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 the Videoconference

As you read this, please log in to your online Moodle classroom and sign up for at least one 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

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.

Look ahead

Review the tasks and activities required and immediately schedule your study and assessment activities (we recommend at least 10-12 hours per week).

If you do not have a profile photo on Moodle from which your face can be clearly seen (i.e. one in which your face takes up at least half the available space and you are not wearing sunglasses etc.), please upload one right away. A simple selfie from your smartphone or tablet would be fine.

If you have a chance to glance over all the Units and start completing them before your videoconference, that would be a great idea.
Course information

Course-level aims and learning goals

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.

Structure

Sequence of activities

The schedule on the following page shows the sequence of activities in the course.
The following schedule outlines weekly activities for your EB course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Begins</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 June</td>
<td>Complete reading of Units 1 to 6 prior to your residential&lt;br&gt;Prepare to complete the learning review (on assigned content) during your residential&lt;br&gt;Begin AGSM 360 feedback process (pre-videconference)&lt;br&gt;Sign up, prepare for, and participate in required videconference&lt;br&gt;Assessment 4*: Class contribution during videconference</td>
</tr>
<tr>
<td>2</td>
<td>11 June</td>
<td>EB 4 residential (Friday 29 June to Sunday 1 July) – including initial peer-coaching session.&lt;br&gt;Assessment 4*: Class contribution during residential&lt;br&gt;Assessment 1: Learning Review (first morning of residential) (20%)</td>
</tr>
<tr>
<td>3</td>
<td>18 June</td>
<td>EB 4 residential (Friday 29 June to Sunday 1 July) – including initial peer-coaching session&lt;br&gt;Assessment 4*: Class contribution during residential&lt;br&gt;Assessment 1: Learning Review (first morning of residential) (20%)</td>
</tr>
<tr>
<td>4</td>
<td>25 June</td>
<td>Complete reading of Units 7 &amp; 8&lt;br&gt;Implement Personal Improvement Plan (PIP)&lt;br&gt;Assessment 2a: Submit reflection on PIP implementation progress and initial peer-coaching session via Moodle by 3pm on Friday 20 July (10%)</td>
</tr>
<tr>
<td>5</td>
<td>2 July</td>
<td>EB 5 residential (Friday 6 July to Sunday 8 July) – including initial peer-coaching session&lt;br&gt;Assessment 4*: Class contribution during residential&lt;br&gt;Assessment 1: Learning Review (first morning of residential) (20%)</td>
</tr>
<tr>
<td>6</td>
<td>9 July</td>
<td>Implement PIP&lt;br&gt;Conduct Peer-coaching Session 2, ideally 2-7 days before Assignment 2b is due&lt;br&gt;Assessment 2b: Submit reflection on progress in implementing PIP and Peer-coaching Session 2 via Moodle by 3pm on Friday 3 August (10%)</td>
</tr>
<tr>
<td>7</td>
<td>16 July</td>
<td>Implement PIP&lt;br&gt;Conduct Peer-coaching Session 2, ideally 2-7 days before Assignment 2c is due&lt;br&gt;Assessment 2c: Submit reflection on progress in implementing PIP and Peer-coaching Session 3 via Moodle by 3pm on Friday 3 August (10%)</td>
</tr>
<tr>
<td>8</td>
<td>23 July</td>
<td>Complete reading of Units 7 &amp; 8&lt;br&gt;Implement PIP&lt;br&gt;Conduct Peer-coaching Session 3, ideally 2-7 days before Assignment 2b is due&lt;br&gt;Assessment 2c: Submit reflection on progress in implementing PIP and Peer-coaching Session 3 via Moodle by 3pm on Friday 17 August (10%)</td>
</tr>
<tr>
<td>9</td>
<td>30 July</td>
<td>Rehearse Assessment 3: Rehearse, receive and reflect on feedback, refine, video-record, and upload to Moodle another rehearsal of your Future Career Presentation</td>
</tr>
<tr>
<td>10</td>
<td>6 August</td>
<td>Deliver Assessment 3: To your facilitator and class colleagues, during your chosen timeslot (30%)&lt;br&gt;Assessment 4*: Class contribution during presentations… including providing feedback on class colleagues’ Future Career Presentations</td>
</tr>
<tr>
<td>11</td>
<td>13 August</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>20 August</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>27 August</td>
<td></td>
</tr>
</tbody>
</table>

* Assessment 4 (Class contribution) is weighted at a total of 20% across all activities for the duration of the course
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.

Participation in the videoconference is mandatory. 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 Course Overview, complete Unit 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 Unit 1 content and exercises.

Course content

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

When you attend the residential, you will be expected to have completed all of the assigned Units, readings and exercises.
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 process facilitation and 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 peer-coaching skills and prepare you to begin work on your Assignment 2.

Residential Topic 2 – Personal presence. The residential 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 Assessment 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 Assessment 3.
Course learning outcomes

After you have completed Executive Blueprint (EB), you should be able to:

1. adopt a proactive, curious approach to learning
2. target your message to various audiences
3. engage in active listening
4. constructively give and receive feedback
5. take action on feedback received
6. understand the coaching process
7. build your coaching skills
8. recognise and understand ethical issues
9. understand and apply ethical values and principles
10. manage your time and stress
11. build your resilience and psychological flexibility
12. plan for ongoing learning via experimentation and skill development
13. formulate a career plan
14. 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 the table below. 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.
<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><strong>Learning Goal 1: Business Management Knowledge</strong>&lt;br&gt;• 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></td>
<td>Assessments 1, 2 and 3</td>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong>&lt;br&gt;• Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
<td>Unit 1: Proactive learning&lt;br&gt;Unit 2: Ethics and values&lt;br&gt;Unit 4: Coaching</td>
<td>Assessments 1 and 2</td>
</tr>
<tr>
<td><strong>Learning Goal 3: Communication</strong>&lt;br&gt;• 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</td>
<td>Overview: Assessment guidelines&lt;br&gt;• Writing in a concrete, accurate, coherent, and integrative manner&lt;br&gt;Unit 3: Communication</td>
<td>All assessments</td>
</tr>
<tr>
<td><strong>Learning Goal 4: Teamwork</strong>&lt;br&gt;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</td>
<td>Not assessed in this course</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Goal 5: Responsible Business</strong>&lt;br&gt;• Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business&lt;br&gt;• Students should be able to consider the social and cultural implications of management practices and of business activities</td>
<td>Unit 2: Ethics and values</td>
<td>Assessments 1 and 3</td>
</tr>
<tr>
<td><strong>Learning Goal 6: Leadership</strong>&lt;br&gt;• Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams</td>
<td>Unit 2: Ethics and Values&lt;br&gt;• Ethical leadership&lt;br&gt;Unit 4: Coaching&lt;br&gt;Unit 6: Interpreting your AGSM 360° Feedback Profile</td>
<td>Assessments 2 and 4</td>
</tr>
</tbody>
</table>
The key components of the course are discussed below.

**Videoconferences**

During your required 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. Knowledge of course materials will be assumed and there will be no lectures on the course content.

**The residential**

The residential 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 residential. However, please note that all elements of the course materials are equally important.

The residential will comprise a range of activities that will facilitate your embedding of the course concepts. A fundamental aspect of the residential 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 residential 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. You will have the opportunity to assess your progress on the areas in which you receive feedback when you receive 360° Feedback again during the first course in the Executive Agenda Year.
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 1.

**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 residential will include role-playing, peer coaching, individual reflection, and structured experiential activities. Experiential learning in the course will extend beyond the residential to the activities required to produce Assessments 2 and 3.
Resources

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, including 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. Doing so is often an enjoyable and rewarding process, as long as you have allocated adequate time – typically a minimum of 10-12 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 assessments. You are encouraged to contact your facilitator early with any questions.

4. **Your EB colleagues** 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 (Assessment 2), when delivering your Future Career Presentation (Assessment 3), and when providing written feedback on some of your colleagues’ presentations (Assessment 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.

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

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised regularly. Significant course updates are carried out in line with industry developments and the latest academic research.

The AGSM surveys students each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the AGSM program in general. This student feedback is taken into account in all course revisions.

All material used will be treated as confidential and these processes will have no bearing on course grades.

Student evaluations from the last presentation of the course

Students commented as follows:

a. It would be useful to see more than one sample learning review question.

b. To ensure our time is respected, perhaps have students take turns assuming responsibility for having all fellow students return to class and be ready to resume work on time after each break.

c. Spend some more time outside during the residential.

Coordinator’s response

As a result of this feedback, we have undertaken the following:

a. Three sample learning review questions will now be provided on the course Moodle site.

b. Students will be invited to take turns helping prime their colleagues to be back in class on time.

c. We will have an additional ‘walk and talk’ outside session during the residential.
Key policies, student responsibilities and support

Academic integrity and plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise.

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz.

For information on how to acknowledge your sources and reference correctly, see: https://www.business.unsw.edu.au/Students-Site/Documents/referencing.pdf.

Student responsibilities and conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

AGSM MBA Programs and UNSW policies


UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website: https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities.

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from AGSM Experience.
Workload

It is expected that you will spend 10–12 hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Attendance

For information on UNSW policy, see: https://student.unsw.edu.au/attendance

General conduct and behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html.

Occupational health and safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://safety.unsw.edu.au/.

Keeping informed

You should take note of all announcements made in class and on the course website. From time to time, the University will send important announcements to your university email address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.
Special consideration and supplementary examinations

Any student dealing with exceptional circumstances due to illness, misadventure or business critical work/travel that affects submission of assessments or exams (performance or attendance), should complete an application for Special Consideration via the UNSW online system – see: https://student.unsw.edu.au/special-consideration.

A Professional Authority Form also needs to be completed prior to the online submission – see:

These applications are assessed by AGSM Experience.

Applications for Special Consideration must be received no later than three working days after an assessment task due date, or exam date.

Note that work, family, sporting and social commitments are not generally seen as being beyond a student’s control, and so would not normally be accepted as grounds for special consideration.

If your course has an exam, please note that students who are unwell are advised to not attend the exam, and instead obtain documentation from their doctor supporting their need to be absent from the exam. UNSW advises use of the Professional Authority Form – https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf — in this instance. They can then apply for Special Consideration to sit the Supplementary Exam (usually held seven days later). Once students see an exam, they cannot re-sit the exam for that course in the same session.
eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php

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

Moodle 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: 8am – 8pm
       Saturday and Sunday: 11am – 2pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
       External: 02 9385 1333
       International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support
Hours: Monday to Friday: 7.30am – 9.30pm
       Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
       External: 02 9385 3331
       International: +61 2 9385 3331

Administrative and eLearning support

AGSM Experience

If you have administrative queries, they should be addressed to AGSM Experience.

AGSM Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +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**

- **Business School Learning Consultations**
  https://www.business.unsw.edu.au/students/resources/learning-support/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.

- **Business School Learning Resources**
  https://www.business.unsw.edu.au/students/resources/learning-support
  Provides 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
  Provides 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 and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
  Office: Level 2, East Wing, Quadrangle Building;
  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: 9385 4734; Email: disabilities@unsw.edu.au
Course staff

Course coordinator

Associate Professor Peter Heslin

PhD – University of Toronto
MPsych (Applied), BA (Hons) – UNSW

Peter Heslin is a registered psychologist and 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/5XyjyF). He delivers growth-mindset workshops in leading corporations and non-profit agencies throughout Australia, Europe, the USA 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!
Course contributors

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


Emerson, B & Loehr, A 2009, A manager’s guide to coaching - simple and effective ways to get the best out of your employees. AMACOM, New York, NY, pp.85-124.


Appendix

Appendix  AGSM EB 360° Feedback – Instructions for Completion
Appendix

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”! Those students who have a large set of invitees tend to receive the greatest learning.

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).