UNSW Business School

School of Management

MGMT2725
CAREER MANAGEMENT

Course Outline
Semester 1, 2017

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support

Table of Contents

PART A: COURSE-SPECIFIC INFORMATION

1   STAFF CONTACT DETAILS

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2   COURSE DETAILS

2.1   Teaching Times and Locations

Lectures start in Week 1 (to Week 12; no lecture in Week 7):

Time	Location	Lecturer
Fri 12-14	ChemScM17	Dr. Suzanne Chan-Serafin

Tutorials start in Week 2 (to Week 13; no tutorials in Week 7)

TUT	Time	Location	Tutor
F14A	Fri 14-15	Bus 215	TBA
F15A	Fri 15-16	Bus 215	TBA
W12A	Wed 12-13	Webst 250	TBA
W13A	Wed 13-14	Quad G047	TBA
W14A	Wed 14-15	Webst 250	TBA
W15A	Wed 15-16	Quad G053	TBA

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 management play in a successful career and life. Successful career management has been empirically linked to intrinsic and extrinsic career satisfaction; as such, 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 they are interested 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, personality, 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 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, 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):

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:*
1	Knowledge	3, 4, and 5	- Career exploration report - Self-assessment report - Team presentation - Top take-away
2	Critical thinking and problem solving	1, 2, 3, 4, 5, and 6	- Career exploration report - Self-assessment report - Team presentation - Top take-away

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 report • Self-assessment report • Team presentation • Top take-away
3b	Oral communication	1, 2, and 6	• Career exploration report • Attendance and participation • Team presentation • Top take-away
4	Teamwork	6	• Team presentation
5a.	Ethical, environmental and sustainability responsibility	N/A	N/A
5b.	Social and cultural awareness	4 and 5	• Career exploration report • Self-assessment report

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 by completing a number of assessments.

To prepare for the lectures and tutorials, you need to:
• complete weekly reading(s)
• download weekly lecture notes from Moodle
• check your unsw email regularly to access self-assessments online (see p. 11)
• on completion of each self-assessment and after its debrief in the lecture/tutorial, complete the relevant section 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;
- ❑ complete and submit all assessment tasks and hurdles; and,
- ❑ attend at least 80% of the lectures and 80% of tutorials

4.2 Assessment Details

	Assessment Task and Hurdles	*Weight*	*Length*	*Due Date*
1a	Career Exploration Report (Part 1) – Formative Feedback	Must attempt to pass (Hurdle)	1 page	Week 3 tutorial
1b	Career Exploration Report (Part 2)	25%	1,000 words	Week 6 tutorial
2	Team Research Presentation	25%	20 mins	Team presentations, online team member evaluations, and feedback to each presentation team due in Weeks 9, 10, and 12 tutorials.
3a	Two Themes – Formative Feedback	Must attempt to pass (Hurdle)		Week 8 tutorial
3b	Self-Assessment Report	30%	3,000 words	Week 12 tutorial
4	Top Take-Away	10%	1 page + 1 min presentation	Week 13 tutorial
5	Attendance and Participation	10%		Lectures and tutorials throughout the course.

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 conduct your interviews. Please use this opportunity to prepare for the interviews and make the most out of these networking experiences.

Your plan (1 page, 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 1 sample assumption/belief and 1 sample uncertainty 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 assumption/belief and uncertainty. Questions should be phrased professionally.
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'.
  • Explain how you will contact them and consider how likely they will agree to be interviewed.

To pass this assessment, you need to submit your plan in 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. The times and place to meet with the tutor will be communicated in Week 3 tutorial.

ASSESSMENT 1b: Career Exploration Report (Part 2) (25%)
Due: Week 6 tutorial

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

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 with people in your chosen careers or jobs.

Overview:
You will complete the exercise by 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. **Details for this assessment are available on Moodle.**

MARKING CRITERIA FOR CAREER EXPLORATION REPORT (PART 2)

Key Criteria	Grade
1) Step 1 • Identify one or two career(s) and/or job(s). • Career and job are defined in an accurate manner. • Explain whether and how the chosen careers and/or jobs represent careers or jobs.	/3
2) Step 2 • Identify assumptions/beliefs and uncertainties about each career and/or job. This list should be comprehensive and demonstrates that the student has given Step 2 careful consideration.	/4
3) Step 3 • Questions, phrased in a professional manner, are accurately translated in a way that solicits responses that validate or invalidate each assumption/belief and uncertainty.	/3
4) Step 4 • Interviewed two relevant individuals. • Thoughtful application of course concept(s) when analysing the process. • Quality of analysis of and reflection on the contact process. • Describe one lesson learnt in light of the analysis and reflection.	/5
5) Step 5 • Quality and clarity the summary of findings (i.e., Steps 5a and b) • Quality of analysis of and reflection on the findings (i.e., Steps 5c and d): Thoughtful application of course concept(s) when analysing the findings. The reflection includes career plans change vs. no change, specific career plan moving forward, and a lesson learnt in light of the findings.	/7
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).	/3
7) Late penalty yes/no	-
Total	**/25**

ASSESSMENT 2:   TEAM RESEARCH PRESENTATION (25%)
Due: Presentations during tutorial in Weeks 9, 10, and 12

Purpose:
The purpose of this assignment is threefold: first, it will enhance your understanding of current research in careers 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 experience in working in teams. Third, it will provide you with opportunities to give constructive feedback to your peers.

Overview:

You will form teams of three to five students. The teams will be allocated topics by the tutor during week 3 tutorial. Each team will be allocated a week to present (9, 10, or 12). 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 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.

Detailed instructions for this assignment can be found on Moodle.

Marking: There are three components to this assessment.

1) Presentation (Team: 18 marks): You will be marked *collectively* on the quality of information shared and the presentation method (including whether the whole team actively participated in the presentation and discussion, any PowerPoint, props etc used) and your ability to lead the class discussion and engage the audience. 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) Team member evaluation (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, 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*. If you fail to submit your evaluations on time, you will receive 0 for this component.

3) Feedback to teams (Individual: 4 marks): By the end of each presentation day, you will complete and submit feedback forms to your tutor. The tutor will evaluate the quality of your feedback based on the principles of effective feedback to be discussed in Week 9. Your feedback form, which will remain anonymous, will be distributed to each relevant team after its review by your tutor. Your feedback is worth 1 mark per team.

MARKING CRITERIA FOR TEAM EMPIRICAL RESEARCH PRESENTATION

Key Criteria	Grade
1. Topic area was introduced clearly and accurately.	/2
2. Key issues and the main take-aways from the articles were identified and clearly communicated.	/5
3. Identified relevance to early career.	/3

Key Criteria	Grade
4. 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.	/5
5. Chosen method of presentation was effective, well executed and creative (including visual aids, presentation style, team transitions).	/2
6. Time was used effectively.	/.5
7. All team members actively participated in the presentation and discussion.	/.5
8. Team member evaluations (i.e., the average mark the student receives from his/her fellow team members).	/3
9. Quality of feedback to each team.	/4
Total	**/25**

ASSESSMENT 3: SELF-ASSESSMENT REPORT

HURDLE 3a:	**FORMATIVE FEEDBACK (NO MARKS ALLOCATED)**
Due:	**Week 8 Tutorial**

You will have the opportunity to receive formative feedback from your tutor and tutorial class for two themes during Week 8 tutorial. You will need to watch a video online regarding how to write your Self-Assessment Report (available on Moodle by Week 6) before you formulate your themes. No marks will be allocated; however, you will be given feedback to improve on any major or minor issues. Although marks are not allocated, <u>submission is compulsory</u> and a requirement in completing the course. Remember that 30% is a big chunk of assessment. Make the most of this opportunity to ensure that you are on the right track!

ASSESSMENT 3b:	**SELF ASSESSMENT REPORT (30%)**
Due:	**Week 12 Tutorial**

<u>Purpose</u>: 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 provide new insights and recommendations for your future. **Details of this assessment can be found on Moodle.**

SELF-ASSESSMENT REPORT MARKING CRITERIA

Key Criteria	Grade
1. Provides comprehensive and relevant background information about self.	/3
2. Themes are: • Accurately labelled and defined • Described based on at least **3** self-assessment results	/6

Key Criteria	Grade
3. Relevant themes are linked, analysed, and discussed together to develop an overall interpretation of self.	/6
4. An appropriate range of theory (from course readings, journal articles) is used and integrated in discussing the relevant themes	/5
5. Generates suggestions, recommendations, and inferences from the data and highlights specific points upon which to proceed for their career.	/6
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).	/4
7. Late penalty yes/no	-
Total	**/30**

ASSESSMENT 4:   Top Take-Away (10%)

Due: Week 13 Tutorial

Purpose: This assignment assesses your ability to synthesize, reflect, and share your learning with the class. You will apply academic knowledge, skills, and insights gained during the course to your own career.

Details of this assessment can be found on Moodle

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

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

NB: Students will not be eligible for attendance and participation marks (nor will they pass the course based on UNSW policy) if, without proof of medical certificates, their attendance levels are below 80% for lectures and tutorials (i.e., below 4 out of 5% for each component).

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 - Unless otherwise stated, 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 Friday 2pm tutorial is due at 2pm on May 26, 2017. 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 2pm on Friday, one late twenty-four hour cycle begins at 2:01pm Friday until 2pm Saturday. 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.

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5   COURSE RESOURCES

All the course resources are available on Moodle at:
https://moodle.telt.unsw.edu.au/login/index.php

5.1. Self-Assessments and Self-Reflection Booklet
For your self-assessment report, you will be required to complete a series of self-assessments online. You will be notified of the availability of the assessments via your unsw email approx. one week before their due dates (i.e., on the previous Friday at 12pm and Wednesday at 12pm for self-assessments due in lectures and tutorials, respectively). Reminder emails for self-assessments will be sent on Tuesdays, the week they are due, at 5pm. It is therefore critical that you check your unsw email regularly. It is YOUR responsibility to ensure you have completed all self-assessments on time. A debrief will be conducted in the relevant lectures and tutorials.

IMPORTANT: Your individual scores will be provided via a feedback report on completion. The feedback report will be sent to your unsw email. However, you MUST PRINT OR SAVE IT IN YOUR BROWSER IMMEDIATELY AFTER YOU SUBMIT your responses, in case you do not receive the report via your unsw email. This means you have two separate opportunities to save your feedback reports. **DO NOT ASK THE LECTURER FOR YOUR FEEDBACK REPORTS.**

Copies of the Self-Reflection Booklet will be available on 5/F UNSW Business School Building, West Lobby, School of Management beginning Week 0. You will need to complete this after debrief of each self-assessment tool.

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

5.2.1   Required Readings for Lectures

Week 1
Gosling, J., and Mintzberg, H. (2004). Reflect Yourself: Take Time Out Of Your Busy Day To Reflect On Yourself And Where Your Team Is Headed. *HR Magazine*, Vol. 49. No. 9. 151-156.

Hall, D. T. (2002). The Study of Careers (Chpt 1). *Careers In and Out of Organizations*. 1st ed. California: Sage. pp.3-16.

Week 2
Hall, D. T. (2002). Protean Career Contract (Chpt 2). *Careers In and Out of Organizations*. 1st ed. California: Sage. pp.17-46.

Week 3
Super, D. E. (1987). Life career roles: Self-Realisation in Work and Leisure in D. T. Hall and R. A Katzell (Eds.) *Career Development in Organisations.* San Francisco: Jossey-Bass Publishers. pp.95-119.

Week 4
Lammers, J., Dubois, D., Rucker, D. D., and Galinsky, A. D. (2013). Power gets the job: Priming power improves interview outcomes. *Journal of Experimental Social Psychology,* Vol. 49*,* pp. 776-779.

Week 5
Gopnik, A. (2015). The Dangers of Believing That Talent Is Innate; A study of academia shows how being convinced of intrinsic ability may lead to bias and unwillingness to change. Wall Street Journal (Online), 04 Feb, New York, N.Y.

Judge, T. A., and Kammeyer-Mueller, J. D. (2007). Personality and career success. *Handbook of career studies.* pp.59-78.

Week 6
Grant, A. (2013). How Givers, Takers, and Matchers Build Networks? (Chap 2) in Grant, A. *Give and Take: A Revolutionary Approach to Success.* New York: NY Penguin. pp. 27-60.

Ibarra, H., and Lineback, K. (2005). What's your story? *Harvard Business Review*, 83, pp. 64-72.

Week 7
None

Week 8
Gati, I., and Levin, N. (2015). Making better career decision. In P. J. Hartung, M. L. Savickas, and B. W. Walsh (Eds.) *Handbook of career intervention: Vol. 2.* Washington, DC: American Psychological Association. pp. 193-207.

Jackson, W.H. (2006). Time perspective and motivation. [ONLINE]. Retrieved 09 July 2011 from http://internet.cybermesa.com/~bjackson/Papers/Jackson2006TimePerspectiveMotivation.pdf

Week 9
O'Rourke IV, J. S. (2004). Listening and Feedback (chpt. 7). *Management communication: A case analysis approach.* Prentice Hall, New Jersey. Pp. 188-194.

Week 10
Gordon, M. (2005). Do you know how to get what you're worth? *Harvard Business Review*, January pp. 1-5.

Week 11
Eagly, A. H., and Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review,* July pp. 1-11.

Week 12
Greenhaus, J. H., Callanan, G. A., and Kaplan, A. (1995). The role of goal setting in career management. *International Journal of Career Management,* 7, pp. 3 – 12.

5.2.2 Core Readings for Research Presentations

TOPIC 1: Career Success
Singh, R., Ragins, B. R. & Tharenou, P. (2009). What matters most? The relative role of mentoring and career capital in career success. *Journal of Vocational Behavior,* 75, pp. 56-67.

Koch, M., Forgues, B. & Monties, V. (2015). The Way to the Top: Career Patterns of Fortune 100 CEOS. *Human Resource Management*

TOPIC 2: Work-family balance
Lyness, K. S. and Judiesch, M. K. (2008). Can a manager have a life and a career? International and multisource perspectives on work-life balance and career advancement potential. *Journal of Applied Psychology*, 93(4), pp. 789-805.

Kossek, E. E. (2016). Managing work-life boundaries in the digital age. *Organizational Dynamics, 45,* 258-270.

TOPIC 3: Abusive Supervision
Barnes, C.M., Lucianetti, L., Bhave, D.P. and Christian, M.S. (2015). "You Wouldn't Like Me When I'm Sleepy": Leaders' Sleep, Daily Abusive Supervision, and Work Unit Engagement. *Academy of Management Journal,* 58(5), pp.1419-1437.

Harvey, P., Stoner, J., Hochwarter, W., & Kacmar, C. (2007). Coping with abusive supervision: The neutralizing effects of ingratiation and positive affect on negative employee outcomes. *Leadership Quarterly,* 18, pp. 264-280.

TOPIC 4: Politics
Poon. J. M. L. (2003). Situational antecedents and outcomes of oc perceptions. *Journal of Managerial Psychology*, 18, pp.138-155.

Hsiung, H.H., Lin, C.W. and Lin, C.S. (2012). Nourishing or suppressing? The contradictory influences of perception of organizational politics on organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology,* 85(2), pp.258-276.

TOPIC 5: Job Crafting
Berg, J.M., Grant, A.M. and Johnson, V. (2010). When callings are calling: Crafting work and leisure in pursuit of unanswered occupational callings. *Organization Science,* 21(5), pp.973-994.

Petrou, P., Demerouti, E. and Schaufeli, W.B. (2016). Crafting the change: The role of employee job crafting behaviors for successful organizational change. *Journal of Management.*

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 myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, I will seek your feedback through my Experience survey and ongoing input from class interactions.

7 COURSE SCHEDULE

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)
1 **27 Feb**	**Introduction**	**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 0 **Self-Assessment:** - Begin in Week 0: o *Structured Autobiography (SA)* **Readings Week 1**	**NO TUTORIALS**		
2 **6 Mar**	**Careers: The Basics I**	**Self-Assessment:** - Bring your feedback report: o *Career Self-Efficacy Time 1 (CSET1)* **Reading Week 2**	**Getting Started**	**Self-Assessment:** - Bring your results: o *Interviews with Significant Other (ISO)*	
3 **13 Mar**	**Careers: The Basics II**	**Self-Assessment:** - Bring your feedback report: o *Holland's Vocational Choices (HVC)* **Reading Week 3**	**Team Allocation & CE Report (Part 1) Feedback**	**Self-Assessment:** - Complete: o *Self-Evaluation Scales (SES)* - Review on Moodle: Self-evaluation scales debrief notes -	**CAREER EXPLORATION REPORT (PART 1)**
4 **20 Mar**	**Practical Workshop I: Resume Writing & Interview Skills**	**Reading Week 4**	**Debrief**	**Self-Assessment:** - Bring your feedback report: o *Work Values Inventory (WVI)*	

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)

5
27 Mar
	Personality	**Self-Assessments:**
		- Bring your feedback reports:
		  o **HEXACO**
		  o **Goal Orientation (GO)**
		
		Readings Week 5
			Debrief
			&
			Interviewing
				Self-Assessment:
				- Bring your feedback report:
				  o **Career Anchors (CA)**
					TEAM CONTRACTS

6 3 Apr	Practical Workshop II: Networking & Presentation Skills	**Readings Week 6**	Networking		CAREER EXPLORATION REPORT (PART 2)
7 10 Apr	NO LECTURE (GOOD FRIDAY) ***WATCH VIDEO ONLINE	**Self-Assessment:** - Complete: o **ASI** - Watch online: **ASI Debrief** **Readings Week 7**	NO TUTORIALS ***WATCH VIDEO ONLINE	**Prep:** - Gather your feedback reports for all completed self-assessments. - Watch online: **The Anatomy of the Self-Assessment Report**	
MID-SEMESTER BREAK: Fri 14 Sep – Sat 22 Apr inclusive (Fri 14 Sept – Good Friday Public Holiday)				
8 Apr 24	Career Decision-Making	**Self-Assessment:** - Bring your feedback report: o **Time Perspective (TP)** **Readings Week 8**	Self-Assessment Report Preparation	**Prep:** - Bring in two themes you have identified so far.	TWO THEMES
9 May 1	Practical Workshop III: Communicating Effectively on Social Media Lecture: Giving and Receiving Feedback	**Reading Week 9**	Team Presentations I	**Prep:** - Come prepared to engage in class discussions and provide constructive feedback.	PRESENTATION 1 – CAREER SUCCESS PRESENTATION 2 – WORK/ LIFE BALANCE

Week	Lecture Topic	Lecture readings & preparation	Tutorial Topic	Tutorial readings & preparation	Assessment (due in tutorial)
10 8 May	**Graduate Panel** **Lecture: Negotiation**	**Prep:** - Prepare questions for the Graduate Panel **Reading Week 10** -	**Team Presentations II**	**Prep:** - Come prepared to engage in class discussions and provide constructive feedback.	**PRESENTATION 3 – ABUSIVE SUPERVISION** **PRESENTATION 4 - POLITICS**
11 15 May	**Social Issues in Careers**	**Reading Week 11**	**Negotiating for your first job**	**Prep:** - Read your employee or employer role provided in Week 10 tutorial (DO NOT SHARE ROLES)	
12 22 May	**Managing your Career : Goal-Setting & Motivation**	**Self-Assessment:** - Bring feedback report: o *Career Self-Efficacy – Time 2 (CSET2)* **Reading Week 12**	**Team Presentation III**	**Prep:** - Come prepared to engage in class discussions and provide constructive feedback.	**PRESENTATION 5 – JOB CRAFTING** **SELF-ASSESSMENT REPORT**
13 29 May	**No Lecture**		**Top Take-Away Presentations**		**TOP TAKE-AWAY**

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)*.*

Business Undergraduate Program Learning Goals and Outcomes

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**.**

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.

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.

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.

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:
   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.

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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

For the *Business School Harvard Referencing Guide*, see Business School Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > 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.

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

You must submit all assignments 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 LIC will be automatically notified when you lodged an online application for special consideration.
4. Decisions and recommendations are only made by LICs, **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** LIC to award students additional marks.

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