MNGT6370
Foundations of Managerial Skills

Session 1, 2015
The UNSW Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and only aggregated findings will be used to inform changes aimed at improving the quality of UNSW Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.
Foundations of Managerial Skills

Course Overview

We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au
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Getting started

Welcome to Foundations of Managerial Skills!

Outlined below are some opening activities required to make a strong start in this course. Please complete all of the following activities as soon as possible and definitely before attending your MBA (Exec) Orientation Workshop.

- **Read this entire Course Overview.**
  The Overview outlines course objectives, structure, assessment requirements, learning processes, and some resources that will enable you to make the most of your learning opportunities.

- **Connect your UNSW zMail address to a preferred email address.**
  Unless you intend to regularly check your UNSW email account, please ensure that emails sent to your UNSW zMail address are forwarded to your preferred email address.
  
  To do this, go to: https://www.it.unsw.edu.au/students/zmail/redirect_external.html

  Your course instructor will use your UNSW zMail address to send you important information and updates. Thus, it is important to set up and keep current your email forwarding address at UNSW Identity Manager: https://idm.unsw.edu.au

  Please take a few minutes to confirm that now. This 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, in order to engage your respondents in time to have a full profile ready for the intensive workshop. To review the strict timetable for completing the required tasks, go to: www.360facilitated.com/resources/AGSM_FMS.htm

  Further details are outlined in the 360° Feedback Profile section later in this Overview.

- **Look ahead.**
  Review the tasks and activities required and immediately schedule your study and assessment writing activities (recommended 10 hours per week).
Course outline

Course objectives

Managing matters! As Mintzberg (2003, p. 9) observed:

No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well, or whether they squander our talents and resources.

Learning to manage well requires continual openness to challenge your assumptions and experiment with fresh ways to attain your objectives.

People who cannot invent and reinvent themselves must be content with borrowed postures, second-hand ideas, fitting in instead of standing out.

Warren Bennis (1993, p. 1)

Foundations of Managerial Skills (FMS) is intended to enable you to:

• develop your skills as a manager
• discover how to get the most out of your studies in the MBA (Exec)
• hone your skills in using course concepts, frameworks and theories in analysis and solution-finding.

Managerial skill development

The course will provide many opportunities to develop your skills for being a more effective manager.

Topics include how to manage your mindset and feelings (Unit 2 – Self-management), how to give and receive constructive feedback (Unit 3 – Communication), how to build effective working relationships with team members (Unit 4 – Working in teams), and how to recognize and resolve ethical issues (Unit 5 – Ethics)

You will receive 360° feedback on your managerial skills (Unit 6 – Interpreting your AGSM 360° Feedback Profile) and complete four action learning assignments to target and strengthen some core managerial skills.
Learning to learn

The course will encourage you to review and strengthen your way of using action learning to develop your managerial skills by learning from experience. Topics include how to methodically develop and pursue your skill development goals (Unit 1 – Proactive learning) and how to manage yourself as a learner (Unit 2 – Self-management).

The course will also enable you to build high quality working relationships with your MBA (Exec) colleagues and to hone your collaborative learning skills.

Skills in using course concepts, frameworks and theories

The course will equip you to use course concepts, frameworks and theories to analyse your practice and skills as a manager and to craft plans for improving your managerial practice. These skills in using course concepts to analyse issues and develop solutions will serve you well throughout your MBA (Exec) studies.

Overall, FMS is designed to enable you to thrive in your MBA (Exec) studies and further develop your capacity to make a positive impact on individuals, organisations, and the communities in which you work.

Course structure

The course begins with your AGSM MBA (Exec) Orientation Workshop during which you will have a chance to learn about your overall AGSM MBA (Exec) program, as well as discuss and clarify your understanding of the FMS course structure, content, and assignment requirements, as outlined in this Overview. The Orientation Workshop will also involve developing concrete plans to ensure that you thoroughly complete the reading and exercises required for participation in the FMS Intensive Workshop component of this course.

Your assigned reading consists of six units, as outlined in Figure 1.
Part 1: Managing Your Learning (Units 1–2)

These units will enable you to optimise your learning and development during your MBA (Exec). In Unit 1 – Proactive learning, you will discover ways to foster your learning and utilise the various concepts you encounter throughout your program (Ashford & DeRue 2012). You will learn how to set high quality goals (Locke & Latham 2013) and garner insights from the deliberate, systematic application of course concepts to support your managerial skill development.

Given the challenge of balancing life, study and work, Unit 2 – Self-management addresses how to manage your time, stress, and mindset with regard to your academic and work performance. You will also learn how to increase your resilience, positivity, self-efficacy, and psychological flexibility, so as to better manage the obstacles you encounter and flourish in the face of your academic and career challenges.
Part 2: Learning Together (Units 3–5)

Management development often happens through interaction with others, such as instructors and fellow students in the university context, or employees, clients, bosses, and peers in a work context.

In Unit 3 – Communication, you will learn a range of communication skills such as how to target your message to an audience, engage in active listening and peer coaching, as well as give and receive feedback constructively.

Unit 4 – Working in teams addresses the nature of team effectiveness. This unit will provide you with an opportunity to develop your skills at using process tools to get your teams off to a strong start, and to keep team members working well together until the team’s tasks have been successfully completed.

Unit 5 – Ethics will assist you to recognise ethical issues, clarify your values, and apply relevant ethical principles. Doing so can strengthen your foundation for ethical conduct, decision making, and leadership.

Part 3: Managerial Skill Development (Unit 6)

What might be the most useful behaviours for you to focus on in order to improve your managerial effectiveness? Valuable insights for answering this question can be gleaned from your AGSM 360° Feedback Profile. This profile is based on confidential 360° feedback from your boss, peers, and direct reports (when relevant) about your effectiveness in four broad domains of your work: (i) doing things, (ii) getting things done, (iii) enabling yourself, and (iv) enabling others.

Unit 6 – Interpreting your AGSM 360° Feedback Profile explains what is involved in each of these four areas and will guide you in using your AGSM 360° Feedback Profile to identify your development edge(s); that is, the most useful things to focus on next to increase your professional and personal effectiveness.

Each unit includes:

- a reading that has been assigned to deepen your insights and skills regarding one of the topics covered by the unit
- a set of exercises designed to help you to reflect on your related experiences and apply the course content to develop your effectiveness. Completing these exercises is vital to being prepared for our FMS Intensive Workshop.
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.
<table>
<thead>
<tr>
<th>Course Element</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA (Exec) Orientation Workshop (OW)</td>
<td>OW</td>
</tr>
<tr>
<td>AGSM 360° Feedback Profile</td>
<td>Collect 360° feedback</td>
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<tr>
<td></td>
<td>Receive 360° Profile</td>
</tr>
<tr>
<td>FMS Course content</td>
<td>Complete required pre-reading and exercises</td>
</tr>
<tr>
<td>Residential FMS 3-day Intensive Workshop (IW)</td>
<td>Participate in IW</td>
</tr>
<tr>
<td>Assignment Part A: Action Learning Reviews (ALRs) - 50%</td>
<td>Develop and finalise two ALRs (aided by peer coaching during IW)</td>
</tr>
<tr>
<td>Assignment Part B: Action Learning Journals (ALJs) - 50%</td>
<td>Implement an element of each of the improvement plans outlined in your two ALRs</td>
</tr>
<tr>
<td></td>
<td>Prepare two corresponding ALJs</td>
</tr>
</tbody>
</table>
Learning outcomes

At the successful completion of Foundations of Managerial Skills (FMS), you should be able to:

1. Foster your learning orientation and mindful engagement with MBA (Exec) course concepts
2. Engage in action learning to continually hone your managerial skills
3. Frame a high quality managerial skill development plan
4. Manage your time and stress with regard to your academic and work performance
5. Build your resilience, positivity, self-efficacy, and psychological flexibility
6. Target your message to various audiences
7. Engage in active listening and peer coaching
8. Constructively give and receive feedback
9. Apply team setup processes to surface available expertise, establish team roles, and to agree on team goals
10. Use team facilitation processes to foster high quality connections, positivity, and “fighting fairly”
11. Apply taskwork processes in a team to identify root causes of difficulties, as well as engage in divergent and convergent thinking
12. Recognise and understand ethical issues
13. Apply ethical values and principles in decision making and leadership.

AGSM MBA (Exec) learning goals

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

Note: Some of these learning goals may only make sense when you have read the relevant FMS unit.
The learning approach

The course incorporates the following elements:

- Comprehensively reading the course materials (including assigned readings) and thoughtfully completing the accompanying exercises to reflect on your managerial experiences and skills
- Experiential learning through peer coaching, team-based case analysis, and experiential activities during the intensive workshop
- In-depth analysis of your AGSM 360° Feedback Profile
- Skill development: creating, implementing, and fine-tuning plans to develop your managerial skills.

Course materials

The course materials have been prepared to help you work in a self-directed manner through a range of rigorous and practical core concepts and tools on each of the topics covered in this course. Reading this material – and completing the related exercises – will equip you for the intensive workshop and for accomplishing your assessment tasks.

The intensive workshop will not include lectures summarising course materials. Instead it will provide you with opportunities to reflect upon, apply, and refine the ideas, tools, and skills covered in the course materials. Indeed, most of the workshop activities are designed to draw upon and extend your responses to the preparatory exercises.

This is why thoughtfully completing each of the units and assigned readings, as well as each of the related exercises, is absolutely imperative for participation in the FMS Intensive Workshop (IW). Doing so will ensure you’re fully prepared to meet the course objectives and support your new colleagues in making a strong and enjoyable start to their AGSM MBA (Exec).

Experiential learning

The experiential learning approach (Kolb 1984; Torbert & Associates 2004) is based on the assumption that to achieve change it is essential to practise new behaviours and skills, receive feedback, see the consequences of other ways of behaving, and integrate these insights and skills into our managerial practice (Ashford & DeRue 2012). This approach is illustrated by the Action Learning Cycle shown in Figure 2 and explained in more detail in Unit 1 – Proactive learning.
You are strongly encouraged to experiment with deliberately applying relevant concepts from each unit before attending the intensive workshop. Continually practising action learning, through intentionally applying course concepts in your work, is essential preparation for the FMS intensive workshop. During this workshop, you will be invited to report on what you have learnt from applying course concepts.

Your continual practice of action learning is essential preparation for your assessment tasks, as detailed below.
360° Feedback Profile

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

A 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. Be sure to carefully read Unit 6 in order to derive the maximum learning from your feedback. Below are the steps involved in obtaining your 360° Feedback Profile.

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 the Unit 6 – Interpreting your AGSM 360° Feedback Profile.
**Survey schedule**

- Receive login email: At least one week prior to the Orientation Workshop.
- Request feedback: As soon as possible and definitely before the Orientation Workshop.
- Survey completion date (by you and your feedback providers): Two weeks after the Orientation Workshop.
- Download date: Five days prior to the Intensive Workshop.

For details regarding these dates, see:
www.360facilitated.com/resources/AGSM_FMS.htm

**Support**

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

**Skill development planning and action research**

Skill development planning and action research play such an important role in developing your managerial skills that they form the basis for your assessment tasks, as outlined next.
Assessment

Assessment policy
The assessment process is intended to provide you with:

- a stimulus to reflect on and develop relevant managerial skills
- feedback on your progress at understanding and applying course concepts, and
- a means of evaluating your performance at applying course concepts.

Summary of requirements

You are required to complete two assignments, each targeting a different skill for development. Each assignment has two parts, A and B.

Assignment 1

Part A: Action Learning Review (ALR)
Part B: Action Learning Journal (ALJ)

Assignment 2

Part A: Action Learning Review (ALR)
Part B: Action Learning Journal (ALJ)

*Note: For each part of each assignment:

Weight: 25% of total marks
Length: 4 pages maximum each (double-spaced)
Submit: Via Moodle, the AGSM’s eLearning platform, prior to the deadlines for Parts A and B.
Due: Due before the deadlines given in the FMS course calendar, which is posted in the Assessments area of the Moodle course website.

Assessment requirements

For each assignment, you are required to target a specific managerial skill for development. For each skill, you are required to complete the following 2-part assignment:

Part A: Action Learning Review (ALR)
Use relevant course concepts to:
• analyse an incident when you were not particularly effective because of your limited competence regarding a targeted managerial skill

• craft an improvement plan to develop your targeted skill so that you can achieve a better outcome when encountering similar challenges in the future.

**Part B: Action Learning Journal (ALJ)**

Use relevant course concepts to:

• describe and analyse how you deliberately enacted an element of your ALR improvement plan

• discuss what happened and what you learnt from your deliberate application of a course concept

• create a comprehensive plan for continuing to develop your targeted managerial skill, based on what you learnt from enacting a step in your ALR improvement plan.

Complete Part A of each assignment in separate documents. These will be graded and returned to you with feedback two weeks after submission. Part B for each assignment should be **completed in the same document** as Part A, below the comments you have received on Part A.

The skills you target for development may be derived from either your AGSM 360° Feedback Profile or Table 1 below.

**Table 1 Potential managerial skills to develop**

| Mindfulness | Receiving feedback |
| Stress management | Peer coaching |
| Managing my academic & work performance | Process facilitation |
| Managing my time | Productive conversations |
| Managing my mindset | Team setup processes |
| Resilience | Fostering High-Quality Connections (HQC) |
| Cultivating my corporate athlete | Diagnosing a core problem |
| Fostering positivity | Divergent thinking |
| Psychological flexibility | Convergent thinking |
| Assertive communication | Ethical awareness |
| Giving impactful feedback | Ethical decision making |
| Active inquiry | Ethical leadership |
| Active listening | |
In choosing the skills to target for development, you are strongly encouraged to select skills that:

- could have a significant positive impact on your professional and/or personal effectiveness
- if more developed, would have prevented adverse consequences for you and/or others during the specific incident that you analyse in your Action Learning Reviews
- you can begin developing within the timeframe of this course by undertaking an initiative identified in your improvement plan.

Three examples of developing managerial skills across the two parts of an FMS assignment are outlined in Table 2.

Table 2 Three examples of skills addressed across the two parts of an FMS assignment

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<tbody>
<tr>
<td>Psychological flexibility</td>
<td>Analysis of a specific incident when a restrictive mindset led to anxiety that impeded my performance. Improvement plan to develop my enabling mindset.</td>
<td>Report on what happened when I applied the concept of going to emotions, what I learnt, and what I will do next in light of my learning to continue developing my emotional self-management.</td>
</tr>
<tr>
<td>Process facilitation</td>
<td>Analysis of a specific incident when being in doctor mode and giving advice cued a colleague to shut down. Improvement plan to develop my process facilitation coaching skills.</td>
<td>Report on what happened when I applied a specific process facilitation technique, what I learnt, and what I will do next in light of my learning to continue developing my process facilitation skills.</td>
</tr>
<tr>
<td>Fostering High Quality Connections (HQC)</td>
<td>Analysis of a specific incident when the poor quality of my relationship with someone had adverse consequences. Improvement plan to practise applying the four principles for developing High Quality Connections (HQC).</td>
<td>Report on what happened when I applied at least one of the principles for developing HQCs, what I learnt, and what I will do next in light of my learning to continue developing my skills at fostering HQCs.</td>
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</table>
Part A: Action Learning Reviews (ALRs)

The purpose of each of your two action learning reviews (ALRs) is to apply course concepts from units 1–6 to:

- analyse a specific incident when you were not particularly effective because of your limited competence regarding a targeted managerial skill
- logically derive from your analysis specific conceptually-driven steps to develop your targeted skill and handle similar future situations more effectively.

Your ALRs will provide you with the opportunity to consider and articulate ways of integrating refined managerial skills into your daily behaviour.

Aim to draw on concepts from several units (about 2–3 is typical) in your Action Learning Reviews.

Please present each ALR under the following three headings:

**Specific incident:** Provide a very brief description of a specific incident that you could have handled more effectively. Be succinct and clear about what you said and did, and the outcome. Include only as much detail as is necessary to create a platform for the analysis in the next section of your ALR.

**Suggested length:** Approximately 5% (i.e. 3–4 lines)

**Analysis:** Explicitly draw upon relevant course concepts to illuminate why you did not think and act as effectively as you might have with regard to your targeted skill. Demonstrate your understanding of relevant concepts by the way you apply them to analyse how you handled the event.

**Suggested length:** Approximately 45% (i.e. just under two pages)

**Improvement planning:** Logically derive from your analysis some specific, conceptually-driven actions that you will undertake to develop your targeted skill and handle similar situations more effectively.

State how you would evaluate your effectiveness at applying the steps or initiatives in your plan.

Describe any obstacles that are likely to occur (e.g. emotions, lack of time, insufficient resources, unsupportive colleagues) and how you will address them.

**Suggested length:** Approximately 50% (i.e. about two pages)
Guidelines:

The best ALRs are produced in accordance with the following guidelines:

- **Focus on a specific incident.** Without a clearly focused beginning, it’s virtually impossible to produce an adequately focused analysis and improvement planning section. ALRs with incidents described in any more than 4–5 lines rarely, if ever, have sufficient focus to be of high quality.

- **Focus on concepts.** Demonstrate your understanding of every concept you use by showing: (i) in your analysis section, exactly what the concept reveals about why you did not act as effectively as you might have; and (ii) in your improvement planning section, precisely what you will do (not just remember or keep in mind) to apply the concept to act more effectively in future.

- **Focus on you!** Strong ALRs focus on events that you, rather than other people, could have handled better. While it may be relevant to analyse the actions and reactions of others in the situation, focus as much as possible on how you contributed to the challenges you encountered (including ways you might not have brought out the best in others). Also provide concrete plans about how you will act more constructively next time you encounter a similar predicament.

- Make your improvement planning section SMART+. That is:
  - **Specific** about what you will do to address the issues identified in your analysis
  - **Measurable,** by having clear indicators of the effectiveness of your initiative(s)
  - **Achievable,** given your available resources, constraints, and other priorities
  - **Relevant** to your goals, values, and priorities
  - **Time-bound,** by stating precisely when you intend to take your initiative(s)
  - **Challenging,** given your current skills, habits, and situational constraints
  - **Positively** framed in terms of what you plan to do, rather than what you plan to stop doing.

For instance, “To improve my listening when someone disputes a statement I have made, I will pause, remind myself of the importance of understanding their perspective, and ask them a question to help me understand their point of view. For instance, ‘Could you tell me a bit more about how you see the situation differently?’”
• In ensuring that your improvement plan is SMART+, avoid indicating this in the form: “My plan is specific because …” Your plan will be SMART+ if it makes explicit precisely what you plan to do, when, etc.

• When possible, report and discuss the results and implications of conducting analyses (e.g. an incentive structure analysis [Unit 1] or a time management matrix analysis [Unit 2]), rather than merely report an intention to conduct such analyses.

• Be coherent, succinct, and logical. Your review should have a coherent argument or set of points presented within the length limit.

• Be sure the recommendations in your improvement planning section logically follow from your analysis. Similarly, the issues raised in your analysis should all be addressed by specific steps in your improvement plan.

• Thus:
  – Avoid detailed descriptions and narratives that contain minimal application of relevant concepts.
  – Avoid using the Action Learning Review as a place to explore your feelings about work. This kind of exploration is a useful exercise that you can do at another time.
  – Whenever you use a course concept to make a point, provide enough descriptive detail or concrete evidence to show that you understand the concept and that it applies in the way you claim.
  – Avoid listing multiple concepts within a sentence. Only use a concept when applying it to make an analytical point about the event or about an improvement step. If concepts are presented adjacently, they are typically just being listed rather than applied in an adequately evidence-based manner (Pfeffer & Sutton, 2006).

**Grading criteria:**

Your ALR will be graded according to the criteria detailed in Appendix 2.
Part B: Action Learning Journals (ALJs)

This is your opportunity to showcase your learning from deliberately implementing elements of your ALR improvement plans.

Instructions:

Each ALJ is an extension of one of your Action Learning Reviews and will be based on the implementation of one of the elements of the ALR improvement plan.

In each ALJ, address the following topics under the four headings that appear in bold below.

<table>
<thead>
<tr>
<th>Action:</th>
</tr>
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<tbody>
<tr>
<td>• Describe what you did to intentionally apply the selected concept.</td>
</tr>
<tr>
<td>• Explain the rationale for choosing this concept and applying it in this situation.</td>
</tr>
<tr>
<td><strong>Suggested length:</strong> Approximately 10%</td>
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<table>
<thead>
<tr>
<th>Result:</th>
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<tbody>
<tr>
<td>• Analyse what resulted from your concept application for you and/or others.</td>
</tr>
<tr>
<td>• In your analysis, consider the effects on your thoughts, feelings and/or actions, on the reactions of others and on your progress in attaining your goals.</td>
</tr>
<tr>
<td><strong>Suggested length:</strong> Approximately 20%</td>
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<table>
<thead>
<tr>
<th>Insights:</th>
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</thead>
<tbody>
<tr>
<td>Analyse what you learned from applying the course concept.</td>
</tr>
<tr>
<td>• What played out as you intended? What surprising outcomes occurred? What were you able to achieve?</td>
</tr>
<tr>
<td>• What did you learn about yourself and about the course concept?</td>
</tr>
<tr>
<td><strong>Suggested length:</strong> Approximately 35%</td>
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<table>
<thead>
<tr>
<th>Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline what you plan to do in the future, based on this action learning experiment, to continue improving your managerial practice.</td>
</tr>
<tr>
<td>• Outline <strong>how</strong> and <strong>why</strong> you will continue your skill development process. Ensure your plan is SMART+.</td>
</tr>
<tr>
<td>• Briefly mention a major challenge you anticipate to implementing your plan and how you will address it.</td>
</tr>
<tr>
<td><strong>Suggested length:</strong> Approximately 35%</td>
</tr>
</tbody>
</table>
Guidelines

The best ALJs are produced in accordance with the following guidelines:

• Given that your ALJs are reports of your learning from deliberately implementing an element of an ALR improvement plan, you are strongly encouraged to begin deliberately experimenting with applying related course concepts and taking notes on your action learning experiences as soon as possible (i.e. long before receiving feedback on your two ALRs).

• Ensure that your opening “Action” section describes how and why you actually did deliberately apply a course concept, rather than how you intend to.

• Never provide definitions of course concepts, though be sure to provide explicit evidence that you precisely understand each concept mentioned.

• In addressing the “Coherence” criterion in the grading template (in Appendix 3), ensure there is a clear flow running through your Action (what you did), Results (what happened from doing it), Insights (what you learnt from what you did) to your Next steps (how you will build upon what you learnt to continue your skill development in this area).

• In your Next steps section, focus mostly on initiatives you will undertake to develop your managerial effectiveness, rather than on initiatives you have already undertaken. However, when suitable, demonstrate your application of relevant concepts, rather than just announce a plan to apply them. For instance, discuss the results of having conducted an incentive structure analysis (Unit 1) or developed a time management matrix (Unit 2), rather than merely stating an intention to conduct such analyses.

• Strong ALJ Next steps sections typically feature in-depth application of relevant:
  – goal infrastructure (See Unit 1) to support the implementation of your plan
  – self-management concepts e.g. incentive structure, competing commitments, time-management, mindset, resilience, positivity, self-efficacy, psychological flexibility, and/or
  – communication concepts e.g. empathy, active inquiry, giving and receiving feedback, listening blocks, active constructive responding, productive conversations.
Grading criteria

Your ALJ’s will be graded in accordance with the criteria detailed in Appendix 3.

An overarching principle to keep in mind is that, because good management is evidence-based (Pfeffer & Sutton 2006), it is important to provide evidence for the statements you make in all your assignments. For more details on how to do this, see the “Concreteness” criterion in each of the grading templates.

Formatting requirements for ALR and ALJ

- Please follow the formatting requirements as outlined on the AGSM website https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations#formatting
- Use only the recommended headings. Write in a first person format (i.e. “I …”) as you would in a diary.
- To help with clarifying the relationship between the different concepts, always write coherent paragraphs; use use bullet points and tables sparingly.
- Referencing is important so that the reader knows the original source of the ideas and concepts that you use as the foundation of your analysis and reflection. More information about referencing can be found on the course Moodle website.
- Carefully observe the page limit for each assessment. Material presented beyond these limits will not be graded.

Submitting your assessments

- Save and submit your file in Word (not PDF) format.
- Do not write your name on the files you submit. Instead, just insert the file name (as below) in the left-hand side of the header of each page.
- Precise adherence to the following naming standard is essential as it enables organising and grading assignments, as well as recording your grades.
- Filename format for Action Learning Reviews (Assignment 1, Part A and Assignment 2, Part A): Name your two ALR files, using your student ID number, as illustrated here:
  - z1234567-ALR1
  - z1234567-ALR2
• Add each ALJ on a fresh page below the corresponding graded ALR.

• Filename format for Action Learning Journals (Assignment 1, Part B and Assignment 2, Part B): Rename your two graded ALR files using your student ID number and the following format:
  
  z1234567-ALJ1
  z1234567-ALJ2

• Given the serious nature of academic integrity, such as not basing any of your work on that submitted by another student or by yourself in a previous course, be aware that your assignments will be scanned by plagiarism detection software.

• There is no need to include an AGSM assignment coversheet when you submit your assignments as you will tick a box on Moodle to indicate that they represent your own work.
Learning resources and support

Learning resources

You have five major resources to help you learn:

1. **AGSM MBA (Exec) Orientation Workshop.** You will be scheduled to attend a required Orientation Workshop typically 4 weeks prior to your FMS Intensive Workshop. Participation in this workshop will help you:
   - Become acquainted with your MBA (Exec) process and colleagues
   - Gain further insights about the nature and requirements of FMS that are mentioned in this Overview
   - Complete a range of exercises that will foster you making a strong start to your MBA (Exec) and towards being fully prepared for your FMS Intensive Workshop.

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 Intensive 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 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 FMS Intensive Workshop.

4. **Your instructor.** Your instructor will support your learning by facilitating your FMS Intensive Workshop and answering questions about your assignments. The intensive workshop includes experiential learning activities that will illustrate and reinforce the conceptual content of the course, often building on your responses to the exercises in your course materials. You are most welcome to contact your instructor for advice, or to clarify any issues that arise during your completion of FMS.

5. **Your classmates.** They will be an invaluable source of learning for you through sharing their experience and perspectives from different jobs and industries.

This Course Overview, as well as the FMS units and readings, are provided to you as an interactive iBook. They can also be accessed as PDF files on the course Moodle website under “Course materials”.

Course Overview 23
Course website: Moodle
To login to the course website:

- Go to https://moodle.telt.unsw.edu.au/
- Then, enter your zNumber and your zPass to access Moodle
- Under ‘Course Overview,’ click on “MNGT-6370 Foundations of Managerial Skills” class. This will take you to the course Homepage.

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 a.m. to 8.00 p.m.
Satuarday and Sunday: 11.00 a.m. to 2.00 p.m.
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 a.m. to 5.00 p.m.
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 a.m. to 9.30 p.m.
Satuarday and Sunday: 8.30 a.m. to 4.30 p.m.
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 administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
UNSW SYDNEY NSW 2052
Tel: +61 2 9931 9400
Fax: +61 2 9931 9205
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 Learning Guide** (available to students via Moodle).

• **UNSW Business School – Education Development Unit (EDU).**
  (https://www.business.unsw.edu.au/students/resources/learning-support/ consultations)
  Services include workshops, online and printed resources, and The wording individual consultations on academic writing, study skills, and maths support specifically for UNSW Business School, AGSM and MBT students.
  EDU Office: Level 1, Quadrangle Building; Ph: +61 2 9385 5584; Email: edu@unsw.edu.au

• **UNSW Learning Centre.** (www.lc.unsw.edu.au)
  Academic skills support services, including workshops and resources for all UNSW students. See website for details.

• **Library training and search support services.**
  http://info.library.unsw.edu.au

• **UNSW IT Service Desk.** Technical support for problems logging into websites, downloading documents etc.
  Library, Level 2; Ph: +61 2 9385 1333;
  Website: www.its.unsw.edu.au/support/support_home.html
• **UNSW Counselling Service.** ([www.counselling.unsw.edu.au](http://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; Ph: +61 2 9385 5418.

• **Student Equity & Disabilities Unit.** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: +61 2 9385 4734.
Course development team

*Foundations of Managerial Skills* was developed by a course development team, led by Peter Heslin.

**Peter Heslin**
PhD (Toronto), MPsych (Applied, UNSW), MA (Psych, Sydney) BA (Hons, UNSW)

Peter Heslin is an Associate Professor in the School of Management at the UNSW Business School. Peter has taught on the AGSM FT MBA *Foundations of Management* program and in the AGSM MBA (Exec) Strategic Management Year, as well as on various programs offered by AGSM Executive Education. In 2014 he received the AGSM MBA Programs award for teaching excellence in a core course.

**Dr Dan Caprar**
PhD and MBA (Iowa), Dipl (Roffey Park), BSc and MA (Babes-Bolyai)

Dan is a Senior Lecturer at the UNSW Business School with expertise in culture, leadership, and self-development. He teaches *Leadership Concepts and Skills* in the AGSM MBA (Hong Kong), and is the Course Coordinator of the Leadership course in the AGSM MBA (Exec).

**Geoff Mortimore**
MA (Oxford), BPhil (Oxford), BSc(ANU)

Geoff has taught for AGSM MBA Programs since 1993. He currently teaches *Managing People and Organisations, Managerial Skills, and Managing Change* in the MBA (Exec) program, and is Course Coordinator of *Change Skills and Approaches to Change* in the AGSM’s Graduate Certificate in Change Management program.

**Denise Weinreis**
M Org Coaching (Sydney), Grad Dip (Jansen Newman Institute), M Int. Studies (Sydney), BA (Kansas State)

Denise is a specialist in coaching executives and teams to enhance their personal energy, leadership, and performance. She teaches and works as a coach on a wide range of AGSM Exec Education and MBA programs including the AGSM FT MBA *Foundations of Management* and in the AGSM MBA (Exec) SMY.
Course teaching team

FMS is taught by members of the course development team, and also by the following highly experienced, expert instructors.

**Susan Anderson**
MBA(Exec), Grad Dip (Psych) B Ed
Susan has facilitated AGSM MBA programs since 2008. She currently teaches Managing People and Organisations and Foundations of Managerial Skills. She is an experienced General Manager with expertise in leadership, team development and performance. Susan was a senior manager at Allianz and is currently a General Manager at beyondblue. She leads organisational strategy and performance and implements large scale social change programs.
Email: susan@andersonsconsulting.com.au

**Rosamund Christie**
MA (Univ Sydney)
Rosamund specialises in Executive Coaching and Leadership and has been an adjunct faculty member of the AGSM since 2001. She teaches Foundations of Management in the full-time MBA program, Foundations of Managerial Skills on the MBA (Exec) program, and is Program Director of Women in Leadership in AGSM Executive Education.

**Wendy Grusin**
DPsych. (Macq.), BSc Honours (First Class) (UNSW), Post Grad Dip (U WITS Business School), BA (Natal)
Wendy has designed, delivered and been course coordinator on a number of AGSM MBA, Executive MBA, MBA HK and corporate programs since 1999. She is also Adjunct a/Prof at Hong Kong UST where she is on the teaching honour roll. Wendy is a management consultant and executive coach. She also runs a private clinical psychology practice and is a workplace facilitator for the Black Dog Institute.

**Meredith Rogers**
PhD (AGSM), M Eng Sc (UNSW), BE (UNSW)
Meredith is a consultant specialising in organisational design and strategic planning. She was a senior operational manager with Telstra, where she achieved a reputation for highly effective management of change. Since 2008, Meredith has taught Managing People and Organisations, Managerial Skills, and Managing Change in the MBA (Exec) program in Melbourne.
Email: mrogers@partnershipsolutions.com
http://www.partnershipsolutions.com
Craig Tapper  
MComm (UNSW) MBA (UTS)  
Craig is a consultant specialising in strategic management and marketing, following a corporate career as a business unit head in retail, commercial and professional services. He has taught on a range of management and marketing subjects on the MBA, MBA (Executive) and full-time MBA, including the Hong Kong MBA Program, since 1999-2013. Craig also directed a range of leadership and management development programs for major corporations including BHP Billiton, Westpac, Optus, Wesfarmers and FKP Property.  
Email: craig.tapper@unsw.edu.au
References


## Appendices

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<th>Appendix 1</th>
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Appendix 1

AGSM MBA (Exec) learning goals and FMS course content
## Appendix 1: AGSM MBA (Exec) learning goals and FMS course content

<table>
<thead>
<tr>
<th>AGSM MBA(E) Learning Goals</th>
<th>Addressed in Foundations of Managerial Skills (FMS)</th>
</tr>
</thead>
</table>
| **Learning Goal 1: Business Management Knowledge** |  Unit 1: Proactive learning  
- Effective goal setting  
- Team effectiveness  |
|  • 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 |  |
| **Learning Goal 2: Critical Thinking** |  Unit 1: Proactive learning  
- Mindful engagement  
- Incentive structure model  
- Competing commitments model  
Unit 2: Self-management  
- Critiquing mental models  
Unit 4: Working in teams  
- “Five Why” model for identifying root causes |
|  • Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions |  |
| **Learning Goal 3: Communication** |  Overview: Assessment guidelines  
- Writing in a concrete, accurate, coherent, and integrative manner in both assessments  
Unit 3: Communication  
- Clarifying your communication purpose  
- Productive conversations |
|  • 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 |  |
| **Learning Goal 4: Teamwork** |  Unit 4: Working in teams  
- Team setup processes: Surface available expertise, establish team roles, and agree on team goals  
- Team facilitation processes: Foster High-Quality Connections, positivity, and fighting fairly  
- Taskwork process: Root cause analysis, divergent thinking, and convergent thinking |
|  • 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 |  |
| **Learning Goal 5: Responsible Business** |  Unit 5: Ethics  
- Unethical conduct  
- Ethical awareness  
- Ethical decision making  
- Ethical leadership |
|  • 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 |  |
| **Learning Goal 6: Leadership** |  Unit 6: Interpreting your AGSM 360° Feedback Profile  
- AGSM Managerial Skills 360° Profile  
Unit 5: Ethics  
- Ethical leadership |
|  • Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams |  |
| **Learning Goal 7: International Perspective** |  Workshop case study  
- International differences in ethical values |
|  • 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 issues |  |
| **Learning Goal 8: Risk Management** |  Unit 3: Communication  
- Checking for understanding  
- Process consultation  
- Understanding conversations  
Unit 5: Ethics  
- Moral disengagement |
|  • Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models  
• Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments |  |
Appendix 2

Action Learning Review (ALR) Grading Template
### Appendix 2: Action Learning Review (ALR) Grading Template

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Refer/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(i) Rigorous concept application – Weight = 45%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete – by providing specific evidence of how each concept applies (15%)</td>
<td>Rich specific evidence provided regarding the application of all concepts mentioned. e.g. a particularly comprehensive and compelling version of the Distinction example</td>
<td>SMART+ evidence provided regarding how concepts apply e.g. “My SMART+ goal is to improve my reflective listening by 30 May … (initiatives inserted here). My success will be indicated by … (indicators inserted here)”</td>
<td>Some specificity regarding concept application e.g. “My SMART+ goal is to improve my reflective listening”</td>
<td>Little concept application or specificity about how concepts will be applied e.g. “I will set a SMART+ goal of improving my performance”</td>
<td>Virtually no evidence of how concepts apply or concepts mentioned but not applied e.g. “I will set a SMART+ goal”</td>
</tr>
<tr>
<td>Accurate – regarding the precise nature of each concept mentioned (10%)</td>
<td>Concepts consistently applied with exemplary accuracy</td>
<td>Almost all concepts applied accurately</td>
<td>Most concepts applied accurately e.g. “I will improve my delegation, though have a competing commitment to not lose my ability to ensure everything is done right”</td>
<td>Includes instances of inaccurate concept usage e.g. “I had competing commitments because I had a lot of things going on at the same time”</td>
<td>No concepts mentioned or concepts applied inaccurately</td>
</tr>
<tr>
<td>Integrative – applies and integrates a suitable range of relevant concepts (10%)</td>
<td>Insightfully applied and integrated a suitable and nuanced range of relevant course concepts</td>
<td>Applied and coherently integrated a suitable range of relevant course concepts</td>
<td>Applied a suitable range of relevant course concepts</td>
<td>Limited application of a few relevant course concepts</td>
<td>Few (if any) relevant course concepts applied</td>
</tr>
<tr>
<td>Coherent – well structured &amp; tight logical flow between the elements (10%)</td>
<td>Exemplary structure and coherence throughout</td>
<td>Well-structured and logically connected, i.e. elements of the action plan are well-connected and mutually reinforcing</td>
<td>Reasonable structure and coherence, i.e. the elements of the action plan are somewhat connected and mutually reinforcing</td>
<td>Minimal structure and coherence</td>
<td>Unstructured and incoherent</td>
</tr>
</tbody>
</table>

| **(ii) Thoroughly addressing the assignment requirements – Weight = 45%** | | | | | |
| Specific incident – succinct description of the specific incident you could have handled more effectively (5%) | Extremely succinct and clear about your specific action(s) and outcome(s) in the focal incident | Very succinct and clear about your action(s) and outcome(s) in the focal incident | Reasonably succinct and clear about your action(s) and outcome(s) in the focal incident | Verbosely in alluding to the incident(s) that you (and/or others) might have handled more effectively and/or what resulted from your actions | Discussion of an issue, aspiration, predication, habit, or saga (i.e. chain of events), rather than a specific incident |
| Analysis – tight logic regarding cause and effect in your analysis of the incident (20%) | Outstandingly tight logic about a range of interrelated cause and effect relationships | Tight logic about a range of cause and effect relationships | Reasonably tight logic about cause and effect relationships | Description only. Unsupported assertions, limited or no use of course concepts to analyse cause, effect, and outcomes | Minimal to no clarity about how relevant course concepts illuminate cause and effect relationships |
| Improvement planning – SMART+ logically-derived personal action plans, obstacles, and evaluation criteria (20%) | Exemplary logically-derived SMART+ personal action plans, obstacles, and evaluation criteria | Logically-derived SMART+ personal action plans, obstacles, and evaluation criteria, including how to overcome obstacles and refine the plan in light of feedback | Reasonably logically-derived SMART+ personal action plans, obstacles, and/or evaluation criteria (potentially missing one of these elements) | Minimally logically-derived SMART+ personal action plans, obstacles, and/or evaluation criteria (potentially missing one or two of these elements) | Few or no specific personal improvement initiatives |

| **(iii) Presentation – Weight = 10%** | | | | | |
| Well-written – in clear, succinct prose without excess jargon (5%) | Exemplary clarity and succinctness i.e. virtually every word adds value | Very good clarity and succinctness, without any unnecessary jargon | Reasonable clarity, succinctness and/or without unnecessary jargon | Unclear, verbose, and/or has some unnecessary jargon | Unclear, verbose, and/or filled with unnecessary jargon |
| Formatting – in accordance with submission guidelines (5%) | Format consistent with all assignment submission guidelines | | | Format inconsistent with submission guidelines |
Appendix 3

Action Learning Journal (ALJ) Grading Template
<table>
<thead>
<tr>
<th>Appendix 3: Action Learning Journal (ALJ) Grading Template</th>
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<tbody>
<tr>
<td><strong>Grading Criteria</strong></td>
</tr>
<tr>
<td><strong>High Distinction</strong></td>
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<td><strong>Refer/Fail</strong></td>
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</tr>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>(i) Rigorous concept application – WEIGHT = 45%</strong></td>
</tr>
<tr>
<td><strong>Concrete</strong> – by providing specific evidence of how each concept applies (15%)</td>
</tr>
<tr>
<td><strong>Rigorous</strong> – by applying the concept accurately, comprehensively and coherently, using examples (10%)</td>
</tr>
<tr>
<td><strong>Accurate</strong> – regarding the precise nature of each concept (10%)</td>
</tr>
<tr>
<td><strong>Integrative</strong> – applying and integrating a suitable range of relevant course concepts (10%)</td>
</tr>
<tr>
<td><strong>Coherent</strong> – well-structured and logically connected concepts (10%)</td>
</tr>
<tr>
<td><strong>Action</strong> – succinct precision about what you did and the rationale for your deliberate concept application (5%)</td>
</tr>
<tr>
<td><strong>Result</strong> – clarity and comprehensiveness about what resulted from your initiative (5%)</td>
</tr>
<tr>
<td><strong>Insights</strong> – conceptually informed reflections about yourself, your results, and the effective application of the concept you applied (15%)</td>
</tr>
<tr>
<td><strong>Next steps</strong> – logically derived SMART+ personal action plans, obstacles, and evaluation criteria, including how to overcome obstacles and refine the plan in light of feedback (20%)</td>
</tr>
<tr>
<td><strong>Presentation – Weight = 10%</strong></td>
</tr>
<tr>
<td><strong>Well-written</strong> in clear, succinct prose with no excess words (5%)</td>
</tr>
<tr>
<td><strong>Format</strong> – in accordance with all assignment submission guidelines (15%)</td>
</tr>
</tbody>
</table>

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**Appendix 3: Action Learning Journal (ALJ) Grading Template**

(i) **Rigorous concept application – WEIGHT = 45%**

- **Concrete** – by providing specific evidence of how each concept applies (15%)
- **Rigorous** – by applying the concept accurately, comprehensively and coherently, using examples (10%)
- **Accurate** – regarding the precise nature of each concept (10%)
- **Integrative** – applying and integrating a suitable range of relevant course concepts (10%)
- **Coherent** – well-structured and logically connected concepts (10%)
- **Action** – succinct precision about what you did and the rationale for your deliberate concept application (5%)
- **Result** – clarity and comprehensiveness about what resulted from your initiative (5%)
- **Insights** – conceptually informed reflections about yourself, your results, and the effective application of the concept you applied (15%)
- **Next steps** – logically derived SMART+ personal action plans, obstacles, and evaluation criteria, including how to overcome obstacles and refine the plan in light of feedback (20%)

(ii) **Presentation – Weight = 10%**

- **Well-written** in clear, succinct prose with no excess words (5%)
- **Format** – in accordance with all assignment submission guidelines (15%)