>• Interviewed two relevant individuals.</td>
<td>/4</td>
</tr>
<tr>
<td>• Quality of reflection on and analysis of the contact process.</td>
<td></td>
</tr>
<tr>
<td>• Describe one lesson learnt in light of the reflection and analysis.</td>
<td></td>
</tr>
<tr>
<td>5) Step 5</td>
<td></td>
</tr>
<tr>
<td>• Quality and clarity the summary of findings (i.e., Steps 5a and b)</td>
<td>/5</td>
</tr>
<tr>
<td>• Quality of reflection on and analysis of the findings (i.e., Steps 5c and d): The reflection includes career plans change vs. no change and a lesson learnt in light of the findings.</td>
<td></td>
</tr>
<tr>
<td>6) Written construction and presentation is clear, concise and logical (e.g. At least 2 academic readings are used and integrated in the reflection; Harvard style referencing; no spelling errors; work is edited; written expression is clear; all sections of the assignment are present; paragraphs are well developed; content is conveyed clearly).</td>
<td>/2</td>
</tr>
<tr>
<td>7) Late penalty</td>
<td>yes/no</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/20</td>
</tr>
</tbody>
</table>

### ASSESSMENT 2: TEAM EMPIRICAL RESEARCH PRESENTATION (20%)

Due: Presentations during tutorial in Weeks 8, 10, and 11

**Purpose:**
The purpose of this assignment is twofold: first, it will enhance your understanding of current research in career management and help you to appreciate how research can inform managerial practice, personal development, and career management. Second, it will help you improve your presentation skills and provide you with experiences facilitating group discussions and working in teams.

**Overview:**
You will form teams of three to six students. The teams will be allocated topics by the tutor during week 3 tutorial. Each team will be allocated a week to present (8, 9, or 11). **THE LIST OF READINGS FOR EACH TOPIC CAN BE FOUND IN 5.2.2 OF THIS COURSE OUTLINE. THE READINGS ARE AVAILABLE ON MOODLE.**
Your core articles will be the TWO readings assigned based on your team’s allocated topic. You will also be required to identify ONE more article of your own choosing to add depth to your understanding of the topic area (i.e., total of 3 articles). 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 from an established source (i.e., newspapers, periodicals, or journals). Websites, online blogs etc. are NOT acceptable. You will 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. You must clearly communicate your message and ensure there is audience engagement (e.g. discussion, experiential learning). Your aim is to make certain that your audience will leave the presentation with a deeper understanding of the important aspects of the topic.

Your team 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 take-aways from the articles.
3. Identify the relevance of the issues and key take-aways to people in their early career stages.
4. Get the audience involved and engaged.
5. Include a reference slide and acknowledge all sources used.

Tips:
- When choosing information to present, identify 2 or 3 take-aways that the audience must know to truly understand the articles and topic area. Relate this content to your audiences’ interests and experience.
- Identify the added value that the audience will receive from this presentation (e.g., how does the content apply to and inform people in the early stages of their careers).
- Audience engagement should aim to add depth to the understanding of your fellow students of the topic. Your goal is to give a ‘glimpse’ into what the research says about your topic and, therefore, you should focus 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. You may be as creative as you like. For example, interview family/friends to gather relevant real-life experiences to generate your own case/role-play; then summarize the main issues, analyse them, and provide recommendations based on the articles. In the past, some teams have successfully used case studies, mini-debates, and discussion in small groups as techniques to encourage class discussion. Remember, it is fine to call on your classmates’ personal experiences, but do not solely rely on them – they may not have had any of the experiences you ask about or may be unwilling to share about sensitive issues in front of the class.
- Don’t forget to draw on tips provided in Practical Workshop II: Presentation Skills.

Marking: There are two components to this assessment.
1) Team (17 marks): 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, 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. All team members will be assigned the same overall team mark.

2) Individual (3 marks): At the end of the team presentation, each team member will anonymously evaluate your contributions to and ability to work effectively in your team. You do not rate yourself. The LIC expects each student to fulfil their team commitments. If a team member does not perform satisfactorily, you may give that team member less than 3 marks. The final team evaluation mark for an individual is the average of the other team members' evaluations of that individual. The evaluation items will be made available on Moodle by Week 3. You will receive an email in your unsw inbox when the online evaluations are available and you will need to submit your evaluations by 5pm, on the Friday of your presentation week.

MARKING CRITERIA FOR TEAM EMPIRICAL RESEARCH PRESENTATION

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic area was introduced clearly and accurately.</td>
<td>/2</td>
</tr>
<tr>
<td>2. Key issues and the main take-aways from the articles were identified and</td>
<td>/5</td>
</tr>
<tr>
<td>clearly communicated.</td>
<td></td>
</tr>
<tr>
<td>3. Identified relevance to early career</td>
<td>/2</td>
</tr>
<tr>
<td>4. Audience engagement was effective. The interaction with the audience</td>
<td>/5</td>
</tr>
<tr>
<td>increased the depth of understanding of key issues as well as interest in</td>
<td></td>
</tr>
<tr>
<td>the topic area</td>
<td></td>
</tr>
<tr>
<td>5. Chosen method of presentation was effective, well executed and creative</td>
<td>/2</td>
</tr>
<tr>
<td>(including visual aids, presentation style, team transitions)</td>
<td></td>
</tr>
<tr>
<td>6. Time was used effectively</td>
<td>/5</td>
</tr>
<tr>
<td>7. All team members actively participated in the presentation and discussion</td>
<td>/5</td>
</tr>
<tr>
<td>8. Team member evaluations (i.e., the average mark the student receives</td>
<td>/3</td>
</tr>
<tr>
<td>from his/her fellow team members)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>/20</td>
</tr>
</tbody>
</table>

ASSESSMENT 3: SELF-ASSESSMENT REPORT

HURDLE 3a: FORMATIVE FEEDBACK (NO MARKS ALLOCATED)

Due: Week 9 Tutorial

Given the detail that is required for the Self-Assessment Report (Assessment 3b, 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 the Week 9 tutorial. This is after the tutorial on how to write your Self-Assessment Report. 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, submission 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 3b: SELF ASSESSMENT REPORT (30%)

Due: Week 11 Tutorial
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 the sub-headings in your report.

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 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, the date each one was completed, and where to find it in the Appendix (Template is provided on Moodle). The assessment tools include:

1. Structured Autobiography (SA)
2. Interviews with Significant Others (ISO)
3. Holland’s Vocational Choice (HVC)
4. Work Values Inventory (WVI)
5. Career Anchors (CA)
6. Zimbardo’s Time Perspective Inventory (ZTPI)
7. Self-Evaluation Scales (SES)
8. HEXACO
9. Goal Orientation (GO)
10. Ambivalent Sexism Inventory (ASI)

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 be 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 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. Remember, describing information is different to reflecting and implementing.

When conducting the thematic analysis, you will need to link relevant themes together to interpret the themes as a coherent whole. While 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 careers. 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 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>Self-Assessment</th>
<th>My Strengths</th>
<th>Growth areas / weakness</th>
<th>Developmental opportunities</th>
<th>Barriers to change</th>
<th>Relevance to my experiences</th>
<th>Relevant to theme + relationship to theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work values survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEXACO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career anchors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following chapter (on Moodle) provides details on how to elicit and analyse themes.


D. Recommendations
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 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 and Appendix
You must cite all work properly throughout your report (i.e., do not cite “Week 5 Lecture” or “Course Reading Week 2”) and provide a reference list. For details of Harvard formatting styles, please refer to Part B (2) of the course outline. You must also include copies of each of the assessment tools that you have completed (See Template for Appendix on Moodle for instructions). You can refer to your Appendix throughout your report; however, it will not be directly marked. It is also not included in the word count.

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

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

**ASSESSMENT 4: EXAM (20%)**

**Due:** Week 13 Lecture

**Purpose:** The exam is aimed at assessing your ability to apply academic knowledge, skills, and insights gained during the course to your own career.

**Required format:** The exam will consist of 2 open-ended questions. In week 11 lecture, you will receive 4 questions that will encompass the topics addressed in this course. Of these 4 questions, 2 will be in the exam. Most questions tap into the personal experiences of students. 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 based on depth of reflection, breadth of knowledge, and accuracy.

**ASSESSMENT 5: ATTENDANCE AND PARTICIPATION (Lectures 4%; Tutorials 6%)**

**Due:** Throughout the semester
Attendance and active participation during lectures and tutorials are central components of the learning process in this course. To be an active participant, you will need to attend lectures and tutorials fully prepared by completing self-assessments and assigned readings.

During some of the lectures, you will be asked to participate in and submit your responses to exercises related to the content covered that day. Your lecture mark will be based on submission of these exercises. Your tutorial mark will be based on your attendance and participation.

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

4.3 Assessment Format
For all written assignments, you will need to:

- **Include a Cover Sheet** - The Assignment Cover Sheet MUST be signed and attached when submitting assignments. Cover sheets are posted on Moodle and are located on Level 5, School of Management, West Lobby, UNSW Business School Building.
- **Disclose word count on the first page of your assignment** - Flexible within +/- 10% of prescribed limit. Deviations are subject to penalties. Word count excludes Cover Sheet, Appendix, and References.
- **Details to include** - Your name, student number, word count, and report name.
- **Format** - Double spaced and a standard a 2.5 cm margin on each side; Each page should be numbered (incl. appendices); use Harvard Referencing Style
- **Staple or Bound Assignments** - no paper clips, please!
- **Label assignment files to Turn-it-in as follows** - Surname_Firstname_ZID_AssignmentName.doc
  E.g., Jane Jones would submit her Self-Assessment Report as: Jones_Jane_z3012549_SelfAssessmentReport.doc

4.4 Assignment Submission Procedure

4.4.1 Hard copy submission
All assignments that are not submitted at tutorial time, need to be handed in, stapled and with a Business School cover sheet, to the assignment box on level 5, West Lobby, UNSW Business Building no later than 5pm on the due date.

4.4.2 Turn-it-in
All assignments must be uploaded into Turn-it-in using the link on Moodle. Soft copies must be submitted by the beginning of the tutorial time on the due date. For example, the self-assessment report for students in the Thursday 9am tutorial is due at 9am on May 19, 2016. This will be the cut off time for uploading the soft-copy. Assignments will not be marked if a soft copy of the final version of your assignment has not been uploaded.

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 your tutorial time is from 9am on Thursday, one late twenty-four hour cycle begins at 9:01am Thursday until 9:00am Friday. You must submit a soft copy to
Turn-It-In AND a HARD COPY to your tutor – submitting an email version does not circumvent the late penalty.

**Quality Assurance**
The Business School 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 Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 COURSE RESOURCES

All the course resources are available on Moodle at: [http://moodle.telt.unsw.edu.au](http://moodle.telt.unsw.edu.au)

5.1. Self-Assessments and Self-Reflection Booklet
For your self-assessment report, you will be required to complete a series of self-assessments. Unless otherwise stated on p. 19-21, self-assessments will be completed online via Qualtrics, a web-based survey platform. You will be notified of the availability of self-assessments via your unsw email one week before their due dates. For self-assessments due in the lectures (tutorials), this notification email will be sent to your unsw email the Thursday (Wednesday) prior at 9am. Reminder emails for self-assessments due in both the lectures and tutorials will be sent on Tuesdays, the week they are due, at 5pm. Hence, check your unsw email regularly. It is YOUR responsibility to ensure you have completed all Self-Assessment tools on the required weeks. Scoring will be provided via a feedback report sent to your email on completion of each self-assessment. A debrief will be conducted in the relevant lectures and tutorials.

Copies of the Self-Reflection Booklet will be available on 5/F UNSW Business School Building, West Lobby, School of Management beginning Week 1. Please pick one up!

5.2 Course readings
All readings can be found on Moodle. They have been chosen to enhance your understanding on some of the concepts discussed in the lecture.

5.2.1 Required Readings for Lectures

**Week 1**


**Week 2**
Week 3

Week 4

Week 5


Week 6


Week 7

Week 8


Week 9
Greenberg, G. 2010. Interpersonal behavior at work: Conflict, Cooperation, Trust and Deviance (Chap 11) in G. Greenberg (Ed) Behavior in Organizations. USA: Pearson

Week 10

Week 11

Week 12

5.2.2 Core Readings for Empirical Research Presentations

**TOPIC 1: Career Success**


**TOPIC 2: Work-family balance**


**TOPIC 3: Decision making and careers**


**TOPIC 4: Politics in the workplace**


**TOPIC 5: Abusive supervision**


5.3 Additional Reference Material
**Relevant Periodicals:**

To explore various careers topics and to search for articles for your team empirical research presentation, I recommend that you use the following journal resources:

- 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 Business and Psychology
- Journal of Career Assessment
- Journal of Career Development
- Journal of Management
- Journal of Organizational Behavior
- Journal of Occupational and Organizational Psychology
- Journal of Vocational Behavior
- Organizational Dynamics
- Organization Science
- 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, I will seek your feedback through end of semester CATEI evaluations and ongoing input from class interactions.
### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture readings &amp; preparation</th>
<th>Tutorial Topic</th>
<th>Tutorial readings &amp; preparation</th>
<th>Assessment (due in tutorial)</th>
</tr>
</thead>
</table>
| 1    | Introduction and course overview | Prep:  
- Identify questions you have regarding the course outline  
- Pick up Self-Reflection Booklet on 5/F Business School (West Lobby), School of Management in Week 1  

**Online Self-Assessment:**  
- Bring your response report:  
  - Structured Autobiography  

Readings Week 1 | No Tutorials | | | | |
| 2    | Careers: The Basics I | Online Self-Assessment:  
- Bring your feedback report:  
  - Career Self-Efficacy Time 1  

Readings Week 2 | Getting started & Journey into Self-Awareness | Self-Assessment:  
- Download from Moodle and bring your results:  
  - Interviews with Significant Other  

Online Self-Assessment: | | | CAREER EXPLORATION REPORT (PART 1) |
| 3    | Careers: The Basics II | Online Self-Assessment:  
- Bring your feedback report:  
  - Holland’s Vocational Choices  

Readings Week 3 | Team Allocation & Self-Assessment Debrief I | Online Self-Assessment:  
- Bring your feedback report:  
  - Work Values Inventory  

Online Self-Assessment: | | | |
| 4    | Practical Workshop I: Resume Writing & Interview Skills | Readings Week 4 | Self-Assessment Debrief II & The Job Jar | Online Self-Assessment:  
- Bring your feedback report:  
  - Career Anchors  

Online Self-Assessment: | | | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture readings &amp; preparation</th>
<th>Tutorial Topic</th>
<th>Tutorial readings &amp; preparation</th>
<th>Assessment (due in tutorial)</th>
</tr>
</thead>
</table>
| 5 Apr  | Career Decision Making & Time Perspective | Online Self-Assessment:  
- Bring your feedback report:  
  o ZTP  
Readings Week 5 | Self-Assessment Debrief III & Interviewing | Online Self-Assessment:  
- Bring your feedback report:  
  o Self Evaluation Scales | TEAM CONTRACTS |
| 6 Apr  | Practical Workshop II: Networking for Success & Presentation Skills | Readings Week 6 | The Anatomy of the Self-Assessment Report | Prep:  
- Bring your feedback reports for all completed self-assessments. | CAREER EXPLORATION REPORT (PART 2) |
| 7 Apr  | Personality                        | Online Self-Assessments:  
- Bring your feedback reports:  
  o HEXACO  
  o Goal Orientation  
Readings Week 7 | Networking | | |
| 8 Apr  | Power and influence                | Online Self-Assessment:  
- Bring your feedback report:  
  o ASI  
Readings Week 8 | Team Presentations I | Prep:  
- Come prepared to either give your presentation or engage in class discussion. | PRESENTATION 1 – CAREER SUCCESS |
| 9 May  | Practical Workshop III: Communicating Effectively on Social Media  
Lecture: Communication and interpersonal issues | Readings Week 9 | Self-Assessment Report Preparation | Prep:  
- Bring in two themes you have identified so far, and your self-assessments. | TWO THEMES |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture readings &amp; preparation</th>
<th>Tutorial Topic</th>
<th>Tutorial readings &amp; preparation</th>
<th>Assessment (due in tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Social Issues in careers</td>
<td><strong>Readings Week 10</strong></td>
<td>Team Presentations II</td>
<td><strong>Prep:</strong> - Come prepared to either give your presentation or engage in class discussion.</td>
<td><strong>PRESENTATION 3 – DECISION MAKING</strong></td>
</tr>
<tr>
<td>11</td>
<td>Graduate Panel &amp; Negotiation</td>
<td><strong>Prep:</strong> - Prepare questions for the Graduate Panel</td>
<td>Team presentation III &amp; Exam preparation</td>
<td><strong>Prep:</strong> - Come prepared to either give your presentation or engage in class discussion.</td>
<td><strong>SELF-ASSESSMENT REPORT</strong></td>
</tr>
<tr>
<td>12</td>
<td>Managing your Career: Goal Setting &amp; Motivation</td>
<td><strong>Online Self-Assessment:</strong> - Bring feedback report: o <strong>Career Self-Efficacy – Time 2</strong></td>
<td>Negotiating for your first job</td>
<td><strong>Prep:</strong> - Read your employee or employer role provided in Week 11 tutorial (DO NOT SHARE ROLES)</td>
<td><strong>PRESENTATION 5 – ABUSIVE SUPERVISION</strong></td>
</tr>
<tr>
<td>13</td>
<td>Exam</td>
<td><strong>Wrap up:</strong> Goal Setting &amp; Self-Assessment Reports Feedback</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 Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree (e.g., ‘be an effective team player’), regardless of their individual majors or specialisations. 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).

<table>
<thead>
<tr>
<th>Business 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:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>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 the ethical, social, cultural and environmental implications of business practice. You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
</tr>
</tbody>
</table>

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: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing
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.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program.

3.1 Workload

It is expected that you will spend nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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. Information on expected workload: https://student.unsw.edu.au/uoc

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. For more information, see: https://student.unsw.edu.au/attendance

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://student.unsw.edu.au/conduct

3.4 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://safety.unsw.edu.au/

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. 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 for Undergraduate courses:

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 see: https://student.unsw.edu.au/special-consideration

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 lodged 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.

Business School 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 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 in Undergraduate Courses:

Applications for special consideration in relation to the final exam are considered by a Business School 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 date for supplementary exams for all Schools except Accounting and Economics Business School in Session 1, 2016 is: 13th July**

   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.

The Business School’s ‘Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses’ is available at: www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf

For the School of Management’s protocol on viewing your final exam script, please see document posted on Moodle’s “Course Outline and Information” Folder.

### 5 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  Provides academic writing and study skills for Business students.

- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice on all aspects of admission, enrolment and graduation.

- **Moodle eLearning Support**
  For help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources.

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

- **IT Service Centre:** Provides technical support for problems logging in to websites etc. https://www.it.unsw.edu.au/students/index.html

- **UNSW Counselling and Psychological Services**
  (http://www.counselling.unsw.edu.au) Provides support and services if you
need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

- **Student Equity & Disabilities Unit**  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Email: seadu@unsw.edu.au