UFSS1504/UFSS1522

SECOND SEMESTER STUDY GUIDE 2021

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Introduction

By now, you have learned that self-study, especially on an online learning platform will require of you to study on your own (without direct supervision from your lecturer or the usual classroom contact.). You may have to put in place better techniques to study online from wherever you are (home, campus, off-campus residence, etc.) and adapt your study routine from what you are used to. Your studies are your responsibility and now more than ever, that power is in your hands. You must empower yourself by becoming familiar with your online environment and the tool you need to make sense of the content and study independently.

Here are a few helpful tips on how to approach self-study:

- Set up a workspace that allows focused attention - remove distractions
- Set up a work schedule that you can stick to
- Study in short, frequent and focused sessions
- Set up questions and test yourself as frequently as possible
- Take notes when attending synchronous (live) online sessions or watching asynchronous (recorded) video lectures
- Read out loud when possible
- Revise work at the end of every day
- Do extra reading for enrichment and retention
- Ensure that you truly understand the content, instead of just reading through it over and over
- Reach out to your lecturers/module coordinators via email if you have questions or require support

But **HOW** can you practically make use of these tips? Find out more in the Strategies for Success 2.0 unit.

UFSS1504/UFSS1522 Syllabus and Rules

This document outlines the course including what topics will be covered in this guide, what to expect in the module, and a list of tests, assignments, and their associated weightings.

Log onto Blackboard to access your Syllabus and Rules document.

Online set up of UFSS1504/UFSS1522

Applications for your device

Computers/laptops:

It is highly recommended that you use Chrome or Firefox as your browser when accessing the guide as other browsers may cause viewing/access issues.

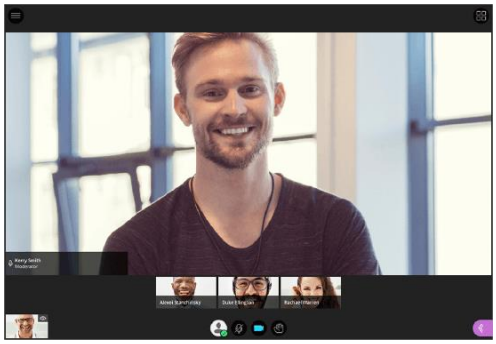
When playing media files (like audio clips and videos), use VLC Media Player.

IPads/mobile phones/tablets:

If you are an Android user, be sure to use Chrome or Firefox as your browser when accessing the guide. If you are a IOS user, be sure to use Safari as your browser when accessing the guide.

Blackboard Collaborate on Blackboard

UFSS1504/UFSS1522 will be making use of Blackboard Collaborate, which is a platform that enables you to communicate with your Teaching Assistant and attend your online Winter school with your computer, tablet, or mobile device from anywhere.



Before attending your first Winter school class via Blackboard Collaborate, familiarise yourself with how to access this application and guidelines for when you are in a session. Click on icon to access the how to guide for Blackboard Collaborate sessions.

Icons you can expect to find throughout the study guide

Appendix _	Appendices Appendices are documents that will be available at the end of each unit in the guide. It is important that you use these documents as part of your self-study of each unit.
	Book icon This icon means that there is an article/ reading/document that is applicable to the specific content that you are working through.
	Audio icon This icon means that there is an audio clip that is applicable to the specific content that you are working through.
	Link icon This icon will take you to external websites that is applicable to the specific content that you are working through.
	Play icon This icon means that there is a video that is applicable to the specific content that you are working through.
Table of contents	Each item in the table of contents will be hyperlinked to that specific section of the guide. You can instantly navigate to a specific section by simply clicking on it in the table of contents – this will help with faster navigation of the guide.

Important: The majority of the resources (videos, audios, articles, links, etc.) that enrich the content will not incur data charges if you have the **Global Protect App** activated on your device. However, there are certain external links that will incur data charges – these will be indicated.

The length and file size for audio and video files will also be indicated in the guide, for all available downloads.

Where can you find support?

There are various support services at the University of the Free State, put in place to help and guide students. These services are provided by professionals and free of charge. Below, you will find a summary of the UFS Support Network with contact details for each service.

Click on icon to access the UFS Support Network.
Please note, accessing this link via the Global Protect app will not incur data charges.

Strategies for Success 2.0

Second Semester Study Guide

2021

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Unit overview and outcomes

This unit, titled "Strategies for Success 2.0" is the first unit of the semester and a follow up on the academic success skills you were taught when you started universityty. In this unit, you will reflect on what worked and did not work this year in terms of your planning and execution of plans, as well as your mindset towards your coursework. Additionally, we focus on intentionally planning for success in the second semester, with an awareness of the impact of contributing factors. We have also reached out to a panel of experts to speak to their experiences of student behaviour, and the various methods that can be used to manage academic workload.

After successful completion of this unit, you should be able to:

- Draw up a SWOT analysis of what worked and what did not work in semester 1;
- Reflect on and demonstrate effective learning strategies in a remote learning environment; and
- Compare unhealthy vs healthy methods that students might use in order to manage academic load.

1.1 How to create a SWOT analysis

1.2 Creating a SWOT analysis: Case study

1.3 Maximising strengths and opportunities; minimising weaknesses and threats

1.4 Create your own SWOT analysis

1.5 Your SWOT analysis action plan

1. Draw up a SWOT analysis of what worked and what did not work in semester 1.

2. Reflect on and demonstrate effective learning strategies in online learning environment.

2.1 The power of a growth mindset

2.2 Adaptability and remote learning

2.3 Determining what you need to be productive

2.4 Communicating your needs

2.5 Managing the space that you have

2.6 Tracking your goals and adjusting if you need to

2.7 Managing your time

2.8 Study skills for success

2.9 Using online tools effectively

3.1 Exercise and sleep

3.2 Nutrition

3.3 Habits for success

3.4 Mental wellbeing

3. Compare unhealthy vs healthy methods to manage your academic load.

1.1 How to create a SWOT analysis

Now thinking back to semester 1, you need to figure out what worked and what did not work in terms of your overall planning and strategy. What was effective? What do you need to improve? A SWOT analysis is a useful tool to reflect on what you did well, and where you have potential blind spots.

A SWOT analysis is used to identify the strengths, weaknesses, opportunities and threats of a strategy (see image below). Separating these aspects will help you think about what you should and should not be doing in the second semester. Throughout the next few pages, you will work through the required steps to create a SWOT analysis.

Typically, your strengths and weaknesses are specific to you and are *internal*, whereas opportunities and threats are *external*.

Step 1: Think about your Strengths

- ❑ What skills or abilities do you have?
- ❑ What are you able to do well?
- ❑ What worked or went well in the first semester?

Step 2: Think about your Weaknesses

- ❑ What tasks do you avoid because you do not feel confident in doing them?
- ❑ What are your negative work habits?
- ❑ Ask others you trust what they see as your weaknesses.

Step 3: Identifying Opportunities

- ❑ Look at your strengths and see if there is a way you can create an opportunity, given your home situation, academic performance, and what is happening around you?
- ❑ Is there a resource being offered that could be useful to you?
- ❑ Can you find opportunities in the current online learning environment?

Step 4: Threats standing in your way

- ❑ What obstacles or problems are you facing that negatively affect your academic performance?

Step 5: List your strengths, weaknesses, opportunities and threats

- ❑ Write down a list of items for each area in the SWOT analysis and provide a reason for your placement of each item.

STRENGTHS	WEAKNESSES
[Write down your Strengths here]	*[Write down your Weaknesses here]*
OPPORTUNITIES	**THREATS**
[Write down your Opportunities here]	*[Write down your Threats here]*

Step 6: Create an action plan

- ❑ Looking at the four lists, you need to decide on which action you are going to follow, to make the most of your strengths and opportunities, address your weaknesses, and work around threats.
- ❑ Add these tasks to your to-do list so that you can make sure you act on them.

Learn more about Step 6 by working through the case study on the next two pages.

1.2 Creating a SWOT analysis: Case study

Activity: Case Study

Currently, because of the global pandemic, Student X has been struggling with online learning. Due to the restriction of movement, Student X was not able to submit one or two assessments on time (on Blackboard) and also missed a test. Student X has the email addresses of the lecturers who presented the modules that were affected, but has not emailed them, yet. Student X will be going to a fellow-student's house in the area in order to catch up on work and communicate with their lecturers.

Now let's draw up a SWOT analysis for Student X:

Strengths

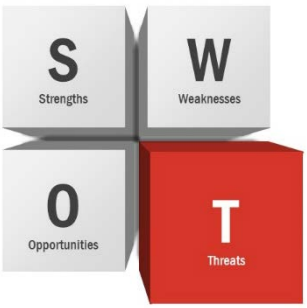
- ❑ Pursuing tertiary education/a degree.
- ❑ Lecturers are available for consultations and Student X has their contact details.

Weaknesses

- ❑ Lack of resources and internet connection.
- ❑ Has not communicated with lecturers yet..

Opportunities

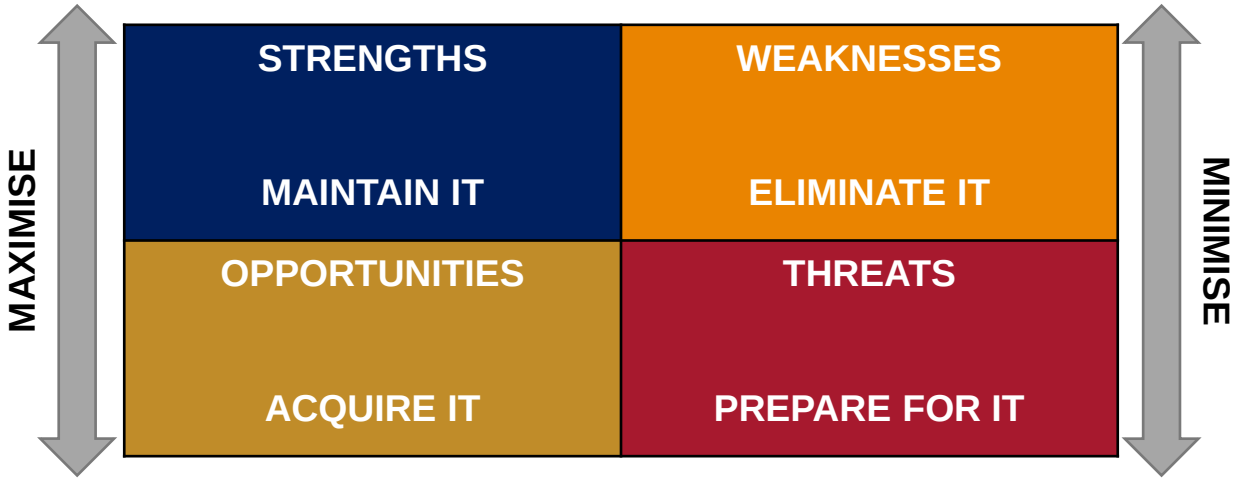
- ❑ Student X has a fellow student where they can access the internet and catch up on work.
- ❑ Student X is planning to communicate with their lecturer.



Threats

- ❑ Possibility of moving back to lockdown level 5 with restricted movement.
- ❑ Student X has missed assessments.
- ❑ Restriction on movement during lockdown which creates access issues.

1.3 Maximising Strengths and Opportunities; Minimising Weaknesses and Threats



Maximise your strengths and opportunities

Think about how you can make the most of your strengths and opportunities. Take the case study as an example:

- Student X can focus on their strengths in terms of what they do have available to them. Maintain focus by reflecting on the goal of graduating with a tertiary qualification.
- Reach out to lecturers for guidance and motivation, sharing of ideas, possible options (opportunities).
- Reach out to fellow-students or friends with devices and internet connection to use the opportunity to catch-up on and maintain studies.

Minimise your weaknesses and threats

Think about how you can address your weaknesses and work around threats. Take the case study as an example:

- Student X should acknowledge the lack of access and connection and look for opportunities to procure a device for studies.
- Eliminating threats can be difficult as they are out of your control but by becoming aware of threats you can better prepare yourself or avoid them all together. Student X can have open and honest communication with their lecturer when the opportunity arises and ask about additional opportunities for submission – if evidence is required, the student must make work of this. It is very important to have the module guide on hand in order to see which deadlines were missed.

Now that you know how it is done, create your own SWOT analysis, specific to your experience of the first semester.

STRENGTHS	WEAKNESSES
[*Write down your Strengths here*]	[*Write down your Weaknesses here*]
OPPORTUNITIES	**THREATS**
[*Write down your Opportunities here*]	*[Write down your Threats here]*

Now, write down how you are going to **maximise** your strengths and opportunities, and how you are going to **minimise** your weaknesses and threats. Remember to put these ideas into action.

STRENGTHS	WEAKNESSES
[*Write down how you are going to maximise your Strengths here*]	[*Write down how you are going to maximise your Weaknesses here*]
OPPORTUNITIES	**THREATS**
[*Write down how you are going to maximise your Opportunities here*]	*[Write down how you are going to maximise your Threats here]*

2.1 The power of a growth mindset

If you need a refresher on the concept of a growth mindset, have a look at this video (11min, 70MB).

Please note, downloading these videos via the Global Protect app will not incur data charges.

> Your Mindset (beliefs about learning and intelligence) has a dramatic impact on your ability to perform and reach your potential.
>
> -Carol Dweck

> When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement.
>
> -Mindsetwork.com

> Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.
>
> -Carol Dweck

If you want to know how people with a growth mindset THINK about failure, have a look at this video (4 min, 33MB).

Please note, downloading these videos via the Global Protect app will not incur data charges.

2.2 Adaptability and online learning

"The art of life lies in a constant readjustment to our surroundings."
Kakuzo Okakura – Japanese scholar

"All failure is failure to adapt, all success is successful adaptation." Max McKeown – writer, consultant, and researcher

The two people quoted above lived 106 years apart and in different countries with different cultures, yet the power of adaptability rings true for both of them.

What is adaptability and why is it important?

Adaptability means that you are able to respond quickly to changing trends, innovation, de-stabilisation (like changing study, work or health environments/conditions), industry shifts, and more. This ability to adjust or shift makes you nimble and that is important because change is a constant, it will always happen.

What is the main benefit of adaptability?

Being adaptable is necessary in order to be successful in life on various levels: social, educational, political, personal, etc.. When something unexpected happens, like the current pandemic, and circumstances change from what we are used to, adaptation will help us make the best of whatever we have and use any available opportunities to help us survive and move forward.

In his article in *Forbes* entitled, "14 Signs of an Adaptable Person," Jeff Boss identifies the following traits of adaptable people, they:

- experiment
- are resourceful
- think ahead
- don't whine (complain)
- talk to themselves (reflect)
- stay current
- see opportunity where others see failure
- don't blame others
- don't claim fame
- are curious
- open their minds
- see systems
- adapt
- know what they stand for

In her article "Four Ways to Boost Your Adaptability", Anne Converse Willkomm writes that there are ways to train yourself to be more adaptable if you do not have the traits above.
Here are four steps you can try for yourself:

1. Change Your Thought Process
Let go of the "Well, that's the way we've always done it" mentality. Look at change as an opportunity to improve, learn, and grow even if it is scary. Be open to the thoughts and opinions of others, i.e. different perspectives.

2. Force Yourself to Take Risks
Little progress is made without risk. Taking risks is a key part of being adaptable. Start small and discuss risk taking with your family, a confidant, your study group, any group that can serve as a system of support.

3. Encourage Others to Be Open-Minded
One of the best ways you can develop an open mind is to encourage others to do the same. This creates a more open atmosphere around you, further encouraging your open-mindedness and continuing the cycle. It also shuts down closed-minded thinking, such as "Well, that's how we've always done it.

4. Embrace Learning
Curious people who stay current tend to be adaptable. This means you need to embrace learning by:
- Reading up about new technologies in your discipline or field of interest,
- Attending seminars that help you develop new skills, learn about process improvement,
- Connecting with others who have this kind of vision and learn from them, read what they read, etc.

2.3 Determining what you need to be productive

What do you need to focus on to be productive?

Time - Set up a daily schedule and what you need to achieve in that time, share it with the family, and stick to it.

+

Physical space - You need a dedicated work space to be productive. If this is a shared space, like the kitchen table, set it up to work for you when you use it. You can read more about an effective work space on pg#.

+

Head space - Figure out what time of day works best for you to be productive, and what you should be listening to stay focused – this could be absolute silence (when everyone else is asleep) or classical music or the sounds of a coffee shop (there's an app for this!). Start off with a focus exercise (more on this on pg#) and then work according to the Pomodoro technique. Most importantly, stay positive! Having a positive outlook under these circumstances can help keep you productive and focused on your goals.

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PRODCUTIVITY

2.4 Communicating your needs

In the online learning environment, your communication with family/house mates (if you study off campus) and your lecturers/university staff should be strategic, as it plays a big part in your academic success. In terms of communication, these are the things that you should keep in mind.

Communicating with your lecturer/the university

- ❑ Communicate with the right person who can help you attain the needs on your list. For example, if you cannot find deadline dates, contact your lecturer via email for this information.
- ❑ If you are struggling to determine what is core and what is supplemental in your modules, ask your lecturers to help you.
- ❑ Your lecturers are there to help you be successful in your studies. Be transparent and express your needs.
- ❑ Pay attention to your @ufs4life.ac.za emails and stay up to date with information around your finances, registration, etc. Have a look at the list of important contact details in the Introduction section of this semester guide to keep in touch with the relevant parties.

Communicating with your family or the people you share your space with

Communicating with your family is really important as it helps you to express your academic needs, wants and concerns that you may have.

- ❑ The people around you might have heightened levels of anxiety and stress due to the ever-changing pandemic and its effects. You might be experiencing the same feelings. This can impact your and their ability to communicate appropriately and this is something you should be mindful of when engaging with the people you share your space with.
- ❑ Inform your family/housemates that as long as you are a registered student, you are required to keep learning and that means you must spend time on your studies.
- ❑ Share your productivity plan (read previous page) with your family/housemates.
- ❑ Share the *UFS Parents/Guardians Learn Successfully* guide with your family/housemates. This could be a good conversation starter to negotiate what your second semester study set up will be. Click on the link to access the guide.

Please note, accessing this guide via the Global Protect app will not incur data charges.

2.5 Managing the space that you have

Managing your workspace from wherever you are

What does your homework space look like? Do you have a designated area in which to study?

- If your home allows, set up a designated study area. Find a spot in your home that has good lighting and near a power outlet in case your device needs it.
- Make sure the space is clean, clutter-free and reasonably quiet during your time spent there. Each learning space will be slightly different so try to customise it to your liking which will make you feel comfortable.
- Although you may be sharing the space with others in your household, set boundaries with them. If your study space is now the kitchen table, try to get an agreement that it is yours alone for a set time period. This might be necessary for online sessions where you need to listen attentively to your lecturer.
- Creating a physical boundary between your study area and your relaxation area could be very helpful to stay focused when studying from home. This can also help you to contain your academic stress to the study space you have created.

You do not have to stick to a 8-5 schedule if it does not work for you but identify the hours you are most productive and plan your day around them.

- Plan out your week day by day with blocked out times for your studies (don't forget to include your chores and other activities).
- Put your schedule up in a space where everyone in the house can see it.
- Be sure to take regular breaks, and once your study hours are done, put your work away if you can, and take time out. It might be tempting to keep going long after your scheduled hours, but your mind and body will not thank you for it.
- Disconnect from Social Media while tackling your tasks. The less distracted you are, the more productive you can be and the more likely you are to finish off your task in the designated time.

2.6 Tracking your goals and adjusting if you need to

The table below is an example of what your academic plan could look like. It's a good idea to put this up in a place that is visible to you – on the fridge, bathroom mirror, or a vision board in your bedroom. For each module, work out what your goal is, and as you get assessment marks back, indicate what your literal mark is.

Module	Goal (Mark you want to achieve)	Mark (Literal mark you achieved)

If you want to stick to your goals, you have to manage your time! Stay disciplined, be realistic, but also remember to be kind to yourself and take breaks when necessary.

To track your progress during the semester, work out your percentage for each module, and re-work your goals to stay on track, click on the icons below to download and view these videos:

"Calculate your weighted total Video 1" (6min, 20MB)

"Work out your academic goals Video 2" (4min, 21MB)

"Work out your mark adjustment Video 3" (5min, 15MB)

Please note, downloading these videos via the Global Protect app will not incur data charges.

2.7.1 Managing your time: Create a daily schedule

Work out a daily schedule for yourself and share it with your family/housemates so that they understand that you have to put time aside to work on your studies. This is an example of what could work for you, but you can edit it to fit in with the times of day that you work best and are most productive. Click on the icon for an explanation of Class A, B and C activities.

Please note, accessing this link via the Global Protect app will not incur data charges.

Class A		**Class B**		**Class C**	

07:00-08:00	Wake up, spend time with family
08:00-09:00	Shower, breakfast
09:00-10:00	Work on studies
10:00-11:00	Work on studies
11:00-11:30	Break
11:30-12:30	Work on studies
12:30-13:30	Work on studies
13:30-14:30	Lunch, spend time with family
14:30-15:30	Relaxing activity
15:30-16:30	Work on studies
16:30-17:30	Work on studies
17:30-18:30	Chores
18:30-19:30	Make supper, chores
19:30-20:30	Shower, spend time with family, chores
20:30-21:30	Work on studies
21:30-23:00	Relaxing activity, get ready for bed
23:00-07:00	Sleep

Click on the icon for a summary of Habit 3 of Highly Effective People by Stephan Covey, which focuses on how to prioritise activities and apply discipline.

Please note, accessing this link via the Global Protect app will not incur data charges.

2.7.2 Managing your time: Procrastination

Once you have figured out your ABC activities, set up a daily schedule and completed your task list, what could go wrong?Well, there is that little problem called procrastination…

We cannot talk about time management without mentioning procrastination. **Procrastination is the number one enemy of time management.** We tend to procrastinate when we feel anxious or want to avoid tasks – does this sound familiar?

Procrastination is really not about being lazy or putting things off because we are not in the mood to do them. Think about it, when you enjoy something, do you put it off? However, as soon as a task seems daunting, suddenly there are other things that demand your attention, for e.g. instead of completing an assignment, you notice that your room is in need of a good cleaning.

So what do you do if you are a procrastinator? Do not despair, you can work on this! On the next page, we have some tips for how to avoid or push through procrastination. Keep reminding yourself of why you are studying and what you hope to achieve with your degree – you can and will do this!

6 THINGS YOU CAN DO TO AVOID PROCRASTINATING

1. Use the Pomodoro Method

- Get a timer and set it for 25 minutes
- Put all other devices off
- Work focused for 25 minutes

When you are done, have a few minutes of relaxed fun.
(Important: Do not try to finish EVERYTHING in 25 minutes, the goal is to work with focused attention for this time.)

2. Prioritise

Prioritise your most difficult tasks and do them first (it will help if you work early in the morning). This will give you energy and momentum for the rest of the day!

3. Don't justify procrastination

Do not justify procrastination by saying things like "I'll feel like it tomorrow" or "I work better under pressure". Remember that procrastination becomes a habit and then achievement will go down.

4. Just start it!

Remember, you do not have to finish the specific task (project, assessment, essay, studying, etc.) all in one go. That might be demotivating - so just start it. Once you start, the task will not be as bad as you think it is and getting started will generate motivation and kick-start you to keep going! Divide your work into sections (chunks) and complete these.

5. Minimise distractions

Find a work space where you work best (whether this is a quiet space or filled with your favourite work time music). Switch off phones, tablets or remove any other distractions.

6. Don't multitask

If you are constantly multitasking and dividing your attention between tasks, you will not progress at a rate that motivates you. Focus on one thing at a time.

"Procrastination is attitude's natural assassin. There's nothing so fatiguing as an uncompleted task." – William James

2.8.1 Study skills for success: Understanding what you are learning

In order to use your study time most effectively, you have to sharpen the axe.

Moral of the story: Stop! Take time to sharpen your skills set and you will see you will be able to do more. After reflecting on and evaluating your study habits, you may realise that you have to sharpen your axe to do better this semester. You will have realized, for example, that it is very difficult to memorise information which you do not understand.

To understand what you are learning, click on the icons below to access the following techniques to better understand your work:

- Cornell Note Taking Method
- SQ3R Study Reading Method
- Feynman Technique

Please note, accessing these links via the Global Protect app will not incur data charges.

2.8.2 Study skills for success: Preparing for an online assessment

Some/most of your assessments (assignments, tests, examinations) may have changed to online assessments. Use your memorisation skills, but remember that you still have to prepare in advance and truly understand the information, as there will not be enough time to make sense of the material during these assessments. Most online assessments will require application, which means you have to prepare and understand the material before-hand.

Try the following tips to give yourself the best chance during the assessment:

1. First things first: Ensure that you download all the offline material related to the assessment (instructions, worksheets, rubrics, etc.) before the deadline and work through the content so that you are up to date.
2. When you are preparing for the online assessment, think of applications for the material you are working through, and note those down.
3. Keep your notes neatly organised with you – it should already be formatted into summaries, bullet points, diagrams or pictures, and of course, application examples.
4. Get ready for the assessment by getting rid of all distractions (as far as possible).
5. During the assessment, if you get stressed, interrupted or distracted, take a break. Move away from the screen and stretch.
6. Think through your answers, and jot down ideas on a sheet of paper next to you. Write a rough plan of any answer before starting.
7. Remember that for most disciplines, especially for longer answers, try not to give just factual or descriptive information; be analytical and evaluative.
8. For timed assessments, spend more time on the questions that are worth more marks. A good rule of thumb – if you have an hour for 60 marks, spend 5 minutes on a 5 mark question, 10 minutes on a 10 mark question, and so forth. Divide your time by the amount of marks the assessment is worth.

2.8.3 Study skills for success: Working in a group

- Establish early on how you are going to communicate online - what works best for all of you: Microsoft Teams, Zoom, Skype, Whatsapp? Something as simple as Whatsapp voice notes can work well.
- Determine regular check-in times for people to provide feedback on what they have managed to achieve thus far.
- Decide who will contact the lecturer should you get stuck or have concerns about your progress.
- Have a look at these free applications that you can use for group work:

Application	About & Use
Dropbox	You will be able to upload and save your files so they can be stored and shared with your peers via a link. Your Dropbox folder acts as cloud storage, allowing access from anywhere in the world.
Google Drive	An online file storage service that you can use to create documents and store them, as well as share folders and files with other people.
Google Docs	A real-time collaboration document where multiple users can edit the document at the same time, while seeing each others' changes instantaneously. Users can produce text documents, slide presentations, spreadsheets, drawings, and surveys.
WeTransfer	The simplest way to send big files up to 2GB, for free.

You can learn more about online tools, how to use them and what options are available to you, in the next section.

2.9. How to use online tools for teaching and learning effectively

A big part of your academic workload has moved to online platforms. Take part in this useful opportunity to learn how to use different online tools to navigate online learning, and in so doing learn even more skills that can benefit you in the world of work.

Your VPN connection

A Virtual Private Network (VPN), is a secure connection that the University of the Free State's ICT department created for students to access selected academic websites. Students who connect via this VPN can browse academically approved websites at a zero-rated fee. Click on the icon for a list of websites that are zero-rated for UFS students who make use of the VPN.

Please note, accessing this link will incur data charges.

With a large part of your learning that takes place online, it is important to spend your data wisely. Click on the icon to access the data/network options as per the #UFSMyAdvice guide 2021, page 26.

Learning with the device you have

The next area you need to focus on is knowing how to use the device (computer and/or phone) you have so that you can make the best of your available options. In the table below, pay special attention to the characteristics (benefits, challenges and recommendations) of your device in order to make the most of it.

Device	Benefit	Challenge	Recommendation
Mobile phones (Android/ iOS)	➢ Encourages interactive learning ➢ User friendly ➢ Quick to use ➢ Portable ➢ Can be used at any time of the day	➢ Bad internet connection and data challenges ➢ Weak battery life laptop/computer ➢ Distractions (social media) ➢ Insufficient space to save content	➢ Switch off other apps data ➢ Get a power bank and a hard drive to store content ➢ Find the best data plan for you ➢ Turn off social media notifications ➢ Change your screen rotation for readings

Device	Benefit	Challenge	Recommendation
Laptop/ Computer	➢ Bigger screen ➢ Faster processor than a mobile ➢ Laptops can operate during power shortages ➢ Can use phone as an internet hotspot ➢ Ability to save content on the device	➢ Data challenges ➢ Desktop computers cannot operate during power shortages	➢ Make sure you save your work frequently ➢ Make sure you charge your laptop while you have electricity ➢ Find the best data plan for you

Make sure that you have sufficient storage on your computer/laptop or phone, etc. You can also make use of USB or hard drives to save your files or use Dropbox/Google Drive to save your files online.

Remember! Staring at a screen for a long time can cause strain on your eyes. Take comfort breaks and sit between 50 – 100cm away from your computer. Check your screen brightness settings and make use of a notepad while you work through your content so that you can take notes.

Technologies for communicating to lecturers and peers

It is important to use the appropriate online platforms to communicate with lecturers / the university, and fellow students.

Blackboard

As you know, Blackboard is the most important learning tool at the UFS. This is the platform most lecturers will use for communication, so look out for announcements, adding of module content and Blackboard Collaborate. Information regarding consultation hours and contact details will most likely be found on Blackboard as well.

Blackboard provides peer support and coaching support with the use of online discussion boards. Participating in these types of platforms promotes lifelong-learning and active engagement.

Social Media (Twitter, Facebook, Instagram, etc.)

Many of you may have used social media platforms solely for leisure but in our current environment, it has become a valuable learning tool. You can find the latest information released by the official UFS pages via social media. For example, apart from emails as the most popular way of communication with us, UFSS also has a Facebook page (UFS101 Official) where students can send queries and be assisted. You can also contact your university peers for group work or study groups using technology like video calls.

WhatsApp and ConnectYard

According to the recent survey conducted by the UFS on device use among students, the majority of Kovsies have phones with WhatsApp compatibility. In our current environment, many lecturers have used Whatsapp for teaching and learning. The UFS is now making use of a new communication system called ConnectYard, it delivers timely Blackboard notifications to students via their WhatsApp account or their personal email. The only thing needed for students to receive these communications on this platform is for them to register for ConnectYard, data rates will also apply when receiving notifications on Whatsapp or via email. Click on the icons to access the following:

- **UFS ConnectYard Official Communication.**
- **Step-by-step instructions on how to register for ConnectYard.**
- **The link to register for ConnectYard.**

Please note, accessing these links will incur data charges.

E-mail

Lecturers are often easily reached via email. This is a resource where you can share different types of content, set up consultation appointments and ask your lecturers questions about your module content, directly. Remember to check your emails on a daily basis or as often as you can.

3. Unhealthy vs healthy methods that students use to manage academic load

It is challenging to not be overwhelmed by the current circumstances. Juggling academic studies, family and other commitments, you can find yourself using unhealthy methods to cope.

We have asked a, sports scientist, dietician, academic advisor, and psychologist to talk to us about the typical unhealthy behaviours they see students engaging in to manage their academic workload. They also provide some advice on what students can do instead to increase their productivity and successfully manage their academic workload.

3.1 Exercise and Sleep

Morten Ridgard is a sport scientist, and small business entrepreneur. Click on the play icon to watch Morten's video (4 min, 29MB) – he provides some helpful tips on how to use exercise and sleep to ensure you maintain a healthy body and brain.

Please note, downloading these videos via the Global Protect app will not incur data charges.

3.2 Nutrition

Donna van Zyl is a dietician and also a part-time lecturer at UFS. Click on the play icon to watch Donna's video (7min, 66MB)– she provides some helpful tips on how to make the most of a nutritious diet to boost your brain.

Please note, downloading these videos via the Global Protect app will not incur data charges.

3.3 Habits for Success

Gugu Tiroyabone is the head of the Central Academic Advising team in the Centre for Teaching and Learning, UFS. Click on this (13min, 5MB) audio to listen to Gugu share habits that you should engage in during lockdown in order to stay on track with your studies.

Please note, downloading these videos via the Global Protect app will not incur data charges.

3.4 Mental Wellbeing

Lize van den Bergh is a Counselling Psychologist at the Student Counselling and Development Department, UFS. We asked Lize to share her experiences of student behavior during lockdown, and what students can do to manage their academic workload.

Read the interview below, and on the next page.

Q: What are the dangers of resorting to unhealthy mechanisms to manage your academic workload?

It has been a challenging year so far, and you may be tempted to engage in some unhealthy coping behaviours just so that you can manage the workload and stress. It is completely understandable, but these behaviours can be detrimental to you in the long-term.
Some unhealthy ways of trying to cope include:

- Insufficient sleep
- Using substances
- Negative self-talk (such as blame/self-judgment)
- Procrastination

The danger is that these behaviours can lead to poorer academic performance as well as psychological distress. A student who has a balanced life, outperforms students who study excessively or do nothing at all. It is vital to find your balance.

Q: What can students do instead, to manage their academic workload?

If you want to perform at your ultimate best, it will be to your advantage to engage in the following:

1. Ensure you are looking after your physical wellbeing (adequate sleep, healthy diet and exercise). A healthy body ensures a healthy mind.
2. Plan ahead – schedule your week to include time for studying and rest.
3. Let go of negative self-talk or unnecessary pressure, as this doesn't help you perform any better.
4. Focus on what you can control - which is your behaviour right now.
5. Focus on today – let go of past performances and don't live in the future. The present is the only reality you should be reacting to.
6. Be kind to yourself – in your thoughts, actions and emotions.
7. Reach out for support when you are struggling.
8. Schedule time for relaxation (such as reading/walking/listening to music)
9. Remind yourself why your academics are important to you
10. Remember – you have overcome many obstacles so far, you've got this!

4. Application through case studies – activity

Get out your notebook for this activity. There was a lot of information covered in this guide, and it is important that you understand its application. There are three case studies that you can work through to apply what you have learned. This is also good practice for the assignment for this unit.

Case Study 1

Trudy is a first-year Actuarial Sciences student. She is struggling to adapt to the difficulty, as well as the amount of work she needs to cover as part of her studies. She writes the following to her academic advisor:

I need help with my studies. I feel overwhelmed with the amount of work I need to cover. I don't know when I should study what, and how to plan my study time.

Her academic advisor teaches her how to interpret her module codes, and how to calculate notional hours spent per week for each module. They set up a study schedule, taking into account the notional hours for each module. Trudy learns to plan her study time every week, and to keep up with module content by allocating a sufficient number of hours for every module each week.

Question:

Draw up a SWOT analysis for Trudy, and describe how you would maximise strengths and opportunities, and minimise weaknesses and threats.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

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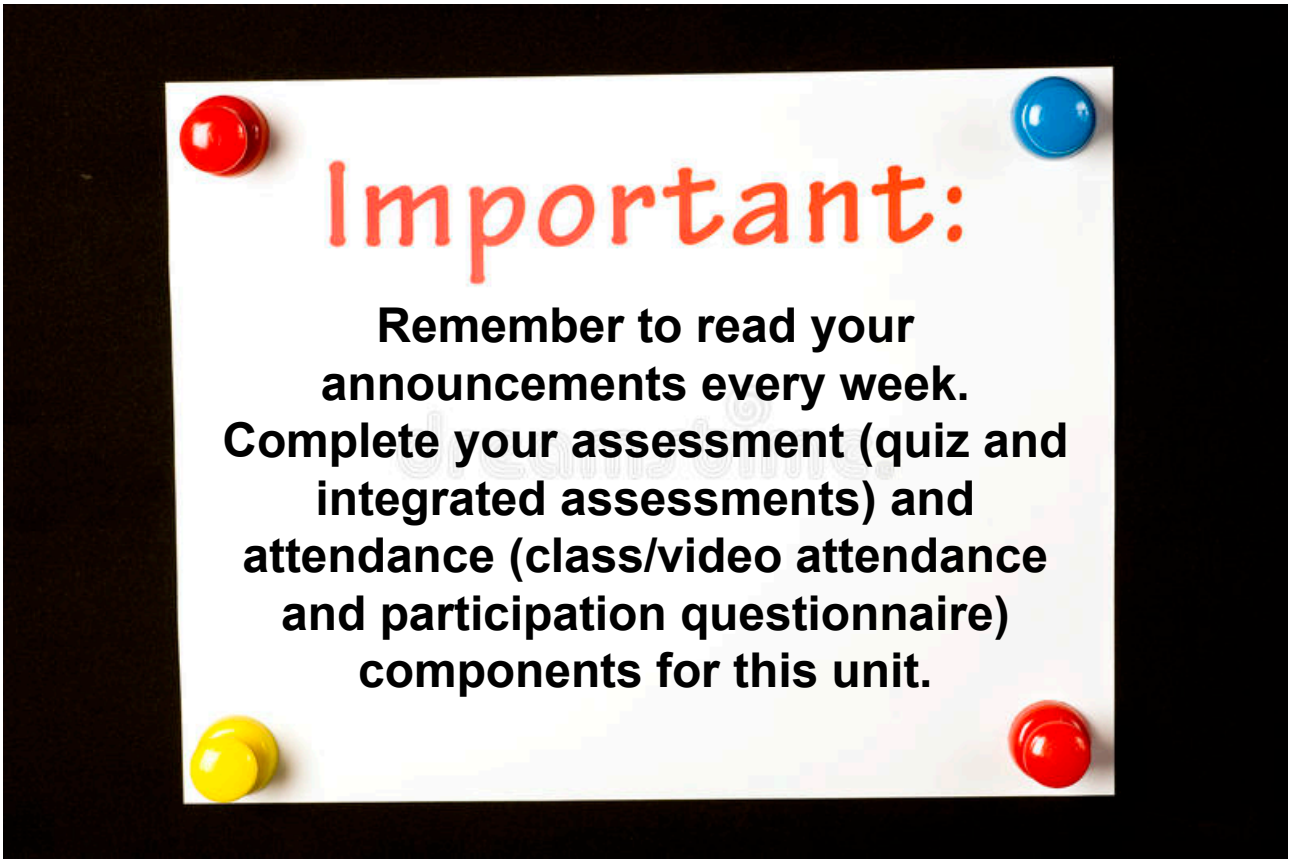

What should you take away from this unit?

Keeping track of your academic progress and planning for success is vital to manage your academic workload, especially when learning online. If you take control, responsibility and action towards the vision you have for your life and plan and reflect accordingly, you have a better chance at success. You need to reflect on your progress, prioritise your wellbeing, and plan for the future. Remember to reach out to the relevant support services, highlighted throughout this guide, should you need to.

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How does an **entrepreneurial mindset** boost your **employability?**

Second Semester Study Guide

2021

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Unit overview and outcomes

In this unit, you will learn how to develop one of the graduate attributes of the UFS: an entrepreneurial mindset. This unit follows Strategies for Success where you had the opportunity to cover multiple success skills to prepare you for the second semester. Ultimately, you need to apply these skills to all other modules in collaboration with cultivating an entrepreneurial mindset in order to become more employable. You must link what you have learned from the previous unit and couple this knowledge with what you learn here and in the units to come. You will be discussing entrepreneurship, intrapreneurship, and hybrid entrepreneurship as three possible career options to consider. Idea generation, which requires problem solving as well as critical and creative thinking are necessary skills required to be successful in the workforce. Should you be interested in entrepreneurship, this is an avenue you can explore now already, and the UFS set up in this regard will be explained to you in detail.

After successful completion of this unit, you should be able to:

- discuss the current economic climate in South Africa and its impact on youth employment;
- explain the differences between the entrepreneur, intrapreneur and hybrid entrepreneur as career options;
- define critical skills required for idea generation, namely; problem solving, critical thinking and creative thinking; and
- apply creative thinking skills to a case study.

1. Discuss the current economic climate in South Africa and its impact on youth employment.

1.1 President Cyril Ramaphosa – Youth unemployment
1.2 Setlogane Manchidi – Investec's Head of Corporate Social Investments and author
1.3 Dr Engela van Staden –Vice-Rector: Academic at the University of the Free State

2. Developing an entrepreneurial mindset as a graduate attribute.

3. Explain the differences between the entrepreneur, intrapreneur and hybrid entrepreneur as career options.

3.1 Entrepreneur as a career option
3.2 Intrapreneur as a career option
3.3 Hybrid entrepreneur as a career option

4. Define critical skills required for idea generation, namely; problem solving, critical thinking and creative thinking.

4.1 Problem solving
4.2 Critical thinking
4.3 Creative thinking
4.4 Apply creative thinking skills to a case study

Next steps

1.1 President Cyril Ramaphosa – Youth unemployment

On the 14th of June 2021, **President Cyril Ramaphosa** addressed South Africa's current youth unemployment rate which has risen to an alarming 46%. This article will help you to get a broad sense of our economic climate before we move on to the skills you can empower yourself with to cultivate an entrepreneurial mindset. Click on the icon to access the news article.

Please note, accessing this link will incur data charges.

The greatest struggle young people face in South Africa is unemployment, something that has worsened under the Covid-19 pandemic, says president Cyril Ramaphosa.

Writing in his weekly open letter to the public, Ramaphosa said that creating more opportunities for young people, and supporting young people to access these opportunities, is the government's foremost priority.

"Everything that we do as a government contributes towards improving the lives of young people," he said. "Tackling youth unemployment requires accelerating economic growth, particularly in labour-intensive sectors, and building the capability of the state to fulfil its developmental role."

Ramaphosa said that high unemployment would be dealt with through a series of targeted interventions, including the establishment of a National Pathway Management Network, 'SA Youth', to make it easier for young people to view and access opportunities and receive active support to find pathways into the labour market.

These are among the priority actions of the Presidential Youth Employment Intervention, which was launched just weeks before the country entered a national lockdown last year and which is now entering full implementation, he said.

“The Presidential Youth Employment Intervention was built on the understanding that to address the youth unemployment crisis requires innovative thinking and strong partnerships across society.

“Its ultimate objective is to find models that work, whether in skills development or active labour market policies, and to scale these models rapidly to reach as many young people as possible.

“Most importantly, it recognises that young people must be at the centre of any effort to boost youth employment. Young people are our greatest asset, and our greatest weapon in this fight,” he said.

<u>High unemployment</u>

Data published by Statistics South Africa at the start of June shows that the official unemployment rate among youth (15-34 years) was 46.3% in Q1 2021. The data shows that of the 7.2 million unemployed persons in the first quarter of 2021, more than half (52.4%) had education levels below matric, followed by those with matric at 37.7%.Only 2.1% of unemployed persons were graduates, while 7.5% had other tertiary qualifications as their highest level of education.

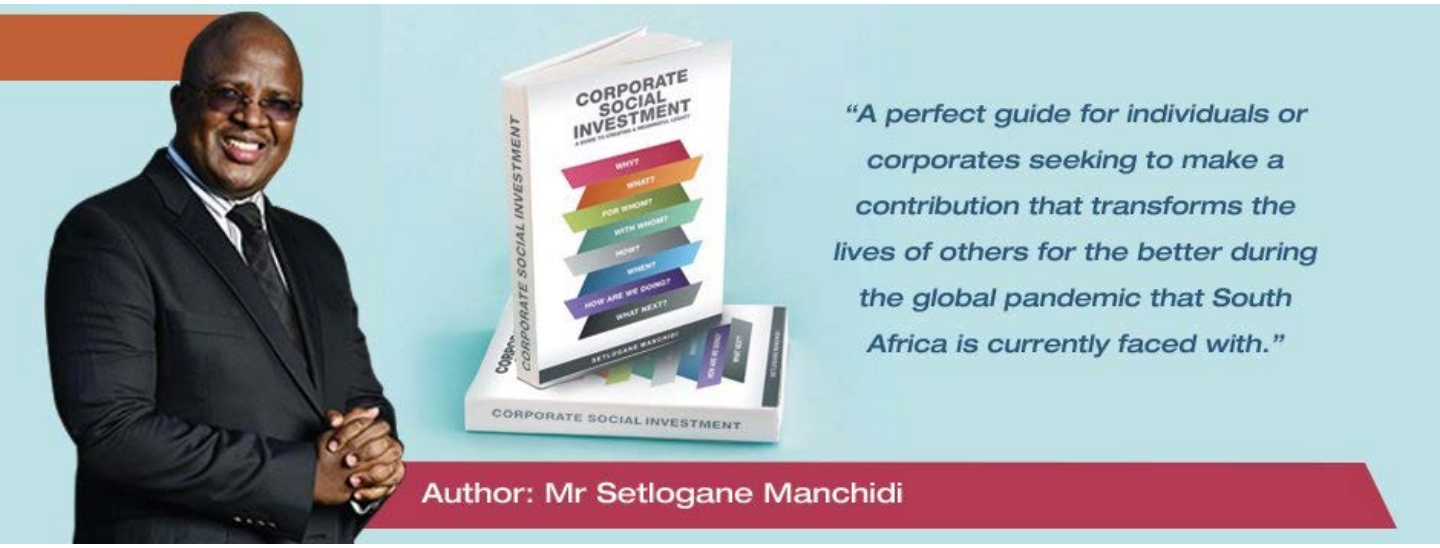
StasSA’s data also showed that 91.3% of the employed continued to receive pay during lockdown compared to 88.9% in Q4:2020. 14% of those who received pay during lockdown were paid reduced salaries.

Separate data published by labour minister Thulas Nxesi shows that approximately 1.3 million people aged 15-24 sit without work in South Africa for at least three months, while the vast majority of these people (over 1 million) are stuck without work for a minimum of 12 months. This is exacerbated by low levels of education, where the largest proportion of unemployed youth are those with a matric, or without any formal qualifications at all (1.23 million), and these South Africans are also the least likely to find any formal employment over a longer period of time.

1.2 Setlogane Manchidi – Investec's Head of Corporate Social Investments and author

Setlogane Manchidi is head of Investec's Corporate Social Investment division in South Africa where he champions their contribution to society by focusing on education and entrepreneurship.

Setlogane is also the author of "Corporate Social Investment – A Guide to Creating a Meaningful Legacy".



He enjoys public speaking, especially when speaking about something that he is so passionate about and his role at Investec has really enabled him to tap into that passion and ability.

Click on the play icon to watch Setlogane's interview video (14min, 134MB).

Please note, downloading this video via the Global Protect app will not incur data charges.

1.3 Dr Engela van Staden –Vice-Rector: Academic at the University of the Free State

Dr Engela van Staden is the Vice-Rector: Academic at the University of the Free State.

During her introduction to a recent workshop hosted by USAF, she was quoted as saying that: "Entrepreneurship is as essential to reducing crippling poverty and unemployment as it is to boosting the economy."

With a long career in the Department of Higher Education and Training (DHET), Dr van Staden also commented on "universities as entrepreneurial spaces" and how the Entrepreneurship Development in Higher Education (EDHE) came to exist.

Click on the icon to read the article “Why entrepreneurship development in higher education is inevitable”.

Please note, accessing this link will incur data charges.

2. Developing an entrepreneurial mindset as a graduate attribute

What can you do right now? You can learn about Entrepreneurial mindset. Entrepreneurial mindset is one of the 8 graduate attributes at the UFS. A graduate attribute is a skill or competency that can make you more employable. These attributes are what employers across the world are looking for.

Definition according to the UFS Entrepreneurial Mindset VALUE Rubric:

Entrepreneurial mindset is a set of attitudes, skills and behaviours that can be applied in **ALL** spheres of life. This mindset enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

In the rubric **see Appendix B,** you will see the criteria for an entrepreneurial mindset in the left column, and descriptors across four levels of the rubric. Typically, first year students enter university at the entering level, but the expectation is that when you graduate, you are proficient or at level 4 of a graduate attribute. If you look at the descriptors in level 4, what opportunities can you capitalise on throughout your undergraduate years to ensure that you graduate with an entrepreneurial mindset? To listen to an explanation of the UFS Entrepreneurial Mindset rubric, click on the audio icon.🔊

Please note, listening to this (2min, 5MB) audio via the Global Protect app will not incur data charges.

Part of developing an entrepreneurial mindset is looking for opportunities, taking initiative, and developing your skills. Many of you think that Entrepreneurship is only for a specific group of people, however it forms part of one out of three career options you can consider when entering the workplace. In Unit 5, you will get the opportunity to learn about the rest of the UFS Graduate Attributes.

3.1 The Entrepreneur as a career option

***ENTRE*PRENEUR**

Definition:
A person who starts a new business(es) based on an identified need/opportunity. The entrepreneur has the need to create value and the desire to realise profits from the added value.

Characteristics: The entrepreneur…
- assumes the complete risk of the venture;
- owns the idea;
- is not limited concerning the exploration of the idea;
- is not protected from the effects of failure; and
- is susceptible to external factors.

Advantages:
- Autonomy – you create new and better products/services as you please and have direct control over the increase of your income

Disadvantages:
- Forfeiting the security of a regular paycheck
- Less benefits at the start-up of the business

Example:
With as little as R800 in starting capital, Peter "Fats" Lazarides founded Ocean Basket in 1995 by opening the first restaurant in Pretoria.

Click on the play icon to watch a video on the concept of an entrepreneur (3min, 24MB).
Please note, downloading this video via the Global Protect app will not incur data charges.

3.2 The Intrapreneur as a career option

*INTRA*PRENEUR

Definition:
A person who makes use of a company's resources more efficiently, in order to improve the financial performance of the organisation. An employee acting like and entrepreneur within the company they work for.

Characteristics: The intrapreneur…

- acts within the confines of an existing organisation. Therefore, the company, and not the intrapreneur, assumes the risk;
- is limited concerning the exploration of the idea/concept as approval needs to be granted by management first;
- has more room for error as the effects of failure will be carried by the organisation;
- is not susceptible to external factors, but the company is; and
- has little or no equity in the venture, the company typically owns the concept and intellectual rights.

Advantages:

- Working in a familiar environment
- Making use of company resources, reputation and knowledge

Disadvantages:

- Innovation is limited
- You are not your own boss
- Credit for your idea can be given to someone else

Example:
Ken Kutaragi was an engineer at Sony when he created the PlayStation video-game console and pushed the company to build it in 1994.

For a video on the concept of an intrapreneur (2min, 12MB), click on the play icon.

Please note, downloading this video via the Global Protect app will not incur data charges.

3.3 The Hybrid entrepreneur as a career option

HYBRID ENTREPRENEUR

Definition:
A person who starts or operates their own ventures while at the same time keeping jobs in paid employment. An individual who starts a business while maintaining a wage job.

Characteristics: The hybrid entrepreneur…

- assumes the complete risk of the venture;
- owns the concept / idea;
- is not limited concerning the exploration of the idea concept;
- is protected from the effects of failure as he/she has a salary to fall back on; and
- is not as susceptible to external factors as entrepreneurs are.

Advantages:

- Ability to try out new ideas with the security provided by a stable income
- With a salary there are fewer personal risks and uncertainties

Disadvantages:

- Stress of working full time and after hours
- Business progress might be slow as a result of divided attention

Example:
Henry Ford worked as chief engineer at Edison Illuminating Company and at the same time created the Model T by 1908.

For a video on the concept of a hybrid entrepreneur (2min, 11MB) Click on the play icon.

Please note, downloading this video via the Global Protect app will not incur data charges.

4.1 Critical skills required for idea generation: problem solving

In any career, you will need critical skills for idea generation, such as problem solving, critical thinking and creative thinking skills. Let us see, how we can make use of these skills and practise them.

4.1 Problem solving

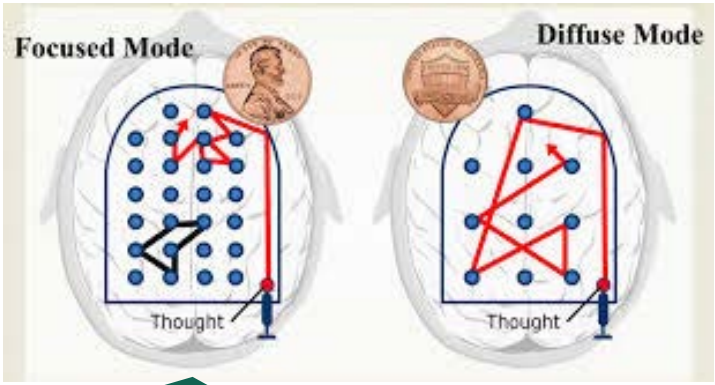
Definition: The process of analysing, designing, implementing and evaluating a strategy to answer a question or achieve a goal/ outcome.

How can you teach your brain how to problem solve?

Barbara Oakley mentions in one of her TED talks that Salvador Dhali (a famous artist) and Thomas Edison (a famous scientist) used to solve problems by using the focused and diffused states in their brains.

a. The focused state happens when your brain focuses on a particular problem and solutions for that problem.

b. Once you run into a wall, put your brain in the diffuse state by relaxing, almost to the point of falling asleep.



c. Then pivot back to the focus mode and solutions will come more easily as you have given your brain time to build pathways in the diffuse state based on the focused work you did before.

Click on the play icon to watch the full explanation (6min, 60MB) video by Barbara Oakley.

Please note, downloading this video via the Global Protect app will not incur data charges.

4.2 Critical skills required for idea generation: critical thinking

4.2 Critical thinking

Definition: A habit of mind characterised by the comprehensive exploration of issues, ideas, artefacts, and events before accepting or formulating an opinion or conclusion.

How do you know if you are a critical thinker?

Think about an assignment that you have to submit, based on a certain topic. The following steps are how a critical thinker would approach their assignment:

STEP 1:

Gather a lot of evidence.

(critical thinkers learn how to do so well)

STEP 2:

Come up with your **own position** on the topic.

STEP 3:

Use **evidence** to support your arguments.

STEP 4:

Respond to potential critiques on your arguments.

4.3 Critical skills required for idea generation: creative thinking

4.3 Creative thinking

Definition: Both the capacity to combine or synthesise existing ideas, images, or expertise in original ways, and the experience of thinking, reacting, and working in an imaginative way characterised by a high degree of innovation, divergent thinking, and risk taking.

How can you teach your brain creative thinking?

According to Diane Halpern, there are various creative thinking skills that you have to **practise** in order to teach your brain to think creatively. These skills have been summarised on the next page with their titles, descriptions and examples of use.

For the full article by Diane Halpern where she goes into much more depth and provides even more examples of application of these skills, click on the icon.

Please note, accessing this reading via the Global Protect app will not incur data charges.

SKILL	DESCRIPTION	EXAMPLES OF USE
1. Redefine the problem and goal	Phrase the problem in several different ways and come up with different types of solutions.	Instead of asking, “How can I get a new job?” ask “What do I really want from a job?” or “How can I have more money?”
2. Find analogies	Apply solutions and ideas across different domains of knowledge.	Use knowledge about the ways animals keep cool to design a way to keep food cool.
3. List relevant terms	Before attempting a solution, write down all terms that come to mind when you think about the problem.	When thinking about ways to improve the possibilities for peace in the Middle East, list all the relevant terms that come to mind in a 10-minute interval.
4. Brainstorm	Without censoring or evaluation, list as many solutions to the problems as possible.	In finding ways to save money, list every money savings idea you can. Best if done in a group.
5. Check lists	Generate and use lists of ways that a solution can vary.	If designing a new toy, list ways that toys can vary –size, colour, etc.
6. List attributes	Create a matrix of relevant attributes and then combine cells.	List the parts of a dress and the ways each can differ, then create combinations.
7. Positive, negative, interesting	List the positive, negative and interesting aspects of various solutions.	Use these three columns to evaluate solutions to the problem of world hunger.
8. Visualise	Imagine yourself as part of the problem and try to “see” it from different perspectives.	View the problem of teen violence from the perspective of the teens, police, victims, parents, etc.
9. Browse	Keep the problem in mind as you go about idea enhancing activities.	Read, watch quality programmes, write, etc. as you think about the problem.

Creativity and innovation play a big part in cultivating an entrepreneurial mindset (check Entrepreneurial mindset value rubric). During this process the ideas you come up with can either be radical or incremental.

Definition: an idea that is completely new.

- It is often characterised as a breakthrough or even disruptive.
- Most radical innovations take a considerable amount of time to become accepted.
- A completely novel innovation is close to impossible. All ideas have predecessors and are always based on previous work—sometimes through refinement or through a combination of several pre-existing ideas.
- An example of a radical idea is Uber.

A radical idea

Definition: an idea that includes the making of incremental changes to an already-existing product/service that helps to:

- Improve its performance and effectiveness,
- Lower its costs,
- Enhance its desirability, OR
- Simply result in a new model release.
- An example of an incremental idea is the Nissan Leaf car which has been adapted to run with electricity and be more cost effective and environmentally friendly.

An incremental idea

4.4 Apply critical thinking skills to a case study

Take this opportunity to practice your critical thinking skills. Read the case study and then answer the questions below:

For this activity, have a look at this "what if" scenario and think critically to come up with solutions/responses/ideas:

What if there were suddenly no computers, tablets, or phones of any kind anywhere on Earth?

To be able to practise your critical thinking skills, answer the questions that follow:

1. How much information can you find about this occurrence and where will you start looking?
2. How will you make sure that your sources are trustworthy?
3. Which facts can you list about this occurrence and what evidence can you present to support these facts?
4. Consider the occurrence from different angles/vantage points.
5. Question statements and information about the occurrence.
6. Come up with your own point of view with regards to the solution or intervention for this occurrence – use evidence to support your argument.
7. Choose and apply the most viable solution according to your analysis.

Next steps

Should you be interested in entrepreneurship, and this is an avenue you would like to explore now already, click on the link to follow a 5-step process on how you can start your own business.
Please note, accessing this link via the Global Protect app will not incur data charges.

For information on innovative and entrepreneurial events hosted by the University of the Free State, click on the icon to like the KovsieInnovation page on Facebook.

To access the Entrepreneurial Development in Higher Education (EDHE) site, click on the icon.
Please note accessing these links will incur data charges.

If you are already apart of the workforce, click on the icon to access the Q&A with Azvir Rampursad, who is a specialist in Talent Strategy & Leadership Development.
Please note, accessing this link will incur data charges.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

_____

_____

_____

_____

_____

_____

What should you take away from this unit?

Developing your entrepreneurial mindset (which includes developing all the skills covered by the outcomes of this unit) is a key skill to be successful. This is true whether you want to be an entrepreneur, intrapreneur or hybrid entrepreneur. Entrepreneurs have a specific way of thinking and this helps them to be adaptable, self-aware and have a growth mindset. The purpose of this unit is not to turn you into an entrepreneur, but to help you cultivate an entrepreneurial mindset. You can learn anything that you put your mind to, including critical thinking, creativity and problem solving which are especially valuable skills. Sharpening these skills will lead to a higher probability of employment. By sharpening our skills, we can address issues like youth unemployment which will uplift our economy on various levels.

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Appendix B: Entrepreneurial Mindset VALUE Rubric

for more information, please contact hingll@ufs.ac.za

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. **The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading.** For grading an assignment, performance descriptors have to be modified to reflect the module content, while preserving the dimensions of learning in the original rubric. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialogue and understanding of student success. This rubric has been modified to reflect the University of the Free State context (UFS), in conjunction with the UFS Graduate Attributes Project. Of the 15 VALUE rubrics, 6 have been contextualised for use at the UFS. Graduate Attributes are assessed at programme level, and the rubrics are designed to measure the quality of (and facilitate) a process, rather than measure the quality of an end-product, as well as function across all disciplines and the co-curricular space.

Definition

Entrepreneurial mindset is a set of attitudes, skills and behaviours that can be applied in all spheres of life. This mindset enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Framing language

This rubric was reverse engineered by developing an integrated model based on various approaches to entrepreneurial mindset and then looking at particular skills across specific VALUE rubrics that would help to measure the skills proposed in the integrated models. The approaches that were integrated are Network for Teaching Entrepreneurship (NFTE), the Kern Entrepreneurship Education Network (KEEN), Boyle's Model for undergraduate entrepreneurship education (2012) and the Allan Gray Orbis Entrepreneurial Mindset approach.[1] The integrated model was then used to integrate aspects from the Creative Thinking, Teamwork and Foundations and skills for lifelong learning VALUE rubrics to enable the conceptualisation of Entrepreneurial Mindset in the UFS context. Critical thinking, problem solving, and communication skills were also recognised as part of Entrepreneurial Mindset, but in the UFS context these are measured by the Critical Thinking, Problem Solving, and Written and Oral Communication VALUE Rubrics.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Creativity and Innovation: The ability to think of ideas and create solutions to problems without clearly defined structures.
- Opportunity Recognition: The practice of seeing and experiencing problems as opportunities to create solutions.
- Future Orientation: An optimistic disposition with a focus on obtaining the skills and knowledge required to transition into a career.
- Comfort with Risk: The capacity to move forward with a decision despite inevitable uncertainty and challenges. May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing an assignment, i.e. going beyond original parameters of an assignment, introducing new materials and forms, tackling controversial topics, and advocating unpopular ideas or solutions.
- Initiative: The power to take ownership of a project without input or guidance.
- Self-reliance: The ability to work through obstacles independently.
- Flexibility and Adaptability: The ability and willingness to change actions and plans to overcome present and future challenges.
- Collaboration: The ability to facilitate the contributions of team members.

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ENTREPRENEURIAL MINDSET VALUE RUBRIC

for more information, please contact hingll@ufs.ac.za

Definition

Entrepreneurial mindset is a set of attitudes, skills and behaviours that can be applied in all spheres of life. This mindset enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet entering (cell one) level performance.

	Proficient 4	**Developing** 3	 2	**Entering** 1
Creativity and Innovation	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Opportunity Recognition	Transforms ideas or solutions into entirely new forms.	Synthesises ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognises existing connections among ideas or solutions.
Future Orientation	Explores a career in depth, yielding a rich awareness and/or little-known information indicating intense interest in the skills and knowledge required to transition into a career.	Explores a career in depth, yielding insight and/or information indicating interest in the skills and knowledge required to transition into a career.	Explores a career with some evidence of depth, providing occasional insight and/or information indicating mild interest in the skills and knowledge required to transition into a career.	Explores a career at a surface level, providing little insight and/or information beyond the skills and knowledge required to transition into a career.
Comfort with Risk	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Initiative	Completes required work, generates and persistently pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and persistently pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Self-reliance	Educational interests and pursuits exist and flourish outside of classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Flexibility and Adaptability	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognises the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Collaboration	Engages team members in ways that facilitate their contributions, by both constructively building upon or synthesising own and others' contributions, as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate own and others' contributions, by constructively building upon or synthesising the contributions of others.	Engages team members in ways that facilitate own and others' contributions, by re-stating the views of others and/or asking questions for clarification.	Engages team members by taking turns and listening to others, without interrupting them.
NOTE: Critical thinking, problem solving, and communication skills were also recognised as part of Entrepreneurial Mindset, but in the UFS context these are measured by the Critical Thinking, Problem Solving, and Written and Oral Communication VALUE Rubrics.				

Association of American Colleges and Universities

UFS UV

How do I position myself in a digital age workforce?

Second Semester Study Guide

2021

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Unit overview and outcomes

In this unit, you will learn that, with the rise of the Fourth Industrial Revolution, the use of digital skills is becoming a requirement in universities and in the workforce increasingly. Additionally, this unit will introduce digital skills to help you prepare for the workforce by learning how to practically equip yourself with the necessary skills to thrive at university and ultimately, your work environment.

After successful completion of this unit, you should be able to:

- explain the importance and value placed on digital skills in the context of universities and prospective employers/workforce by reflecting back on computer literacy skills;
- demonstrate how the industrial revolutions impact the ever-changing environment and the digital skills needed to thrive in the present and future workforce;
- identify and create/organise items that should be included in a curriculum vitae and a LinkedIn profile; and
- discuss the link between your digital footprint, personal branding, social media presence and employability.

1. Explain the importance and value placed on digital skills in the context of universities and prospective employers/workforce by reflecting back on computer literacy skills

1.1 The importance of digital skills in the context of universities and prospective employers/workforce.

2. Demonstrate how the industrial revolutions impact the ever-changing environment and the digital skills needed to thrive in the present and future workforce

2.1 Evolution
2.2 Emerging technologies of the Fourth Industrial Revolution present in universities
2.3 How to respond to the Fourth Industrial Revolution: Upskilling

3. Identify and create/organise items that should be included in a curriculum vitae and a LinkedIn profile

3.1 What is a Curriculum Vitae?
3.2 What is LinkedIn?
3.3 Creating a LinkedIn profile

4. Discuss the link between your digital footprint, personal branding, social media presence and employability

4.1 Digital Footprint
4.2 **Personal Branding**

1.1 The importance of digital skills in the context of universities and prospective employers/workforce.

According to the South African Digital Future Skills Strategy, “digital skills (i) incorporates the arenas of telecoms, broadcasting, and other economic sectors; and (ii) includes skills for coding/programming and other digital innovation, operational IT, management, strategy and digital leadership”.

The basic use of digital skills (making use of digital devices and online applications), are widely considered a critical component of a new set of literacy skills in the digital era, along with traditional reading, writing, and numeracy skills. To thrive in the current online environment and society, digital skills must also function together with other abilities such as strong literacy and numeracy skills, critical and innovative thinking, complex problem solving, an ability to collaborate, and socio-emotional skills.

Why is this an important skill for you to acquire at university?

With online learning, you have had to acquire certain skills in order to manage your studies this year. By employing a growth mindset, we can see that online learning has provided a unique opportunity for you to improve on your digital skills. Online learning has put the ball in your court – you can learn on your own terms and manage your studies according to your schedule and study environment. This also requires of you to be more self-motivated and to be able to learn information on your own by taking initiative – all of which are skills that are required in the workforce.

Numerous ways to upskill yourself with digital skills are becoming more widely available and accessible, which means more people are acquiring digital skills. For this reason, basic computer skills are no longer enough to survive in the workforce. Have a look at the Computer literacy unit on the UFS website to make sure you are equipped with the necessary skills to adapt to this online environment.

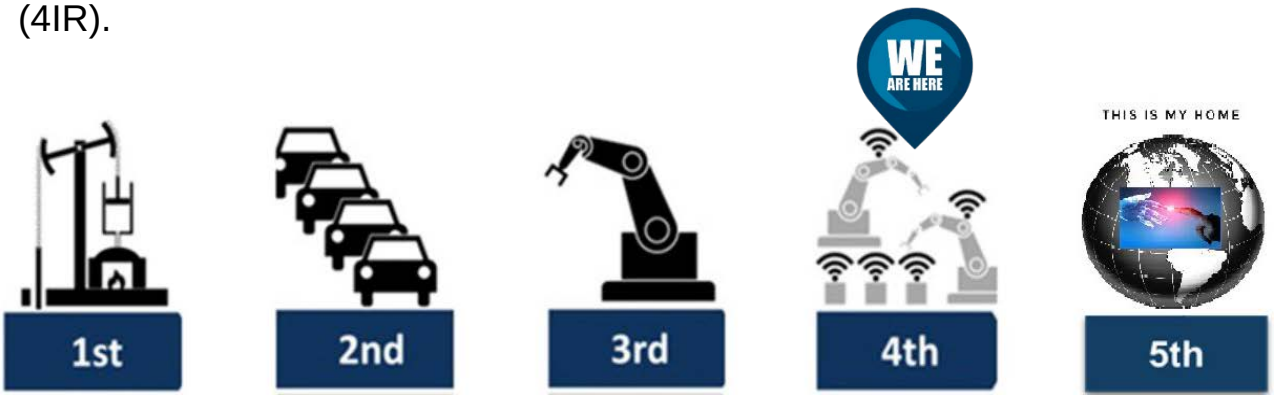
To recap on Computer literacy skills, click on the icon to be redirected to the UFS website.

Please note, accessing this link will incur data charges.

In addition to being self-motivated, you need digital skills in order to increase your chances of employment and more comfortably operate in the fourth industrial revolution.

2.1 Evolution

Industrial Revolutions transformed economies over the years and changed how we worked and lived in society. The revolutions continue to bring about change and new technologies every couple of years. There are five revolutions, but South Africa is currently in the Fourth Industrial Revolution (4IR).



What are the five revolutions?
The **first industrial revolution** brought about mechanical innovations like the steam engine, cotton and railroads. In the **second industrial revolution**, massive technological advancements helped the emergence of a new source of energy, electricity, gas, and oil.

The **third industrial revolution** brought forth the rise of electronics, telecommunications and computers. This revolution opened up doors to space expeditions, research, and biotechnology. During today's **fourth industrial revolution** (4IR), we can see nanotechnology, brain research, 3D printing, mobile networks and advanced computing at work.

This leads us to the **fifth industrial revolution**, bringing about mass customisation and cyber physical cognitive systems.

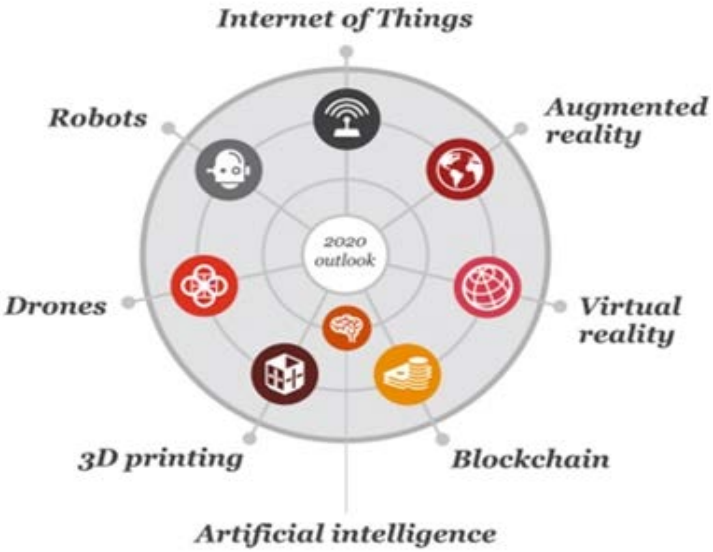
It is important to know about our current revolution (4IR) as there are new technologies that have been introduced and impacts the way in which we are learning now and in the future . On the next page, you will see some of the technologies that are more relevant and present in your current online environment.

In order to know what the UFS is doing in the 4IR era, click on **Appendix C** to read the article.

2.2 Emerging technologies of the Fourth Industrial Revolution present in universities

There are several technologies brought by the 4IR, some of which directly impact the online learning environment and future workplaces.

These technologies can play a big role in securing your dream job. But first, let us look at technologies that play a big role in the university's environment.



Augmented and Virtual reality (AR and VR) is a combination of real and virtual worlds. Real objects are enhanced by computer application and re-created into an online space. Example: at UFS, there are departments that require practicals to be completed in a virtual reality space, testing their students' skills/application in the safety of their classroom.

Artificial Intelligence (AI) refers to the reflection of human intelligence in machines that are programmed to think like humans and imitate their actions. These machines exhibit traits associated with a human mind such as learning and problem-solving. Example: when you take a quiz on Blackboard, with the use of AI, it indicates whether your answer was correct, if not, it provides the correct answer for you. AI is also used at UFS to identify and track student performance which is helpful to faculties and students to assist in their learning.

Internet of Things (IoT) is a system of interrelated computing devices using the internet in everyday objects, enabling them to send and receive data over a network without requiring human contact or human to computer contact. Example: Blackboard, a learning management system (LMS) which allows for virtual classroom technology and interactive collaborative tools for students to stay in contact with lecturers/peers and to keep updated with their academic work, This technology is the most important in your academic journey at university, as everything you will need to be successful will be up on this platform.

2.3 How to respond to the Fourth Industrial Revolution: Upskilling

In order to respond to 4IR, you will need to upskill yourself to succeed and stay relevant in your current and future environment. Upskilling is about taking skills you currently have and making them more relevant for your future, which will increase your chances of employment.

Coding

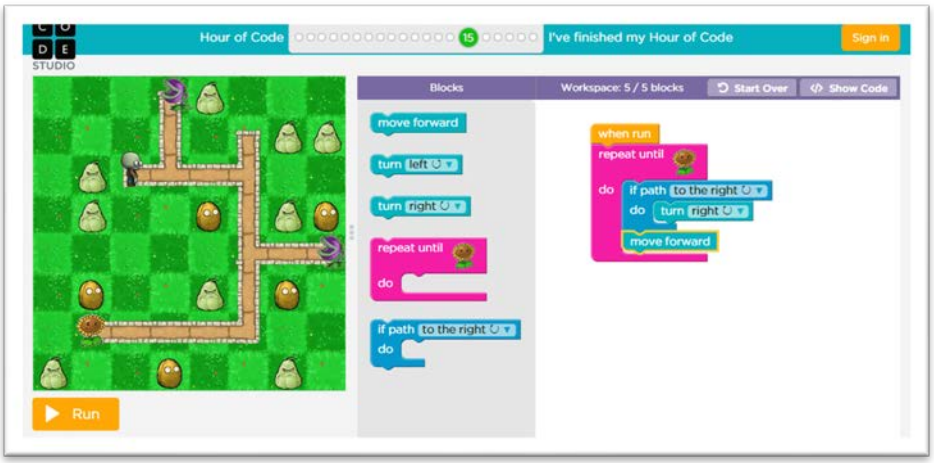
One way to upskill yourself, is to learn how to code. Coding is the ability to communicate with devices by building or running websites, apps, videos games, automating work processes. This is a scarce skill that can help you secure a job in almost any sector.

Click on the icon to watch a video on “what most schools do not teach” (6 min, 17MB).

Please note, watching this video via the Global Protect app will not incur data charges.

If you are interested in learning how to code, click on this icon which will redirect you to the Code.org website.

Please note, accessing this link will incur data charges.



Despite recent improvements in the South African youth’s education levels, many businesses still find it difficult to fill vacancies, especially those requiring digital skills. Have a look at the diagram on the next page, showing digital skills needed in the different sectors.

BUILT ENVIRONMENT
(Construction, Architecture, Real Estate, Cleaning, Security)

57% Project Management

29% Robotics Process Automation

14% Basic IT Support

ESSENTIAL DOMESTIC SERVICES
(Healthcare, Education)

46% Data Protection

46% Digital Marketing

42% Web/App Design & Development

MANUFACTURING
(Energy/Chemicals, Engineering, Marine/ Offshore, Aerospace, Electronics)

48% Data-Driven Decision Making

44% Data Analysis

44% Basic IT Support

MODERN SERVICES
(Professional Services, Info & Comm Services, Media, Financial Services)

54% Digital Marketing

42% Cybersecurity

35% Data-Driven Decision Making

LIFESTYLE
(Food Services, Retail, Hotels, Food & Manufacturing)

59% Digital Marketing

36% Project Management

23% Web/App Design & Development

TRADE & CONNECTIVITY
(Logistics, Air/Sea/Land/Public transport, Wholesale Trade)

44% Data Analysis

44% Digital Marketing

31% Government Risk Management and Personal Data Protection

LinkedIn Learning

LinkedIn Learning offers video courses taught by industry experts on a multitude of topics and interests. This is a powerful tool for students who want to upskill themselves, as LinkedIn Learning has many different courses you could take whether you want to brush up on already acquired skills or start learning something new that will be advantageous to your career.

If you are interested in exploring LinkedIn Learning, click on this icon. **Please note, accessing this link will incur data charges. Stay tuned for further information from UFS regarding LinkedIn Learning courses.**

Career Services

To start your journey of upskilling yourself, visit the UFS Career Services office. They aim to prepare students for the world of work through various offerings including work readiness workshops focused on CV Writing, Job interview skills, Networking and Job hunting, and more.

Belinda Janeke
Chief officer: Kovsie Support Services

Click on the icon to listen to a (4min, 1MB) podcast about readiness for the world of work by Belinda.
Please note, listening to this audio via the Global Protect app will not incur data charges.

Click on this icon to watch a (6min, 60MB) video on what workshops Career Services has to offer.
Please note, downloading this video via the Global Protect app will not incur data charges.

Click on **Appendix D** to follow the three steps to gain access to the Career Services Organisation on Blackboard.

With plenty of free resources, make time during your undergraduate years to upskill yourself in preparation for your future employment, you've got nothing to lose – and you might gain a new hobby or business idea!

3.1 What is a Curriculum Vitae?

The 4IR has changed various sectors in our society, this will influence the way in which you apply for a job. These days, employers want your curriculum vitae to be uploaded online or emailed to them instead of delivered in hard copy. A curriculum vitae (CV) or resume is a document that summarises a job seekers' career history, work experience and academic qualifications.

To apply for jobs/positions, you will be required to set up a CV. According to research, employers spend up to 10 seconds looking at each CV before they make the call to continue reading or discard it. Do you know how to set up a CV that an employer would want to continue looking at/through?

Let us look at an activity that will help you indicate what you should and should *not* include in a CV.

Activity – Items included in a CV?
Have a look at the bad example of a CV on the next page and answer the question below:

1. Which items included in this CV, makes it a bad CV?

Look at the next page to see the answers to the above question but try identifying the items first before looking at the answers.

To learn more about CV writing, you can visit the Career Services organisation on Blackboard and access all their materials. Alternatively, you can click on the icons below to access CV templates according to your faculty.

Please note, accessing these templates via the Global Protect app will not incur data charges.

Curriculum Vitae

Mark Taylor

Address: 66 Hendford Hill, Mouldsworth, WA6 8DE, United Kingdom

Tel: 07900257283

Email: coolguy007@hotmail.co.uk

DoB: 27 February 1985

Nationality: British

Gender: Male

Marital status: Single

I am a hard-working individual who enjoys working. I am excellent at meeting deadlines. I have two years of experience in business, and I would like to contribute to a business with my excellent skills and rust work experience.

BAD CV EXAMPLE

Achievements

- Finished my college studies
- Currently working as an IT support assistant

Education

1991 – 1992 Collingham Garden Nursery

1992 – 1996 Stamford Primary School

1996 – 2002 Harlaxton Secondary School

2002 – 2004 A Levels Sandwell Sixth Form College

- English: A*
- Mathematics: C
- Biology: B
- Geography: A
- Business: C

October 2004 – June 2007 UCB, Birmingham BSc Psychology

Employment

2011 – Present IT Support Assistant ABC Electronics Ltd.
2008 – 2011 IT Admin Dana Corporation
2006 – 2008 IT Assistant M&M Electric Vehicles Ltd.
2005 Cleaner K Lacey Ltd.
2003 – 2005 Housekeeper Plaza Hotel
2002 Packer Packaging Products Ltd.
2000 – 2001 Cleaner TB Group Inc.

Qualifications

2004 – 2007 BSc Psychology, University College Birmingham

Skills

- Excellent communication skills
- Excellent management skills
- Great IT skills

Hobbies and interests

I enjoy skiing, hiking, playing football, going to the gym, eating out with my friends, bird-watching and going to church on Sundays.

References

Mr Evan
Tesco
Birmingham, West Midlands, B55 1KE, United Kingdom.
Tel: 078 4320 3833
E-mail: evan.sanders82@hotmail.com

BAD CV EXAMPLE

Activity answers – Items included in a CV?

REMEMBER: Go through the activity on your own first before looking at the answers below. The breakdown of the "bad" CV section-by-section follows:

1. **Personal details**: located right at the top of your CV and is the first thing that a prospective employer will see.
   In the "bad" CV example:
   - The **heading** focus was on the word “curriculum vitae” and should be the candidate’s full name written in large, bold letters and centered on the page (not "Curriculum Vitae" or "CV").
   - The **email address** was not a professional address.
   - The home address has the prefix “Address” before the address and takes up space.
   - The candidate included their marital status which is an optional detail that should preferably be left out.

2. **Personal profile statement**: a short statement that tells the employer about your personal skills, qualities, experiences and career ambitions.
   - Overall, the personal profile needs to be punchy and outline the candidate’s personal qualities as they relate to the role they are applying for.

   In the "bad" CV example:
   - The candidate made vague statements that are not specific enough to carry any weight or meaning and need to be as specific as possible, including real-world examples.

3. **Education and Qualifications** contains brief information about your education and a list of your professional training, courses and/or qualifications. In the "bad" CV example:
   - The entries in this section need start with the most recent.
   - This section contained too much irrelevant and outdated education information. (What is the purpose of a university graduate including their nursery and primary school performance in their CV?)
   - As a rule of thumb, anything that does not strengthen or add value to one’s application should be left out.

4. Employment and work experience: contains information on your previous jobs and work experience. Employers are particularly interested in this section because relevant work experience is highly valued and usually an essential requirement for many jobs.

- The following four details are required for each entry: name of the company worked in, start and end dates (month/year format), job title, and main duties performed.

In the "bad" CV example:

- The main responsibilities/duties performed are missing, therefore, the employer will have not have a specific idea about the candidate's responsibilities in those roles.

5. Skills: a list of your key skills and abilities that will enable you to do the advertised job well. Remember: only include skills that are relevant, transferable and add value to your application.

In the bad CV example:

- The listed skills were too vague.
- It is recommended to make entries that are specific and descriptive.

6. References: last part of your CV, containing contact details of individuals who know you well, have worked with you before and can vouch for your good work ethic. In the "bad" CV example:

- The referee's name must be written in full, the job title/position of the referee is missing and the address is incomplete.

Homework: Draft your own CV by applying what you have learned in this section.
Important: **update your CV regularly**, especially as your studies and career experiences advance.

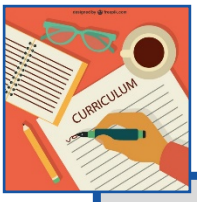
3.2 What is LinkedIn?

Facebook, Instagram, and Twitter are examples of social media platforms where people can connect with each other from all over the world. LinkedIn, is an online platform, specifically for professionals who would like to network and advance their careers.

Through LinkedIn, individuals get the opportunity to display their CV and search for jobs. With a LinkedIn profile, you could advance your future career prospects and get your name out there.

LinkedIn Learning is the subsidiary company of LinkedIn, so creating a LinkedIn profile, will allow you to have access to LinedIn Learning and you will be able to showcase what skills you have gained by completing courses on LinkedIn Learning which is connected to your LinkedIn profile.

Now that you know how CV set-up has modernised and what LinkedIn is, what are the differences between your CV and your LinkedIn profile? Have a look at the illustration below for the answer:



- Your CV should be tailored to a particular company, position, or person in mind.
- Your CV should be 1-2 pages long with the most important points.

- Your LinkedIn profile has a broader viewing audience, meaning employers from all around the world can find you.
- Your LinkedIn profile is a place for all the additional information you cut from your CV to make it 1-2 pages.

3.3 Creating a LinkedIn profile

Where should you begin when it comes to creating a LinkedIn profile? If you would like an easy guide that takes you through setting up your profile step by step, click on the icon.

Please note, accessing this link will incur data charges.

One of the most important aspects of your LinkedIn profile, apart from your personal details, is your LinkedIn summary. The LinkedIn summary is an important part of the profile as it is what the employer sees within the first few seconds of viewing your profile.

What is required in your LinkedIn summary?
Your summary is the place where you write information about your mission, accomplishments, and goals. In reality, the summary is one of the best opportunities you have to tell your unique story. Do not underestimate the summary section and leave it blank like most LinkedIn users. It is your opportunity to be memorable and to stand out from the crowd if completed in the correct way.

Your summary should include the following:

#1 WRITE IN THE FIRST PERSON
Use words like “I”, “me”, and “my”

#2 THE WHAT
What makes you remarkable, interesting and valuable to your connections?

#3 THE STORY
People love unique stories

#4 THE TECHNIQUE
Speak their “lingo”/jargon

#5 CALL TO ACTION
Enter a call to action.
E.g for more information, contact me on ****@gmail.com

Below is an example of a blended summary. It is understandable if you want to get straight to the facts, but you also want some personality in your description. This type of summary is good for people in creative industries and people whose work involves other people or working in groups (think sales representatives, managers, or human resources specialists).

The Blended Summary

I am a talent acquisition specialist with an interest in building the most effective workforces possible. For over 20 years, I have been helping businesses find their perfect hires. I also do consulting on compensation and benefits, new hire processes, and company culture.

When I am not on the job, I love hiking with my dog, working my way through every recipe in the family cookbook, and indulging my love for seeing new places.

If you would like to learn more about how my services can help your company, please reach out via email (jandoe@gmail.com).

Homework: Create your own LinkedIn profile by applying what you have learned in this section. Click on the icon to redirect you to LinkedIn's website.
Important: **update your LinkedIn profile regularly**, especially as your studies and career experiences advance.

Please note, accessing this link will incur data charges.

4.1 Digital Footprint

Now that you have gone through what needs to be in a CV and a LinkedIn profile and its importance. Next, is to establish the link between your social media presence and how it can affect your chances of employment. In the online world, your online presence is also known as your “digital footprint”.

Going through the Computer literacy unit on the UFS website, you will remember that a digital footprint is the evidence of your online activity. From your searches, the websites you visit, the items you upload on the internet – all of this and more, is evidence of your online activity and leaves a digital footprint.

This includes your online behaviour and the content you post about yourself and others. Tagged photos, blog posts and social networking interactions will all shape how you are perceived by others online and offline, both now and in the future.

Example: a number of Miss SA candidates withdrew their candidacies after twitter users dug deep and found old tweets that were of an unacceptable and prejudiced nature. These tweets damaged the candidates’ image/reputation years later, even though that may not be the people they are now. The old tweets reflected poorly on their character, therefore some withdrew from participating in the pageant. Interviews show that some deleted their twitter accounts and will learn to use social media as a tool to better themselves.

According to leading expert on social media law and the founder of the Digital Law Company, Emma Sadleir, 78% of employers google their candidates before they consider them for a position.

4.1.1 Activity – My Digital Footprint

- Google yourself, what do you find? (Facebook, Twitter, Instagram and or LinkedIn).
- Consider whether or not a prospective employer would hire you after viewing your profile(s).

Make sure there are **none** of the following evident in your digital footprint:

- References to substance abuse (alcohol, drugs, etc)
- Spelling and grammar errors
- Foul language and offensive jokes
- Inappropriate pictures (including nudity)
- Extremist views (including racism, sexism, etc)
- Membership of pointless/silly groups
- Bashing former employers on social media
- Complaining about your job

Remember, just because you have social media, does not mean you need to share your life with the world. There are many things well worth keeping private.

4.1.2 How can you manage your Digital Footprint?

By Googling yourself, everything (the good and the bad) that is present online and that is available for future employers to find, will come up. Here are some tips on how you can keep your digital footprint clean:

•**Google yourself**: Search for your name every few months, so you are aware of the information others have access to.

•**Set up Google alerts**: Setup a Google alert for your name. This tool will then send you occasional alerts of every post that has your name in it.

•**Protect your personal data**: Never disclose your personal address, phone number, passwords or bank card numbers.

•**Keep login info under lock and key:** Never share any of your usernames or passwords with anyone.

If the words / images you posted online appeared on your skin, would you proudly show it off?

4.2 Personal Branding

There is an important link between your social media presence and employability. You have learned what your digital footprint is, how you manage it, and how this is a representation of yourself and your personal brand.

What is personal branding?
PricewaterhouseCoopers (PwC) defines personal branding as *"What you are known for and how people experience you. It is about bringing who you are to what you do and how you do it."*

Many people relate this concept to a business but you are in fact a brand, when you apply for a job there will be many others applying for the same position and you need to be able to sell your capabilities and skills.

It all comes down to standing out by being different. Set up your LinkedIn account, find different ways to showcase what you are capable of and let employers see this as evidence of your personal brand.

Emma Sadleir and Maps Maponyane (ambassador for Investec Private Banking) talk about protecting your personal brand on social media. This video includes the legal, disciplinary and reputational risks of social media. If you would like to watch this (5min, 13MB) video, click on the icon.

Please note, downloading this video via the Global Protect App will not incur data charges.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

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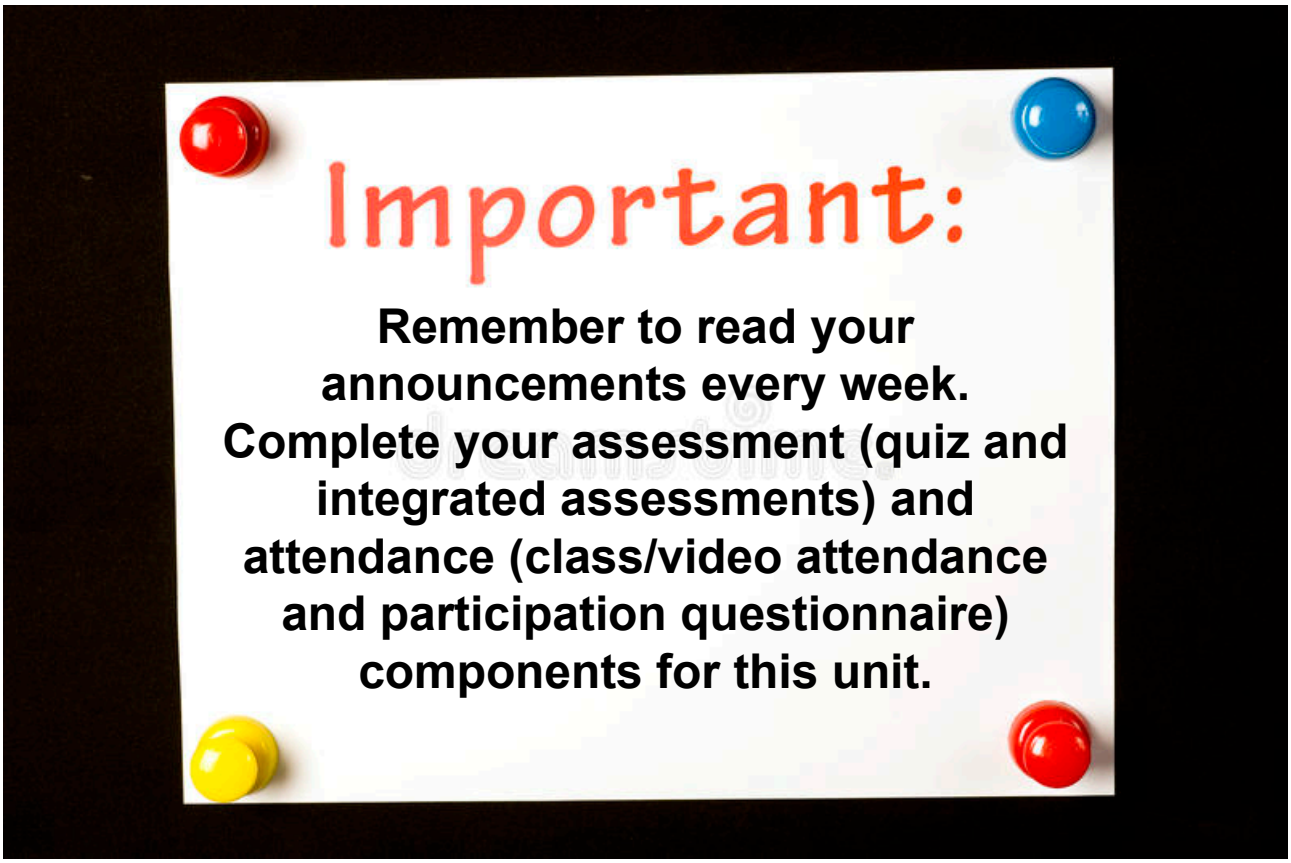

What should you take away from this unit?

In this unit, you learned about the evolution of industrial revolutions and its impact on the workforce. Digital skills are becoming a requirement in universities, therefore it is important for you to upskill yourself in this regard. You also need to put your best foot forward when applying for jobs or starting up your own venture. It does not matter what field you will be working in, a well put together CV, a quality LinkedIn profile, and a sound understanding of digital skills in your field is important for the 21st digital era.

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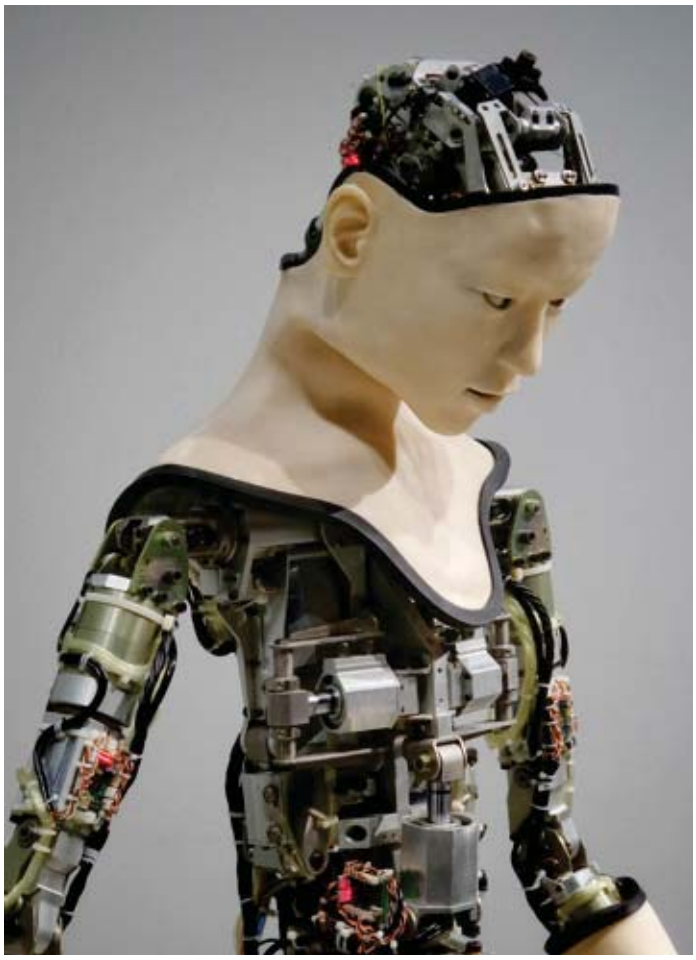
Gearing for the Fourth Industrial Revolution

Prof Heidi Hudson, Dean: Faculty of the Humanities
Dr Makeresemese Qhosolo, School of Social Sciences and Language Education
Dr Eduan Kotzé, Department of Computer Science and Informatics
Prof Jan-Albert van den Berg, Department of Practical and Missional Theology
Prof Philippe Burger, Pro Vice-Chancellor

The Fourth Industrial Revolution. 4IR. IR4. Industrial 4.0. The words (however formulated) invoke excitement in some, fear and caution in others, and scepticism in yet others. Be that as it may, we are in it and need to gear up for it.



The Fourth Industrial Revolution involves the integration of previous industrial revolution advancements that were characterised by mechanisation (1IR), electrification (2IR) and computers (3IR). The first three thus involved the dehumanisation of physical labour – making machines do the work, 4IR involves the dehumanisation of intellectual labour – making machines do the thinking. 4IR combines aspects from the physical, digital and biological spheres, resulting in cyber-physical systems that connect the human mind to digital technology, and create a mesh of the virtual, social and the physical worlds. This will impact all professions, economies and industries, and possibly even challenge ideas about what it means to be human. These emerging technologies include artificial intelligence (AI), augmented reality, robotics, nanotechnology, the Internet of Things (IoT), biotechnology, autonomous vehicles, 3D printing/manufacturing, digital innovation, quantum computing, and others that are still being conceptualised.

According to the World Economic Forum we stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. We do not yet know just how it will unfold, but the response to it must be integrated and comprehensive, involving all stakeholders from the public and private sectors to academia and civil society, bearing in mind that nations, societies and communities

throughout the world are at different stages of change and transformation with regard to the Fourth Industrial Revolution.

The UFS Faculty of the Humanities has a strong and distinct voice with regard to 4IR, even challenging the ideological and historical laziness of terms and buzzwords such as 4IR. They argue that if we accept the concept as value-neutral, it might entrench the very inequalities that many argue it can overcome. 'Not seeing' the consequences in terms of unequal access to the technologies, unequal employment outcomes, unequal access to education, etc. is underpinned by a lack of attention to normative and identity issues. Accepting ordered hierarchy produced as a result of computational processes, and not realising how it works against fluidity and open-endedness of humanities research, is a real risk, embedded in which is the danger of the possibility of surveillance and authoritarianism, and thus the kernel of great threats to freedom and liberty.

In the opinion of scholars in the Faculty, the 4IR debate has, to date, been all about the Natural Sciences. In order to address this somewhat skewed debate, those in the so-called 'hard sciences' must accept their normative role, while the so-called 'soft sciences' (Humanities and Social Sciences) should claim their space to not only say what we should do, but how the world works.

The role of Humanities scholars should therefore consist of a combination of dimensions, aimed at bringing different disciplinary perspectives to bear to critically unpack the concept, and also to ground the 4IR concept in social science and humanities disciplines and inter-disciplines that are appropriate to the South African and African context. This would also include focusing on the interface between machine learning, robotics, biotechnology, and automation on the one hand, and humans on the other hand, and the specific contextual meanings where human creativity and technology innovation merge. We need to prepare our students for the challenges of acquiring technical and data literacy on the one

hand, and on the other, to figure out what we can do that machines cannot. Students must be trained to judge the ethical, legal, philosophical and political merit of machine-made decisions. One of the drawbacks of the current state of AI is that machines/software are able to generate decisions without being able to explain how these decisions were arrived at.

Although somewhat contested, the term Digital Humanities (DH) comes closest to what the Faculty of the Humanities stands for, i.e. an area of scholarly activity that lies at the intersection of computing or digital technologies and the disciplines of the Humanities. Within the Faculty a range of 4IR/DH-related projects are underway, including textual analysis tools (Afrikaans and Dutch); word frequency distribution studies (German); an edited volume on big data, *Reinventing the Social Scientist and Humanist in the Era of Big Data: A South African Perspective* (English – co-edited with colleagues from the Faculty of Natural and Agricultural Sciences); problems of 4IR for post-colony Africa in a religious environment, digital humanities for the southern hemisphere and Andersen-Forbes database of Biblical Hebrew (Hebrew); critiquing the 4IR concept and the socio-political impact of technology (Philosophy); and online radicalisation and new ways of funding terrorism (Political Studies and Governance).

Researchers in both the Faculty of the Humanities and the Faculty of Natural and Agricultural Sciences are involved in developing digital archives. The information era has brought new challenges with regard to heritage preservation and researchers from Computer Science and Informatics have been involved in establishing a digital archive as part of a heritage conservation and interdisciplinary research project. Other research undertaken within that department focuses on open source intelligence (OSINT) for conflict monitoring and security purposes in contemporary South Africa.

Often, the discourse on the 4IR is accompanied by promises of improved quality of life for societies and by warnings of its potentially disruptive effects. As for the Faculty of the Humanities, this dichotomy also poses serious questions for the Faculty of Theology and Religion. During the past half century, theology has been practised with an increased sense of context and perspective, and theologians have actively started to re-imagine their task in the light of multiple cultural and intellectual 'turns' – whether to language, to the other, to experience, to the post-metaphysical, or to the body. However, the determining impact of technologies has often been overlooked. The focus of a research project located in the Faculty of Theology and Religion is the new emerging reality that moves beyond the digital revolution involving cyber-physical systems, and the question as to how that relates to theology. A reciprocal and mutual interaction is envisioned – a challenge to theology and a challenge from theology. In July 2019, a number of prominent and influential thinkers from interdisciplinary fields participated in a conference on the topic 'The Fourth Industrial Revolution, emerging technologies and theology', hosted by the Faculty.

The Faculty of Education holds a somewhat different view, in the belief that the 4IR holds promise for greater access and more level playing fields when it comes to education. It is a common belief that teaching is a noble profession; however, after so many revolutions, teachers find themselves questioning the sustainability of their profession. Could a robot replace a teacher?

Should a robot replace a teacher?

Dr Makeresemese Qhosola, from the Faculty of Education, has been challenging these perceptions head-on for some time. She believes that the best approach to the challenges presented by the 4IR, is to embrace them, finding effective ways for humans to co-exist with technology, developing those uniquely human attributes, which she calls the '4 Cs' – compassion, collaboration, creativity and critical thinking.

In the higher education sector, 4IR preparedness means focusing on producing graduates with these qualities, increasingly making use of technology to expand teaching platforms, as well as driving innovation in curriculum content. In the 4IR the student is now in control of her/his own learning, because she/he can access the knowledge and its production through various media and platforms. Knowledge can be equally distributed and accessible to all. Through its technologies, the 4IR enables the student to be at different places at the same time, to interact with different peoples and knowledges. Teachers now have instruments to enrich learning far beyond what has been possible, and become the facilitators and mediators beyond the confines of the local. Classes can be flipped and real-life experiences virtually brought into the classrooms. Learning is ubiquitous. Former cultural divides are broken and cultural insularity in learning and research is no longer a hindrance. Access to a diversity of socio-historico-cultural contexts with their knowledges and ways of knowing become unlimited resources and sources of information to the learners at minimal cost.

These differing viewpoints are the substance of interesting and wide-ranging debate at the UFS.

Appendix D

Career Services on Blackboard

Need some help preparing for your new career, but having trouble finding the time?

Use the **4 easy steps** and get access to **great advice** and **online tutorials**.

STEP one

Log in to **Blackboard**

STEP two

Under My Organizations, select **CAREER SERVICES**

STEP three

Select one of the following:

- WORK READINESS
- CAREER FAIRS
- JOB OPPORTUNITIES
- GRAD GUIDE

STEP four

When selecting **Work Readiness** tutorials, meet **Guy** and pick any one of our great career starter tutorials such as:

- Interview Skills
- CV Writing
- Networking & Job Hunting
- Future of Work
- Digital World
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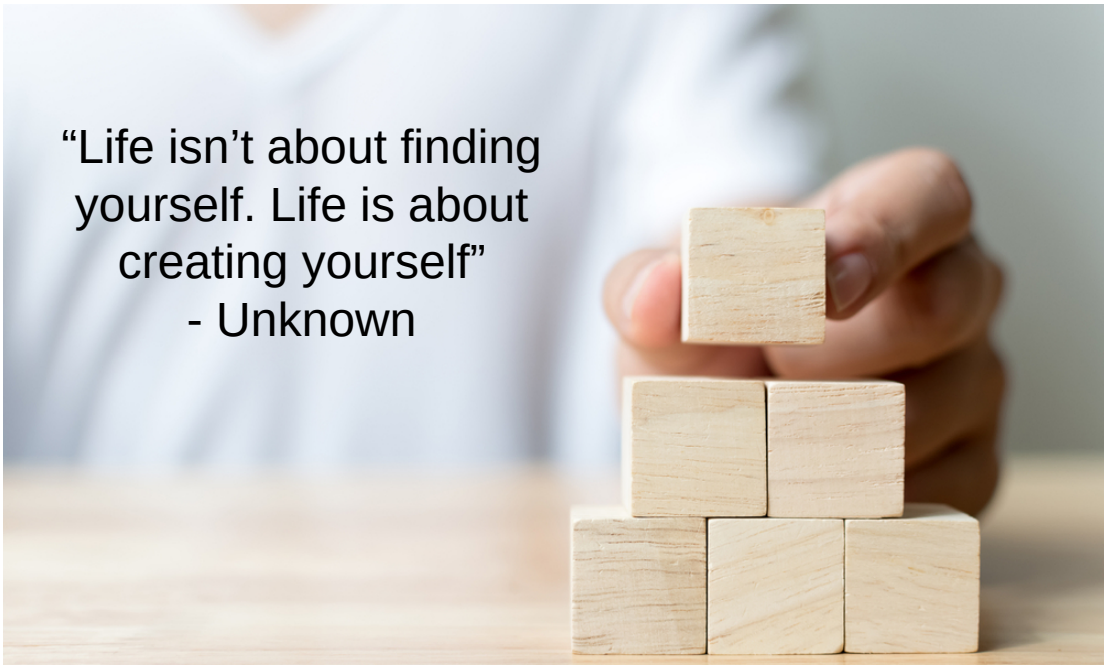


Unit overview and outcomes

May your choices reflect your hopes, not your fears

– Nelson Mandela

Developing and especially choosing a career fills many students with uncertainty and in some cases fear. This unit is focused on following the courageous advice of Madiba that our choices should reflect our hope and not our fears. We will introduce you to the field of career psychology and help you to apply the theory to yourself in your journey of career development and planning. As many of you know, psychology is the “the scientific study of the way the human mind works and how it influences behavior, or the influence of a particular person's character on their behavior.” Therefore, in psychology, the focus is on the individual. Career psychology is a field that studies how people think and behave in their career and how they make choices about their career.

After successful completion of this unit, you should be able to:

- define a career, in relation to career development;
- examine the cognitive information process approach to career-decision-making;
- reflect on your values, interests and skills;
- explore career options through the use of online platforms;
- reflect on how university prepares you for the current and future world of work; and
- list the next steps in your career development.

1.1. What is a career?

1. Define a career, in relation to career development

2.How does university prepare you for the current and future world of work?

2.1 What is the value of a university degree?
2.2 Why does a degree enhance your employability?
2.3 What do employers look for in university graduates?
2.4 Skills needed for the future workforce
2.5 How does university prepare you for the current and future world of work? Case study

3.1 Cognitive Information Processing
3.2 The CASVE Cycle
3.3. Understanding the application
3.4 Pyramid of Information Processing Domains
3.5 Case study activity
3.6 Reflection Activity

3. Theories of career choice and development.

4. The next steps in your career development/Take home message.

1. What is a career?

Many people use words like career, job, occupation, employment, position, work, vocation, and industry interchangeably, but these terms all have different meanings. You can learn more about these definitions in **Appendix E.** In this unit, we focus on the word “career”. In the occupational sense, a career is the total amount of various jobs you may have had during your lifetime. However, this type of definition does not really capture the meaning of the word, “career” fully as it is a much broader term.

When we refer to a **career** in this unit, we refer to the *decisions* you make about a job or how you need to angle your career thoughts during your studies in university, as valuable components of a *lifelong process*. If we include this, then a career can be viewed as the total number of decisions that direct the educational, social, economic, political, and spiritual parts of your life, and reflect your values, interests and skills.

Career development is the total combination of economic, sociological, psychological, educational, physical, and chance factors that shape your career. Career development is a also a broad concept, as this definition indicates. It is affected by money and financial resources, group membership and social class, mental health and personality, educational level and record, physical abilities and traits, and chance factors. All of these factors combine to influence your career pathway. It is important to note that no single one of these factors determine a person’s career, but rather they combine in complex ways to shape it.

Here are different **career pathways** that may be available to you:

1. Multiple unrelated jobs: Your career could be made up of multiple jobs that are unrelated to one another.
2. Advancing within one occupation: This path involves advancing in the same occupation (type of work), whether you work for the same company or at different companies.
3. Advancing in the same industry but not occupation: This path involves staying in the same industry, but not necessarily the same occupation.

2.1 What is the value of a university degree?

Reflecting on where you are now is an important part of your career development and planning process. Your career started the day you started university, so in this section we are going to share some information on what university means for your career and your chances of employment.

What is the value of a university degree?

Students across the world often ask what the benefit of a university degree is. We would like to share some international and national perspectives.

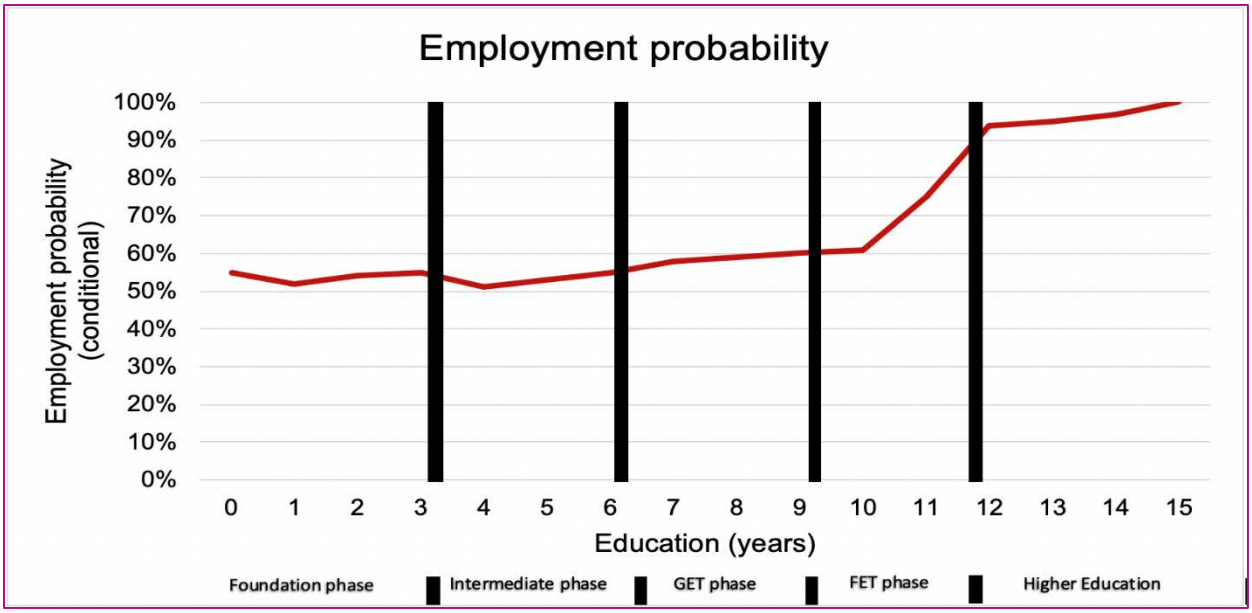
International perspective:

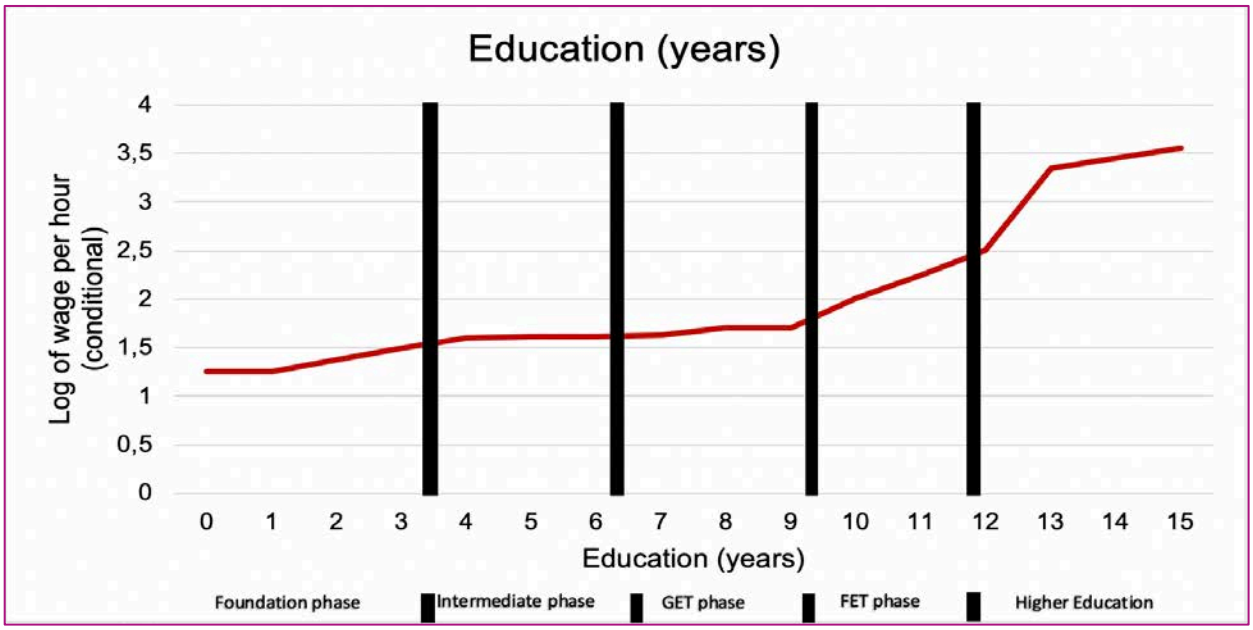
In the USA, research shows that for people with a university degree versus those without a university degree,

- annual salaries are about 134 percent higher.
- the incidence of poverty is 3.5 times lower.
- the likelihood of having health insurance through employment is 47 percent higher.
- the likelihood of having a retirement plan through employment is 72 percent greater.
- job safety is greater. The likelihood of being unemployed is 2.2 times lower.
- The likelihood of reporting health to be very good or excellent is 44 percent higher.
- Life expectancy at age 25 is seven years longer for those with some university experience or education compared to those never having gone to university.
- The probability of being in prison or jail is 4.9 times lower.
- The probability of being married is 21 percent higher and the probability of being divorced or separated is 61 percent lower.
- The likelihood of being happy is significantly higher.

National perspective

Research shows that being a student in the South African post school system (colleges and universities) helps to increase your chances of earning higher wages and being employed, as you can see in the graphs below:

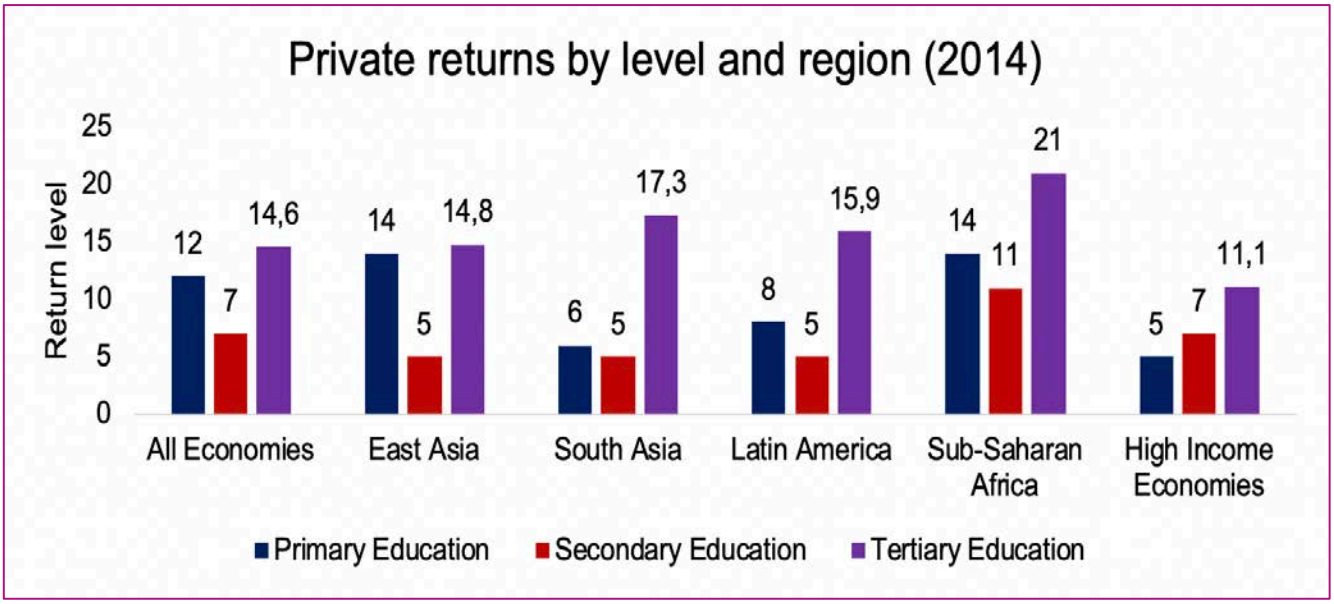




Therefore, the longer students stay in education, the better their chances of being employed. Additionally, the term “log of wages per hour”, refers to a calculation that is broadly used to explain how much you earn based on the time you spend working. The higher the value, the higher the productivity gain (labour benefits).

From an international perspective, the World Bank does frequent reviews of the private returns or the benefits citizens in different countries enjoy from the different education systems in that country. As you can see in the graph below, a secondary education has significant return. However, tertiary or higher education provides students in Sub-Saharan Africa with better returns than in all other economies (including higher income economies of the world).

This means that completing your degree in South Africa has greater benefits than a university degree would have in most of the world.



Learn more about why a degree enhances your employability on the next page.

2.2 Why does a degree enhance your employability?

Why does a degree enhance your employability?

Universities offer more than just a degree, they offer students opportunities for personal development and for developing network capital or social capital. Increasingly, universities are also focused on helping students develop graduate attributes that will make them more employable. These attributes are associated with the future world of work and the Fourth Industrial revolution. New research shows a greater demand for higher cognitive skills, social emotional skills and technological skills.

On the next page, we move to what employers expect from employees. We have approached local experts in their fields to hear their take on this.

2.3 What do employers look for in university graduates?

Prof. Francois Strydom, Senior Director of the UFS Centre for Teaching and Learning, interviewed three South African career experts and employers to ask them what employers are looking for in their employees, what opportunities job seekers should be looking out for, and the value of persistence when one is studying, upskilling and job hunting. Watch the video interviews below for new perspective and valuable advice from these experts.

Cathy Sims

Cathy is the founding member and Executive Director of the South African Graduate Employers Association. SAGEA represents over 350 talent managers across more than 200 organisations. To watch her interview, click on this icon (10min, 57MB).

Click on this link to learn more about the work SAGEA does.

Cathy also put us in touch with Peter Links, who used to intern with her many years ago. For an inspirational story of perseverance and persistence, click on this icon to watch his video (4min, 36MB).

Please note, downloading these videos via the Global Protect app will not incur data charges.

Likeleli Monyamane

Likeleli Monyamane is a qualified Chartered Accountant registered with the South African Institute of Chartered Accountants and holds an MBA. She is the founder and director of Inspire Innovation Business Consultants, a company that offers advisory services, research and insights as well as learning solutions. Click on this icon to watch her interview (14min, 133MB).

Evodia Mohoanyane

Evodia Mohoanyane is the Student Learning and Success focus area head at the UFS Centre for Teaching and Learning. She leads the Academic Student Tutorial and Excellence Programme (A_STEP) which impacts over 18 300 students and which is the largest student employer at the university, with 352 students working as tutors. Click on this icon to watch her interview (13min, 61MB).

Please note, downloading these videos via the Global Protect app will not incur data charges.

The table on the next page provides a list of 25 workplace skills that are predicted to become more important in the future.

Stop here to reflect on how your degree is starting to help you develop these skills.

It is important to remember that future skills research depends on innovation, so these skills lists can change. However, you should be able to see how your courses and university experiences are helping you to develop these skills.

2.4 Skills needed for the future workforce

Category	Need for skills 4IR	Skills	How have these skills developed this year?
Physical and manual skills	The need for these skills will decline as machines increasingly take over these tasks. This is especially true in Europe and the USA.	General equipment operation and navigation	
		General equipment repair and mechanical skills	
		Craft and technician skills	
		Fine motor skills	
		Gross motor skills and strength	
		Inspecting and monitoring skills	
Basic cognitive skills	These skills are considered to be foundational to all careers.	Basic literacy, numeracy, and communication	
		Basic data input and processing	
Higher cognitive skills	There will be increased demand for these skills especially: • project management; and • complex information processing and interpretation.	Advanced literacy and writing	
		Quantitative and statistical skills	
		Critical thinking and decision making	
		Project management	
		Complex information processing and interpretation	
		Creativity	
Social and emotional skills	There will be increased demand for these skills especially: • Leadership and managing others; and • Teaching and training others	Advanced communication and negotiation skills	
		Interpersonal skills and empathy	
		Leadership and managing others	
		Entrepreneurship and initiative-taking	
		Adaptability and continuous learning	
Technical skills	There will be increased demand for these skills especially: • software development and engineers; and • scientists and statisticians	Basic digital skills	
		Advanced IT skills and programming	
		Advanced data analysis and mathematical skills	
		Technology design, engineering, and maintenance	
		Scientific research and development	

2.5 How does university prepare you for the current and future world of work? Case study

1. For each of the students below, list the skills (pg. #) that you think are required to be successful in their respective fields.
2. What can they do, during their undergraduate studies, to acquire those skills? You can refer to anything that you have learned in UFSS1504/1522 this semester.

Peter
Prosecutor

Cynthia
Guidance
Counsellor

Sine
Journalist

Now that you know the role of your university degree in your career development, let's move on to theories of career choice and development in the next section.

3.1 Theories of career choice and development: Cognitive Information Processing

Cognitive Information Processing (CIP)

- The CIP approach to career development and planning is ultimately based on ideas about how our brain takes in, codes, stores, and uses information and knowledge in career problem solving and decision-making.
- Learning more about how to process information is especially important in career decision-making because there are so many facts, data, and opinions bombarding us. The science of decision-making has shown that more information can actually lead to poorer choices. For these reasons, we believe the CIP approach can help anyone make better use of all the information available for career decisions.

Typically, making career choices involves responding to career problems. Career problems have some common characteristics:

a) It is the difference between what's happening and what, ideally, we want to happen.

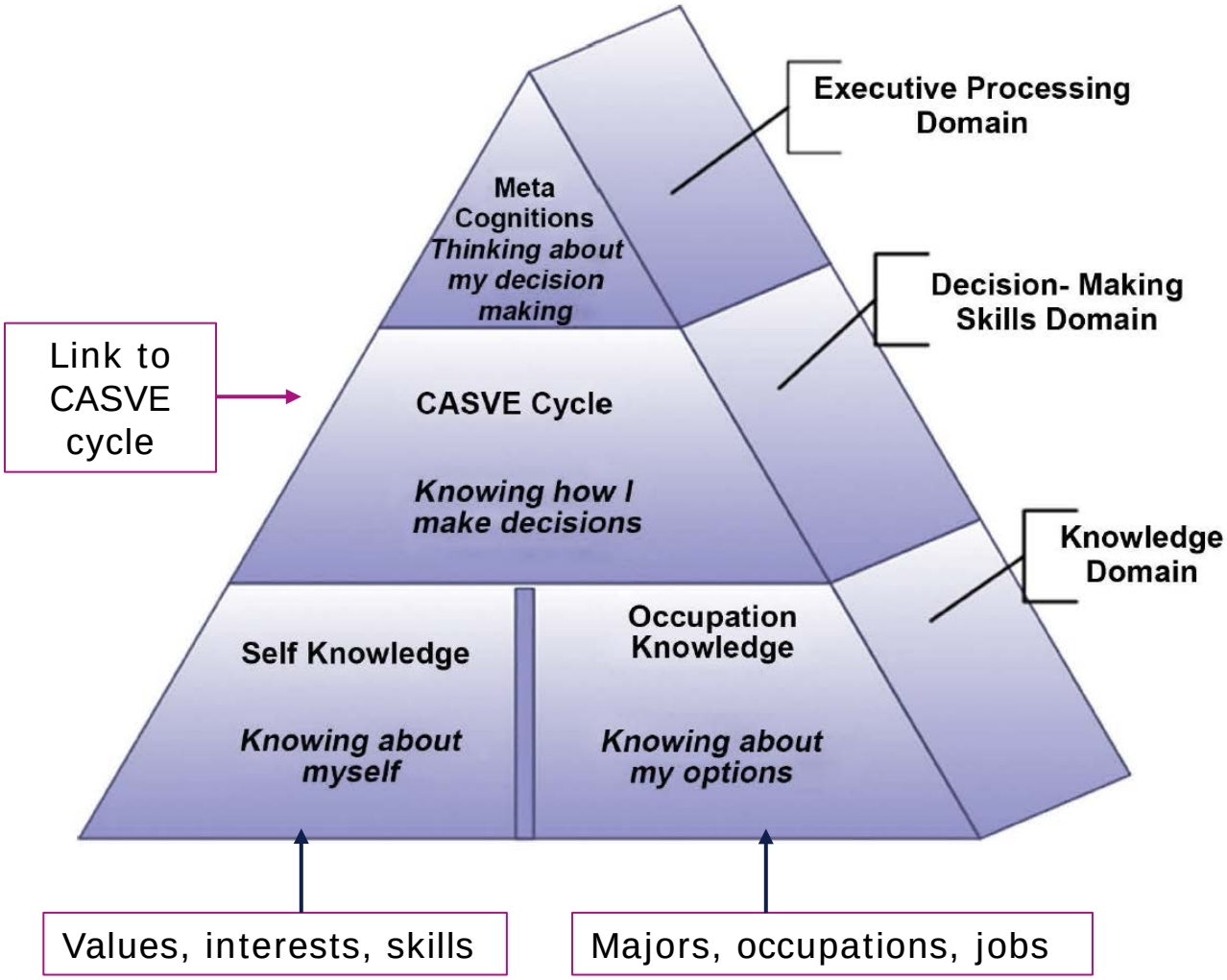
b) Career problems are complex. The complexity comes from conflicting motives, pressures from others, and feelings such as worry and embarrassment.

c) The solution to career problems is typically a combination of options, and not just a single correct choice.

d) There is always uncertainty about the choice, as no solution comes with a guarantee of satisfaction or success.

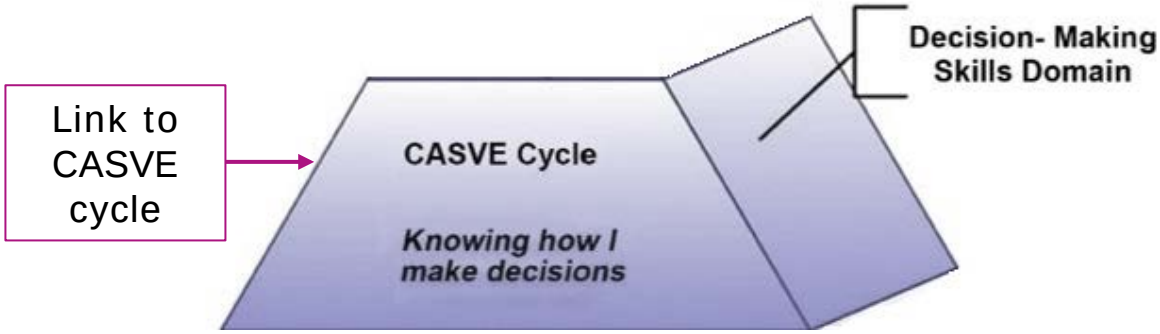
e) A decision about a major career problem almost always leads to another set of problems that are not fully known before.

On the next page, you will learn about the components involved in making a career choice.

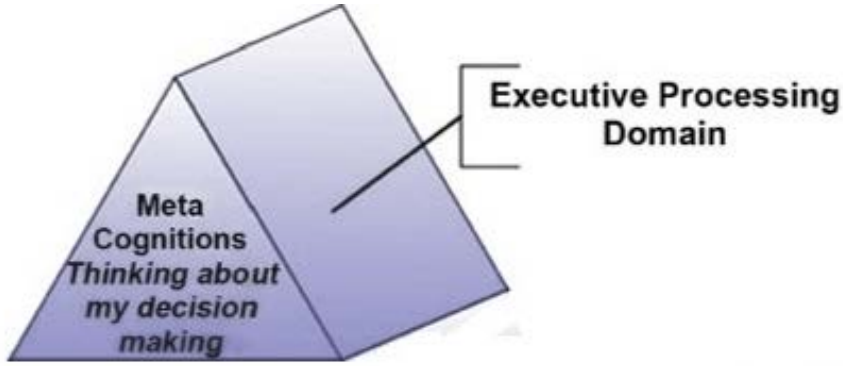


The bottom two parts of the pyramid are called the knowledge domain, and they include knowing about myself (self-knowledge) and knowing about my options (occupational knowledge). Self-knowledge includes knowing about my values, my interests, my skills, and related personal characteristics. Occupational knowledge includes understanding about specific occupations, university majors, and/or jobs and how they can be organised. The knowledge domain allows us to work with and process information in order to make career decisions.

In the occupational knowledge domain, for example, as you learn more about accountants, you develop better, more detailed understanding about an accountant's job, skills, interests, and so forth. Likewise, in the self-knowledge domain, when you take an interest inventory, you may grasp a clearer picture of our interest patterns.

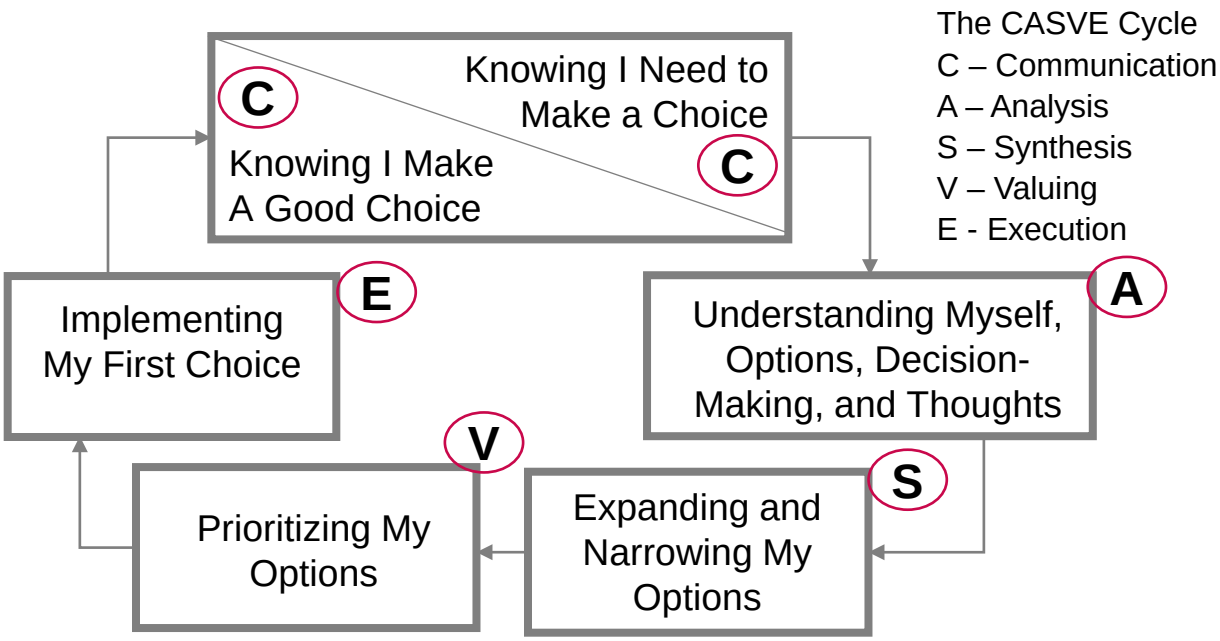


The second level of the pyramid, knowing how you make decisions (decision skills domain), includes the five-step guide to good decision-making (see CASVE cycle on the next page). Career problem solving uses a lot of memory space and requires a lot of information-processing capacity in our brains. To do it well, we have to be focused and concentrate, just like an athlete preparing for a race. This leads us to the top of the pyramid.



Thinking about my decision-making (executive processing domain) is the top of the pyramid. For example, you might work on solving the problem of choosing a major before you focus on occupations and organisations to work for, or you might focus on your preferred lifestyle (e.g. frequent travel) and then work on occupational choices. These thoughts govern when and how we decide to work on our goals or the way in which we will solve career problems. And these kinds of thoughts help us figure out when we have reached our goals.

3.2 Theories of career choice and development: The CASVE Cycle



The CASVE Cycle
C – Communication
A – Analysis
S – Synthesis
V – Valuing
E - Execution

Phase 1 [C]OMMUNICATION – Knowing I need to make a choice

- This is the first phase of the CASVE decision-making process because this is when we receive information that communicates a gap between the ideal and current situation. The communication can be internal (emotion, thoughts) or external (registration pressure or questions from family members).

Phase 2 [A]NALYSIS – Understanding myself and my options

- A career problem-solver often takes steps to improve self-knowledge, especially in the areas of interests, values, and skills, as well as to improve knowledge about options with regards to occupations and fields of study.

Phase 3 [S]YNTHESIS - Expanding and narrowing my list of occupations

- In this phase, the career problem-solver or decision-maker builds a bridge between their self-knowledge and knowledge of their options obtained in the Analysis phase. Expanding will entail a process of identifying all the occupations that fit your values, interests and skills and then picking the 3-5 best occupations.

Phase 4 [V]ALUING – Prioritising my options

- During valuing, the career problem-solver evaluates the 3-5 occupations chosen in the Synthesis phase by looking at the benefits and costs of each option for yourself, family, friends, community and society. You can make a table like the one below for yourself.

Occupational options	Benefits to myself? My family? My friends? Community? Society	Costs to myself? My family? My friends? Community? Society?

Phase 5 [E]XECUTION – Implementing my first choice

- This phase involves converting thoughts into action through the formulation and implementation of an action plan. You need to either:
- Develop a plan on how to get the education or training you need OR
- Try out your options by getting work experience (full time, part-time, volunteer) and/ or take courses or get training to test your choice OR
- Apply for and get the job.

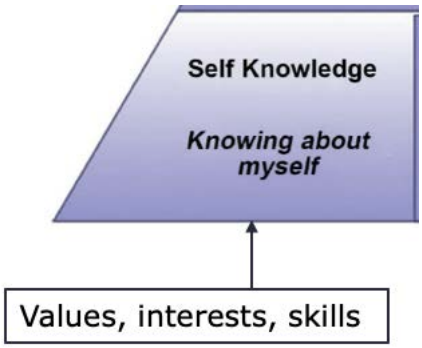
COMMUNICATION (RECYCLED)

- The CASVE Cycle is a continuous cycle that repeats itself. Following the Execution phase, one returns to the Communication phase to determine whether the chosen option was a good one. At this point, you can reflect on the following questions:
- Have events changed?
- How did my friends and relatives react to my choice?
- How do I feel now? Am I satisfied with my choice?
- Am I avoiding doing what needs to be done?

3.3 Theories of career choice and development: Understanding the application

Having learned about the CIP theory, we are going to apply the Pyramid of Information-Processing Domains and CASVE Cycle to help you create optimal alignment between your education and your career plan.

3.3.1 Self-knowledge



Self-knowledge is the cornerstone of your career planning. Although there are various factors that can be considered part of gaining self-knowledge, we are going to focus on three factors – values, interest and skills (abilities) since they are the most essential components of self-knowledge that students need to consider in their career planning.

VALUES involve figuring out what is important and what matters to us. That knowledge will sustain our motivation and persistence.

INTERESTS involve things we like and enjoy, and they provide direction in career decisions. Most people end up doing what they enjoy in their jobs or leisure time.

SKILLS (abilities) involve the behaviors that will move us forward to implementing our values and engaging in the things we like.

You can learn more about how to improve your self-knowledge on the next page.

3.3.2 How to improve your self-knowledge

In the process of getting to know ourselves better in order to make career decisions, there are several things we can do.

a) We can make sure that we keep a positive attitude about ourselves and that we don't let negative thoughts affect our thinking about our values, interests, or skills. We need to make sure we are thinking "better" about ourselves and as clearly and accurately as we possibly can. How can I think "better" about myself?:

- Be careful about over-generalizing from past experiences.
- Be careful about relying too much on another person's opinions about what our values, interests, and skills might be in relation to our career choice.
- Avoid making career decisions if we are in some kind of emotional crisis.

b) We need to know how to improve the quality of the information about ourselves that we use in making career decisions.

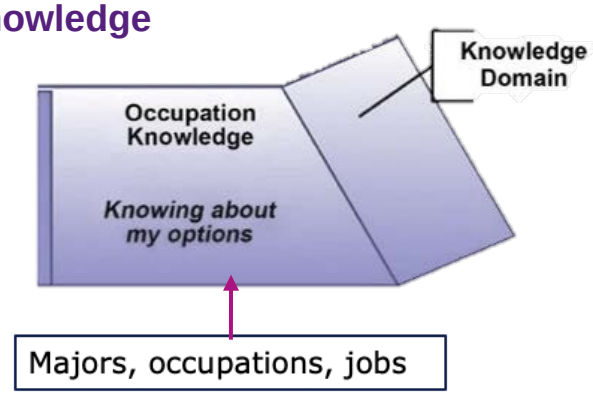
c) Make full and thoughtful use of resources on campus such as career advisors (Career Services Office), career counsellors (Student Counselling and Development), academic advisors (Central Academic Advising Office, and computer-based systems (National Career Portal).

Have a look at **Appendix F** for a simple exercise to start the process of determining your values and interests. You can also complete questionnaires on these on the National Career Portal, click on the icon to access this portal.

Please note, accessing this link will incur data charges.

Please remember that the results of these questionnaires should not be used to make big life decisions such as changing your degree. Rather use these as an opportunity to improve your self-knowledge, and should you want more clarity, seek counsel at one or all of the resources mentioned in 2c above.

3.3.3 Occupation knowledge



In our 21st century world, the number of options to work, learn, and play can be overwhelming at times. However, living and working effectively and responsibly in today's complex global economy means finding information about options and understanding how options are organised and connected to one another.

Exploring careers (occupations)

Remember that an occupation is defined as a group of similar jobs found in different industries or organisations. See the table below for examples of websites that provide useful information about occupations.

South African Websites	Global Websites
www.ncap.careerhelp.org.za	https://www.onetonline.org/
https://www.gostudy.net/	https://www.learnhowtobecome.org/
www.careersunlimited.co.za	www.monster.co.uk
www.mycareermylife.co.za/	https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree

Adapted from *Sources of Career-related Information* by South Africa Graduate Employers Association (SAGEA) (2019)

There are instructions for how to use the National Career Portal in **Appendix G.**

On the next page, you can learn more about how to improve your information about occupational options.

3.4.1 How to improve your knowledge about occupational and educational options

Apply the research skills you have already learned at university. Look at different books, websites and databases to get more information about careers and the educational opportunities that would position you best for the future world of work.

Remember that finding information about options takes time. You can spend up to 86 000 hours working in your life (calculated at 8 hours per day × 5 days per week × 50 weeks per year × 43 years). It is common sense to invest time in your decision.

Information about your options is available to you in formats that involve you in (i) reading, (ii) listening, (iii) observing, (iv) writing, (v) visiting, and (vi) talking.

Make it a habit to constantly acquire occupational information from friends, family members of friends, relatives, acquaintances, or even people sitting next to you on airplanes or buses.

Church activities and volunteer organizations also provide a means to meet people working in a variety of occupations. Individuals who engage in purposeful information-seeking behaviour are in a better position to acquire quality information for their career and life decisions.

Make it a point to learn about and become a critical reader of sources of occupational, educational, and leisure information. They are all around us. Web-based publications, major national newspapers, popular magazines, professional and association newsletters, seminars, blogs, and television regularly contain information about career options.

Use the services of the National Career Advice Portal, the UFS Career Services Office, Student Counselling and Development and Academic Advisors to help you locate and evaluate various sources of career information.

3.4.2 Knowing how you make decisions

The focus in this section is on understanding how you make decisions. It is important to remember that decision-making is a process. We all sometimes find it difficult to make decisions. It is normal to experience periods of uncertainty and indecision even if we have a plan.

Problems in effective decision-making

There are some general problems that can affect your decision-making:

- PERSONAL - You need to be in good physical, emotional, and mental condition to engage in effective decision making.
- FAMILY - Family members and relationships with significant others can interfere with effective decision-making. (They can help too, of course, but we're looking at problem areas for now.)
- SOCIETY - Social, economic, historical, and cultural forces can affect career decision-making. A national economic recession, gender, ethnic prejudice shared among residents in a community, or age discrimination can complicate one's career options and decisions.

3.4.3 Thinking about your decision-making

The ability to think about you career decision-making is a metacognitive skill or higher-order skill. Three metacognitive skills that are important in career decision-making are (a) self-talk, (b) self-awareness and (c) control and monitoring. If you would like more explanation on metacognition, click on this (1min, 3MB) audio clip. 🔊

Please note, listening to this audio via the Global Protect app will not incur data charges.

<u>Self-talk</u>

To be an effective career problem-solver you need to think that you are competent. You need to practice positive self-talk, i.e. "I can make a good career decision" which creates a positive expectation of yourself and makes you behave in a positive way. Negative self-talk, i.e. "I'll never be able to make a career choice" can shut down the process and short-circuit the decision-making.

Self –awareness

Self-awareness in the career decision-making process means having an awareness of one's self as the doer of a task. For example: Tshepo becomes aware that he feels anxious while he is using the CASVE cycle in the career decision-making process. A good career problem solver is able to think about the impact their career decision will have on their family and society.

Control and monitoring

Control and monitoring refers to knowing when you need to move forward in your decision-making and when you need to stop to get more information. A good career decision-maker is able to be honest with themselves about needing more information in the decision-making process and then knows when to make a choice and comment.

Learn about how to improve your metacognitive skills on the next page

3.4.4 How can I improve my metacognitive skills? (Executive Processing Domain)

Identify negative thoughts – Negative thoughts can limit your ability to make a career decision. Here are four steps that you can use to change your negative thoughts:

1. Identify negative statements i.e. "I can't choose a career"
2. Challenge this negative statement by ask whether this is true or useful
3. Reframe the negative statement i.e. "I can choose a career"
4. Act on your reframed positive statement i.e. start gathering information about a career

.

Train for positive self-talk – Training yourself to use positive self-talk can involve reading a self-help book or asking your friends to help you spot negative self-talk, or you might consider counselling to learn more strategies to monitor and control your self-talk.

Reduce either/ or thinking – This involves being careful to use all or nothing thinking i.e. seeing career choices as all bad or all good. In reality, all careers have advantages and disadvantages and we need to look at our circumstances, the time in our careers as well as other realities to make the best choice possible.

Develop self-control – This means that you need to limit impulsive decisions in choosing a career – such as doing something because everyone else is doing it and you want to follow your friends.

Improve general problem solving – Think about your problem solving skills and examples of how you approach problems. The CASVE model provides an approach of how to solve the problem of choosing a career.

On the next page, we will apply the theory to case studies.

3.5 Theories of career choice and development: Case study activity

Peter

Peter is a third year law student. His top 3 values are advancement, challenge and altruism. His top 3 career field interests are Law, Services, and Business. Peter has done his research on occupational options, but he is worried about making the wrong decision and the impact it will have on the rest of his life. At this moment, he feels like he might as well pull an option out of a hat and go with that. **What section of the pyramid of information processing domains does Peter need to work on next? How should he go about doing that?**

Cynthia

Cynthia has always dreamed about becoming an educational psychologist, but try as she might, she has not been able to get into the Masters programme. Cynthia is embarrassed, and worries about her future. She does not have a backup plan and is experiencing pressure from her family to get a job. **What should Cynthia do next? (Think beyond: "see a career counsellor") Provide supporting arguments for Cynthia's next steps.**

Sine

Sine has just completed an Honours degree in Communications and Marketing. While studying, she always had that nagging feeling that she should change her direction, but she decided to push through and complete her BA degree, and then hoped she would become energised for this career field during her Honours degree. She did not. She has realised that she wants to pursue her first love –nursing, but she is concerned about the amount of time it is going to take. She has already spent 4 years of her life studying, and another 4 years means she would have been out of the job market for 8 years. **What is your advice for Sine?Provide supporting arguments.**

3.6 Theories of career choice and development: Reflection Activity

The CIP approach is a simple and effective way to help you learn how to solve career problems and make career decisions. It improves career development because it focuses on how to locate, store, and use information in decision-making.

Stop for a moment to think about the following questions, and note down your answers:

1. What does your Pyramid of Information-Processing Domains look like?

_____

_____

2. Is it strong in the knowledge domains and weak in decision making (e.g., CASVE Cycle)?

_____

_____

3. Does it change as you acquire new information about yourself or the world of work?

_____

_____

4. What is the quality of your thinking (negative or positive) in the executive processing area?

_____

_____

The nature of a person's Pyramid can provide information about how effective that person will be in solving career problems and making career decisions.

_____

_____

4. The next steps in your career development/What should you take away from this unit?

In this unit, you learned about career development, how to make a career decision, the importance of a university degree and graduate attributes, and now you have to think about how all of this applies to you. There were opportunities throughout the unit to stop and reflect – could you place yourself on the pyramid? Do you know where you are in the CASVE? Have you thought about the way you think about your decision-making processes? Do you know why you are studying, and are you committed to it?

The pandemic has influenced our learning environment for the foreseeable future, and you have been faced with many of these questions as you continued your studies online. This unit has provided you with a framework for working through those questions by using knowledge to inform your decisions. Now that you have that knowledge, think about what's next for you? What are the next steps in your career development?

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

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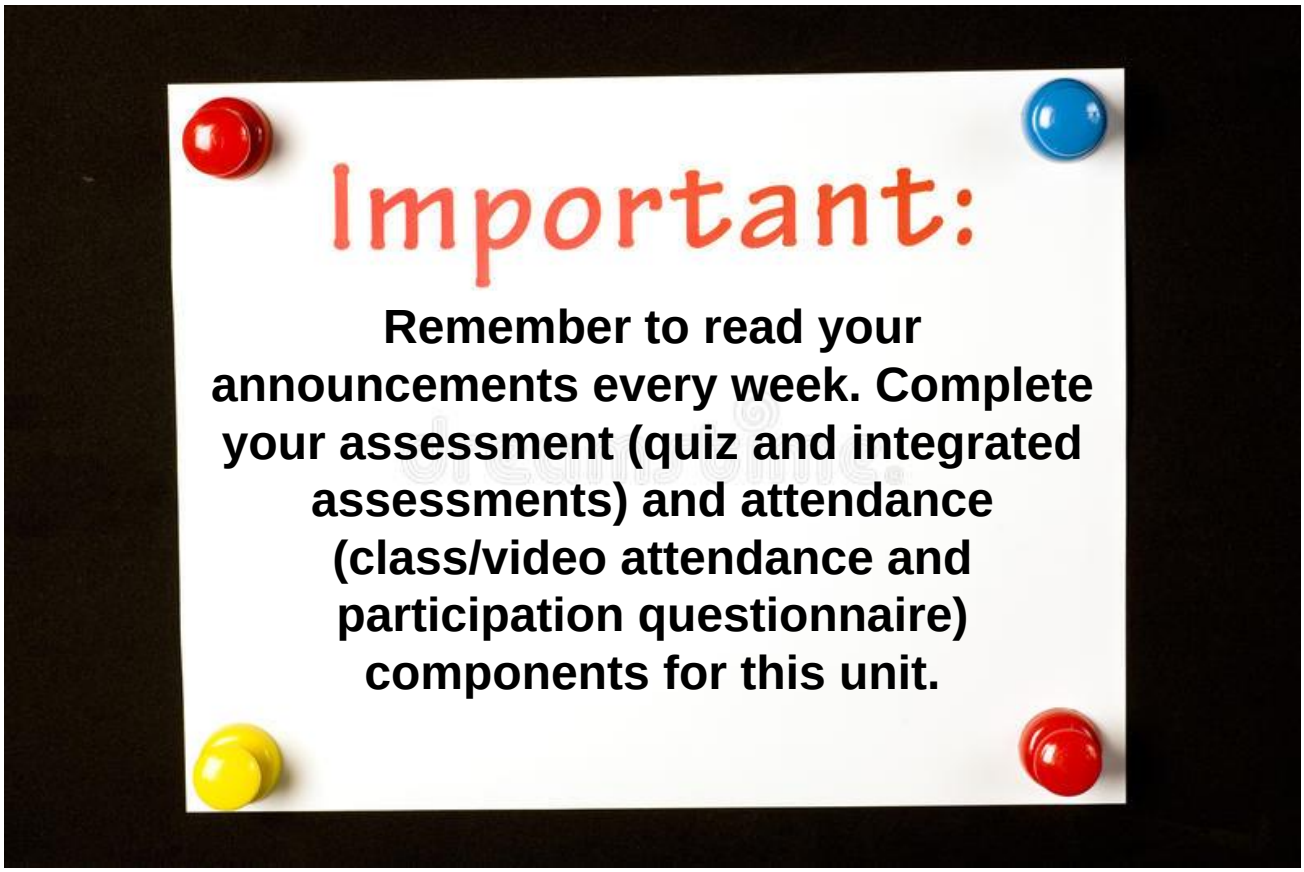

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Appendix E: Understanding definitions

Time extended: a Career is not just bound by a lifelong process affected by forces within and outside the person.

Career path: a Career is an ongoing process of making choices for the development of your path of work and skills development.

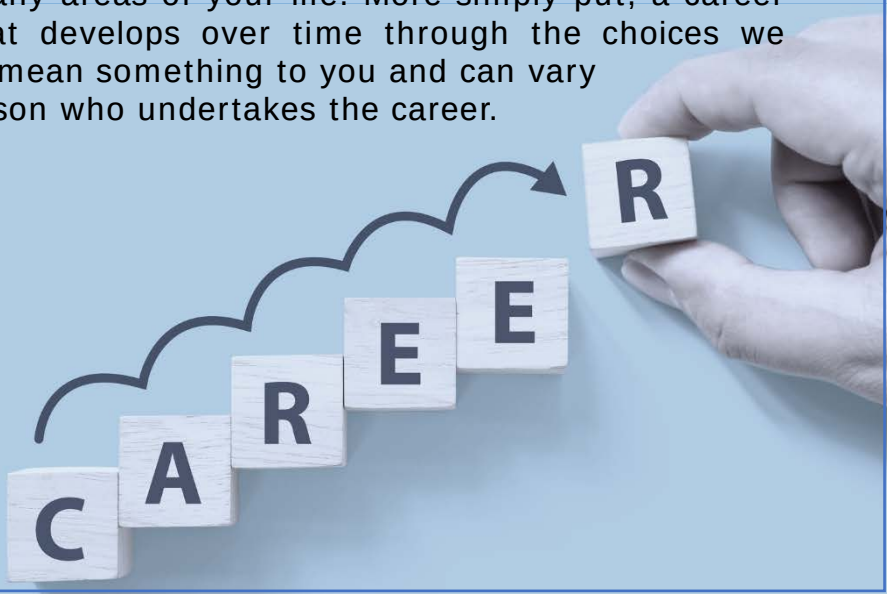
Purposeful: a Career needs to mean something to a person. This implies that a career is planned, thought about and is executed/followed through. A Career is driven by goal setting and dreams. Ultimately, a career reflects a person's values and beliefs.

Life pattern: a Career is more than just a job or position within a corporation, it is the result of all the roles and obligations a person has (being a spouse, homemaker, assistant, etc.) bent into one journey.

Work: Work is more than what you do to get paid. Work includes all the activities you do in your adult life. This includes things you do for yourself and others and is the way in which the concept of a Career is operationally defined.

Undertaken by the person: a Career is unique to each person. People may have similar skills/qualifications/ interests, work for the same company and have the same position but still have different Careers.

As you can see, the word "career" has quite an elaborate definition as it is involved in so many areas of your life. More simply put, a career is: A life pattern that develops over time through the choices we make. A career must mean something to you and can vary depending on the person who undertakes the career.



Appendix F: Self-knowledge Activity Identifying your values, interests and skills

VALUES

Choose the top 3 values that you would prefer in your future work environment

Rank	Work value	Description
	Advancement	Your desire is to grow in your career. It seems like when you are looking for work, your main focus is on the ladder you will climb as you grow in your career. It is important for you to get ahead in your career, gain opportunities for growth and work in an environment where one gets to progress from one level to another.
	Adventure	You prefer to work in an environment where you are not necessarily secured of your physical safety and have to engage in activities that require you to protect yourself.
	Affiliation	It is important for you to work where you are associated with the organisation.
	Altruism	It seems important to you to work in an environment where you are able to assist others. You would rather sacrifice your comforts for the sake of the people's well-being.
	Appreciation	It seems like it is important to you to be in an environment where you are recognised for who you are and valued for the contribution you make to the organisation.
	Challenge	It is important to you to work in a place that allows you to solve complex problems and in which there is little room for error.
	Competition	It is important to you to work in an environment where your performance is measured against others and you are rewarded for performing better than others.
	Creativity	You are interested in work that allows you to create things from scratch. This is a skill you use when solving problems and expressing yourself.
	Flexibility	It is important to you to have a job that allows you to also focus on other important things outside your work.
	Fun	It seems important to you to work where people are humourous and allow you to explore that side of your personality.
	Money	You seem to be someone who considers salaries when looking for work. You consider passion second.
	Spirituality	It seems important to you to work in an environment that allows you to practice your spiritual beliefs without judgment. You would like to also have your belief system be acknowledged in your daily work.

INTERESTS

Choose the top 3 study or career fields that you are interested in from the list below.

Rank	Study or Career Field
	Agriculture and Nature Conservation - study field includes; crop production, water management and farm management.
	Arts and Culture - study field involves creative expression through drawing, sculpting, painting, filmmaking, and photography just to mention a few.
	Business, Commerce and Management Studies - study field prepares students for the business and management environments.
	Communication and Language Studies - study field equips students to develop a broad range of communication skills and sets a good foundation in linguistic, applied linguistic and communication theory.
	Education, Training and Development - study field refers to careers that are aimed at elevating and developing people through the process of acquiring information and skills via teaching and learning.
	Health Sciences and Social Services - study field involves finding solutions to health-related problems.
	Human and Social Studies - study field prepares students to have a better understanding of people, society, and culture with a broader perspective.
	Law, Military Sciences and Security - study field is determined by the application of principles and procedures which are governed by the laws of the country.
	Manufacturing, Construction, Engineering and Technology - study field provides students with problem-solving skills, hands-on competency, and require state-of-the-art technical knowledge.
	Physical, Mathematical, Computer and Life Sciences – study field involves careers that require the use of analytical skills to solve complex problems.
	Services - study field involves careers that use practical skills to render a service to others.

SKILLS

Choose the top 3 study or career fields you can work in. Are you able / will you be able to work in these fields?

Rank	Study or Career Field
	Agriculture and Nature Conservation - study field includes; crop production, water management and farm management.
	Arts and Culture - study field involves creative expression through drawing, sculpting, painting, filmmaking, and photography just to mention a few.
	Business, Commerce and Management Studies - study field prepares students for the business and management environments.
	Communication and Language Studies - study field equips students to develop a broad range of communication skills and sets a good foundation in linguistic, applied linguistic and communication theory.
	Education, Training and Development - study field refers to careers that are aimed at elevating and developing people through the process of acquiring information and skills via teaching and learning.
	Health Sciences and Social Services - study field involves finding solutions to health-related problems.
	Human and Social Studies - study field prepares students to have a better understanding of people, society, and culture with a broader perspective.
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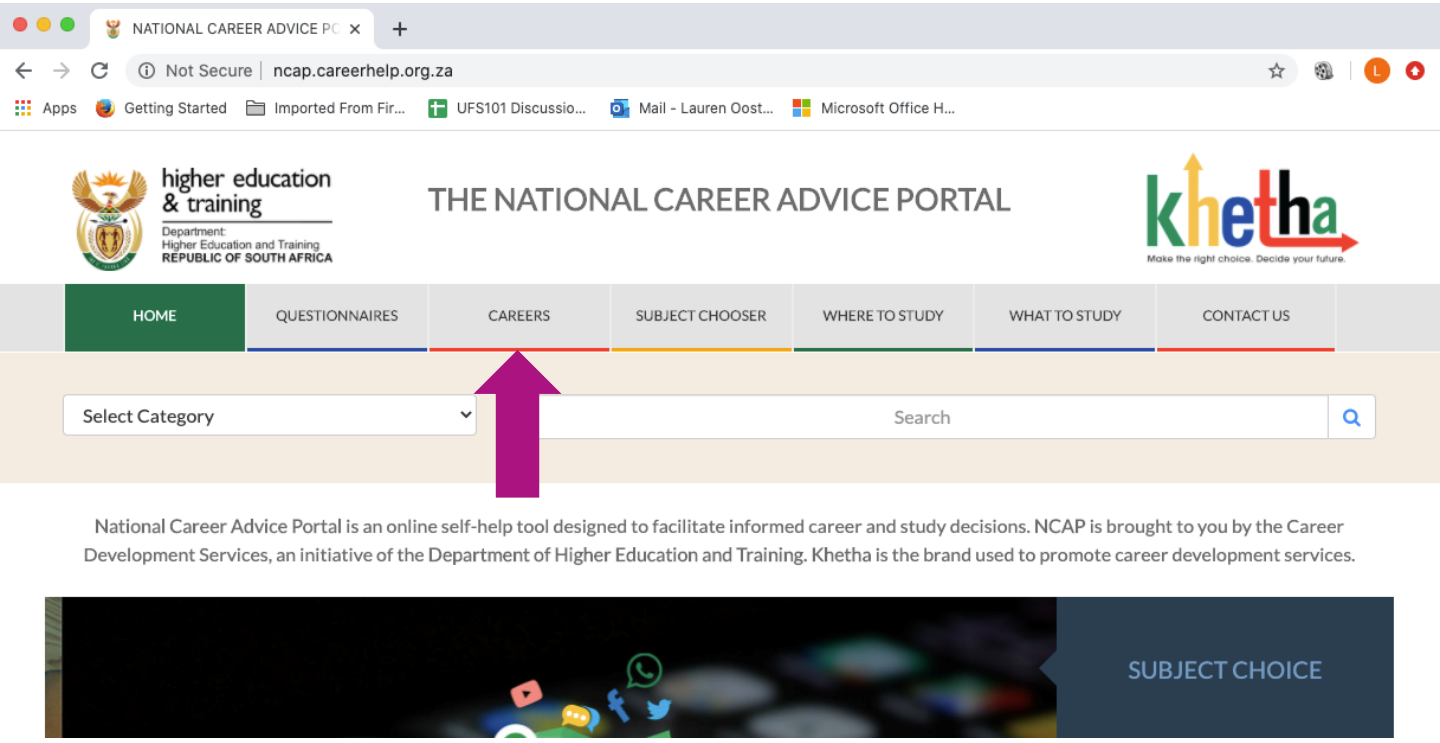
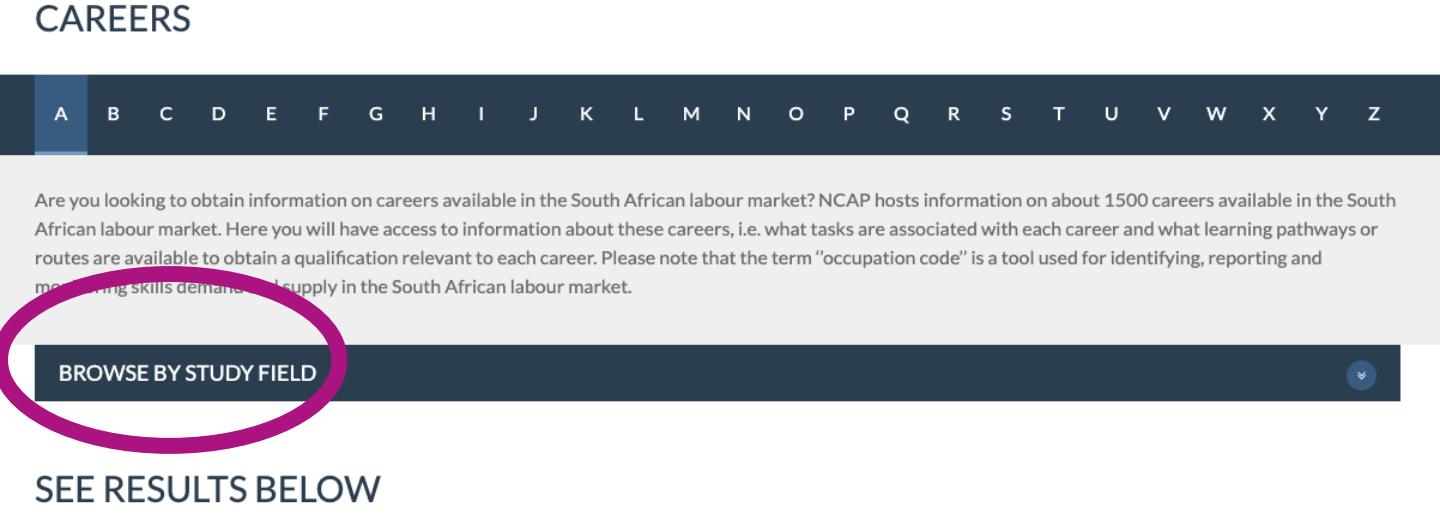
	Manufacturing, Construction, Engineering and Technology - study field provides students with problem-solving skills, hands-on competency, and require state-of-the-art technical knowledge.
	Physical, Mathematical, Computer and Life Sciences – study field involves careers that require the use of analytical skills to solve complex problems.
	Services - study field involves careers that use practical skills to render a service to others.

Appendix G:
Explore possible career options linked to your interests

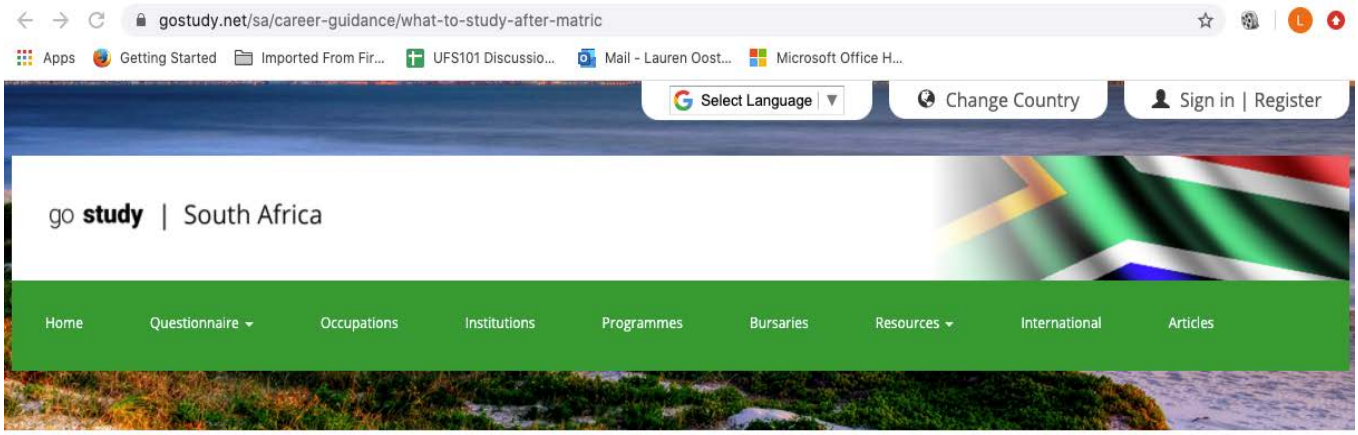
Step 1: Go to the National Career Advice Portal http://ncap.careerhelp.org.za and click on "Careers"



Step 2: Click on "BROWSE BY STUDY FIELD" and use the results from the interests that you identified.



Step 3: Go to the following link: https://www.gostudy.net/sa/career-guidance/what-to-study-after-matric



Home / Articles / Career Guidance / What to Study after Matric

What to Study after Matric

What to Study

Step 4: Scroll down to the list of study fields, click on your study field to see the applicable sample of careers.

A university is normally associated with an academic education offering different types of bachelor degrees. A bachelor degree, also known as a Baccalaureate Degree, is a first degree or undergraduate degree. A degree usually takes three years complete. Whilst there are many different degrees available, most careers can be followed via nine common fields of study:

- Arts (BA)
- Commerce (BCom)
- Sciences (BSc)
- Education BEd
- Engineering (BEng)
- Building Science (including Architecture)
- Agriculture
- Medicine
- Law (LLB)

Requirements for degree studies?

How do **graduate attributes enhance** my **employability?**

Second Semester Study Guide

2021

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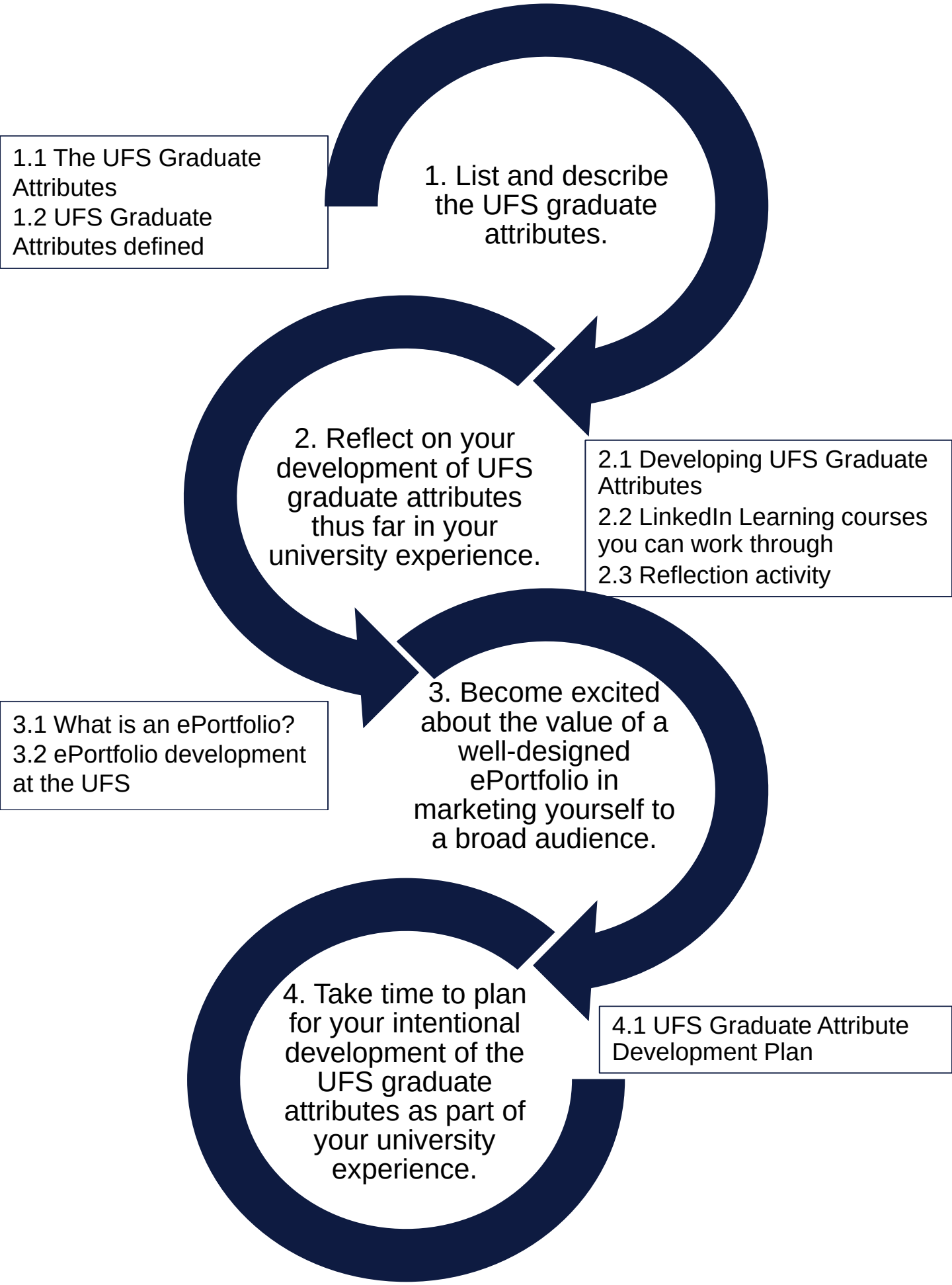
Enabling graduates to compete globally and locally

Unit overview and outcomes

In this unit, you will be introduced to the UFS graduate attributes. These are skills or competencies that employers across the world are looking for in employees. You will also be introduced to the role a well designed ePortfolio, that showcases your competencies, plays in enhancing your employability.

After successful completion of this unit, you should be able to:

- list and describe the UFS graduate attributes;
- reflect on your development of UFS graduate attributes thus far in your university experience;
- appreciate the value of a well-designed ePortfolio in marketing yourself to a broad audience; and
- take time to plan for your intentional development of the UFS graduate attributes as part of your university experience.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3.2 ePortfolio development at the UFS
3. Become excited about the value of a well-designed ePortfolio in marketing yourself to a broad audience.
4. Take time to plan for your intentional development of the UFS graduate attributes as part of your university experience.
4.1 UFS Graduate Attribute Development Plan

1.1 The UFS Graduate Attributes

Experiencing university is about a lot more than the academic knowledge that you acquire. It is also about developing the skills/competencies that are required for you to optimally function in the world of work and contribute to the economy and to society. These skills or competencies are known as graduate attributes and they are seen internationally as a critical outcome of higher education.

At the UFS, there are 8 graduate attributes that are integrated into your academic programme, as well as into co-curricular programmes that you can participate in. Have a look at the diagram below for the 8 UFS graduate attributes – in the next few pages we will look at how these attributes are defined at the UFS and how you can develop them (Strydom & Oosthuizen, 2021).

8 UFS GRADUATE ATTRIBUTES

1.2 UFS Graduate Attributes defined

Academic competence refers to the knowledge, skills and attitude that you develop through becoming competent in your discipline content. Part of being competent in your discipline content is lifelong learning, which means that you are curious, take initiative, learn independently, transfer knowledge and reflect on your learning.

Community engagement is collaborations and partnerships with communities to build and exchange knowledge, skills, expertise and resources required to develop and sustain society.

Critical thinking is the ability to comprehend and analyse issues, ideas, events, and information and then synthesise it to put forward your opinion or conclusion.

Entrepreneurial mindset is a set of attitudes, skills and behaviours that can be applied in all spheres of life. This mindset will help you be intentional about your personal and professional development and enter the job market as employee or self-employed.

Ethical reasoning is reasoning about right and wrong human conduct. To reason ethically, you have to assess your own ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to the ethical issue, and consider the consequences of alternative actions.

Oral communication is the ability to deliver a presentation to increase the knowledge or understanding of the listener's, or to promote a change in their attitudes, values, beliefs or behaviours.

Problem solving is the ability to identify a problem, and design, implement and evaluate a strategy to achieve a goal or answer a question.

Written communication is the development and expression of ideas in writing. This can involve mixing text, data and images, and learning to work in different genres and styles.

(Association of American Colleges and Universities, 2015; Bacigalupo et al., 2016; UFS VALUE Rubrics, 2019; Yorke, 2016)

2.1 Developing Graduate Attributes

At the UFS, there are five main ways that you can intentionally work towards developing graduate attributes:

1. Through your academic programme

The UFS graduate attributes are integrated in your academic programme, and you will develop many of the attributes through its application in your discipline content. For example, problem solving will be developed through case studies, written communication will be developed through report writing and research proposals, entrepreneurial mindset will be developed through team work and creativity in assignments, etc. Be sure to be intentional about developing these graduate attributes, as they are the competencies that are necessary to be successful in the work environment.

2.Through participation in co-curricular activities

There are many co-curricular projects run out of Student Affairs, such as participating in the Global Learning Initiative, career services workshops, the community gardens project, or the mentorship programme. You can visit these links for more information:

- https://www.ufs.ac.za/supportservices/departments/student-affairs-home
- https://www.ufs.ac.za/supportservices/departments/student-affairs-home/bloemfontein-campus/student-leadership-development
- https://www.ufs.ac.za/supportservices/departments/career-services-home

3. Through completion of LinkedIn Learning courses

You learned about LinkedIn Learning courses this semester. You can now complete courses specific to the UFS Graduate Attributes that will give you a head start in your professional career. Have a look at the links provided on the next page.

4. **Through earning while you learn**, by participating in volunteer work at the UFS, or getting a job as a student assistant, tutor, Teaching Assistant, etc.; and

5. **Through intentional reflection and record keeping of your graduate attribute development, in your ePortfolio** (more about this later in this unit).

2.2 LinkedIn Learning Courses you can work through:

For courses that you can do to develop each of the UFS graduate attributes, keep an eye out on your UFSS1504/1522 Blackboard for LinkedIn Learning links that we will make available to you there. These are short workshops, and you will earn certificates for completing them. Remember that you have to create a LinkedIn Profile to access the LinkedIn Learning courses.

2.3 Reflection activity

Now that you know what the UFS graduate attributes are, think about your own development this past year.

a) How many graduate attributes have you developed this year? List them:

_____
_____
_____
_____
_____

b) How do you know that you have developed these attributes? Provide examples, specific to your academic programme or co-curricular experiences, of how you have developed these attributes.

_____
_____
_____
_____
_____

c) Which attributes do you think would be especially important to develop for your future work, and why?

_____
_____
_____
_____
_____

Next up, we will look at keeping record of your development of the UFS graduate attributes, through an ePortfolio.

3.1 What is an ePortfolio? The three types of ePortfolios

When you think of a portfolio, what comes to mind? Typically, people think that this is a folder containing evidence of one's work or skill set or abilities. The days of a portfolio being just a folder are long gone. Now, ePortfolios (electronic portfolios) are being used in higher education as a space for students to tell their stories, and to document and reflect on their learning.

It helps students develop introspection/self-reflection and metacognition (thinking about the way you think). It helps students answer questions about who they are, who they are becoming, and what they are capable of (Eynon & Gambino, 2017). The type of ePortfolio where you document your learning is called a **learning portfolio.** A learning portfolio can help you connect your learning across modules and across various university experiences. (Yancey, 2019).

Beyond your degree, you can continue to use an ePortfolio as a reflective space, so that potential employers, peers, funders, your network, etc. can see your development over time, as well as your reflection on your development. More and more, employers are looking for employees who can practice self-reflection and be intentional about skills development and personal and professional growth. You can also showcase your skills by including excerpts or examples of your work in such a portfolio. This type of portfolio is called an **exploratory portfolio.** (Yancey, 2019).

In addition to your CV, you can also create a **professional portfolio**, which would have examples of your work, and be interactive, with your peers and previous and current employers posting reference letters or endorsing your skills – your LinkedIn Profile is an example of a professional portfolio. (Yancey, 2019).

On the next page, you can see examples of each of these three ePortfolios.

3.2 ePortfolio development at the UFS

At the UFS, we have created an ePortfolio pathway, in which you have various touch points throughout your undergraduate experience, to work on your ePortfolio. In your second and third year, you can look out for an online learning organisation on Blackboard that will help you to intentionally work towards developing graduate attributes and recording that in your ePortfolio. In your final year of study, you can enroll for a module that is focused on creating a market-ready ePortfolio to help you uniquely position yourself in the work force.

More information about this will be posted on Blackboard and UFS social media!

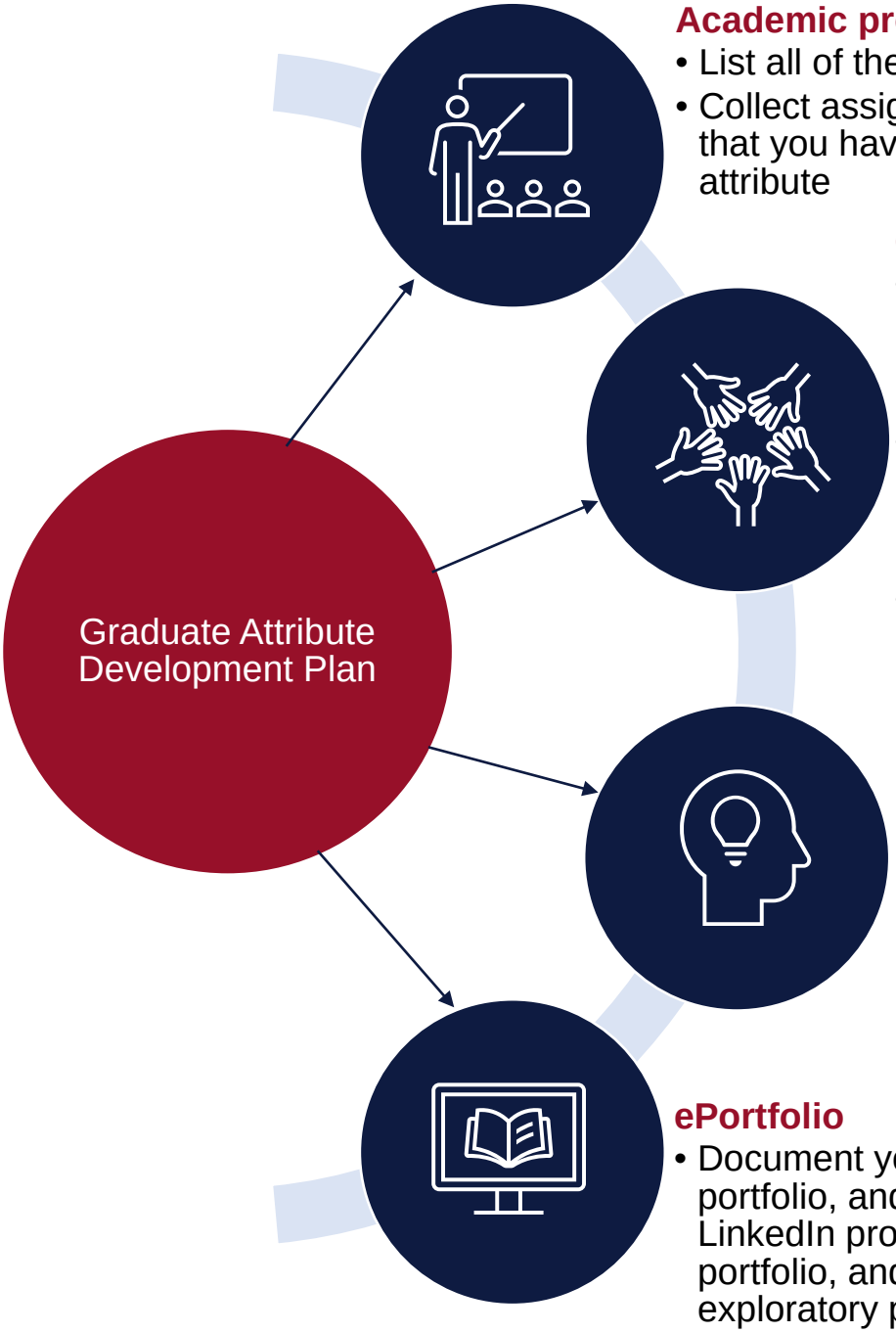
1st year: **UFSS1504/UFSS1522**

2nd & 3rd year: **Blackboard organisation**

Final year: **ePortfolio management module**

4. UFS Graduate Attribute Development Plan

Let's circle back to your development of the UFS Graduate Attributes. To ensure that you are developing the UFS Graduate Attributes, we are going to look at how you can put together a Graduate Attribute Development Plan that you work from, from now until graduation.



Academic programme

- List all of the attributes
- Collect assignments that are proof that you have developed that attribute

Co-curricular activities

- List the co-curricular activities you participate in (if you don't have any, sign up for something!)
- Journal about how you are developing graduate attributes through these activities
- Keep record of your participation, through photographs, videos and journaling.

Learning opportunities

- LinkedIn Learning
- Earn as you learn

ePortfolio

- Document your learning in a learning portfolio, and start working on your LinkedIn profile as a professional portfolio, and a website as an exploratory portfolio.

Reflection

Take 3 minutes to think back on the content you have worked through, and write down three things that you learned. It is important that you do this as preparation for the assessments. You will be asked how you applied the content, so think through what you learned and how you can apply it, and note that down now while the information is fresh in your mind.

_____

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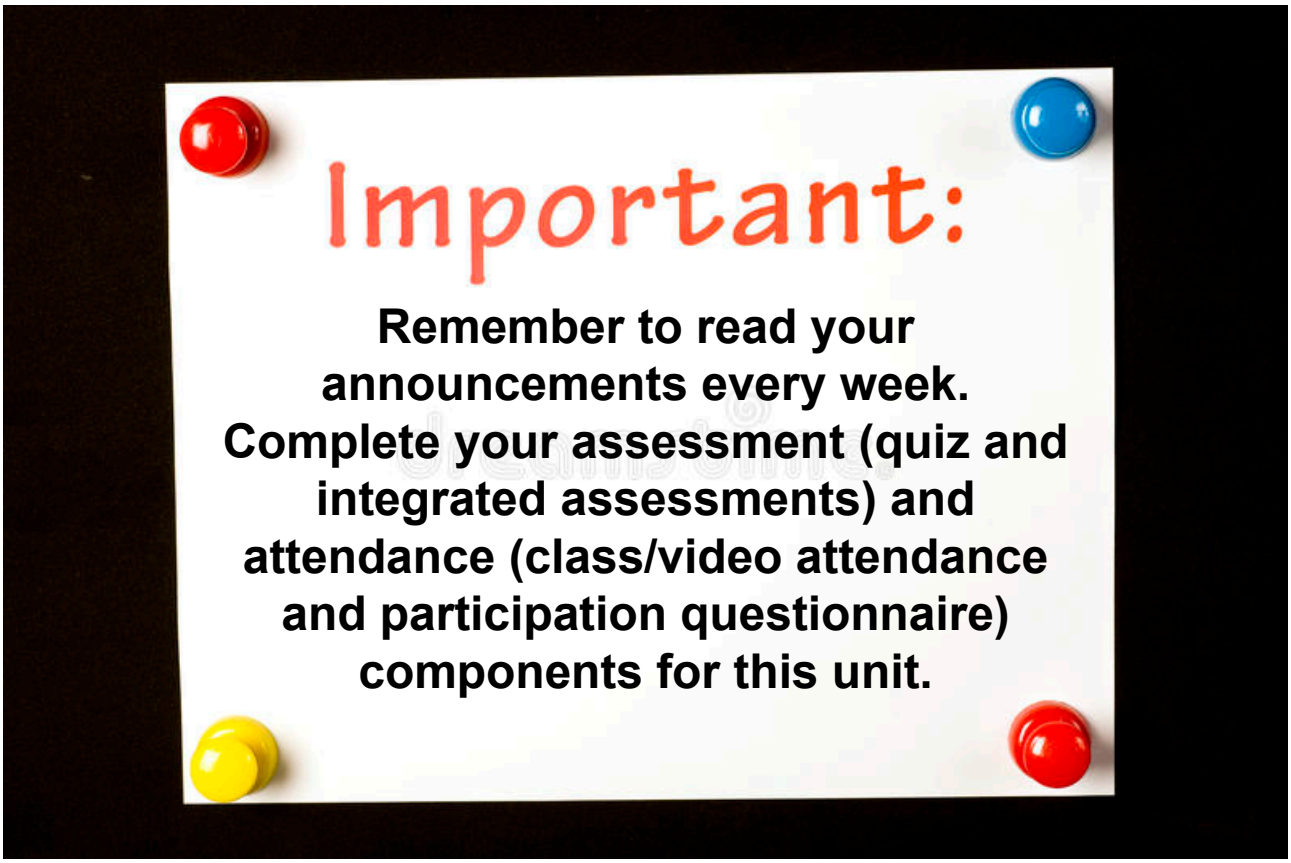

What should you take away from this unit?

Graduate attributes are competencies that, if you develop them, allow you to compete locally and globally in the workforce. In this unit, you learned about the 8 UFS graduate attributes, and how you can develop them. Make use of your Graduate Attributes Development Plan to intentionally develop these competencies. As you develop them, you can record your learning in your ePortfolio which is a digital tool that you can use to market yourself to peers, funders, potential employers, etc.

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