Targeted, timely, learning support for International students: one Australian University’s approach

Levelling the International Playing Field
Dr Craig Baird
Curtin University – Western Australia
Curtin Business School, Communication Skills Centre
Dr Craig Baird  
Curtin University

FURTHER INFORMATION

Associate Professor Carmela Briguglio
PhD, MEd, Grad DipEd (Language), BA
Carmela is the manager of the Communication Skills Centre. She has had extensive experience in language and literacy education in the school and university sectors. Carmela’s areas of expertise are intercultural communication, business communication, ESL, internationalisation of curriculum and student academic support.
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Ms Christine Symons
MEd, BA, CELTA, DELTA
Chris has taught English in Australia and in a number of other countries including Oman, Turkey, Israel and the United States. She is an IELTS, Cambridge and CUTE examiner. Chris is currently studying for a Master of Business Leadership (MBL) through the Curtin Graduate School of Business.
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Dr Craig Baird
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Craig has taught in the areas of education, computer education, and technology. His research interests include: innovation in mixed mode teaching and learning, and experiential learning and cognitive development through mentoring.
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EdD, MEd (TESOL), Grad DipEd (Multicultural Ed), BEd
Trish has taught on a range of pre-tertiary programs for international students. She has had extensive experience in the area of English language testing and is an IELTS Examiner Trainer and a Team Leader for the University of Cambridge ESOL Exams.
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Ms Catherine Gresham
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Kate has taught ESL in Australia and Japan and has been an ELICOS lecturer at the Curtin English Language Centre. She is also an IELTS examiner. Kate is currently studying for a Graduate Diploma in Psychology.
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CONTACT

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Email: cbs-communication@curtin.edu.au
Web: business.curtin.edu.au/communication

Curtin University of Technology
Street: Kent Street Bentley WA 6102
Postal: GPO Box U1987 Perth WA 6845
CRICOS Provider Code 00301J (WA), 02637F (NSW)
CBS COMMUNICATION SKILLS CENTRE

The services of the Centre are free and available to all students in Curtin Business School.

FOUR KEY FOCUS AREAS

Our workshops and online resources focus on these areas:
- Academic study skills (eg exam techniques, reading skills)
- Academic writing (eg essays, reports, referencing)
- Interpersonal communication (eg presentations, meetings, Australian English)
- Professional communication (eg résumés, job interviews)

FREE SERVICES OFFERED TO CBS STUDENTS

- Workshops and seminars
- Academic writing and grammar seminars
- One-to-one consultations
- Online resources on writing, communication and study skills
- Conversation improvement seminars
- High Flyer: Student notes for success (online)
- Fine Points: Grammar notes (online)

HOW WE GIVE YOU THE EDGE

We assist students in a variety of ways to continually improve and develop. We run seminars and workshops to develop linguistic and academic writing skills. We also teach techniques for successful study and self-improvement. We meet with you individually to address your own particular needs and to assist you to become a better communicator.

WE CAN HELP YOU WITH THESE SORTS OF QUESTIONS ... AND MORE!

- What does this assignment require me to do?
- How do I structure my essays so that I can get really good marks?
- How do I edit my writing so that it looks professional?
- I haven’t done an essay for 15 years – where do I start?
- How do I use references in assignments?
- How can I give a confident oral presentation?
- How can I write in an acceptable academic style after I’ve been away from study for so many years?
- What should I look for in examinations so that I can get better marks?
- How can I be the one who performs best in the job interview?

ONE-TO-ONE CONSULTATION AND SMALL GROUP CONSULTATION

To discuss assignments, academic study skills and queries about communication skills, appointments must be made at least one week in advance due to demand.

YOUR NEXT APPOINTMENT IS

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Am I International or Local?
We are all headed for the same goal
I am falling behind guys
I’ll just drop in
I’ll go for a one to one...
Just need a bit of a tidy up...
In the 21st century, economic globalization and competition between corporations in the world become more and more vehement. A report from World Bank pointed out that less profit can obtain by factories, lands, tools and machines in the future, while talent capital have more important influence on corporations’ competitive power (Williams 2000). Most of outstanding corporations have realized if they want to win the competition that they have to ‘war for talent’. In this situation, find good devices to recruit talent, develop employees which have potential and remain them in the company is an imperative topic for human resource department in every corporation (Hargrove 2007).

This case is about Wally executed some human resource management in his company, Wally’s Wonder Wash, to give his customer excellent service and then he can do some expansion strategies. However, a high rate of attendant turnover brought a threat to him. Although Wally knew that ‘he must recruit and retain a stable, high-quality workforce’, the reason was Wally did not have a professional human resource group, there are some human resource problems in his company.

Hence, the first problem is Wally did not set a professional human resource system for his company. He only managed the human resource by himself but he did not take any training about human resource before. Without the professional system, Wally did not know the real reasons why his employees would leave because he did not have a formal exit interview with them. Then, one of human resource system’s functions is find out the clearly data about the employee turnover, which Wally only have random and general data now. This is significant information what a company owner should know, for better run his business.

Secondly, wage cannot let all employees gained satisfaction. In this case, Wally wants his company brand high quality service for customers so he asked attendants do a lot of work which are demanding. In addition, at the end of each work, the attendants have to make sure owner of car feel satisfaction or they would correct every mistakes which the owners found out.
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• **The effective application of goal-setting theory**

• As a manager must know what do employees really want? And in view of this they are aware of the motivation. Motivation defines as the internal force of a person which will effect on one’s direction, intensity and persistence of behavior. Motivation is one of the most essential quantities which will affect people’s behavior and performance (McShane, Olekalns, and Travaglione 2010, 168). There are some aspect can maintain and improve the motivation of employee. For example, the Standard Chartered Bank designs goal setting, strengths-based feedback, rewards and various social bonding events (McShane, Olekalns, and Travaglione 2010, 168). That’s mean goal setting is definitely effectual to motivate employees. Goal-setting is the key technique that makes performance management work (Onsman 2004, 149). However, what’s the meaning of goals? Goals are important to any behaviors. The direction problem will be caused if there are no goals. It’s similar in the work setting. The problem can be reducing even remove from setting the certain goal (Schermerhorn, Hunt, and Osborn 1997. 162). Goals always give the direction to the work people. Goals can make the performance expectations between superior and inferior, between different levels of authority. Goals always set a structure of reference for task feedback. In consequence Locke stands that goal setting can improve personal work performance and the satisfaction of job (Schermerhorn 1993, 452).
• The effective application of goal-setting theory

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What we do, what we do not do, what makes it special

- A study skills service approach
- Development of writing strategies and skills
- Rapid diagnosis of student learning needs on an individual basis for targeted support
- Address multiple disciplines in a business school from a learning perspective rather than content driven approach
- All study levels catered for, but not as an editing service
Embedding service in the learning culture

- Focus on working directly with UC’s and tutors to embed study skills and academic writing strategies into unit learning materials, practices, and assessments
- For example: units that are relatively demanding linguistically and involve advanced critical analysis skills
- Address basic skills issues for students having advanced standing but lacking knowledge and experience in referencing and academic writing
Service focus

**Study skills**
- Critical thinking/reading
- Critical analysis of tasks and resources
- Time management

**Writing**
- Preparation and writing of evidence based documents
- Referencing
- Plagiarism (avoidance)

**Quality learning experience**
- Retention
- Building student self confidence
- Encouraging student self assessment performance
- Promoting a culture of lifelong learning
What do we do?

• Workshops (2 hours) study skills focus
• Embedded workshops – within lecture/tutorials
• Course in Language and Study Skills (CLASS) Module (9-1 Hr. seminars – repeated module)
• Critical Analysis for Business (CAB) (9-1 Hr. seminars)
• Conversation classes (international focus)
• Individual or small group consultations (intensive teaching)
• Drop-in centre
• Online and paper based resource materials (High Flyer and Finer Points)
Workshop schedule

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Week</th>
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<tbody>
<tr>
<td>Tues 8 Mar</td>
<td>10.00 - 12.00</td>
<td>High Flyer: how to be a successful student at university</td>
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<td>(including time management)</td>
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<tr>
<td>Wed 9 Mar</td>
<td>2.00 - 4.00</td>
<td>Taking effective notes from lectures and tutorials</td>
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<tr>
<td>Fri 11 Mar</td>
<td>10.00 - 12.00</td>
<td>Reading skills for university study</td>
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<tr>
<td>Mon 14 Mar</td>
<td>1.00 - 3.00</td>
<td>Analysing assignment questions and addressing the requirements of</td>
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<tr>
<td>Tues 15 Mar</td>
<td>10.00 - 12.00</td>
<td>Quick search for research: easy ways of locating research resources for</td>
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<td>your assignments</td>
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<tr>
<td>Wed 16 Mar</td>
<td>2.00 - 4.00</td>
<td>How to reference and quote sources in academic writing (Chicago</td>
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<td>referencing)</td>
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<tr>
<td>Fri 18 Mar</td>
<td>10.00 - 12.00</td>
<td>Expressing ideas in your own words and avoiding plagiarism</td>
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<tr>
<td>Mon 21 Mar</td>
<td>1.00 - 3.00</td>
<td>Australian ways of speaking: understanding Australian English</td>
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<tr>
<td>Tues 22 Mar</td>
<td>10.00 - 12.00</td>
<td>Class participation: speaking out with confidence in classes &amp; tutorials</td>
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<td>Wed 23 Mar</td>
<td>2.00 - 4.00</td>
<td>How to give a confident oral presentation</td>
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<td>Mon 28 Mar</td>
<td>1.00 - 3.00</td>
<td>Qualities of good academic writing</td>
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<td>Tues 29 Mar</td>
<td>10.00 - 12.00</td>
<td>Developing cohesion and balance in academic writing</td>
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<td>Wed 30 Mar</td>
<td>2.00 - 4.00</td>
<td>Editing like a professional</td>
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<tr>
<td>Mon 4 Apr</td>
<td>1.00 - 3.00</td>
<td>How to reference and quote sources in academic writing (Chicago</td>
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<td>referencing)</td>
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<td>Tues 5 Apr</td>
<td>10.00 - 12.00</td>
<td>Developing critical thinking skills</td>
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<td>Wed 6 Apr</td>
<td>2.00 - 4.00</td>
<td>Analysing and writing about case studies</td>
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<tr>
<td>Mon 11 Apr</td>
<td>1.00 - 3.00</td>
<td>How to write a professional CV/resume and cover letter</td>
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<td>Tues 12 Apr</td>
<td>10.00 - 12.00</td>
<td>Addressing job selection criteria</td>
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<td>Wed 13 Apr</td>
<td>2.00 - 4.00</td>
<td>How to be successful in a job interview</td>
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<tr>
<td>Mon 18 Apr</td>
<td>1.00 - 3.00</td>
<td>Critical analysis: evaluating &amp; synthesising ideas (For PG students)</td>
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<tr>
<td>Tues 19 Apr</td>
<td>10.00 - 12.00</td>
<td>Writing a thesis / research proposal (For PG students)</td>
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<td>Wed 20 Apr</td>
<td>2.00 - 4.00</td>
<td>Polished writing skills for thesis writing (For PG students)</td>
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<td>Tues 10 May</td>
<td>10.00 - 12.00</td>
<td>Improve your exam techniques and get better marks</td>
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<tr>
<td>Wed 11 May</td>
<td>2.00 - 4.00</td>
<td>Improve your exam techniques and get better marks</td>
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Please register if you wish to attend any of these workshops. See details on reverse of this sheet.

NB All workshops on the Bentley campus
See our website for study resources and tips at www.cbs.curtin.edu.au/communication
Course in Language and Study Skills (CLASS) Module

This language module has been developed to promote language proficiency among Curtin Business School students. The module consists of 8 one hour seminars.

These seminars aim to develop your academic writing and study skills and to increase your confidence in communication. All seminars are FREE.

Attendance at these seminars will earn you points towards the "Career Points Index (CPI)." You must attend at least 7 out of 9 seminars to earn points.

Please note that only 200 places are available across CBS so book early if you are interested.

Classes begin in week 2 of semester (Monday 7 March) and run for 9 weeks until week 12 (week of Monday 16 May inclusive). Classes do not run in tuition free weeks.

There is one seminar per week, run seven times, as shown below. All seminars will be run in room 407.213, unless otherwise advised.

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The full list of topics covered is as below:

1. Examining the structure of different academic genres
   (Essay, report, reflective journal, case study)
2. Analysing and answering the question
   (Some easy techniques)
3. Understanding qualities of academic style
   (What makes academic writing different)
4. Writing well-structured sentences
   (Expressing ideas clearly, precisely and correctly)
5. Understanding different parts of speech
   (Economising, economic or economy?)
6. Developing techniques for linking ideas
   (Developing cohesion and balance in academic writing)
7. Writing effective introductions, conclusions and executive summaries
   (The most important elements of many writing genres)
8. Referencing with style
   (Not just the technical aspects, but how to do it well)
9. Editing and proof reading like a professional
   (Making sure your ideas are expressed clearly and precisely)

To enrol:
Email cbs-ecomskills@curtin.edu.au
OR visit our website at www.cbs.curtin.edu.au/communication and go to CLASS seminars

*The Career Points Index (CPI) will form part of the CBS student experience in 2011
Critical Analysis for Business

- The Critical Analysis for Business (CAB) module aims to assist Curtin Business School students to develop critical analysis and critical thinking skills. The module consists of 9 one hour seminars.
- All seminars are FREE.
- Attendance at these seminars will earn you points towards the Career Performance Index (CPI) in the Curtin Business Club. You must attend at least 7 out of 9 seminars to earn points.
- Please note that only a limited number of places are available, so book early to ensure your place.
- Classes begin in week 2 of semester (Tuesday 8 March) and run for 9 weeks until week 12 (Friday 13 May inclusive). Classes do not run in tuition free weeks.
- There is one seminar per week, run four times, as shown below. All seminars will be in room 407.213, unless otherwise advised.

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The full list of topics covered is as below:

1. What is critical analysis?
2. Learning how to ‘read’ specialist language
   - Analysing the language of the business disciplines
3. Analysing a simple written business text
   - Examining key features of a business text and learning how to read and understand it
4. Analysing an audio-visual text
   - Examining key features of an AV text and learning how view and understand it
5. Analysing and comparing a number of simple texts
   - What to look for when comparing ideas and opinions
6. Analysing an abstract text
   - Discerning key features of an abstract text
7. Analysing and comparing a number of abstract texts
   - What to look for when comparing abstract texts
8. Developing an argument
   - How to analyse the ‘line of reasoning’ in a written or AV text
9. Evaluating a journal article

To enrol:
Email chs-comskills@curtin.edu.au
OR drop into the Communication Skills Centre in building 407.202
OR Tel: 9266 3079

*Text here refers to any written or visual document including journal articles, book chapters/extracts, TV programs, memos, reports, essays and so on.
Gathering feedback from students about workshops
Keeping track ...

### Critical Analysis: evaluating and synthesising ideas Monday April 18th 2011

**14 attended**

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<th>Attendeec</th>
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![Bar Chart](chart.png)

**Q1** I found this workshop very useful

**Q2** I think what I have learned from this workshop will improve my communication/study skills

**Q3** The workshop was well presented

**Q4** The materials/handouts used were useful

**Q5** The activities we did helped us to apply what we learned

**Q6** I would recommend this seminar to other CBS students
Critical Analysis: evaluating and synthesising ideas Monday April 18th 2011

<table>
<thead>
<tr>
<th>Most useful aspect</th>
<th>Other comments</th>
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<tbody>
<tr>
<td>Synthesising ideas</td>
<td>I would like more emphasis on quantitative approaches to criticising articles</td>
</tr>
<tr>
<td>I now have a better handle on how to analyse materials and use the information more effectively</td>
<td>analysing the articles can be a bit subjective it would be good to have more time doing the in-depth analysis of the articles and the video we analysed</td>
</tr>
<tr>
<td>Everything! Fresh perspectives on how to look at research</td>
<td>Thanks Dr Craig! “you are a star” ☺</td>
</tr>
<tr>
<td>The practical presentation by the tutor – good explanations</td>
<td></td>
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<tr>
<td>Interesting examples</td>
<td>I really liked the video we analysed; it really made the process clear to me</td>
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<tr>
<td>It is useful. Knowing how to break down the information help me to study articles</td>
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<tr>
<td>Critical thinking approach and ways for synthesising ideas</td>
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<tr>
<td>How to be more accurate and curious while studying</td>
<td>Like more time to do more on the examples</td>
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<tr>
<td>I really enjoyed Dr Baird’s presentation of data and how all of the information was brought together</td>
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Student consultations 2009
for Craig Baird

1:1 Contact sessions

Activities

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<th>Activities</th>
<th>PG total</th>
<th>Ug total</th>
<th>Int total</th>
<th>Loc total</th>
<th>O/A Students</th>
<th>Average time</th>
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Student consultations 2010
for Craig Baird

1:1 Contact sessions

- PG total
- Ug total
- Int total
- Loc total
- O/A Students
- Average time

Dr Craig Baird - Curtin University
Student consultations 2011
(to April 2011) for Craig Baird

1:1 Contact sessions

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<th>Average time</th>
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Dr Craig Baird - Curtin University
A bit of bragging ... things that people say about our service!

• Students say things like:

• Staff say things like:
Questions?