FOBE200

Professional and Community Engagement

S1 Day 2014

Dept of Marketing and Management

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Leanne Carter
leanne.carter@mq.edu.au
Contact via leanne.carter@mq.edu.au
Wednesdays 12.00pm to 1.00pm

Chris Bilsland
christine.bilsland@mq.edu.au

Credit points
3

Prerequisites
24cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description
This unit provides an opportunity for students to directly engage with the community through experience in a variety of workplaces including government agencies, companies, industry partners and not-for-profit organisations. The unit comprises of workplace experience in a business or other relevant organisation for the equivalent of one week of full-time work. At the completion of the unit, students are expected to have developed skills in relation to the application of business theory in the real world, work-readiness skills and a better appreciation of the business profession. These outcomes assist students in becoming engaged and ethical local and global citizens who are able to be socially and environmentally active, and responsible and capable of professional judgement.This unit is a designated PACE unit and all enquiries regarding enrolment should be made with the Faculty no later than 4 weeks before commencement of the study period.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges.

Understand the interests of different stakeholders in an organisation or/and professional environment, including customers, competitors, collaborators, and other external forces

Enhance awareness of the profession's contribution to society through reflection of ethical and professional conduct and related issues

Assessment Tasks

Name	Weighting	Due
Reflective Activity	40%	5pm, Friday Week 13
Final Report and Presentation	60%	Week 13 TBA
Supervisor Report	0%	5pm Friday Week 13

Reflective Activity

Due: **5pm, Friday Week 13**
Weighting: **40%**

The students are expected to collect evidence of their learning during the placement with critique, focusing on ethical issues confronting the workplace.
On successful completion you will be able to:

- Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges.

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Final Report and Presentation

Due: **Week 13 TBA**
Weighting: **60%**

Research, analyse, write and present a 2,500 word report that discusses your experiences in the workplacement, in light of your academic major/s or degree, demonstrating the relevance of their academic and technical skills in solving real-world problems.

The Presentation is for 10 minutes, followed by 5 minutes of class questions or interactions.

On successful completion you will be able to:

- Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges.
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Supervisor Report

Due: **5pm Friday Week 13**
Weighting: **0%**

This is a report to be compiled by the employer providing information on the student's performance at the workplace. It is based on the graduate capabilities.

On successful completion you will be able to:

- Enhance awareness of the profession's contribution to society through reflection of ethical and professional conduct and related issues

Delivery and Resources

What has Changed as a response to student feedback

As a result of student evaluations of the unit last session, this offering now includes more information of seminars and their content to ensure students have full understanding of their commitment on campius at the start of the session.

Timetabling of classes

This unit does not always run to this schedule due to the PACE component of the unit. Please check iLearn and/or your email for details of seminars.

The class is run in internal mode.

Seminar Dates and Times: To be agreed between student and unit convenor. these wil be advised in an email and on iLearn.

- Four X 3-hour seminars.

In addition, you must meet a minimum of 1 weeks full time work (ie. 30 hours) or equivalent. Workplace Experience can be in either a for- profit business, government or not-for-profit organization, or any other relevant organization.

Textbook

There is no prescribed text given the individual nature of student interests and the tasks for this unit.

Other Recommended Reading

In addition you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in your discipline area (e.g.marketing, accounting, finance, economics, human resources, demography, business, international business, public sector management etc.)

Technology Used and Required

You should be able to use Microsoft Office (or equivalent) especially the word, excel and powerpoint (or Prezi) software.

You should also access these key research databases available for access through the library. Some databases are recommended below:

- Ebscohost:
  - Emerald
  - Business Source Premier
- Wiley Interscience
- Google Scholar (only when logged in via the Macquarie University website)

Prizes

Students of PACE units are eligible to apply for the prestigious Professor Judyth Sachs PACE Prizes.

Please see the following link for application process.

 http://students.mq.edu.au/opportunities/participation_and_community_engagement/grants_prizes/

See the Faculty Website for other prizes

http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships

Unit Schedule

TOPIC/ACTIVITIES
Orientation Seminar: This face-to-face seminar will be conducted preceding the workplace experience. The goals of this seminar are: ü To provide students with strong orientation to their sites, University expectations, and academic requirements. ü To address pragmatic concerns (communication, workplace etiquette, etc), risk management, and other logistical requirements ü To prepare students for inter-cultural communication-related issues & sensitize them to site expectations.
Ethics Protocol Seminar This is a face-to-face seminar presented in order to prepare you for any research projects that you may encounter as part of your PACE activity.   The objective of this seminar (and associated on-line modules) are to ensure appropriate ethics training is made available to students who will be undertaking research. This training will ensure that students understand the importance of responsible research conduct, including the four values of ethical human research as highlighted in the national statement (2007); respect for human beings, research merit and integrity, justice, and beneficence.
WALK Model Seminar in preparation for your final report This is a face-to-face seminar presented in order to prepare you for your final report and presentation.
Debriefing Seminar Reflection and Plans for the Future   *Reflective Activity Due* *Report and Presentation Due* *Supervisor's Report Due*.

Learning and Teaching Activities

Orientation Seminar:

This face-to-face seminar will be conducted preceding the workplace experience. The goals of this seminar are: * To provide students with strong orientation to their sites, University expectations, and academic requirements. * To address pragmatic concerns (communication, workplace etiquette, etc), risk management, and other logistical requirements * To prepare students for inter-cultural communication-related issues & sensitize them to site expectations.

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WALK Model Seminar

WALK Model Seminar in preparation for your final report This is a face-to-face seminar presented in order to prepare you for your final report and presentation.

Debriefing Seminar

Reflection and Plans for the Future Careers

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand the interests of different stakeholders in an organisation or/and professional environment, including customers, competitors, collaborators, and other external forces
- Enhance awareness of the profession's contribution to society through reflection of ethical and professional conduct and related issues

Assessment tasks

- Reflective Activity
- Final Report and Presentation
- Supervisor Report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the interests of different stakeholders in an organisation or/and professional environment, including customers, competitors, collaborators, and other external forces
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Gain work experience in a relevant field and identify the relationship of their University

education to the wider world, social problems, and other challenges.

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges.
- Understand the interests of different stakeholders in an organisation or/and professional environment, including customers, competitors, collaborators, and other external forces

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges.
- Understand the interests of different stakeholders in an organisation or/and professional environment, including customers, competitors, collaborators, and other external forces
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Research and Practice

Research outputs related to PACE

E3 Chapter in e BOOK from Conference Proceedings (double blind reviewed)

Carter, L.M., and Romero, A.,   (2014)   "Student satisfaction through work integrated learning; a qualitative study in a business school",   *eBook chapter Macquarie University LTC e book*

Conference Presentation

Bilsland, C., **Carter, L**. and Wood, L. (2013) *"Work integrated learning for Business studies in Vietnam",* The 5th "Engaging with Vietnam: An interdisciplinary Dialogue" Conference *Integrating Knowledge: The Multiple Ways of Knowing Vietnam,* 17th – 18th December 2013, Hanoi, Vietnam.

Changes since First Published

Date	Description
28/02/2014	The Description was updated.