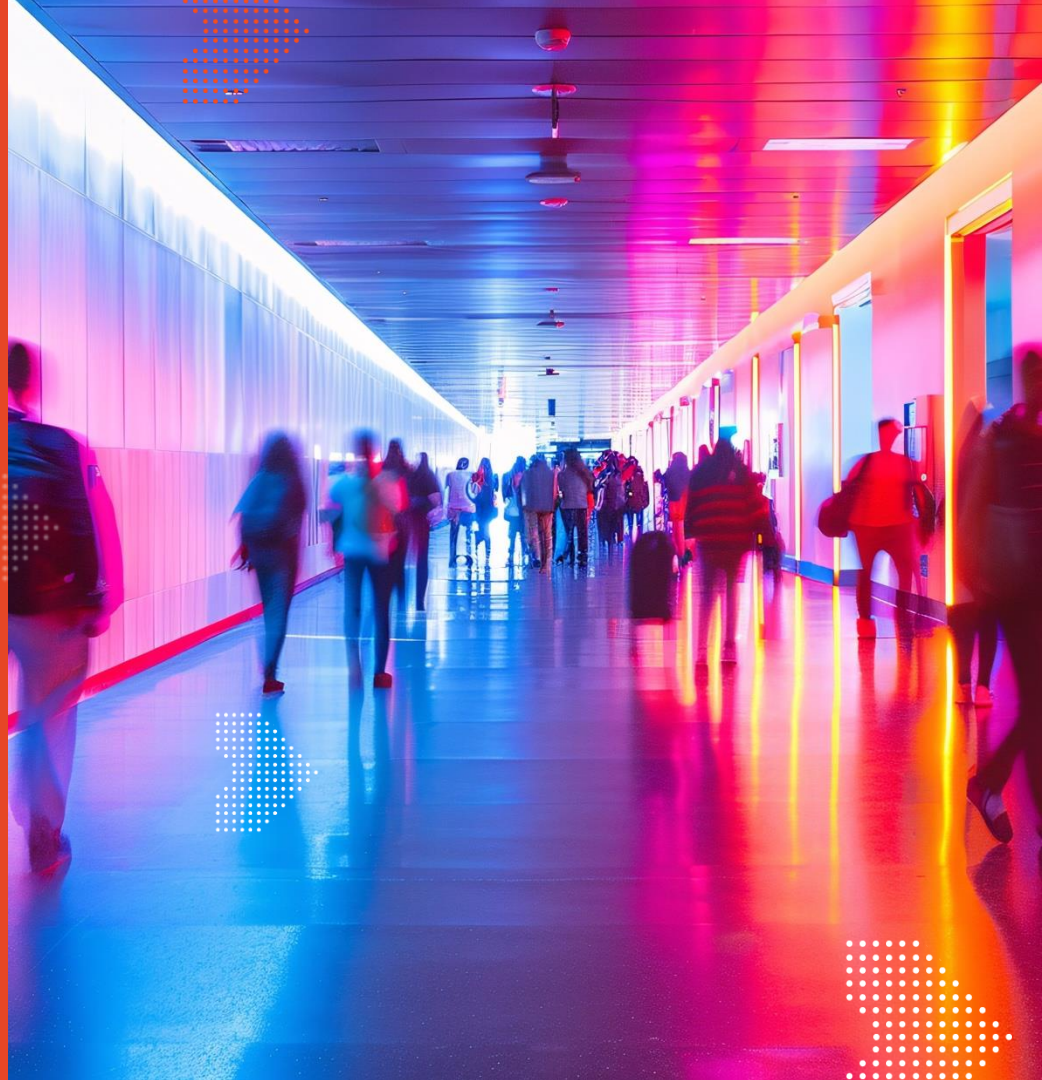


L&T:25

Showcase - Session 4A

Wednesday 12th November



Showcase – Session 4A

Innovating for graduate success

Chair: Dr George Issa

Lecturer
Discipline of Finance
The University of Sydney Business School



Showcase 1

From Classroom to Career: Enhancing Student Employability through AI-Powered Interview Simulation

Associate Professor Mauricio Marrone
Dr Ali Amrollahi





From Classroom to Career: Enhancing Student Employability through AI-Powered Interview Simulation

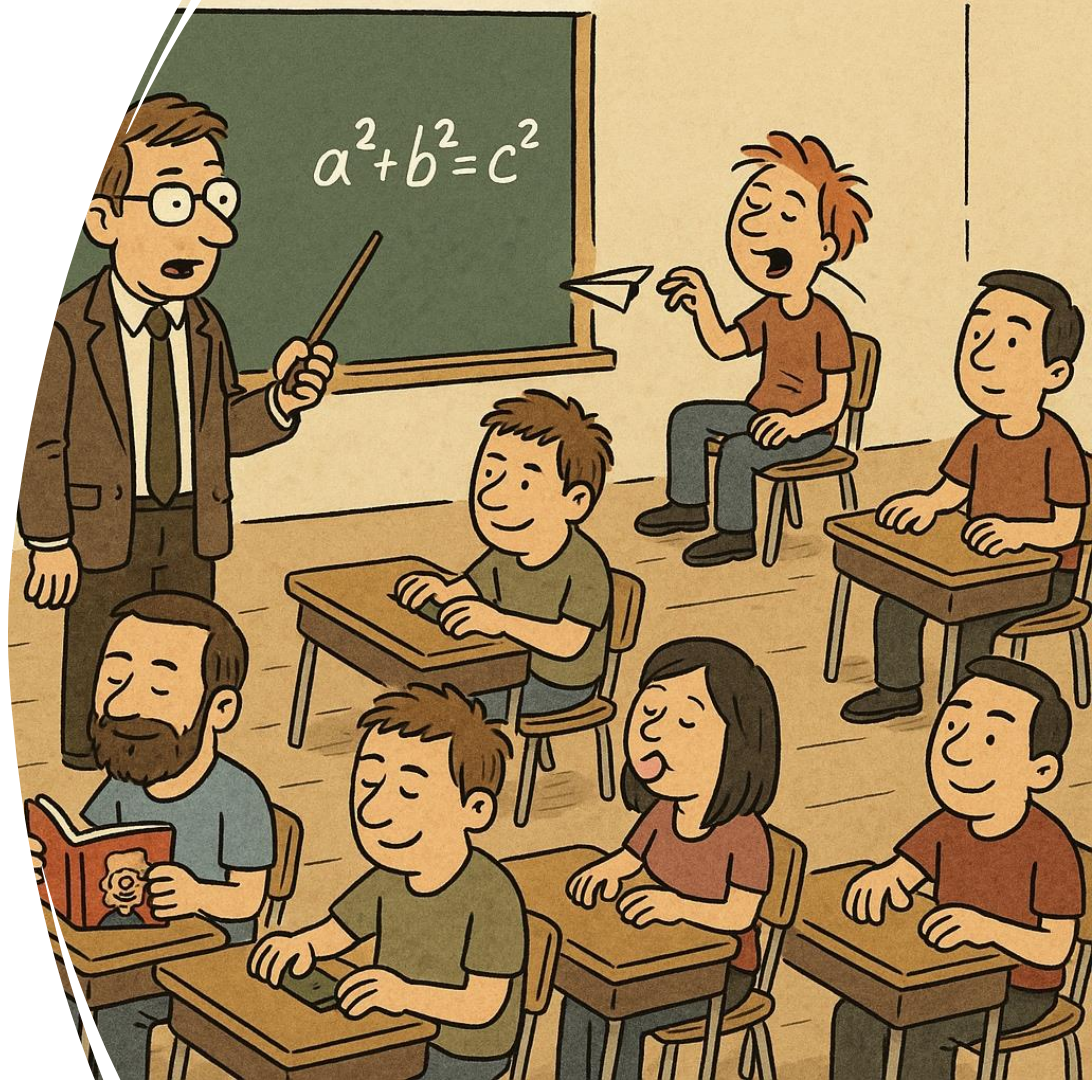
Mauricio Marrone

Ali Amrollahi

Department of Actuarial Studies and Business Analytics

Macquarie Business School

Challenge 1



Challenge 2





Challenge 3



AP photo

Elementary school teachers picket against use of calculators in grade school
The teachers feel if students use calculators too early, they won't learn math concepts

Math teachers protest against calculator use

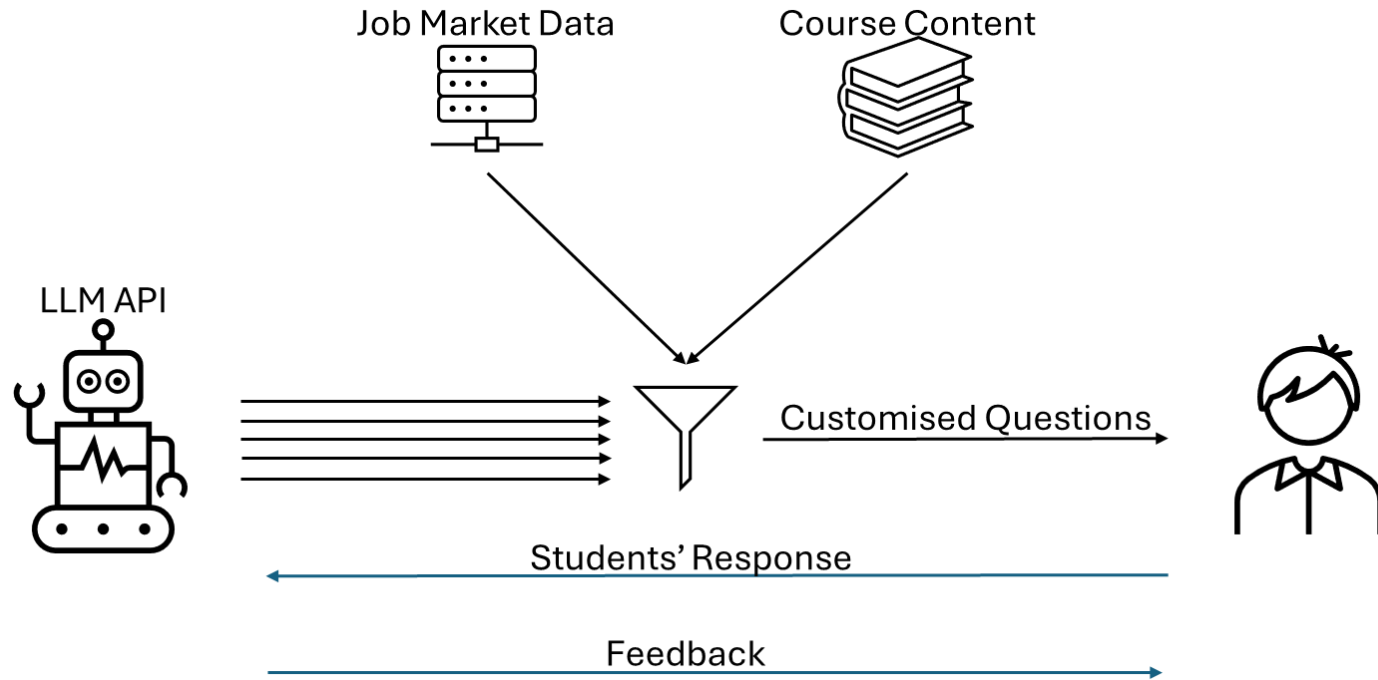
A transformative opportunity

- Re-imagine the student experience
- Critical thinking
- Personalised feedback
- Scalable support



CareerTalk: AI-Enhanced Employment Preparation

- Students often struggle to articulate their capabilities in professional interviews
- An AI-powered interview simulation platform
- Creates discipline (unit/course)-specific interview sessions and provides personalised feedback on student responses
- ~~Soft Skills~~



CareerTalk Project

Feedback for Information systems manager Interview

AI Feedback Summary:

Overall Assessment

Your interview answers demonstrate strong knowledge of IT management principles and methodologies. You effectively communicate your approach to key responsibilities of an Information Systems Manager with concise, structured responses. While your answers cover essential points, they would benefit from specific examples from your past experience to strengthen credibility and illustrate your practical capabilities.

Your Strengths

- Clear understanding of IT infrastructure management, cybersecurity, and project prioritisation processes
- Well-structured, concise responses that address the core of each question
- Strong grasp of change management principles for system adoption and implementation

Areas for Improvement

- Include specific examples from your career to substantiate your approaches
- Add more detail about measurable outcomes from your past initiatives

- Incorporate more industry-specific terminology to demonstrate deeper expertise

Practical Tips

Prepare 3-5 detailed examples from your career that showcase your IT management capabilities and quantifiable results. Practice the STAR method (Situation, Task, Action, Result) to make your examples more compelling. Consider tailoring your responses more specifically to the organisation's industry and known IT challenges.

Detailed Answer Feedback

Question 1

Relevance: 8/10

Clarity: 7/10

Examples: 4/10

Communication: 7/10

Your answer outlines a logical approach to infrastructure assessment and improvement. It would be stronger with a specific example of how you've successfully implemented this process previously, including challenges you overcame and measurable outcomes achieved.

Question 2

Relevance: 9/10

Clarity: 8/10

Your Performance Ranking

Based on {{ percentile_data.total_submissions }} submissions from students at your university and academic year:

{% if percentile_data.percentile > 90 %}

You are in the top {{ 100 - percentile_data.percentile }}% of interviewees!

{% elif percentile_data.percentile > 50 %}

You performed better than {{ percentile_data.percentile }}% of your peers.

{% else %}

You performed better than {{ percentile_data.percentile }}% of your peers. With practice, you can improve this ranking!

{% endif %}

Your average score: {{ "%.1f"|format(percentile_data.avg_score) }}/10



Thank you for your attention

A/Prof Mauricio Marrone

Macquarie Business School

Transition time



Set up for online presentation



L&T:25



Showcase 2

Brains, Bias and Bravery: Using Neuroscience and Risk Theory to Reframe Business Education

Dr Jolene Morse



L&T:25



**Brains, Bias and
Bravery: Using
neuroscience and risk
theory to reframe
business education.**

Dr. Jolene Morse



What are we talking about?

Exploring how neuroscience and risk theory together can help us reframe business education — not just teaching content, but shaping how students think, decide, and act when the path ahead isn't clear.



The brain and risk.

Risk is not just rational — it's biological.

It happens in the body before it happens in the mind.

When uncertainty appears — a new idea, a tough decision — the amygdala fires first, triggering emotion and the instinct to retreat.

Then the prefrontal cortex steps in — slower, logical, weighing options.

These systems rarely agree: the amygdala says “play it safe,” the cortex says “take the chance.”

In every decision, from a student speaking up in class to a CEO backing a new venture, that same neural tug-of-war is at play.

Our role as educators:

Help students recognise that emotional signal, regulate it, and integrate emotion with reasoning —
to think with both head and heart.

When students can tolerate uncertainty, they don't just stay calm — they become creative, ethical, and brave decision-makers.



Bias and blind spots.

How the Brain Interprets Risk

1. Bias = the brain's shortcut system

2. Everyday examples

Loss aversion: avoiding challenge to “save face.”

Overconfidence: assuming we already know enough.

Confirmation bias: seeing what we expect to see.

3. Why it matters

The brain seeks certainty → resists ambiguity.

The danger isn't bias itself — it's unawareness of it.

4. Education as intervention

Teach students to pause, reflect, and reframe.

Use metacognition: “What's shaping my judgment right now?”

Strengthens neural pathways for reflection and self-regulation.

Bias awareness = neurological training for better risk decisions.



Reframing risk as learning.

From Avoidance to Adaptive Intelligence

1. The Core Idea

Risk isn't the problem — our framing is.

2. Neuroscience Insight

The brain learns best in the optimal learning zone — uncertain but not overwhelmed.

3. Risk as Curriculum

Design tasks that require ambiguous decisions and safe-to-fail reflection.

4. Building Risk Intelligence

Integrate emotional regulation with critical thinking.

Goal:

*Graduates who see uncertainty not as threat, but as opportunity —
brave, curious, and future-ready.*



Teaching bravery in a complex world.

The Educator's Task

Risk and bias are inevitable — our role isn't to remove uncertainty, but to help students meet it with awareness, curiosity, and courage.

Brains. Bias. Bravery.

Brains: Understanding how we think gives us power over instinct.

Bias: Awareness turns blind spots into learning.

Bravery: Growth begins where certainty ends.

Designing for the Future

Today's graduates will face volatility and complexity — they need well-trained, reflective minds.

The Transformational Shift

Hold students in uncertainty — not to stress them, but to strengthen them.

When they learn to tolerate risk and ambiguity, they don't just become better learners — they become better leaders.

We're not just teaching business — we're teaching bravery.



Questions?

Contact:

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4302b6198](https://www.linkedin.com/in/dr-jolene-morse-4302b6198)

L&T:25

Thank you!

**Vote – People's Choice
Award**



Showcase - Session 4
and Lightning Talks 2&3



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