MNGT6211
THE EXECUTIVE BLUEPRINT
Session 1, 2018

COURSE OVERVIEW
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We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.
Welcome to The Executive Blueprint!

Outlined below are some opening activities required for you to make a strong start in this course. Please complete all of them as soon as possible and definitely before your videoconference.

**Read this entire Course Overview**

The Overview outlines course objectives, structure, learning processes, and some resources that will enable you to make the most of your learning opportunities.

**Sign up for Videoconference**

As you read this, please log in to the Moodle learning management system (LMS) and sign up for a videoconference. Videoconferences will take place in Week 1 and possibly in Week 2. It is essential that you participate in one of these conferences.

**Connect your UNSW zMail address to a preferred email address**

We will communicate with you via your UNSW zMail address. Please ensure that your UNSW zMail address is forwarded to your preferred email address.

To do this, go to:

UNSW Identity Manager: [https://idm.unsw.edu.au](https://idm.unsw.edu.au)

Please take a few minutes to confirm this now as it will ensure you do not miss out on emails vital to your successful completion and enjoyment of the course.

**Familiarise yourself with the 360° Feedback Profile process**

This is one of the processes you will use to get feedback about your managerial skills. It is imperative to make an immediate start on this activity, in order to engage your respondents in time to have a full profile ready for the residential workshop.

**Look ahead**

Review the tasks and activities required and immediately schedule your study and assessment activities (we recommend *at least* 10 hours per week).
Course outline

Course objectives

*The Executive Blueprint (EB) is intended to help you to:*

- create a foundation for proactive learning during your MBA and beyond
- build personal skills and resilience needed for your MBA
- build interpersonal skills and understanding needed for your MBA
- clarify your values to set a strong foundation for future leadership
- use course concepts to understand and manage yourself and others
- establish the cohort bond that will last well into the future
- design, vividly imagine, and begin working towards your ideal career.

Course structure

Sequence of activities

The diagram on the following page shows the sequence of activities in the course. A course calendar can be found on the course Moodle site as well as the AGSM website at: https://www.business.unsw.edu.au/agsm/students/resources/timetables-and-key-dates.
The following table outlines weekly activities for your EB course.

<table>
<thead>
<tr>
<th>EB Week</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Begin AGSM 360 feedback process (pre-videoconference); Mandatory videoconference; Begin completing assigned elements of Units 1 to 6</td>
</tr>
<tr>
<td>Week 2</td>
<td>Work on completing assigned elements of Units 1 to 6; complete AGSM 360 feedback process</td>
</tr>
</tbody>
</table>
| Week 3 | For all cohorts during residential Weeks 3–5  
| | • Complete assigned elements of Units 1 to 6 prior to attending your assigned residential workshop. |
| Week 4 | Complete Assignment 1 (Learning review on assigned content) during workshop. |
| Week 5 | Note: If you are unsure about what cohort you are in, or the date of your cohort's residential workshop (as confirmed during your enrolment), please contact the AGSM Student Success team. |
| Week 6 | Complete peer coaching, at least 36 hours before Assignment 2a is due; Assignment 2a (reflection on peer coaching session 1) due via Moodle by 3pm on Friday 30 March |
| Week 7 | Complete peer coaching, at least 36 hours before Assignment 2b is due; Assignment 2b (reflection on peer coaching session 2) due via Moodle by 3pm on Friday 6 April |
| Week 8 | Complete peer coaching, at least 36 hours before Assignment 2c is due; Assignment 2c (reflection on peer coaching session 3) due via Moodle by 3pm on Friday 13 April |
| Week 9 | Complete Unit 7 |
| Week 10 | Complete Unit 8; Draft Assignment 3 (Future Career Presentation); Sign up for a timeslot to deliver it |
| Week 11 | Assignment 3: Rehearse and reflect on informal feedback on a live rehearsal of your Future Career Presentation; Refine, video-record, and upload to Moodle another rehearsal of your Future Career Presentation |
| Week 12 | Depending on your timeslot, Assignment 3 due: Deliver your Future Career Presentation to your facilitator and some class colleagues; provide feedback on colleagues' presentations |
| Week 13 | Depending on your timeslot, Assignment 3 due: Deliver your Future Career Presentation to your facilitator and some class colleagues; provide feedback on colleagues' presentations |

The videoconferences

The videoconferences provide the opportunity to connect with your facilitator and some of your class colleagues. As EB is likely to be the first course for many, videoconference participation is essential to help you discuss and clarify your understanding of the EB course structure, content and assessment requirements. You will be given a choice of times for the conferences.

You must participate in a conference. The choice of conference time and date will be on a first come, first served basis.

Signing up for a videoconference should be your first priority in this course.

Please read this Overview, complete Unit 1 (pp.1–15, including the Exercises, though not including Reading 1.1 or the related Exercise 1.1), and launch your 360-degree feedback process before your
videoconference. Each of these will be discussed at that time. In addition, the sample Learning Review question you will complete and discuss during your videoconference will be based on your completion of the assigned portion of Unit 1 content and exercises.

**Course content**

EB consists of eight Units, as outlined in Figure 1, which also indicates two central residential workshop topics.

When you attend the residential workshop, you will be expected to have completed all the assigned units, readings and exercises.

**Figure 1  Course content**

- **MANAGING YOUR LEARNING**
  - UNIT 1 Proactive Learning
  - UNIT 2 Values and Ethics

- **INTERPERSONAL BLUEPRINT**
  - UNIT 3 Collaborative Communication
  - UNIT 4 Coaching

- **RESIDENTIAL TOPIC**
  - Peer Coaching
  - Personal Presence

- **INTRAPERSONAL BLUEPRINT**
  - UNIT 5 Wellbeing Management
  - UNIT 6 AGSM 360°
  - UNIT 7 Career Management

  - UNIT 8 Career Planning
Managing your learning

In **Unit 1** – *Proactive learning*, you will examine your beliefs regarding the possibilities of personal change. You will then explore a four-stage approach to learning and the philosophy behind being deliberate in your skill development.

**Unit 2** – *Values and ethics* asks you to consider your moral philosophy and values and how you will use these to guide you. The Unit will assist you to recognise ethical issues and gain an understanding of how and why you might easily get caught up in unethical conduct. Increasing your understanding of these issues will help strengthen your foundation for ethical conduct, decision-making and leadership.

Interpersonal Blueprint

In **Unit 3** – *Collaborative communication*, you will learn to appreciate your communication strengths as well as identify opportunities to further build your listening and sending skills. You will practise some specific techniques to help you to communicate more effectively.

**Unit 4** – *Coaching* introduces you to a non-directive way to empower others to take agency for their self-development. You will engage in skills practice using a coaching model to help one of your MBA colleagues outline a plan to develop a targeted managerial skill.

**Residential Topic 1** – *Peer coaching*: You will engage in a range of experiential activities to develop your coaching skills and prepare you to begin work on your Assignment 2.

**Residential Topic 2** – *Personal presence*. The residential workshop will include a number of activities to help you enhance your ability to communicate confidently and charismatically, with presence and authenticity. These activities will help you prepare to deliver your Assignment 3 Future Career Presentation.

The residential will also enable you to understand and provide the high-quality feedback required by Assignment 4.
Intrapersonal Blueprint

**Unit 5 – Wellbeing management** addresses how to build healthy behaviours, engage in healthy thought patterns and build positive emotion, in order to support your learning, relationships, productivity and wellbeing.

**Unit 6 – AGSM 360° feedback** helps you understand the data from the four domains measured by the profile. These are (i) doing things, (ii) getting things done, (iii) enabling yourself, and (iv) enabling others. This Unit explains what is involved in each of these four areas and it will help you to use this information to guide your skill development and career development plan.

**Unit 7 – Career management** will help you understand your career preferences and your current path. You will work with a number of tools to help you identify possible career paths that are a fit for you, as well as relevant skill development areas.

**Unit 8 – Career planning** will help you formulate a vision for your career and outline steps and development areas to help you get there. Thoughtfully completing Units 7 and 8 is imperative for preparing Assignment 3.
Upon the successful completion of *Executive Blueprint* (EB), you should be able to:

- adopt a proactive, curious approach to learning
- target your message to various audiences
- engage in active listening
- constructively give and receive feedback
- take action on feedback received
- understand the coaching process and build your coaching skills
- recognise and understand ethical issues
- understand and apply ethical values and principles
- manage your time and stress
- build your resilience and psychological flexibility
- plan for ongoing learning via experimentation and skill development
- formulate a career plan
- present a succinct, compelling depiction of your career aspirations.

**AGSM MBA (Executive) Program learning goals**

This course will also enable you to begin working to attain the broader AGSM MBA (Executive) Program learning goals. These goals, together with elements of the EB course that address them, are outlined in Appendix 1. Throughout your MBA (Executive) program, you will be exposed to other concepts, models and skills that will enable you to make progress in meeting the program learning goals.
The key components of the course are discussed below.

**Videoconferences**

During your compulsory videoconference, you will begin getting to know your class colleagues and your facilitator will outline how to achieve success in this course.

**Course materials**

The course materials have been prepared to help you work in a self-directed manner through each of the topics covered in this course. You are expected to have completed all the assigned Units, readings and exercises by the time you attend the residential workshop. Knowledge of course materials will be assumed and there will be no lectures on the course content.

**The residential workshop**

The workshop will provide you with opportunities to reflect upon, apply, and refine the ideas, tools, and skills covered in the course materials. Due to time constraints, not all elements of the course materials will be covered during the workshop. However, please note that all elements of course materials are equally important.

The workshop will comprise a range of activities that will facilitate your embedding of the course concepts. A fundamental aspect of the workshop is the opportunity to practise the skills associated with core concepts and identify your strengths and development areas. The opportunity to learn with the diverse members of your cohort is another invaluable part of the workshop that will enable you to form valuable relationships that build your career and personal network.

**AGSM 360° feedback profile**

During this course, you will receive 360° feedback to help you identify your managerial strengths and the further skills you need to develop to become a more effective manager.

The AGSM 360° *Feedback Profile* helps you understand how others perceive you at work and provides information that you can use to plan your professional development. It is often likened to ‘holding up a mirror’, giving you an opportunity to ‘see’ yourself from all angles.

The AGSM 360° *Feedback Profile* has been developed from the latest academic research literature on the behaviours effective managers exhibit. The instructions for completion are attached as Appendix 2.
Experiential learning and personal development

The experiential learning approach to management development is based on the assumption that to achieve change, it is essential to practise new behaviours and skills, receive feedback, reflect on the consequences of one's approach, and integrate these insights into plans for more effective next steps (Heslin & Keating 2017; for an extract, see: https://hbr.org/2017/08/good-leaders-are-good-learners). Activities at the workshop will include role-playing, peer coaching, individual reflection, and structured experiential activities. Experiential learning in the course will extend beyond the workshop to the activities required to produce Assignments 2 and 3.
The assessment process is intended to help you practice applying course concepts, as well as reflect on and learn from your experiences. The assessment process will comprise four assignments. Assignment 1 is a closed-book Learning Review that will be held during the first morning of your residential workshop. Assignment 2 – Insights from Peer Coaching – is an experiential learning task that you complete over the month following your residential workshop. Assignment 3 is a Future Career Presentation that is due during Week 12 or 13 (depending on when you sign up to deliver it). Assignment 4 is to Provide High-Quality Feedback on about five of your class colleagues’ Future Career Presentations.

Assignment 1: Learning Review

**Task:** Complete a closed-book review of your learning in preparing for the residential workshop

**Length:** Short answer format

**Due:** During the first morning of your residential workshop

**Duration:** 60 minutes

**Weight:** 30%

The Learning Review will test your comprehension and application of course concepts to improve your managerial skills. One purpose of the Review is to provide you with the opportunity to distil what you have learnt about how to improve your effectiveness as a (future) manager and leader. A second purpose is to ensure that you thoughtfully complete the assigned Units and associated exercises before the residential so that you are fully equipped to:

(a) learn through actively engaging in the residential activities

(b) facilitate your class colleagues’ participation and learning in the residential.

The Learning Review will include seven questions, from which you will choose five questions to answer. Each question will be worth 6%. The questions will focus on selected sections of the Units 1 to 6 text, readings, and especially on the exercises in those sections. Thus, thoughtfully completing the assigned Unit Exercises will enable you to be well-prepared for the Learning Review.

Students enrolled in EB1 and EB2 will sit their Learning Review (LR) earlier than students in EB3. The amount of material assessed in their LR will thus be reduced proportionately, as follows:

- The LR for EB1 will assess the equivalent of approximately three EB units
- The LR for EB2 will assess the equivalent of approximately four EB units
• The LR for EB3 will assess the equivalent of approximately five EB units

The material that may be included in your LR will be supplied by your facilitator prior to – and discussed during – your Week 1 videoconference.

To further help you succeed, at the commencement of your closed-book Learning Review, you will be alerted to the topics it will cover and have 10 minutes to review your relevant Unit Exercise responses. You will also have the option to take notes on a single sheet of blank paper that you will be able to keep with you when all other materials are put away before the Learning Review begins. In order not to disrupt the workshop flow and learning experience of your course colleagues, no extra time will be granted to anyone who arrives late for the Review and there will be no make-up Review.

You will have an opportunity to complete a trial-run sample Learning Review question during your videoconference, based on your completion of Unit 1.

Assessment guidelines:

Demonstrate your understanding of course concepts and your ability to apply them by providing:

• succinct and accurate accounts of the relevant concepts (3% per question)

• brief, specific details of what you have done or could do to apply course concepts to enhance your managerial effectiveness, including fresh examples rather than merely repeating those provided in the Unit materials and readings (3% per question).
Assignment 2: Insights from Peer Coaching

Task: To write a thoughtful reflection on your experience as coach and coachee, after each of your three coaching sessions – a total of three reflections

Length: Up to 500 words per reflection

Due: The three components of this assignment are due by 3pm on 30 March, 6 April, and 13 April, respectively

Weight: 3 x 10% = 30%

Rationale: During the residential workshop, you will have the opportunity to reflect on ways to develop your capabilities for effective management and leadership. This assignment will provide the opportunity to build on your workshop learning by selecting one or more of your developmental challenges and exploring how you can rise to them with a learning partner in three post-residential peer-coaching sessions. Writing up your reflections will also provide you with an opportunity to practise the aspect of being in Learning Mode that involves reflecting upon and capturing the lessons of experience by writing briefly about them.

Your preparation for the residential workshop and the experiential learning activities you complete during it will provide the foundations for these peer coaching activities. One central goal in the residential is to encourage and enable you to integrate coaching skills into your skills repertoire, for the purposes of both self-coaching and coaching others. The three peer-coaching sessions involved in completing this assignment, and your reflections on them, will give you opportunities to:

- enhance your understanding of how coaching can enable learning and development
- further develop the coaching skills that you worked on during the residential.

Your tasks

Coaching sessions

1. During your residential workshop, you will form a learning partnership with a course colleague, with whom you will engage in three post-residential peer-coaching sessions. Ideally, these sessions will be conducted face-to-face, though they may also be conducted via videoconference. They ought to be conducted at least 36 hours before you submit each related element of this assignment.

2. In each coaching session, you will take turns playing the role of coach in a 30–45-minute coaching conversation, helping your partner (as coachee) to improve her or his managerial, professional, and/or personal effectiveness. Thus, within each coaching session, there will be two coaching conversations: you will be the coach in one of them and the coachee in the other.
3. Before you begin the peer-coaching session, it is important that you both agree on the strict confidentiality of the content of the coaching conversation.

4. The sessions should occur about a week apart.

5. As coachee, ensure that you approach each session with a developmental issue related to one of the topics covered in the course, on which you want to be coached\(^1\). If possible, sustain your focus on that same challenge across all three coaching sessions. By doing so, in Sessions 1 and 2, you will be able to discuss how you will try to make further progress with the issue before your next session; and, in Sessions 2 and 3, you will be able to reflect on progress made since the previous session.

6. As a coach, ensure that you are in a coaching mindset (Emerson & Loehr, 2009) and that you practise the coaching skills and techniques that we will cover in our residential workshop.

7. In both roles, strive to enter and remain in learning mode (Heslin & Keating, 2017) as you complete these experiential learning processes.

8. Given the AGSM assessment policy that: “You need to ensure you have successfully attempted and completed all the required forms of assessments” (https://www.business.unsw.edu.au/agsm/students/resources/assessments#submission), please contact your facilitator immediately if you encounter difficulties scheduling and conducting your required peer-coaching sessions.

Reflections

Given that action learning reflection and the recording of related insights is generally best done as soon as possible after the “action” (Heslin & Keating, 2017), strive to record within 24 hours of each peer-coaching session and then submit via Moodle a reflection (up to 500 words) on what you:

as a coachee:

(i) learned about yourself, about your developmental challenge, and/or about how coaching can enable learning and development, and

(ii) plan to do next to continue making progress in relation to your development goal.

\(^1\) We recommend that you do not request peer coaching on personally sensitive topics that it would be more appropriate to discuss with a registered psychologist or other suitably qualified professional.
as a coach:

(iii) learned (e.g. about the challenges and opportunities of coaching, about your strengths and growth edges as a coach), and

(iv) plan to focus on next to improve your coaching effectiveness.

Assignment submission instructions

- Your three reflections – which constitute Assignment 2 Parts a, b and c – should be submitted in Moodle (where they will only be read by your facilitator and possibly the EB Course Coordinator).

- Include two major headings – “As a coachee” and “As a coach” – and below each of those provide two brief subheadings that identify the topic being addressed (i.e. points (i) through (iv) above)

- Highlight in bold font the course concepts you use to address these four topics.

- Use only concepts from the course Units and assigned readings. Because your facilitator is highly familiar with these, there is no need to include a reference list, so please do not do so.

- To address the imperative for coherence, please do not use bullet points, figures, tables or images.

- It is okay to draft your assignments outside of Moodle, though your assignment entry needs to be typed or pasted into it.

- Be aware that your submission will be scanned by Turnitin similarity detection software to ensure that the work submitted has not been (inadvertently) submitted elsewhere or copied from another source. You can access Turnitin under the ‘Assessments’ section in your Moodle course site. More information about plagiarism (which is serious academic misconduct that will not be tolerated) can be found here: https://student.unsw.edu.au/plagiarism.

- Please note your actual word count in the first line of your assignment. If it exceeds 500 words, please revise your work until it does not exceed to word limit.

- Late submissions will be marked as such and thus be subject to the late penalty of 5% for each day late.

- Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that even serious work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special- consideration.

- Please keep a copy of your assignment.
Assessment guidelines:

Demonstrate your understanding of relevant course concepts by using them to insightfully and coherently:

- analyse and evaluate your learning as a coachee and identify ways to improve your personal, professional and/or managerial effectiveness (5%)
- analyse and evaluate your coaching mindset, actions, and skills, and identify ways to strengthen your effectiveness as a peer coach (5%).

Note: You will receive developmental feedback after you submit your Assignment 2a, as well as further feedback and your mark for your overall Assignment 2, after you have submitted all three reflections.

Note: Your feedback and marks will be released via the Moodle LMS system within 10 working days of submission.
Assignment 3: Future Career Presentation

**Time:** During your selected timeslot in Week 12 or 13 (first come, first served)

**Location:** In the room on our Kensington campus associated with your selected timeslot, as indicated in Moodle. For interstate students or those with course coordinator approval in light of serious impediments to attending a live session, a videoconference option will be available.

**Duration:** 5 minutes

**Weight:** 30%

**Rationale:**
Career goals are more likely to be realised when you can (a) authentically and passionately describe them, and (b) vividly imagine you have already achieved them and then reflect on what you may have done to enable your goal(s) to be attained (Travers 2013).

Your Future Career Presentation will give you the opportunity to:

- work towards harnessing these two principles
- reflect on what you consider to be the most useful course concepts for enabling your career and precisely how you might apply them to frame and achieve your career goals
- practise being in learning mode (Heslin & Keating 2017) as you work through several iterations of rehearsing your presentation, receiving feedback, further refining the content and delivery of your presentation, and then rehearsing it again
- enhance your skills in communicating with authenticity, presence, and charisma.

**Your task**
Imagine that it is five to seven years from now (you decide your targeted timeframe) and you have achieved your career ambitions! It is an EB class reunion and you have agreed to spend five minutes sharing with your class colleagues:

1. **Your place under the sun:**
   Proudly describe your identity and what your career and life are now like

2. **Why it’s a great fit:**
   Outline how your career now fulfils your major career preferences

3. **What you did, as well as when and why, to get there:**
   Describe precisely how and when you applied three course concepts to get you there. Be specific about what you did, why, and with what results.
Developing your presentation:

- Read the articles in Moodle titled ‘What’s your story?’ (Ibarra & Lineback 2005) and ‘Learning Charisma – Transform yourself into the person others want to follow’ (Antonakis, Fenley & Liechti 2012).
- You will begin developing your Future Career Presentation during your residential workshop. You will have the opportunity to rehearse a “thin slice” (preliminary extract) of your draft presentation and receive supportive peer coaching on how you may develop your personal presence and skills at giving a charismatic presentation.
- Thoroughly completing Units 7 and 8 following the residential workshop will enable you to refine your understanding of your career preferences and goal(s). You will then be equipped to further develop your draft presentation. It should go for four to five minutes and address the three abovementioned points.
- If you decide to use PowerPoint, have very few, if any, words on each slide. It is generally best to use only images that set the scene, so that the audience will not be distracted from listening to you by reading what is on the screen.

Rehearsing your presentation, and using feedback to polish it

- On a Presentation Learning Goals, Self-Assessment, and Feedback (PLSF) Form (available in Moodle), enter the three charismatic leadership techniques (CLTs; see Antonakis et al 2012) that you aim to practise using when you deliver your presentation.
- Give this form to a colleague, friend, or family member and ask that person to use the form to provide you with feedback on a trial run of your presentation.
- After reflecting on the feedback, polish your presentation content and delivery (both aspects are equally important for giving a high-quality Future Career Presentation).
- Video-record another rehearsal of it. When recording your rehearsal presentation, put your phone or tablet in landscape mode – otherwise your image will be warped when you upload it to Moodle. Reflect on what you think you did well and might have done better during your video-recorded rehearsal.

Sign up to deliver your presentation

In Week 8, sign up in Moodle for your preferred one-hour timeslot in which you will deliver your live presentation and roughly five colleagues who will provide feedback on your presentation, as you will on their presentations.

- Given the numerous benefits of presenting to and receiving immediate appreciative feedback on your presentation, depending upon the enrolments in EB in each session, provision may be made for interstate and international students to deliver their Future Career Presentation in their capital city along with other EB students.
Upload to Moodle a video-recorded rehearsal of your presentation

- At least 48 hours before your allocated timeslot, upload to Moodle (a) your video-recorded rehearsal of your presentation and (b) a Word (not PDF) version of the PLSF Form, with your full name in the file name and only the highlighted sections completed (based on your self-evaluation of the rehearsal that you uploaded to Moodle).

A penalty of 5% of the assignment weighting for each day late applies to late Moodle submissions.

On the day of the presentation

- Load any slides you will use (these are optional) on to the class computer before the session begins. Please do not use slides if you are giving your presentation via videoconference.

- Hand to your facilitator hard copies of any slides you use (six per page) plus a hard-copy backup of your PLSF Form (stapled together), the moment before you deliver your presentation. The latter backup must be emailed if you are giving your presentation via videoconference.

- Time warnings will be given at the four-minute, five-minute, and five-minute 30 seconds marks. You will be stopped if you go more than 30 seconds over time.

- Enjoy giving a truly high-quality Future Career Presentation!

Assessment guidelines:

- Adherence to the assignment instructions (5%)

- Coherence, i.e. the continuity and causality of your storyline (Ibarra & Lineback 2005) (5%)

- Specificity and accuracy of your application of just three course concepts (5%)

- Clear and coherent communication to achieve aim (as per your customised PLSF Feedback) Form (5%)

- Engagement of audience through professional delivery (5%)

- Effective use of tools and technologies (5%).
Assignment 4: Provide High-quality Feedback on Class Colleagues’ Future Career Presentations

Time: During your selected timeslot in Week 12 or 13 (first come, first served)

Location: Where your live (or videoconference) presentation is delivered

Duration: 1 hour

Weight: 10%

Rationale:
An essential skill for managers, leaders, team members and peer coaches is providing high-quality appreciative feedback and suggesting specific ways in which others’ future performance could be improved. In addition, EB students generally appreciate and profit from receiving such feedback. Thus, you will be called on to provide anonymous, high-quality written feedback on your colleagues’ Future Career Presentations. Several activities during our residential workshop will prepare you to understand and effectively perform this important assessment task.

Assessment criteria:

- The quality of the feedback you provide on your class colleagues’ Future Career Presentations will be assessed in terms of the extent to which it is:
  - specific (4%)
  - appreciative (3%)
  - constructive (3%).

Note: The meaning of these criteria will be addressed extensively in the residential workshop.
Learning resources and support

Learning resources

You have five major learning resources:

1. **The videoconference will set you up for the learning in this course.**

2. **The course Units, readings, and exercises.** As mentioned earlier, you will do much of your learning by thoughtfully working through the exercises and activities in these Units prior to your residential workshop. Doing so is often an enjoyable and rewarding process, as long as you have allocated adequate time – typically at least 10 hours per week.

3. **Your facilitator** will support your learning by being available for questions via email in the first instance, by conducting the three-day residential, and by providing you with feedback on your assignments. You are encouraged to contact your facilitator early with any questions.

4. **Your EB colleagues.** They will be an invaluable source of learning for you through sharing their experience and perspectives from different jobs and industries. You will also be involved with your EB colleagues through your peer-coaching activity (Assignment 2), when delivering your Future Career Presentation (Assignment 3), and when providing written feedback on some of your colleagues’ presentations (Assignment 4).

5. **Your work colleagues, friends, and family.** People within your professional and personal life will provide you with many opportunities to practise applying course concepts, before and after attending your EB residential workshop.

The course materials are provided to you as PDF files on the course website under ‘Course Materials’.

Course website: Moodle

To access the course website in Moodle, go to:


- Login with your student zID (username) and zPass (password).

Under ‘Course Overview’, click on ‘MNGT6211 Executive Blueprint class’. This will take you to the course home page.
eLearning Support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues

**UNSW IT Service Centre**

Hours:  Monday to Friday: 8.00 am to 8.00 pm  
         Saturday and Sunday: 11.00 am to 2.00 pm

Email:  ITServiceCentre@unsw.edu.au

Phone:  Internal – x51333  
        External – +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments.

**The AGSM eLearning Coordinator**

Hours:  Monday to Friday: 9.00 am to 5.00 pm

Email:  elearning@agsm.edu.au

Phone:  Internal – x19541  
        External – 02 9931 9541  
        International – +61 2 9931 9541

For help with technical issues and problems.

**External TELT Service Centre**

Hours:  Monday to Friday: 7.30 am to 9.30 pm  
         Saturday and Sunday: 8.30 am to 4.30 pm

Email:  externalteltsupport@unsw.edu.au

Phone:  Internal – x53331  
        External – 02 9385 3331  
        International – +61 2 9385 3331
AGSM MBA Programs contact details

Student Experience
If you have any program queries about your studies, they should be addressed to:

Student Experience
AGSM MBA Programs
UNSW Business School
UNSW SYDNEY NSW 2052
Tel: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support
The University and the UNSW Business School provide a wide range of support services for students, including:

- **AGSM – Digital Resources and Tutorials**

- **AGSM Learning Guide** available in Moodle
  (Note: In completing your EB assignments, the formatting and referencing guidelines presented in this Course Overview should take precedence over the general guidelines on this topic provided in the **AGSM Learning Guide**).

- **Business School Learning Consultations**
  Book a one-to-one or small group consultation with a learning assistant/advisor with expertise in numeracy, literacy or accounting. Get feedback on your writing, understanding of specific assignment requirements or general approach to and techniques in studying. Go to: [https://www.business.unsw.edu.au/students/resources/learning-support/consultations](https://www.business.unsw.edu.au/students/resources/learning-support/consultations)

- **Business School Learning Resources**
  Visit [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support) for up-to-date details on resources and services available to support your studies, e.g. communication resources, a Moodle site dedicated to Business students’ needs, including critical thinking, argument mapping, academic writing, preparing to present orally and participating in debates.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Academic skills support services, including workshops and resources for all UNSW students. See website for details.
• **Library services and facilities for students**  
  https://www.library.unsw.edu.au/study/services-for-students

• **UNSW Counselling Service**  
  www.counselling.unsw.edu.au  
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.  
  Office: Level 2, Quadrangle East Wing;  
  Phone: +61 2 9385 5418.

• **Disability Support Services**  
  https://student.unsw.edu.au/disability  
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies.  
  Office: Ground Floor, John Goodsell Building;  
  Phone: +61 2 9385 4734;  
  Email: disabilities@unsw.edu.au
Peter Heslin is a registered psychologist and an Associate Professor in the UNSW School of Management. After working for several years as a management consultant at KPMG Career Navigation, in 1997 he began co-creating and facilitating Managerial Skills and Managing People and Organisations at the AGSM. After completing his PhD, he worked for seven years at the Cox School of Business in Dallas, Texas – teaching Organization Behavior, Leading Organizational Change, and Managing Across Cultures in one of the top 20 professional MBA programs in the United States.

In 2006, Peter received the C. Jackson Grayson Endowed Faculty Innovation Award for excellence and creativity in teaching. In 2013, he served as elected Chair of the Academy of Management Careers Division. In 2014, he won the AGSM MBA Programs Teaching Excellence in a Core Course Award for his work designing and leading Foundations of Managerial Skills (FMS), the precursor to EB.

Peter is a widely published international thought leader on the role of mindsets in realms such as leadership development, employee engagement and career success (for details, see: goo.gl/5XyyF). He delivers growth-mindset workshops in leading corporations and non-profit agencies throughout Australia, Europe, the US and Brazil. Peter relishes the opportunity to continue learning from working with EB students as they prepare to make the process of completing their chosen AGSM MBA program a life-changing experience!
The following people have contributed to this and previous versions of this course through the provision of their ideas, content, reviews and refinements.

Dr Dan Caprar
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Robyn Gleeson
Leonie Green
Dr Lynn Gribble
Dr Wendy Grusin
Dr Peter Heslin
Barbara Mackie
Geoff Mortimore
Dr Janis Wardrop
Denise Weinreis
References


Appendices

Appendix 1  AGSM MBA (Executive) learning goals and EB course content
Appendix 2  AGSM EB 360° Feedback – Instructions for Completion
Appendix 1

AGSM MBA (Executive) Program learning goals and EB course content
## AGSM MBA (Executive) Program learning goals and EB course content/assessments

<table>
<thead>
<tr>
<th>AGSM MBA (Executive) Program Learning Goals</th>
<th>Addressed in Executive Blueprint (EB)</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1: Business Management Knowledge</td>
<td>• Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
<td>Assignment 1, 2 and 3</td>
</tr>
</tbody>
</table>

Learning Goal 2: Critical Thinking
• Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Proactive learning • Deliberate practice • Incentive structure model • Competing commitments model • Growth mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2:</td>
<td>Ethics and values</td>
</tr>
</tbody>
</table>

Assignments 1 and 2

Learning Goal 3: Communication
• Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose

<table>
<thead>
<tr>
<th>Overview:</th>
<th>Assessment guidelines • Writing in a concrete, accurate, coherent, and integrative manner in both assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3:</td>
<td>Communication • Clarifying your communication purpose</td>
</tr>
</tbody>
</table>

All assignments

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes

Not assessed in this course

Learning Goal 5: Responsible Business
• Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business
• Students should be able to consider the social and cultural implications of management practices and of business activities

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Ethics and values</th>
</tr>
</thead>
</table>

Assignments 1 and 3

Learning Goal 6: Leadership
• Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Ethics and Values • Ethical leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4:</td>
<td>Coaching</td>
</tr>
<tr>
<td>Unit 6:</td>
<td>Interpreting your AGSM 360° Feedback Profile</td>
</tr>
</tbody>
</table>

Assignments 2 and 4
**Learning Goal 7: International Perspective**

- Students should understand the needs of undertaking business within a global context.
- Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other.

<table>
<thead>
<tr>
<th></th>
<th>Not assessed in this course</th>
</tr>
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DRAFT
Appendix 2

AGSM EB 360° Feedback
- Instructions for Completion
Process for collecting your 360° Feedback Profile

Your AGSM 360° Feedback Profile is accessed online via Leaderskill Group’s survey website (a delivery partner). We provide them with your name and email address for use only with this survey. There is a strict privacy policy regarding all information.

When you receive your login email from Leaderskill:

Step 1: Read the online instructions and complete your self-questionnaire.

Step 2: Identify colleagues who will provide you with feedback. Brief them face-to-face, or by phone. Include:
– your boss (and, if appropriate, up to two bosses)
– four to six direct reports if available (minimum three).
– four to six of your peers if available (minimum three).

Choose people who know you well enough to be able to respond. Invite both “fans” and “critics”!

Step 3: Enter your respondents into the survey. They will receive their own login emails with individual passwords to access the questionnaire.

Step 4: Log in regularly to check the progress of your survey and send reminders if required.

Step 5: Download and print your profile when you have access to it.

Step 6: Complete the exercises in Unit 6 – Interpreting your AGSM 360° Feedback Profile.

Difficulties with respondent categories

It may be that you are uncomfortable asking for feedback from one of the groups above. For example, you may just have started a new job, or you may not have the kind of relationship with your boss that facilitates this request. In such instances, it is good to be creative in how you define your groups. For example, if you have no direct reports, you might ask peers from a previous job to complete the survey, and group all these responses under ‘direct reports’. Similarly, you might ask a group of MBA colleagues or even family and friends. As long as you group similar respondents in a group, the actual title assigned to that group does not matter. Though, of course, you should remember how you have classified your respondents in order to interpret the results. Please note that feedback is anonymous. Having three or more direct reports and/or three or more peers helps with this process.
Survey schedule
For details regarding these dates, see: http://survey1.leaderskill.com.au/resources/AGSM_EB.htm

Support
For further assistance, please contact Leaderskill at support@leaderskill.com.au or +61 2 9449 7737 (9am to 5pm Sydney time).