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.
COURSE OVERVIEW

CONTENTS

Getting started 1
Course outline 2
Course objectives 2
Course structure 2
Learning outcomes 6
AGSM MBA (Exec) learning goals 6
The learning components 7
Course Materials 7
The Workshop 7
AGSM 360° Feedback Profile 7
Experiential learning and personal development 8
Personal characteristics 8
Assessments 9
Assessment 1 & 3: The Learning Journal 9
Assessment 1: Learning Journal (Part A) 9
Assessment 2: The Coaching Experience 11
Assessment 3: Learning Journal (Part B) 12
Learning resources and support 15
Learning resources 15
AGSM MBA Programs contact details 16
Course co-ordinator 18
Course contributors 19
References 20
Appendices 21

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

  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: [https://www.it.unsw.edu.au/students/zmail/redirect_external.html](https://www.it.unsw.edu.au/students/zmail/redirect_external.html).

  It is important to set up and keep current your email forwarding address at UNSW Identity Manager: [https://idm.unsw.edu.au](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.

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

☐ **Familiarise yourself with the MBTI process.**

  The instructions for completing the MBTI are provided in Appendix 3.

  It is recommended that you have your MBTI complete by the end of Week 1.

☐ **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 is 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 help you:

• create a foundation for learning during your MBA and beyond
• use course concepts to understand and predict the behavior of yourself and others
• use course concepts to problem solve
• apply learning to develop skills to manage yourself and others

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.
<table>
<thead>
<tr>
<th>Course Element</th>
<th>Week 0</th>
<th>Week 1</th>
<th>1 Week before Workshop</th>
<th>FMS Intensive Workshop Week 3–5</th>
<th>2 Weeks after Workshop</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Conference</td>
<td>Sign up for and attend video conference in Week 0 or Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>Set up personal profile on Moodle including learning partner/s preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGSM 360° Feedback Profile</td>
<td>Set up 360º feedback in Week 1</td>
<td>Receive 360º Profile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete MBTI</td>
<td>Complete MBTI in Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMS Course content</td>
<td>Read all Units and complete activities prior to workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
<td>Participate in Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMS 3-day Workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 1 – 35% Learning Journal (Part A)</td>
<td></td>
<td></td>
<td></td>
<td>Submit Jotter &amp; 1 Learning Goal at completion of Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2 – 25% The Coaching Experience</td>
<td></td>
<td></td>
<td></td>
<td>Participate in 3 role coaching session during the workshop</td>
<td>Written reflection on 3 role coaching session</td>
<td>Assessment 2 due Monday 9.30 am</td>
</tr>
<tr>
<td>Assessment 3 – 40% Learning Journal (Part B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DRAFT
The video conferences

The video conferences provide the opportunity to connect with your instructor and some of your classmates. As FMS is likely to be the first course for many, video conference participation is essential to help you discuss and clarify your understanding of the FMS course structure, content, and assessment requirements. You will be given a choice of times for the conferences.

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

Course Content

FMS consists of seven units, as outlined in Figure 1.

You will be expected to be familiar with the course content when you attend the FMS Intensive Workshop. To this end it is important that you have read all the units completed the exercises, and summarised the content in a way that facilitates your learning.

Figure 1 Learning Foundations

<table>
<thead>
<tr>
<th>MANAGING YOUR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 Proactive learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 3 Collaborative communication</td>
</tr>
<tr>
<td>UNIT 4 AGSM 360° Feedback</td>
</tr>
<tr>
<td>UNIT 5 Coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRAPERSONAL FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 6 Values and ethics</td>
</tr>
<tr>
<td>UNIT 7 Wellbeing management</td>
</tr>
</tbody>
</table>
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 your skill development.

In **Unit 2 – Individual differences** you will use a well known personality profile to gain insight into your personal preferences, their implications for your behavior and cognition as well as your interaction with others. This unit will also help you understand how and why others might be different to you. With this understanding comes increased appreciation and tolerance for differences between yourself and others.

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 practice some specific techniques to help you get more of what you want from each communication process.

**Unit 4 – AGSM 360° Feedback** helps you understand the data from the 4 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 will guide you in using the information in a constructive way to begin building your self development plan.

**Unit 5 – 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 skills development plan.

**Unit 6 – 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 individuals might get caught up in unethical conduct. Increasing your understanding on these issues will help strengthen your foundation for ethical conduct, decision making, and leadership.

**Unit 7 – Wellbeing management** addresses how to build healthy behaviours, engage in healthy thought patterns, and build positive emotion. The unit also looks at the interdependent relationship between these three components and their effect on our wellbeing.
Learning outcomes

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

- adopt a proactive, curious approach to learning
- apply one structure to understand personality characteristics and how they are manifested
- 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 the ethical values and principles that are a fit for you
- manage your time and stress
- build your resilience and psychological flexibility
- plan for ongoing learning via experimentation and skill development.

**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.
The learning components

The key components of the course are discussed below.

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 read the materials and completed all the exercises by the time you attend the workshop. Knowledge of course materials will be assumed and there will be no formal lectures on the course content.

The 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 can be covered during the workshop. However please note that all elements of course materials are equally relevant!

The workshop will comprise a number of structured and unstructured activities which facilitate your embedding of the course concepts. A key aspect of the workshop is the opportunity to practice 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 an invaluable part of the workshop. Valuable relationships that build your career and personal network will be formed.

AGSM 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. The instructions for completion are attached as Appendix 2.
Experiential learning and personal development

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). Activities at the workshop will include role plays, case studies, peer coaching, individual reflection and structured games/tasks. Experiential learning extends beyond the workshop to the assessments.

Personal profiles

There will be a key personality profile which you will be asked to complete prior to the workshop. During the workshop you may be asked to complete various others profiles that add to your understanding of the underlying structure of a particular skill e.g. listening or conflict management.

The instructions for the first Personal profile which needs to be completed in week 1, are provided in Appendix 3.
Assessments

The assessment process is intended to help you put the learning into practice and reflect on and learn from your experiences.

There are 3 assessment tasks.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1: Learning Journal (Part A)</strong> (35%)</td>
<td>Due: 5 pm, Workshop Day 3</td>
</tr>
<tr>
<td><strong>Assessment 2: The Coaching Experience</strong> (25%)</td>
<td>Due: Monday 9.30 am, 2 weeks following workshop</td>
</tr>
<tr>
<td><strong>Assessment 3: Learning Journal (Part B)</strong> (40%)</td>
<td>Due: Monday 9.30 am, Week 10</td>
</tr>
</tbody>
</table>

**Assessment 1 & 3: The Learning Journal**

The learning journal comprises:

- **A jotter.** A space where you record your initial thoughts and reactions to content, discussions, exercises and their meaning for you. You will jot during your preparatory reading prior to the workshop, and during the workshop.

- **A personal plan.** A space where you outline personal development goals, actions and progress reports based on your learning in this course.

The learning journal will be developed over the course of FMS. The initial version of the learning journal will be submitted as Assessment 1. The further development of the journal including some report back on the first submission, plus further plans, will be submitted as Assessment 3.

Additional information as to the format, medium and marking criteria for the Learning Journals will be provided during your teleconference.

**Assessment 1: Learning Journal (Part A)**

Due: 5 pm, Workshop Day 3

Weight: 35%

Learning Journal A will comprise your jotter plus a personal plan for 1 goal.

**The Jotter**

The jotter is a place for thoughts, reactions and opinions as you progress through your reading of the course materials and the workshop experiences. It is a place where you note down how a particular concept may help you explain an issue you have been thinking about, or how a particular model might make a difference to you. You will jot down your
learning, insights and reactions obtained during the workshop. The jotter will represent the beginning of your learning journey as it is from the thoughts recorded here that you will develop a personal plan.

The jotter requires no editing or formatting. It merely records concepts, exercises, learnings, insights etc that occur to you in the process learning. For example, after learning about personality differences you might have an insight about how and why you do or do not get along with someone; or after learning about assertive communication techniques you may be motivated to experiment with new behaviours in an interaction that has traditionally been difficult for you.

This section should not be manufactured to meet what you think might ‘look good’ in an assignment. It should record your authentic and actual thoughts and responses to course content and/or workshop experiences. You do not have to record comments for all sections of the course. Some things will be more relevant than others and your jotter will represent this. Your jotter should demonstrate your use of course material to obtain insight into yourself or others, and/or as the basis for relevant skill development.

Assessment criteria for the Jotter will include:

- demonstration of engagement with the course concepts through the derivation of personal meaning and application
- personal insight obtained from the use of relevant concepts
- kernels of ideas formed regarding opportunities for learning and experimentation
- honest self reflection regarding role played, success of interactions and approach during workshop exercises
- recognition of strengths and development areas
- does not merely repeat or describe theory

**The Personal Plan**

For assessment 1, the Personal Plan needs to comprise:

- one specific learning goal (Learning Goal 1) that emerges logically from the Jotter notes
- rationale as to why the achievement of the goal is important. As part of the rationale, consider an incident where you were unable to use the skill appropriately and the impact this had on your success. Use course concepts to explain the cause and effect relationships. Adequately explaining the rationale is a key part of the Personal Plan
- SMART action/s planned
- how relevant theory informed your choice of action.
Assessment criteria for the Personal Plan will include:

- That goal is SMART and actions address short and medium term experimentation/experience.
- Relevant rationale is provided or is evident and the actions are linked to intended goal.
- Actions show insight into self development needs.
- Insight from results obtained and meaningful personal reflection/commentary on results with the use of course concepts as appropriate.
- Clear and concise presentation of thoughts.
- Appropriate reference procedure used.

**Assessment 2: The Coaching Experience**

**Due:** Monday 9.30 am, 2 weeks after workshop  
**Weight:** 25%

Coaching is a specific managerial skill that is becoming increasingly important. The value of coaching is that it allows the individual being coached to take agency for their own development. During the workshop you will have the opportunity to participate in peer coaching. You will experience being in the role of Coach, Coachee (the person being coached) and Observer. This assignment is designed to help you reflect on the coaching process from the 3 perspectives and consider the meaning for you as a coach. In this context, being a coach is not a formal job description. It is one important foundation skill that draws on current managerial philosophy.

Assessment 2 requires you to:

- report on your experience and learning from being in the coach role. For example, you might consider what skills this required and how these presented a challenge or opportunity for you, and why. Were you able to stop and redirect your actions when you slipped into a managerial role? What allowed you to do this and why?
- report on your experience and learning from being in the coachee role. You will need to bring into this coaching session, a real issue for which you wish to receive coaching. You will provide a report on the experience of being coached, rather than the outcome itself. You will reflect on the thought processes involved, the emotion, and the effect of the coaching style on your satisfaction with the process.
• report on your learning from being an observer. What techniques worked well in drawing out the coachee; how did the coach transfer power to the coachee; how well does the coaching process work and why? What will you experiment with as a result of observing the interaction.

Please note the questions above are suggestions of what you might consider but do not feel limited by them. Feel free to expand on your reflection as you consider appropriate.

Assessment criteria for the Coaching Experience will include:

• consideration of various coaching skills and their challenges and strengths
• consideration of the coaching philosophy and its fit for your practice
• personal challenges and development opportunities for the coach and coachee roles
• what resonated with you in relation to being a coach and coachee
• insightful reflections on what you have observed
• personal insights and learning.

**Assessment 3: Learning Journal (Part B)**

**Due:** Monday 9.30 am, Week 10

**Weight:** 40%

For assessment 3, you will add the remainder of your Personal Plan onto the marked version of Assessment 1.

Assessment 3 will comprise:

1. A report on the implementation of Learning Goal (Learning Goal 1) from Assessment 1.
   – your interpretation of what worked and why using relevant course concepts as appropriate
   – your interpretation of what did not go according to plan and why, using relevant course concepts as appropriate
   – personal insights
   – next steps.
2. One specific learning goal (Learning Goal 2) that emerges logically from the Jotter notes.
   - Rationale as to why the achievement of the goal is important. As part of the rationale, consider an incident where you were unable to use the skill appropriately and the impact this had on your success. Use course concepts to explain the cause and effect relationships. Adequately explaining the rationale is a key part of the Personal Plan.
   - SMART action/s planned – short and medium term
   - how relevant theory informed your choice of action
   - a report on the implementation of Learning Goal 2
   - your interpretation of what worked and why using relevant course concepts as appropriate
   - your interpretation of what did not go according to plan and why, using relevant course concepts as appropriate
   - personal insights
   - next steps.

3. One specific learning goal (Learning Goal 3) for ongoing development beyond FMS.
   - Rationale as to why the achievement of the goal is important. As part of the rationale, consider an incident where you were unable to use the skill appropriately and the impact this had on your success. Use course concepts to explain the cause and effect relationships. Adequately explaining the rationale is a key part of the Personal Plan.
   - SMART action/s planned – short and medium term
   - how relevant theory informed your choice of action.

Formatting requirements for written work

- Refer to formatting requirements as outlined on the AGSM website [https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations#formatting](https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations#formatting).
- Written work should be double spaced and 12 point Times New Roman applies throughout the document i.e. including tables, diagrams.
- 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.
- Harvard in-text citation system is the referencing protocol used.
Submitting your written assessments

- Save and submit your file in Word (not PDF) format through Turnitin.
- Save the file with your student number, name and identifier e.g. s395999 sandydodd LJ1.
- There is no need to include an AGSM assessment coversheet when you submit your Assessments as you will tick a box on Moodle to indicate that they represent your own work.

Referencing and plagiarism

Incidents of plagiarism whether intended or unintended can result in failure of the course and/or expulsion from the MBA. You are strongly encouraged to familiarise yourself with the Harvard In-Text Citation system and be diligent in its application. Appropriate referencing protects you from allegations of plagiarism and the need to explain why you should not receive a penalty or be excluded from the course. If you have any queries about referencing for your assignment contact your instructor or review the information at http://www.lc.unsw.edu.au.
Learning resources and support

Learning resources

You have five major resources to help you learn:

1. **FMS teleconference 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 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 instructor.** Your instructor will support your learning by facilitating your FMS Intensive Workshop and answering questions about your Assessments. You are most welcome to contact your instructor for advice, or to clarify any issues that arise during your completion of FMS.

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

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 FMS Intensive Workshop.

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 website: Moodle

To log in to the course website:

- Go to [https://moodle.telt.unsw.edu.au/](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 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:** externalteiltsupport@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
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.** (Note: In completing your FMS Assignments, the formatting and referencing guidelines presented in this Course Overview should take precedence over the general guidelines on this topic provided in *AGSM Learning Guide*).

- **UNSW Business School – Education Development Unit (EDU).** [https://www.business.unsw.edu.au/students/resources/learning-support/consultations](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](http://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](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](http://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.
Dr Wendy Grusin

DPscyh (Macquarie), BSc Hons (First Class) (UNSW), Post Grad Dip (WITS), BA (UKZN)

Wendy has been an adjunct faculty member at the AGSM since 1999, and is also Adjunct A/Prof at HK UST. She has designed, authored and taught various organisational behavioural modules for 4 universities. At the AGSM she teaches Foundations of Management on AGSM FT MBA, *Foundations of Managerial Skills* (FMS), *Managerial Skills* (Hong Kong) and *Managing People and Organisations* (MPO) on AGSM MBA (Exec). Wendy also practices as a clinical psychologist and executive coach. She has previous line management experience in retail and hospitality and consulting experience with one of the large accounting firms.
Course contributors

The following people have contributed to this course through the provision of their ideas, specific content, reviews and refinements.

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

**Prof. Julie Cogin**
PhD, MCom, Grad Dip Ed, BBus

**Dr. Wendy Grusin**
DPscyh (Macquarie), BSc Hons (First Class) (UNSW), Post Grad Dip (WITS), BA (UKZN)

**Dr. Peter Heslin**
PhD (Toronto), MPsy (Applied, UNSW), MA (Psych, Sydney), BA (Hons, UNSW)

**Dr. Janis Wardrop**
PhD (UNSW), MCom, GCM (UNSW) (AGSM), BA(Hons) (UNSW)

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

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


Myers, K C & Briggs Myers, I 1987, Myers-Briggs Type Indicator, Consulting Psychologists Press, Palo Alto Inc.


Appendices

Appendix 1  AGSM MBA (Exec) learning goals and FMS course content
Appendix 2  AGSM FMS 360° Feedback – Instructions for Completion
Appendix 3  Instructions for completing MBTI profile
Appendix 1

AGSM MBA (Exec) learning goals and FMS course content
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**  
  • 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 | Unit 1: Proactive learning  
  • Deliberate practice  
  • Incentive structure model  
  • Competing commitments model  
  • Growth mindset  
  Unit 2: Self-management  
  • Critiquing mental models |
| **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 | Unit 1: Proactive learning  
  • Deliberate practice  
  • Incentive structure model  
  • Competing commitments model  
  • Growth mindset  
  Unit 2: Self-management  
  • Critiquing mental models |
| **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 | Overview: Assessment guidelines  
  • Writing in a concrete, accurate, coherent, and integrative manner in both assessments  
  Unit 3: Communication  
  • Clarifying your communication purpose |
| **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 | Workshop experience  
  • Team setup processes  
  • Team facilitation processes  
  • Taskwork process  
  Unit 5: Coaching  
  • Appreciative questioning, creating positive climate for broadening and building within the team |
| **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 | Unit 4: Interpreting your AGSM 360° Feedback Profile  
  • AGSM Managerial Skills 360° Profile  
  Unit 6: Ethics  
  • Ethical leadership |
## AGSM MBA(E) Learning Goals Addressed in *Foundations of Managerial Skills* (FMS)

<table>
<thead>
<tr>
<th>AGSM MBA(E) Learning Goals</th>
<th>Addressed in <em>Foundations of Managerial Skills</em> (FMS)</th>
</tr>
</thead>
</table>
| **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 |
| **Learning Goal 8: Risk Management**       | • 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

AGSM FMS 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 the 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.
Survey schedule

- Receive login email: In week 0.
- Request feedback: As soon as possible and definitely before the middle of week 1.
- Survey completion date (by you and your feedback providers): One week prior to the intensive workshop.
- Download date: Four 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 (9 am to 5 pm Sydney time).
Appendix 3

Instructions for completing MBTI profile
Instructions for completing the MBTI Form Q Step II

Please ensure that you select the correct MBTI to complete. It is the MTI Step II (Form Q) assessment.

Establishing the right MINDSET for the MBTI® is very important. Do not overthink the questions. Respond as you would if you were being your natural self. This is the you would be if not trying to conform to an environment at work, or a role that you play with family or friends. Answer as you would if you were not making any adjustments to your behaviour in order to please others or meet particular circumstances. Do not omit any questions.

Please read through all these instructions to ensure that

1. you complete the correct form
2. you complete the profile in the correct mindset.

1. Enter the following URL: https://online.cpp.com
2. Login: **APPASS** (NB: Type all in capital letters)
3. Password: **GETMEIN** (NB: Type all in capital letters)

Please note the User ID is not required when logging in for the first time.

4. Select the administration **MBTI® Step II (Form Q)** by clicking on the "Begin" button next to it. Complete all questions.
5. Select the Batch Name: **GRUSIN & ASSOCIATES**
6. Fill out the personal information form (note all demographic information is optional except for First Name, Last Name and Gender).

**MBTI® Step II (FORM Q) Instructions**

Before beginning the MBTI® questionnaire, please be aware:

7. Once you have completed the assessment, click on the "Done" button.
8. Remember to write down the **ID number** to use as a reference for your profile.
9. Finally click on the "LOGOUT" button.
CPP Asia Pacific is the service provider for this profile.

For more information about how CPP Asia Pacific collect and handle your personal information, including how to access and correct it, how to make a complaint, and how complaints are handled, please see Privacy Policy (http://www.cppasiapacific.com/privacy-policy.aspx) or call +61 3 9342 1300 (Australia), 0800 000 159 (New Zealand), 1800 1 611 0298 (Philippines) or email us at enquiries@cppasiapacific.com for a copy.