

## Unit of Study Guide

Unit Code and Title	BUS6015 Career Ownership in the 21st Century Workplace
Course(s)	Master of Business Administration
Core or Elective	<b>Elective:</b> Master of Business Administration
Credit Points	8 credit points
Duration	12 weeks
AQF Level	9
Student Workload	Students should expect to spend 156 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
Essential Requirements	N/A
Mode(s) of Delivery	On campus / Online
Pre-Requisite/Co-Requisite	Pre-Requisite BUS5001 Ethical, Legal and Industrial Frameworks
Unit Coordinator	
Contact Information	✉: ☎: +61 02 9318 8111 <a href="#">Consultation: By appointment</a>

### Unit Description

Traditional enterprise structures, places of work and types of work done are changing and will continue to change rapidly into the future. Enterprises are having come to terms with greater demands for workplace flexibility and more autonomy within the workforce. The emergence of digital platforms and work places supporting the digital economy continue to catalyse an already challenging and often unfamiliar construct of work and the worker. *BUS6015 Career Ownership in the 21st Century*, takes the lens of “the future of work” and explores the challenges of enterprise leadership and how to attract talent within the modern work place at the same time takes students on a journey of how to build a framework around the fluidity and often freelance nature of the emerging digital enabled economy.

### Unit Learning Outcomes (ULOs)

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

**ULO1** Plan career strategies within your career landscape.

**ULO2** Reflect on how a sense of purpose sets personal and professional direction, motivation and resilience.

- ULO3** Develop an agile plan for current and future growth.
- ULO4** Synthesise personal growth within a framework of views of future work.
- ULO5** Critique the relationship between personal wellbeing and professional performance in uncertain professional environments.

### Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

- CLO2** Generate innovative, sustainable solutions to complex real world, contemporary enterprise problems.
- CLO3** Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.
- CLO4** Effectively communicate complex concepts, relating to the analysis, planning, design and evaluation of responses to enterprise problems to both specialist and non-specialist team members, clients and collaborators using a range of communication modalities as appropriate.
- CLO5** Demonstrate responsible, accountable and ethical behavior.
- CLO6** Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

### Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

- GA1. Analytical and Scholarly:** APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.
- GA 2. Ethical and Inclusive Professionals:** APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.
- GA 3. Innovative Problem Solvers and Decision Makers:** APIC graduates will be curious, enquiring and adaptable, embracing and creating change. They will be able to find novel and effective solutions for anticipated and unexpected challenges and make appropriate, timely and justified decisions.
- GA 4. Excellent Communicators:** APIC graduates will be able to communicate effectively in oral and written English and collaborate with others to achieve outcomes. They will be able to adapt their communication style to context.
- GA 5. Critical and Reflective Thinkers:** APIC graduates will actively reflect on and critique information, decisions, and strategies for continuous improvement.
- GA 6. Leaders and Collaborators:** APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

### Learning and Teaching Approach

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments

demonstrates that the unit learning outcomes have been achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

### Expectations of Students

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
- Notify the lecturer and / or unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

### Schedule of Learning and Teaching Activities

	Topic	Learning Activities	Readings
<b>Week 1</b>	Introduction to the subject	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Introduction to the unit and expectations</li> <li>• Exploring the future of work and the framework (Planning, Social Technological and Individual)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Personal strengths / passions and purpose exercise</li> </ul>	Readings provided in LMS
<b>Week 2</b>	Environmental and Global Impacts	<b>Concepts</b> <ul style="list-style-type: none"> <li>• "The gig economy", trends, challenges and opportunities</li> <li>• Understanding the local enterprise environment when it has become a global reality</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Preparation for assessments.</li> </ul>	Readings provided in LMS
<b>Week 3</b>	Analysis of future sectors by technology enablement	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Understanding the future workplace within the context of Industry 4.0 and the IoT</li> <li>• Emerging careers and roles within established enterprises</li> <li>• Emerging enterprises, their structures and functions</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• In-class debate: Growth industries and roles in 2030</li> </ul>	Readings provided in LMS
<b>Week 4</b>	Attributes analysis	<b>Concepts</b> <ul style="list-style-type: none"> <li>• How disruption can provide opportunity</li> <li>• Cyclical nature of enterprises, work, education and career</li> </ul>	Readings provided in LMS

		<ul style="list-style-type: none"> <li>The key personal and professional attributes for flourishing in the 21st century workplace</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>In-class debate: Preparing for the 21<sup>st</sup> century career</li> </ul>	
<b>Week 5</b>	Adaptability and Capacity Analysis	<b>Concepts</b> <ul style="list-style-type: none"> <li>The agile workplace</li> <li>Understanding and measuring workplace capacity and performance</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Preparing for assessments</li> </ul>	Readings provided in LMS
<b>Week 6</b>	Sensitivity and Sense Making	<b>Concepts</b> <ul style="list-style-type: none"> <li>"The gig economy"</li> <li>Spot transactions, the need for speed, rapid deployment and extraction within a market</li> </ul>	Readings provided in LMS
<b>Week 7</b>	Skills Building	<b>Concepts</b> <ul style="list-style-type: none"> <li>Developing the portfolio mindset</li> <li>Wellbeing and its effect on positive career managing</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Presentation</li> </ul>	Readings provided in LMS
<b>Week 8</b>	Leadership Challenges	<b>Concepts</b> <ul style="list-style-type: none"> <li>The demise of the command and control model of leadership</li> <li>Alternative leadership styles</li> <li>Leading remote teams</li> <li>Leading and being led in transient / project focused teams</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Case studies</li> </ul>	Readings provided in LMS
<b>Week 9</b>	<b>Presentations and Defense</b>		
<b>Week 10</b>	<b>Presentations and Defense</b>		
<b>Week 11</b>	Continuity Challenges	<b>Concepts</b> <ul style="list-style-type: none"> <li>Developing the plan A, plan B and plan C</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>In-class fallback planning activity</li> </ul>	Readings provided in LMS
<b>Week 12</b>	The four essentials of the future of work (place, routines, purpose people) and Bringing It All Together	<b>Concepts</b> <ul style="list-style-type: none"> <li>Bringing it all together</li> <li>Developing a sense of purpose and a dynamic personal career framework for ongoing success</li> <li>Conclusion and wrap up</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Debate on learnings and views from Assessment 3</li> </ul>	Readings provided in LMS

### Assessment Information

Assessment	Weight	Due Week	Duration	ULO
<b>Assessment 1: Portfolio and Infographic (Simulation)</b> (Individual) Students create a portfolio of their views of the future of work. The assessment will include prose and an infographic.	35%	4	1500 words Plus infographic Total 2500 words eq	ULO1 ULO2
<b>Assessment 2: In-Class Oral / Audiovisual Presentation (Circle)</b> (Individual) Using the outcomes from Assessment 1 students present a plan for mobilising their previously identified professional opportunities and respond to class feedback	35%	9 - 10	15 minutes 2500 words eq	ULO2 ULO5
<b>Assessment 3: Artefact</b> (Individual) Students reflect on (a) their data generated from Assessments 1 and 2; and (b) the body of knowledge developed through the unit and prepare a plan for future professional growth	30%	12	2000 words	ULO3 ULO4

### Resources

#### Prescribed Text(s):

No prescribed text

#### Recommended Readings:

- Ashford, SJ, Caza, BB & Reid, EM 2018, 'From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work', *Research in Organizational Behavior*, 38, pp. 23–41. doi: <https://doi.org/10.1016/j.riob.2018.11.001>.
- Bajwa, U, Gastaldo, D, Di Ruggiero, E & Knorr, L 2018, 'The health of workers in the global gig economy', *Globalization and Health*, vol. 14, no. 1, p. 124, doi: 10.1186/s12992-018-0444-8.
- Chudzikowski, K, Gustafsson, S & Tams, S 2019, 'Constructing alignment for sustainable careers: Insights from the career narratives of management consultants', *Journal of Vocational Behavior*, doi: <https://doi.org/10.1016/j.jvb.2019.05.009>.
- Hartung, PJ & Cadaret, MC 2017, 'Career adaptability: Changing self and situation for satisfaction and success', in K Maree (ed.), *Psychology of career adaptability, employability and resilience*, Springer International Publishing, Massachusetts, pp. 15–28. doi: 10.1007/978-3-319-66954-0\_2.
- Hirschi, A 2018, 'The fourth industrial revolution: Issues and implications for career research and practice', *The Career Development Quarterly*, vol. 66, no. 3, pp. 192–204, doi: 10.1002/cdq.12142.
- Hoffman, A 2018, 'Management as a calling: A blueprint for management education in the 21st century', *Stanford Social Innovation Review*, <http://dx.doi.org/10.2139/ssrn.3244003>, <<https://ssrn.com/abstract=3244003>>

Jung, Y & Takeuchi, N 2018, 'A lifespan perspective for understanding career self-management and satisfaction: The role of developmental human resource practices and organizational support', *Human Relations*, vol. 71, no. 1, pp. 73–102, <https://doi.org/10.1177/0018726717715075>.

Kelliher, C, Richardson, J & Boiarintseva, G 2019, 'All of work? All of life? Reconceptualising work-life balance for the 21st century', *Human Resource Management Journal*, vol. 29, no. 2, pp. 97–112, doi: 10.1111/1748-8583.12215.

Meggison, WL 2017, 'State capitalism and state ownership of business in the 21st century', *Stanford Social Innovation Review*, <http://dx.doi.org/10.2139/ssrn.3094412>, <https://ssrn.com/abstract=3094412>

Nagy, N, Froidevaux, A & Hirschi, A 2019, 'Lifespan perspectives on careers and career development', in BB Baltes, CW Rudolph & H Zacher (eds.), *Work across the lifespan*, Academic Press, London, pp. 235–259, doi: <https://doi.org/10.1016/B978-0-12-812756-8.00010-4>.

Rockmann, K, Jacob, M & George, E 2018, 'The drive to drive: Understanding gig work by understanding the gig worker', *Academy of Management Global Proceedings*, doi:10.5465/amgbproc.surrey.2018.0088.abs.

Taylor A, Santiago F, Hauer J, Hynes R & Mickahail BK 2019, 'Leadership, growth, and the future', in BK Mickahail & CTE de Aquino (eds), *Effective and creative leadership in diverse workforces*, Palgrave Macmillan, Cham.

Wong, SI, Kost, D & Fieseler, C 2018, 'Meaningful work and subjective well-being: The role of job-career (in)congruence in the gig economy', *Academy of Management Proceedings*, doi: 10.5465/AMBPP.2018.10572abstract.

Other Recommended Resources:  
Deloitte Insights Future of Work [https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work.html?icid=subnav\\_technology-and-the-future-of-work](https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work.html?icid=subnav_technology-and-the-future-of-work)

## Participation

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

## Academic Misconduct

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's [Academic Integrity Policy](#) for further details.

## Attendance

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course, and attending scheduled classes is essential for course progression. For onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are also conditions of the student Visa. APIC therefore monitors the attendance of all students at all scheduled classes and students are required to attend at least 80% of scheduled for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled lecture, tutorial or seminar class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

## Disclaimer

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS) for the unit.