Careers and Employment

Introduction to the Workplace (DIPP1112)

Semester 1, 2017

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1. Staff Contact Details

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2. Course Details

Unit of Credit: 6 UoC

Course Aims:
The course aims to prepare students to enter the workplace with a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries. Students develop reflective capabilities in assessing their personal interests, strengths and their capacity to work effectively with others. They then apply this knowledge in the identification of appropriate employment opportunities.

Student Learning Outcomes:

At the conclusion of this course, students should be able to:

A. Utilise self-assessment tools to reflect upon personal strengths, capabilities and areas for development

B. Articulate strengths and capabilities to potential employers in professional language

C. Investigate and analyse workplace culture and organisational structures across a variety of workplaces

D. Apply career development competencies in identifying suitable employment opportunities

Graduate Capabilities / Attributes

Graduate Capabilities

Scholars who are:
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique and reflection
- capable of effective communication

Professionals who are:
- capable of independent, self-directed practice
- capable of lifelong learning

<u>Graduate Attributes</u>

- The capacity for analytical and critical thinking and for creative problem-solving
- The ability to engage in independent and reflective learning
- The skills of information literacy to appropriately locate, evaluate and use relevant information
- The skills of effective communication

3. Course Rationale

Research has consistently highlighted the competitive nature of the graduate recruitment process. In 2014, Australian graduate employers received, on average, 1,450 applications from university students (equivalent to 47 applications per graduate position being offered) (AAGE, 2015). Most students have a strong focus on developing their academic capabilities and aim for the strongest academic results. Critically however, the transferable skills developed outside the lecture theatres in community engagement, casual work and relevant work placements are the major factors that differentiate the best candidates. In 2014, a majority of graduate employers rated teamwork and interpersonal skills as "very important", far more highly than academic grades. The next most valued attributes were verbal communication and analytical skills. All of this evidence suggests the need for students to strive for a balance between university and other activities as well as the need to develop employability skills as part of the university experience.

Introduction to the Workplace can be completed as a General Education course, an elective course or a core course in the student's degree program. It aims to empower students with the knowledge, skills and capabilities to plan, engage in and critically reflect upon internship and graduate opportunities. It prepares students to enter the workplace by developing a deeper understanding of workplace contexts, cultures, recruitment practices and expectations of professionals across a range of industries.

Introduction to the Workplace covers four principal topics: self-assessment, professional profile, workplace literacy and opportunity attainment. The course is facilitated through seminar participation as well as through engagement in online activities. The multi-mode delivery is designed to support a diverse cohort of students and to allow flexibility in their learning.

The assessment tasks in *Introduction to the Workplace* are designed to engage students in active and productive learning. Students will apply their career development competencies to create a portfolio for recruitment and networking purposes. The portfolio includes an achievement based resume, a cover letter, a set of key skill statements and an online profile. Students will also explore workplace values, priorities, structures and cultures by conducting information interviews with targeted organisations. They will also prepare and practice their answers to interview questions and record their responses in video format.

Source: The AAGE Employer Survey 2015, The Australian Association of Graduate Employers and High Fliers Research

4. Teaching Strategies

Introduction to the Workplace uses student-centered and active learning approaches to engage students in their learning through participation in seminars, with additional input from industry and alumni guest speakers, and with online activities to enrich the face-to-face experience. These online activities will include specific tasks for discussion and problem-solving based around course content in different media (such as readings and video material). Students will also use the online environment to engage in the course assessment, for example, through discussion forums, quizzes and Wikis and through developing their professional portfolio.

5. Key Dates

Online Learning	Wk 1, 27 Feb to Wk 8, 28 Apr (Approx. 2.5 hrs /week)	Online
Seminar – Day 1	Mid-Semester break, Tues 18 Apr **or** Thurs 20 Apr	Face to Face
Seminar – Day 2	Mid-Semester break, Wed 19 Apr **or** Fri 21 Apr	Face to Face
Assessment Tasks	Wk 6, Mon 3 Apr – Wk 13, Thurs 1 Jun	Online

6. Attendance & Participation

Face to face components: Attendance and participation in the 2 full days of training are essential components of the learning process. Students who have inadequate attendance (ie below 90% of the contact hours) may receive a UF (unsatisfactory fail) for the course.

Online Content: Students are expected to complete the online content within the designated timeframe. This includes completing any self-assessments tasks, assigned reading and online activities as required.

7. Course Outline

Week Starting	Course Components	Delivery	Assessments
Wk 1	**Topic 1: Getting Started and Key to Employability**	Online	Online Participation: Introductory Tasks Job Ad and Top Criteria Forum. Key to Employability Forum. 2%) Fri 3 Mar 5pm
Wk 2	**Topic 2: Identify Employment Opportunities**	Online	Online Participation: Job Ad Forum, Job Search Wiki. 2%) Fri 10 Mar 5pm
Wk 3	**Topic 3: Resumes**	Online	Online Participation: Achievement Statements Recruiter Activity Fri 17 Mar 5pm (1%)
Wk 4	**Topic 4: Cover Letters**	Online	Online Participation: Cover Letter Quiz (1%) Submit Draft Resume **Fri 24 Mar**
Wk 5	**Topic 5: Interview**	Online	Online Participation: Interview Quiz & Wiki Draft STAR Statement and Vote (1%) **Book 20 min Face-to-Face Consultation** Fri 31 Mar 5pm
Wk 6	**Topic 6: Online Branding**	Online	Online Participation: LinkedIn/Careerplayer videos (+ online LinkedIn seminar) Identify 3 LinkedIn/The Loop: Profiles you feel are good models. Post your reasons. (1%) Fri 7 Apr 5pm **Submit Job Application: Thurs 6 Apr 5pm**
Wk 7	**Topic 7: Making Professional Connections**	Online	Online Participation: Networking seminar (online) Writing introductory email forum Draft email peer review. (2%) Fri 14 Apr 5pm
Mid Semester Break	**Class 1** Tues 18 Apr **and** Wed 19 Apr **or** **Class 2** Thurs 20 Apr **and** Fri 21 Apr	Face to Face	Note: Choose either Class 1 or Class 2
Wk 6	**Assessment Support Forums**	Online	Job Application (30%) **Thurs 6 Apr 5pm**
Wk 10			Interview Video Clips (30%) **Thurs 11 May 5pm**
Wk 13			Organisation Analysis (30%) **Thurs 1 Jun 5pm**
Wk 13	**Course Evaluation**		

Topics to be covered:

1. **Self-assessment**
   o The Key to Employability
   o Reflecting on your achievements
   o Understanding your strengths, values and goals

2. **Creating a Professional Profile**
   o Developing an elevator pitch
   o Networking for Success
   o Managing Online Branding

3. **Developing Workplace Literacy**
   o Identifying opportunities
   o Conducting information interviews

4. **Attaining Opportunities**
   o Preparing job applications: cover letter, resume and online applications
   o Acing job interviews and assessment centres

8. Assessment Summary

Tasks	Type	%	Learning Outcomes	Due Date
Online Participation	Online Activities	10%	A, B, C, D	Various dates Wks 1 - 8
Job Application	Resume and Cover Letter	30%	A, B, D	Wk 6 Thurs 6 Apr 5pm
Interview Video Clips	Videos	30%	A, B, D	Wk 10 Thurs 11 May 5pm
Organisation Analysis	Report	30%	A, B, C	Wk 13 Thurs 1 Jun 5pm
	Total:	**100%**		

IMPORTANT – Grades from your lecturer and official results

While in practice a final grade is usually calculated by the addition of marks for individual pieces of assessment, formally all individual assessment marks provided to students via Moodle during semester are for feedback purposes only. This means that a final grade is not necessarily determined by the addition of individual marks. The official mark and grade for a course is that issued by the Academic Quality Assurance Committee via the UNSW release of results process. If you have questions about your assessment, the first step is to re-read your work in the light of the assessor's comments and feedback. You may then contact your Course Co-ordinator to discuss your work and to request further feedback. To apply for a grade to be reviewed you must follow the UNSW Review of Results procedure. See: https://student.unsw.edu.au/results

Supplementary Assessment

There will only be a very limited opportunity to submit a supplementary assessment. No supplementary assessment will be available for online tasks.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances.

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.

- Where a student fails an assessment task in DIPP1112 in the final semester of their degree program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing their program. Students who receive a Fail grade below 40% will only in exceptional circumstances be eligible for supplementation. Students who fail a final course due to academic misconduct are not eligible for supplementation. To apply for additional assessment you must apply for a review within 3 days of grades being released.

In the absence of Special Consideration, the mark awarded for a supplementary assessment, will be capped as follows:

- Where a supplementary assessment is provided for a student who fails an assessment task in the course, the final mark awarded for the assessment task will be capped at 50%.

- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

9. Late Penalty & Special Consideration

Late Penalty:
Late submission of an assessment without prior (i.e. at least 24 hour) written permission from the course convener is NOT acceptable. Five percent of the assessment value will be deducted for each 24 hour cycle where an assessment is late without written permission. For example, if the assessment is worth 30% of the overall course mark, 1.5 marks will be deducted for each 24 hour cycle.

Special Consideration:
UNSW Policy and information on special consideration can be found at:
www.student.unsw.edu.au/special-consideration . Application for special consideration must be made within 3 working days of the assessment to which it refers.

10. Resources

Readings
(All readings will be made available on Moodle)

- Catano, V. M. & Morrow Hines, H. (2015). The Influence of Corporate Social Responsibility, Psychologically Healthy Workplaces, and Individual Values in Attracting Millennial Job Applicants. *Canadian Journal of Behavioural Science*, 48(2),142–154.

- Galunic, D. C. (2016). *How to get ahead when you hate networking*. Fountainebleau: INSEAD. Retrieved from https://search.proquest.com/docview/1838511567?accountid=12763

- Hoffman R. & Casnocha, B. (2012) *The start-up of you: adapt to the future, invest in yourself, and transform your career.* New York: Crown Business.

- Gati, I. & Levin, N. (2015). Making better career decisions. In P. J. Hartung, M. L. Savickas, & B. W. Walsh (Eds.) *Handbook of career intervention*. (2) pp.193-207. Washington, DC: American Psychological Association.

- Pool, L. D. & Sewell, P. (2007). The Key to Employability: Developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289.

Supplementary Videos:

- Brull, J. (2009). *How Not to Get a Job*. Video retrieved from
  http://tv.unsw.edu.au/video/how-not-to-get-the-job UNSW TV.
  Jeremy Brull shows us how *not* to do a job interview at the 2009 UNSW Careers Expo (3mins 59secs)

- Duckworth, A. (2013). *Grit: The power of passion and perseverance.* Retrieved from TED Talks Education.
  https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en
  Duckworth is an American psychologist and researcher and in this TED talk she argues that grit, or perseverance, is one of the major predictors of success, more so than IQ (particularly

in school, university and the workplace) (6mins 9secs).

- The School of Life. (2015). *How to find fulfilling work*. Retrieved from *Youtube*.<https://www.youtube.com/watch?v=veriqDHLXsw>
  Based on the book by Roman Krznaric, this short video outlines some useful tips on how individuals can go about finding fulfilling careers (with a strong emphasis on self-reflective decision making). (5mins 12 secs).

- Cuddy, A. (2012*). Your body language shapes who you are*. Retrieved from TED Talks Education.
  https://www.youtube.com/watch?v=Ks-_Mh1QhMc
  Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how "power posing" -- standing in a posture of confidence, even when we don't feel confident -- can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success. (21mins 02secs).

Consultation

Your course convener has one designated hour per week for consultation, and may also be available for a one-off consultation outside this time. The consultation time can be used for answering questions that you do not feel comfortable voicing in class or through the online forum. It is the best to email your course convener prior to confirm your appointment.

Career Resources and Support

UNSW Careers and Employment provide a range of resources and services to assist UNSW students with their career development. You can register for individual career advice appointments to speak to a careers consultant in regards to your career development, to obtain feedback on your job application or to practice your interview skills. For more information and to register for an appointment, go to www.careers.unsw.edu.au.

Academic Support

The Learning Centre offers academic skills support to all students enrolled at The University of New South Wales. They assist students adjusting to academic culture and to new approaches to learning and teaching. The Centre also offers a range of learning and language assistance programs through workshops, individual consultations and student self-access materials. Visit www.student.unsw.edu.au/skills for more information.

11. Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: www.student.unsw.edu.au/plagiarism . In brief:

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or

knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;

- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:
www.student.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

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see: www.student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE Plus tutorial for all new UNSW students: www.subjectguides.library.unsw.edu.au/elise

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

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