

Business Projects Program

Experience/Unit Outline



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1. General Information

1.1. Experience Title

Business Projects Program

1.2. Description

Practera's Business Projects Program is a work-integrated learning program that gives students the opportunity to step through a business consulting engagement with the support of interactive, learning content and mentor feedback. This program has been designed as an experiential learning and team building program that integrates the use of Practera's platform; the clear structure and project framework of this program scaffolds students through their experience, complete with written and video submissions that can be moderated by mentors or program managers.

The Business Projects Program enables the building of important 21st Century Skills. This learning can enable students to close the skill gap widely seen in graduates entering into employment in our rapidly changing and technology-centred world. The World Economic Forum (WEF) defines a list of sixteen 21st Century skills in *BYK 'Job of the Future' Which* (2015) as "most critical" to address in students today in order to support future employability. This program has been developed in order to enhance ten of those competencies and character qualities outlined by the WEF ([Appendix 1](#)), particularly focusing on communication, teamwork, self-management, planning and problem solving skills.

The program design is structured according to Kolb's theory for Experiential Learning ([Appendix 2](#)); the program guides them through the cyclical planning, execution, reflection and feedback elements that typify this experiential learning cycle. Supported by learning content, participants apply a series of reflection activities throughout this program, which is an essential building block of experiential learning (Kolb, 1984). By embedding this pedagogical approach into the learning design, this program provides an integrated learning experience for participants that not only addresses essential 21st Century skills but also facilitates reflective and feedback-informed practice.

1.3. Administrative Details

This program has been designed for participants at the 2nd year Masters level. The Business Projects Program has a suggested duration of 3 weeks: 1 week for each of the major written assessments (Project Plan, Draft Project Report, Final Project Report and Presentation). The timings of the program can be either condensed or built out, based your program needs. It

could be extended longer than 6 weeks but is not recommend to be much shorter than 3 weeks.

1.4. Participant Workload

This is a participant-led program and participants are expected to input about 50 hours of work over a 3 week program. This time estimate includes content review, teamwork, research and report creation. This workload may be extended if the program timeline is extended, additional content is added to the program, or the scope of the project briefs are large.

1.5. Delivery Mode

The main content of this program is designed for online/e-learning for participants, however, as this is a work-integrated learning program, participants will also spend time meeting or liaising with their mentor and working on a project brief as the real-world activity. The content of this program is designed for online/e-learning for participants. Program Managers may wish to have a kick-off event to begin the program in order for groups of students and mentors to meet face to face, if co-located.

1.6. Prerequisites & Corequisites

There are no prerequisites or corequisites to complete prior to this program as it is designed to be an introduction to the consulting process.

1.7. Other Resource Requirements

All participants will require access to an internet connection via a mobile device or desktop/laptop computer in order to access the program.

2. Learning Details

2.1. Learning Outcomes

Number	Learning Outcome
%	<p>Develop and apply employability skills</p> <p>This program aims to help close the skills gap seen in graduates today by providing real-world experiences for participants to practise their communication, teamwork, self-management, planning and problem solving skills. These cross-functional skills are key for work-ready graduates and this program allows participants to develop and apply these skills throughout.</p>
&	<p>Demonstrate and apply experiential learning, including reflection</p> <p>This program includes the Collaborative Project Learning framework that supports participants through the experiential learning cycle, complete with critical reflection on both successes and failures. This framework runs throughout the duration of the program and allows participants to apply and reflect on the learning from real-world activities and the meaningful interactions they are experiencing.</p>
'	<p>Engage in professional development, including networking</p> <p>This program allows participants to step into a consultant role and engage with industry partners to work on a team based project. Participants will develop report writing skills, business etiquette and collaboration skills as they work in diverse teams and make connections within industries. Participants in this program are encouraged to maintain professional contact with their industry mentor, which for many, has lead to future opportunities outside of the program.</p>

2.2. Learning Content

- Research & analysis approaches such as: Structured problem solving, Minto Pyramid, 7 step business analysis loop, ACCA (detailed as Business Analysis below)
- Collaborative Project Learning content: This content can be provided in 1, 5, or 22 videos that are open source and feature Practera CEO, Beau Leese. All transcripts are available if you would like to reshoot or repurpose the material:

Element	Description	Models
<i>GYZÆ</i>	Help learners develop self awareness to be able to identify strengths, weaknesses and blind spots of their professional personality, then apply self management to proactively develop their knowledge, skills and abilities.	Self Awareness, Self Management, Leading Self
<i>HYUa Æ</i>	Help learners identify characteristics of high performance teams and provide the foundational knowledge, opportunity and support for teams to collectively develop these characteristics.	Katzenbach, the discipline of teams, Tuckman's Team Formation
<i>Dfc YWÆ</i>	Help learners understand the fundamentals of project management and provide the foundational knowledge, opportunity and support for teams to develop the ability to communicate in project terms, and the skills to effectively plan, mobilise, and deliver a project.	Agile project management
<i>@Ufb]b[Æ</i>	Help learners understand the value of and apply the experiential learning cycle to deepen knowledge, skill and ability (KSA) acquisition from an applied learning experience.	Kolb's Experiential Learning cycle. Bain's 5R's Reflection Framework
<i>6i gjbYggÆ 5bU`ng]gÆ</i>	Help students use concepts and tools to support structured analysis, insight development and communication of business issues.	Structured problem solving, Minto Pyramid, 7 step business analysis loop, ACCA

2.3. Assessment Tasks

Assessment	Description	Learning Outcomes	Format
7c`UVcfUHjcbÆ G_]`gGY`ZÆ 5ggYgga YbhÆ UbXÆ 8Yj Y`cda YbhÆ D'UbÆ f#bXj]]Xi U`Æ	Participants self-assess their current capabilities in the five collaboration skills. Based on the results of their self-assessment, participants will then be asked to develop a plan in order to work on their lowest-rated skill.	1, 2	Quiz, Written
Dfc`YWH'D'UbÆ fHYUa tÆ	Develop a Project Plan that outlines what your team intends to deliver, how your team intends to work together to deliver the project. Ensure that it outlines when meetings, feedback and input from your mentor will be needed.	1, 2, 3	Written
8fUzhDfc`YWÆ FYdcfhÆ fHYUa tÆ Æ	Generate a draft written report that provides an overview of the analysis conducted and the key findings.	1, 2, 3	Written
7c`UVcfUHjcbÆ G_]`gGY`Z/Æ DYYfÆ 5ggYgga YbhÆ f#bXj]]Xi U`Æ	Participants assess their own and their peers' current capabilities in the five collaboration skills based upon teamwork. Their feedback will then generate a Team 360 report.	1, 2	Team 360
:]bU`Dfc`YWÆ FYdcfhÆ fHYUa tÆ	Generate a final written report that provides an overview of the analysis conducted and the key findings.	1, 2, 3	Written
FYZYWj] YÆ GUYa YbhÆ f#bXj]]Xi U`Æ	Final Reflective Statement that considers the completion of skill development plan, self-reviews on professional skills, reflection blogs.	1, 2, 3	Written
7c`UVcfUHjcbÆ G_]`gGY`Z/Æ DYYfÆ 5ggYgga YbhÆ f#bXj]]Xi U`Æ	Participants assess their own and their peers' current capabilities in the five collaboration skills based upon teamwork. Their feedback will then generate a Team 360 report.	1, 2	Team 360

2.4. Recommended Reading

Kolb, D. (1984). *9 dYf]Ybh]U`@YUfb]b[*. Englewood Cliffs: Prentice-Hall.

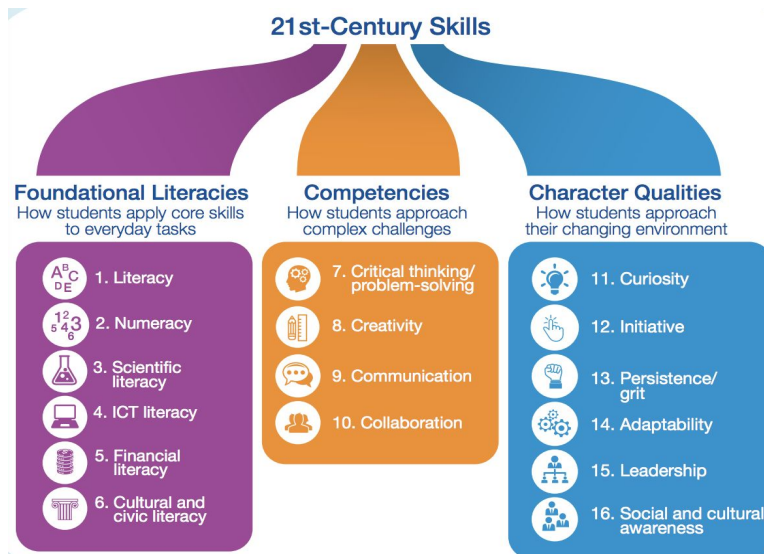
Practera. (2018). *9ZYW]j Y`9 dYf]Ybh]U`@YUfb]b[. DfUW]h]cbYfg; i]XY*. Sydney: Practera.

World Economic Forum. (2015). *BYk`J]g]cb`Zcf9Xi WWh]cb. I b`cW_]b[`h`Y`DchYbh]U`c`ZÆ`
HYW]bc`c[m[PDF]*. Geneva: World Economic Forum.

3. Appendices

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World Economic Forum (2015). '21st-Century Skills' žibid.



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