Introduction

Congratulations on successfully completing the first stage of the MBA (Executive) Program, and welcome to Stage 2!

As the opening component of this second stage of the program, the Leadership course offers you the opportunity to reflect on and extend the learning you have achieved so far in the program, with a particular focus on leadership development. The course will also prepare you for a successful engagement with the final component of the program, the Strategic Management Year. Last but not least, it will set you up on a trajectory of continued self-development towards defining and manifesting “what are you made for” in terms of impact in your organization and beyond.

No doubt you already have an understanding of what leadership is, and based on your previous learning and experience, you most likely know quite a bit about what makes leaders effective. Moreover, most likely you have experienced or are experiencing a leadership role in your organisation, or in other contexts. Yet, the premise is that you are interested in taking your leadership capacity to the next level. This course will assist you in making sense of your existing leadership experience, knowledge, and capability, along with identifying useful models to further develop your capacity to think and act as a leader, and ultimately, be a leader. Personal, tacit theories about what works (from experience and previous learning) will be unearthed and discussed against latest leadership theory and research insights to instil an evidence-based approach to leadership. The focus is on moving beyond the “knowing” of what leadership is about, towards the “doing” and the “being” aspects of leadership.

I look forward to getting to know you, learning from you, and working with you in creating a learning environment for all of us. The course provides a framework meant to facilitate your learning and development, but how we will experience this journey together depends on each and every one of us. Let’s make the most of it!

Dan Caprar
Course Coordinator
Getting ready

This is a residential course: it is similar in format to other residential courses in the program (e.g. *Foundations of Managerial Skills*), and aligned in the educational approach with the *Strategic Management Year* (SMY). Yet, this experience has some particularities that are determined by its focus on your leadership development. To ensure you obtain value from this intensive residential workshop and its follow-up actions, please give full consideration to the following list of pre-residential activities:

### Pre-Residential Activities Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the course overview and be familiar with all the activities</td>
<td></td>
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<tr>
<td>associated with the course.</td>
<td></td>
</tr>
<tr>
<td>2. Schedule time for each pre-residential task (remember the tips</td>
<td></td>
</tr>
<tr>
<td>practiced in the <em>Foundations of Managerial Skills</em>). During the four</td>
<td></td>
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<tr>
<td>weeks leading to the residential workshop, you will need at the</td>
<td></td>
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<tr>
<td>minimum 10 hours per week to prepare for this course.</td>
<td></td>
</tr>
<tr>
<td>3. Review the instruction for the 360° Feedback process: it is</td>
<td></td>
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<tr>
<td>essential to make an immediate start on this process in order to</td>
<td></td>
</tr>
<tr>
<td>have the profile completed by the time of the residential workshop.</td>
<td></td>
</tr>
<tr>
<td>The timetable for completing this process is available on the</td>
<td></td>
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<tr>
<td>course website (Moodle). More details are available under the</td>
<td></td>
</tr>
<tr>
<td>description of Assignment 1 (p. 16).</td>
<td></td>
</tr>
<tr>
<td>4. Review the assessments list: some assignments are due before</td>
<td></td>
</tr>
<tr>
<td>the intensive workshop! Please see the Assessment section (p. 11).</td>
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</tr>
<tr>
<td>5. Read all articles included as course materials. Please follow</td>
<td></td>
</tr>
<tr>
<td>the guiding notes for each, and complete the suggested reflection</td>
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<tr>
<td>points (p. 32).</td>
<td></td>
</tr>
<tr>
<td>6. Complete and submit pre-residential assignments.</td>
<td></td>
</tr>
<tr>
<td>7. Be well rested for the workshop: it’s intensive!</td>
<td></td>
</tr>
</tbody>
</table>
Leadership is a broad topic, and no one course can cover everything there is to learn about it. As an AGSM MBA graduate you are expected to know more than the layperson about leadership – and that knowledge must be based on research evidence. Yet, from your organisation’s point of view, and for society, what matters most is what you do with that knowledge (and that you do something with it first of all!). Balancing academic rigour and practical relevance requires a comprehensive approach; moreover, leadership is more than just science and techniques – it is also an art. As such, the mission of this course is complex.

The overarching aim of the course is to provide a learning context and experience that helps you refine your understanding of leadership in a way that increases your effectiveness as a leader, and your ability and commitment for on-going learning and self-development. The underlying assumption of the course can be summarised with the opening quote and the concluding remark at the end of the first article in the reading list:

“No leader is perfect […] Even the most talented leaders require the input and leadership of others, constructively solicited and creatively applied. It’s time to celebrate the incomplete – that is, the human leader.”

(Ancona, Malone, Orlikowski & Senge 2007)

This course relies on the belief that leadership capacity can be developed. The success of business schools in developing leaders has been questioned in recent years (e.g. Pfeffer & Fong 2002; Mintzberg 2004; Bennis & O’Toole 2005); this course takes into account such criticism and draws on the principles of “reflective executive development” (Roglio & Light 2009) and principles of evidence-based education in leadership development (Klimoski & Amos 2012). The reflective executive is defined as:

“…an executive that makes decisions based on a learning process promoted by the interactions among connective, critical, and personal thinking, which makes him/her critically question mental models, understand the world from a systemic perspective, and develop personal mastery.”

(Roglio & Light 2009:158)

Such principles are well aligned with the mission of AGSM, and the particular focus of the MBA (Executive) Program. The next sections detail some of the key themes and concepts, the course objectives, and how we plan for you to achieve them.
Key themes and concepts

Leadership is certainly a topic that has received extensive attention, with a range of definitions readily available. Most importantly, most of us can recognise leadership when we see it. However, from the perspective of someone completing an MBA, and for the purpose of our course, it might be useful to clarify the relationship between leadership and management. In *Foundations of Managerial Skills* (FMS), these concepts are used, to a large extent, interchangeably – based on the assumptions that managers of today’s organisations must show leadership skills. Indeed, the course even begins to address some leadership skills. In *Managing People and Organisations* (MPO), you began to distinguish leadership as a particular topic of study – still, presented as an essential aspect of managing people and organisations.

The debate on the extent to which management and leadership overlap in practice continues. To a large extent, the common view is that the higher the level in the organisation, the more leadership skills are required – and some of the related readings you covered in courses in Stage 1 certainly reflect this view. In this course, we view leadership as something that can be done from any level in an organisation – and yet, as something essential to those who, by their position, are expected to have a visible and consistent impact in the organisation.

Some argue that leadership must replace management, while others believe that this is not the case. Kotter (2013) for instance, an authority in the field, believes that leadership and management are radically different, and that they serve different purposes. He argues that we still need skills to keep companies reliable and efficient (which is the function of management). But he also agrees that we also need leadership, in order to respond to the increasingly complex environment, and more importantly, to take organisations into the future.

We will be discussing more about what is and is not leadership, at the beginning of the residential, when we address the theme *Leadership: Myth and Reality*. Your perspective on what leadership is will be the starting point. We will then begin to address particular capabilities that are specific to leadership, such as **Sensemaking**, **Inventing**, **Visioning** and **Relating**. These themes are all introduced in Reading 1 (Ancona et al 2007), and we will be covering them in depth in the residential workshop.
Please note that the above concepts may mean more than what the common sense meaning of the word suggests. For instance, relating means more than collaborating or being a team player. And Presence – another topic we cover in the course, is more than just the appearance or presentation skills – though all these aspects are important for being recognized as a leader.

Another important feature of the course is that it builds on the Know, Do, Be model of leadership development (Figure 1), adapted from a concept originally developed for the US Army (Hesslebein & Shinseki 2004; Khurana & Snook 2004): its value resides in the fact that it emphasizes the three key domains (cognition, behaviour, and identity) often discussed as important in producing lasting learning and change.

Figure 1  
*The Know-Do-Be Model of leadership development*

The model has been extended now to other topics, beyond leadership. Educational specialists discovered the value of asking not only what is the most important for students to know or what is most important for them to be able to do, but also what kind of people we want them to be (Drake & Burns 2004). It is certainly essential to ask the question of what kind of leaders we want to have: in organisations, and in general, in the society. Related to this, we will be discussing how other personal characteristics, such as character, have an impact on the leader’s performance and outcomes. Can we build character in a course? Character is shaped over the course span of one’s life, but deliberate reflection on one’s purpose and consistent choice of action that is aligned with one’s purpose and values is possible, and can be learned and perfected.
Finally, the course will also address the topic of “Restrictive mindsets and patterns”, as it is important to understand not only what facilitates leadership, but also what hinders the manifestation of one’s leadership potential. For some, being a leader will require building new capabilities – but for others, it will be more about unlocking capabilities they already have.

While the above themes are emphasized in the different sessions of the residential workshop, they do not represent independent units, nor are they treated as such in this course: their contribution to the overall leadership capability happens in interaction, and we will be exploring them in an integrated manner. The readings, activities, and assignments scheduled for the course touch simultaneously on these diverse themes, and progressively integrate them in a way that supports the overall objectives of the course.

Course objectives

At the successful completion of this course, students will be able to:

• Evaluate their own models of leadership and assumptions about what works against models of leadership validated by research, and adopt an evidence-based approach to leadership.

• Recognise the existence of different perspectives and how they relate to own values and purpose, and become increasingly comfortable with complexity, uncertainty, and diversity.

• Articulate a clear purpose for their development as leaders in connection with their past experience, current leadership capacity, and demands of their current context.

• Identify and apply specific strategies for working towards the articulated purpose in a manner that allows for systematic progress.

• Understand how they relate to others and how this influences their and others’ ability to achieve their goals and manifest their purpose.

• Understand and manage their self-presentation and engage in effective personal and public communication.

• Demonstrate a consistent collaborative approach in dealing with others and effectively assist fellow MBA students and work colleagues in their development efforts.

• Apply reflective practice principles in their daily work and develop a life-long commitment to self-development.
Course structure

The course is delivered in an intensive format, including a 3-day residential workshop preceded and followed by a series of individual and group activities. The pre-workshop activities will ensure you are prepared for maximising your learning during the residential workshop. The follow-up activities will further support your continued development after the residential workshop. Table 1 shows the calendar and the list of activities and assignments. More details on each assignment and the workflow are available in the section “Assessment”.

Table 1 Course Calendar and List of Activities and Assignments

<table>
<thead>
<tr>
<th>Week no.</th>
<th>Date*</th>
<th>Activity</th>
<th>Assessment**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>The 360° process Pre-readings Pre-residential assessment work</td>
<td>1. Leadership 360° Feedback profile (due 10 days before residential) 2. Readings Discussion (due 3 days before residential) 3a. My Leadership Journey – first draft (sections I, II, III) (due 3 days before residential)</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Residential 3 days Includes Group meeting 1</td>
<td>4a. Support and Challenge Group – Meeting 1 (minutes due 3 days after the meeting) 5a. Peer evaluations: rate contributions to Group Meeting 1 (due 1 day after the meeting)</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Post-residential assessment work</td>
<td>3b. My Leadership Journey – second draft (section I–III revised + section IV–V) (due 1 week before Group meeting 2)</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Read Peers’ “My Leadership Journey” Group meeting 2</td>
<td>5b. Peer evaluations: rate peers’ “My leadership Journey” (due before start of Group Meeting 2) 4b. Support and Challenge Group – Meeting 2 (minutes due 3 days after the meeting) 5c. Peer evaluations: rate contributions to Group Meeting 2 (due 1 day after Group Meeting 2)</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Finalise assessment work</td>
<td>3c. My Leadership Journey – final version (all sections) (due at the end of course) 6. Self-chosen Developmental Activity (due at the end of course)</td>
</tr>
</tbody>
</table>

* Exact dates will be provided for each cohort

** Detailed description of each assignment is available in the section “Assessment” (p. 11).
The learning approach

The learning approach adopted in this course is founded on the belief that learning cannot be forced upon students. However, in line with the role of the leader in organisations, course facilitators can and have the responsibility to create the environment in which learning can take place.

Based on principles of adult learning, the course acknowledges that learning comes from reflecting on experience. Yet, such learning is accelerated when properly guided by knowledge accumulated over decades of systematic research. The experience you bring has power because it is yours; the course experience is useful because it helps you evaluate that experience against existing knowledge and the experience of others. This process is informed by research evidence, included in the readings, or provided during the residential workshop. The outcome will be enriched experience during the course, and improved capability after the course.

The level of transformation and capability you acquire in this course depends largely on you. While it is the facilitator’s role to provide theoretical knowledge specific to the subject, and to support the learning process, we expect that you will contribute to the learning process by critically evaluating the information presented and by relating the concepts discussed in class to your own knowledge and experience. You will also be expected to contribute to the learning of others: that is what good leaders do, so this is an important component in this course.

The approach flexibly blends input from facilitators, with feedback from students, role-plays, experiential activities, facilitated discussions, peer coaching, and self-managed peer interaction to calibrate the learning around your development needs. Be ready to feel challenged! At the same time, we will make sure you feel supported; everyone (facilitators and students) will contribute to creating a productive and encouraging learning environment.

Please keep in mind that the way you approach the class influences your experience, and the experience of others.
Course materials

This Course Overview and the mandatory readings available via Moodle are all of the materials for this course. The main criteria in selecting the readings were scientific rigor and relevance to the course objectives. We have carefully selected readings that summarise current insights on leadership in a way that is useful for leadership development.

Having successfully completed Stage 1, we trust you are familiar with making sense of the readings and extracting key insights from them. In Stage 2 of the program all materials are original sources rather than the AGSM authored course notes that are provided in Stage 1. The selected articles in this course are research-based articles that take into account practical insights; in that sense, most of them are focussed summaries of existing knowledge and research insights, typically written by academics, for a practitioner audience. More details on how to work with these materials are provided in the section “Readings”.

It is essential that you make time to carefully work with these readings BEFORE the residential workshop. Aim to relate what you read to your experience (the assignments will help in this regard – they were designed in a way that facilitates integration of insights from readings with insights from your experience). It is extremely useful to connect the material you read with the knowledge you have accumulated in other courses in the program, and/or from other sources. Should you be interested in exploring a particular topic or insight presented in the course in more depth, please do not hesitate to request help in identifying useful resources. And of course, you are more than welcome to bring insights and ideas from other materials and resources you have found valuable for your development.
Experiential learning

The Action Learning Cycle (Figure 2) is the foundation of the learning methodology in the MBA(Executive).

**Figure 2 Action Learning Cycle**

The model is further reinforced in this course by the assignments and the activities built into the course. For instance, a key assignment in the course (a journal-like document that we will call “My Leadership Journey”) will directly focus your attention on the reflection component of the learning cycle, and the discussions we will have based on the readings will facilitate the conceptualisation component of the cycle. The residential itself and the working in learning groups with peers will facilitate the implementation and immersion components, creating multiple possible loops for more reflection, conceptualization, implementation, and immersion.

The next section of this Course Overview details the assignments and how they contribute to your learning and the overall objectives of the course, including more information on the particular approach to assessment which might be different from other courses.
Assessment

Assessment policy

Consistent with the learning outcomes set for the course and the teaching approach, the assessment is conducted through multiple methods that support your learning, and provide evidence of your work and progress towards achieving the course objectives. The course uses three key approaches for assessment that may be different from other courses: the assessments are predominantly formative (versus summative), peer evaluations play an essential role in capturing your application of capabilities developed in the course, and the marking is done via a “learning portfolio” approach.

Important note: At a first look, the number of assignment items might seem daunting, and the assessment approach rather complex. Reading the detailed description of the different approaches used, and the descriptions of each assignment, should alleviate any concerns: the assignments are set up to be challenging, but manageable. There is no final exam: you build your course mark step by step by consistently working on your development throughout the entire 10 weeks. Please do not hesitate to contact the Course Coordinator for any questions or concerns you might have after reading this material.

Formative assessment

The essence of formative assessment is that its focus is on processes that monitor and provide support for your learning, as opposed to a focus on the outcome of such processes, and an evaluation of your learning (which is the more common approach to assessment).

There are several reasons for taking this approach in this course.

• First, the formative approach fits the topic of the course. That is, leadership is not simply a body of knowledge or technique to be mastered, it is a way of being. Leadership development is a life-time journey. As such, measuring outcomes is, to a large extent, impractical when it comes to leadership development over such a short amount of time. But the acknowledgment and importance of diligent practice and effort towards improving outcomes in the long term is feasible. Capturing evidence of engagement with developmental activities allows for a good estimation of not only current learning, but also of potential future development.

• Second, formative assessment facilitates a learning (versus performance) orientation. Such an orientation is useful in relationship to any topic, and it is essential in leadership development. A learning orientation increases self-efficacy and reduces resistance to changes. It targets aspects that are often central to our self-concept.
• Last and not least, formative assessments tend to bring a greater level of self-responsibility for students – and facilitating a sense of self-responsibility for your own learning is a key goal in this course. The learning continues at the conclusion of the course, and what matters most is how prepared and committed you are for persisting with your leadership development journey.

Peer evaluations

Peer evaluations are used in many courses in particular when teamwork is included. For this course, the purpose of using peer evaluations is broader. Leadership is essentially about working with others – but working with others in a way that is consistent with their needs and capabilities, while also helping them learn and grow. As such, important learning about leadership comes from identifying the development needs of others with appreciation for their goals, and providing them with support and guidance towards manifesting their potential. Be ready to take on this responsibility and use the opportunity to practice this important part of leadership during the course. You will evaluate others, and be evaluated by others, in terms of manifesting leadership capabilities covered in the course. We trust that you will approach this task with diligence and fairness. There is strong evidence suggesting that peer evaluations, conducted properly, are superior to evaluations done by facilitators. The evaluation system will correct for potential individual idiosyncrasies or biases in peer evaluation.

Learning Portfolio

Using a learning portfolio means collecting evidence of your reflection and collaboration with your colleagues, along with proof of your continuous practice and commitment to learning and future development. It supports the formative assessment approach because it brings the focus on the process of learning, encouraging you to monitor and keep track of what you do to meet the learning objectives of the course. To arrive to a final mark in the course, most assessment activities are “marked” as “all or nothing”: that means, if you complete the task, you receive points, simply because completing the task contributes to your learning. You get marks for doing an activity, provided that there is evidence that you fully engaged with that activity.

That being said...

… there is still scope and need for some evaluative components to assessment. Your employers (if your studies are sponsored), accrediting bodies, and perhaps you as well, may want to know where you stand in terms of your performance or ability against certain standards. These evaluative elements are directly related to the objectives of the course: for instance, by evaluating the impact you had on your colleagues during the course, contributing to their learning, we evaluate your performance against
capabilities targeted in the course. As such, some formative assessments include an evaluative component that is conducted via peer evaluations.

Finally, there is a mix of individual and group components, which again, is consistent with principles of leadership: you are responsible not only for your own success, but also for the success of those you work with. However, the total mark is primarily determined by your own effort and performance. A summary of the assignments is presented in Table 2, and more details in the descriptions of each assignment. We will also discuss in more detail some of the assignments during the residential, but if you have any questions before then, please do not hesitate to contact the Course Coordinator.

Table 2  Summary of Assignments*

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Timing</th>
<th>Evidence/ Deliverable</th>
<th>Due dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1. Leadership 360° Feedback Profile (5%)</td>
<td>Complete 360° Feedback</td>
<td>Profile generated</td>
<td>10 days before residential</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>process</td>
<td>Pre-residential Weeks 1–2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 2. Readings Discussion (5%)</td>
<td>Contribute to online</td>
<td>Comments posted</td>
<td>3 days before residential</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>discussion</td>
<td>Pre-residential Weeks 1–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 3. My Leadership Journey (50%)</td>
<td>Reflection and development plan write-up</td>
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<tr>
<td></td>
<td>a. Write the first draft (sections I–III):</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>I. Where have I been?</td>
<td>Pre-residential Weeks 1–4</td>
<td>First draft submitted</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>II. Where am I now?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>III. Where do I want to get to?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 4. Support and Challenge Group (25%)</td>
<td>During residential</td>
<td>Meeting minutes</td>
<td>3 days after the meeting</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>b. Group Meeting 2</td>
<td>Meeting minutes</td>
<td>2.5%</td>
<td></td>
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<tr>
<td></td>
<td>Week 8 or 9</td>
<td>submitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Output from this process is peer-rated via Assignment 5b, providing the evaluative component for this assignment: 25%
<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Timing</th>
<th>Evidence/Deliverable</th>
<th>Due dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions to group meetings are peer-rated via the Assignment 5a and 5c, providing the evaluative component for this assignment:</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Assignment 5. Peer evaluations (10%)</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete peer-evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Evaluate peers’ contribution to meeting 1</td>
<td>Group meeting 1</td>
<td>Ratings recorded</td>
<td>1 day after Meeting 1</td>
<td>2.5%</td>
</tr>
<tr>
<td>b. Evaluate peers’ “My Leadership Journey”</td>
<td>Before Group Meeting 2</td>
<td></td>
<td>Before start of Meeting 2</td>
<td>5%</td>
</tr>
<tr>
<td>c. Evaluate peers’ contribution to meeting 2</td>
<td>Group meeting 2</td>
<td></td>
<td>1 day after Meeting 2</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Assignment 6. Self-chosen development activity (5%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a self-chosen development activity</td>
<td>Post-residential Weeks 5–10</td>
<td>Activity report submitted</td>
<td>End of course</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Important note:*

Most assignments in this course are formative (i.e. you accumulate credit for completing the task); meeting minimum requirements in completing all assignments leads to a guaranteed pass (i.e. 55%). However, for further acknowledgement of quality work and sustained effort, an evaluative component is included with some assignments, as indicated above. This component represents 45% of the final mark, and reflects the level of engagement with the tasks beyond minimum requirements, and the level of demonstrated learning. Please read the Assessment Policy and the description of each assignment for more details.
Figure 3 Course Workflow and Timing of Activities and Assignments

Week 1
- 360 Profile

Week 2
- 360 Profile
- Group meeting 1
- Peer Evaluation

Week 3
- Group meeting 2
- Peer Evaluation
- Second draft: sections IV–V

Week 4
- Self-chosen Development Activity
- Second draft: sections IV–V
- Group meeting 1
- Peer Evaluation

Week 5
- Group meeting 2
- Peer Evaluation

Week 6
- Peer Evaluation

Week 7
- Final version

Week 8
- Final version

Week 9
- Final version

Week 10
- Final version

Assignments:
1. Leadership 360 Feedback Profile (5%)
2. Readings Discussion (5%)
3a. First draft: sections I–III
3b. Second draft: sections IV–V
4a. My Leadership Journey (50%)
4b. Group meeting 2
4c. Peer Evaluation
5a. Support and Challenge Group (25%)
5b. Peer Evaluation
5c. Peer Evaluation
6. Self-chosen development activity (5%)
 Assignment Guidelines

Assignment 1: Leadership 360° Feedback Profile (5%)

Due: 10 days before the residential
Submission: Online (Leaderskill platform – see instructions below)
Deliverable: Profile generated (see process below)
Timing: Pre-residential, with a prompt start at the beginning of the course

You may already familiar with the use of a 360° Feedback (from Foundations for Managerial Skills, or perhaps you have used a similar process in your organisation or other contexts). Hopefully, you discovered that a 360° Feedback process provides useful information about the impact you have on others. And if your previous experience was not a positive one, give it another chance. Feedback is based on perception, and may not always be accurate or fair; yet, how others perceive you is as important as (if not more important than) the intention of your behaviour: it influences how others relate to you, and therefore, to what extent you can influence them. If the appropriate feedback providers are chosen (i.e. a diverse group, representative of those you typically interact with at work or the context that matters to you, and willing to say it as they see it), the information received is immensely useful for future development.

The AGSM Leadership 360° Feedback Profile has been developed from the latest academic research literature on the behaviours effective business leaders exhibit. It would be very useful to review Unit 6 from FMS (available on the Leadership course website as well) for advice on how to approach the feedback. The steps involved in obtaining your AGSM Leadership 360° Feedback Profile are detailed below.

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. Also, please note that the profile is fully confidential: that is, the Course Coordinator can monitor the completion process, but the content of the profile is available to the student only.
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.

**Survey schedule**

- Receive login email: at the start of the course.
- Request feedback: As soon as possible and not later than within a week.
- Survey completion date (by you and your feedback providers): 10 days before the residential.
- Download date: five days before the residential.


**Support**

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

**Assessment:** This assignment is formative only – completion of the process as described above and leading to an useable feedback profile will automatically credit you with 5% towards the final mark.
Assignment 2: Readings Discussion (5%)

Due: 3 days before the residential
Submission: online (via Moodle)
Deliverable: Comments provided on discussion board in Moodle
Timing: From the start of the course until 3 days before the residential

This assignment encourages you to engage with the readings for the course before the residential. The best approach here is to ensure that you schedule time to complete ALL readings, and reflect on them as suggested in the reflection points included with each reading. The introductions to the readings includes a guiding document about how to approach the readings in Stage 2 of the program (“Reading for Understanding: The SQW3R Method of Study”). Please review this material before proceeding with the readings – it provides a systematic approach and good tips for completing the readings, with a focus on comprehension and retention.

As you complete you readings, you will identify questions and particular insights. You will also be able to link the information to other insights or evidence. Anything that puzzles you, or that you find particularly useful, something that raises questions or finally provides you with long-sought answers, or aspects that trigger a particular reaction in you – all this is an excellent starting point for discussion. Express your reaction, point of view, analysis and questions in the discussion board specifically set up for this purpose. Classmates will join in your discussion and in that way, help you, and others, process the information in the readings. Then, you can comment on and contribute to discussion threads initiated by others. **Please make sure your comments are substantive** (rather than a short “I agree” or “disagree”) and that you approach the discussion with informed opinions based on readings. While it is acceptable and expected that you have your own opinion, please show respect towards others in expressing this opinion. And before you submit your comments, think about how the “leader you want to be” would approach that discussion: **begin enacting that leader!**

**Assessment:** this is a formative assignment – there are no other formal requirements than the recommendations above. It is not about the quantity of comments you make, but about ensuring you provide constructive contributions that help you, and others, uncover and make sense of key insights from the readings. You will be automatically awarded 5% towards your final mark based on the recorded comments you post online provided that the comments are substantial (see above).
Assignment 3: My Leadership Journey (50%)

Due: First draft: 3 days before the residential  
     Second draft: 1 week before Group Meeting 2  
     Final version: End of course

Submission: Online, via Moodle and Turnitin

Deliverable: Written document, 5 sections, 1–3 pages/section

Timing: Sections I, II and III before the residential, while completing the readings (many insights from readings will be useful here – see in particular Readings 8 and 9).

Revision of sections I, II and III, and sections IV and V after the residential and before the second group meeting.

Revision of the entire document for final version after the second group meeting.

This assignment will provide you with a powerful document that will capture your personal history as relevant to leadership, and a “contract” with yourself for further developing your leadership capability. As you will see in the readings about leadership (in particular, Readings 8 and 9), our personal histories shape who we are, and implicitly, how we approach the leadership role. Exploring your personal history and understanding where you are now in your journey as a leader is essential for a productive approach in defining future goals and ways to approach them. As noted above, the assignment includes five sections.

I. “Where have I been?” This section invites you to take time and uncover what events and experiences of the past have shaped who you are today. You will see some examples of this in the readings, but make it yours: for some, it may be events from childhood, role-models they had, upbringing and early education that set in their minds and hearts a certain way of viewing the world, the others, and their own role in the mix: whether you take up leadership roles or not, how you understand leadership may have roots as far back in time as your early childhood. But for others, later or very recent events, education, training, or roles may have added, changed, or really created the person and the leader they are now. Explore what were significant moments (“crucibles experiences” – see Reading 8) in your life, and analyse how they influence the leader you are.
II. “Where am I now?” There should be plenty of information to help you develop this section. The 360° Feedback completed for this course, as well as feedback obtained in other courses or in your organisation will give you a snapshot of relevant capabilities. Other feedback from colleagues, your current work (and non-work) experience and your interaction with colleagues in MBA classes can provide solid evidence for coming up with a good description of where you are now, what leadership means to you, how you approach it, and how you manifest it in the interaction with others. Begin evaluating to what extent you see yourself as a leader – and what facilitates or hinders your ability to take a leadership stance and be successful in doing so.

III. “Where do I want to get to?” In this section, let your imagination be free! Connect with and build on your history, and define who you want to be. The first two sections will become more relevant for the next step, in devising ways to bridge the gap, if there is one – and here you have the chance to be reborn as a leader. Successful experiences from past, activities that inspired and energised you may give you hints with regard to “what are you made for”. So use that past experience in that sense – and you may discover that what you are made for you hasn’t actualised yet. Or if you discover that you are well on the way of achieving your mission, you will be focussing on how to keep course, accelerate progress, and perhaps, even broaden that mission. Dream, connect with reality, dream again, and start getting that image of the future “you” clearer and clearer. Begin to identify goals: here, again, the experience from FMS and MPO will help – use that experience. We are going now for a bigger picture, but everything you have learned about the usefulness of the SMART++ goals still applies. The document will set up your broad vision, and for the next steps, you need some actionable goals.

As noted above, you will complete your first draft of these first three sections before the residential. This will enable you to focus your experience in a way that supports your overall development goals: knowing what your experience is, where you are, and setting up some direction for the future will allow you to more efficiently internalise the workshop experience. In addition, and as discussed later, the colleagues you’ll be working with will get the chance to know you, and gain awareness one way they can support you in your development – or how you can be a resource for their own development (more on this in the description of Assignment 4). During the workshop you’ll get more insights that will allow you to refine your first three parts of the leadership journey document, and ensure you are ready for completing the next two sections:
IV. “How will I get there?” Now you take a focussed, step-by-step approach, and again, you should use the FMS/MPO learning to devise some action plans that will allow you to achieve the goals that will ultimately support your broad vision of the leaders you want to be. What will you do in order to achieve your goals? What particular actions will you take? Who might be the people who can help you? What might be in the way, and how will you address that? How long will you take for particular goals? Which goals first? All these questions, and any others that help you perfect your plan will be useful here. You will also benefit from help from others (again, see Assignment 4) to refine your plan.

V. “How will I know I have arrived?” We already know that we need to have some sort of concrete measure of our goals, in order to ensure we have achieved what we decided to achieve. What will you use for evidence that you made progress towards your goals, and/or achieved them? This section requires both creativity and realism: depending on what you set up as your vision and goals, different indicators may be suitable. The most important thing is that you have clear indicators defined, so that you can really celebrate the development that you will achieve. Again, during the workshop, and in your work with other colleagues, you will get ideas, support, help, and a “reality check” for these indicators, so that you conclude the course with a very solid, actionable and measurable plan.

You will complete these last two sections after the residential workshop and before the second group meeting described under Assignment 4 – simply because you want to give your colleagues time to review your plan and offer feedback and help. Based on feedback from colleagues and the discussions during the second group meeting, you’ll make final revisions to the document and submit the final version at the end of the course. Most importantly, the objective is for you to continue working with this document after the course, updating it and adding new goals as you progress on your leadership journey!

Additional advice on how to make this document a useful tool in your development will be offered during the residential workshop.

Assessment: This assignment has a formative component (25%), which means that marks are received for putting in the effort to complete the task. Significant learning will happen (now and later) if the basic suggestions as laid out above are followed. But how students engage with this task (which takes time!) may vary – and to reward the potentially differential effort, we included the evaluative component (25%) based on feedback from your peers (as detailed under Assignment 5b). Reviewing the criteria set for these evaluations will help you understand what is required for a powerful “My Leadership Journey” document. Beyond this, again: make it yours – the main purpose is to guide, support, and acknowledge your future development.
Assessment 4: Support & Challenge Groups (25%)

Due: 3 days after the meeting 1 (held during residential) 3 days after the meeting 2 (held 4 weeks after the residential)

Submission: Online (via Moodle)

Deliverable: Meeting 1 minutes (generated by the group) Meeting 2 minutes (generated by the group)

Timing: Group meeting 1 happens during the residential, and minutes are completed in the 3 days after.

Group meeting 2 happens 4 weeks after the residential, with minutes again completed during the 3 days after the meeting.

This assignment has been set up to provide you with, as the name suggests, support in your development journey, and a system of accountability. Both research and practice suggests that having some external accountability increases the chances for achieving goals, and you can benefit from the expertise of the group (their own experience, insights, knowledge and creativity) in devising your development plan, and crafting specific approaches to achieve your goals. These are your colleagues, who are going through the same process like you, and who also need your assistance. The groups also function as mini-labs for you practicing your leadership skills in a safe environment, where you can immediately receive feedback, appreciation, and suggestions for improvement. The cohort is quite large, so for meaningful conversations that allow for focus on you, these groups, set at maximum 5 people per group, will be extremely valuable. Moreover, we hope you will continue to use this fantastic resource beyond the course: we will have first meeting during the residential to get you started, and a second meeting 4 weeks later, as part of the course. But you may want to continue these meetings, self-organized, beyond this course, throughout the SMY classes and beyond.

Specific guidance on how these groups work will be offered during the residential, but in essence, you are there to help each other, and to also be a sounding board that will ensure realism and a diverse approach to each member’s development plan. Five minds are better than one! You (that is, each of you) will have to show up to this group as a leader. What that means is that you are expected to take responsibility for both your development and contribution to the group, and the development and contribution of your peers. “Too many leaders?!” We will address this matter in the workshop.
The meetings will be between 1.5 and 2 hours (or more, if you need and want to take more time in the second meeting: we’ve seen before groups who found a lot of value in the time spent together, and as a result, forgetting to watch the clock). You will have to provide meeting minutes that capture both the process and the content of the meetings.

**The second meeting will be attended for at least 1 hour by a facilitator,** with your permission (occasionally the level of personal disclosure in these meetings may lead to preference to keep the group closed, and that is acceptable). The facilitator will be there only to observe and to provide coaching, if needed: not to evaluate you, nor to lead the meeting, or direct its scope. The facilitator is just an additional resource in the process.

**Assessment:** This assignment is mainly formative (given the fantastic resource it represents), and it includes a significant evaluative component (20%, out of the total of 25%) because this is where we can really see your leadership learning in practice, as assessed by those who are directly impacted by how you “show up” in the meetings. The evaluation criteria, as detailed in Assignment 5a and 5c, are meant to incentivise leadership behaviour in the meetings, which will be to the benefit of everyone, and to allow for recognition of learning towards the goals of the course. The other strength of the approach is that you will have 4 evaluators (as opposed to one, the facilitator), and the system corrects for potential biases (while average ratings will be used, outliers will be analysed case by case to ensure it is true variation in ratings and not error due to bias).
Assessment 5: Peer Evaluations (10%)

Due:
- 5a: One day after Group Meeting 1
- 5b: Before the start of Group Meeting 2
- 5c: One day after Group Meeting 2

Submission: Online (via Moodle)

Deliverable: Peer ratings and evaluations recorded in the system

Timing:
- Ratings for contributions to the two group meetings (5a and 5c) will ideally be completed immediately after the group meetings, or at least within one day (i.e. 24 hours) after the meetings.
- The evaluation of your peers’ document “My Leadership Journey” (5b) will happen in the week before the Group Meeting 2 (that is, Week 7 or 8, depending on when the meeting is scheduled), but not later than the start of the Group Meeting 2.

You are given the opportunity to offer one of the most valuable gifts to someone who wants to develop: feedback! This includes every one of your group peers, and you, both in terms of providing feedback (i.e. self-evaluation is included), and in terms of receiving feedback. As noted before, most likely you are familiar with such process: what may be different here are the criteria we will be using the evaluation. The evaluation criteria and guiding principles are provided on the course website (see the documents titled “Evaluation of Assignment 2”, and “Evaluation of contribution to Group Meetings”). Be as honest and objective as you can: inflating or deflating ratings may influence positively or negatively the rating and the mark of your colleagues, but it will for sure negatively impact your ability to contribute to their development. Most importantly, the quantitative ratings will have to be consistent with and backed up by the qualitative comments you will be requested to provide.

You will receive the feedback provided by others in aggregated form, so that confidentiality is respected for everyone.

Assessment: From the feedback provider perspective, this is a purely formative task: you get 2.5% for providing feedback to everyone in the team for each group meeting (2.5% × 2 instances = 5%), and 5% for completing the evaluation of “My Leadership Journey” document for all member of the group, for a total of 10% towards the final mark. The points will be awarded on an “all or nothing” basis, and only when the evaluations are completed on time (as described above). This is aligned with the idea that we want everyone to receive timely feedback from everyone else in the group. The content of the evaluations you provide represents the basis for the others’ marks on the evaluative components attached to Assignments 3 and 4.
Assessment 6: Self-chosen development activity (5%) 

Due: End of course 
Submission: Online (via Moodle) 
Deliverable: Activity report 
Timing: Complete this activity at any time post-residential and before the end of the course 

This assignment gives you the opportunity to engage in a development activity that is fully tailored to your specific needs, and that is not directly addressed by other activities or assignments included in the course. This assignment also caters to the variety of learning styles: there may be a particular activity that better suits your learning preference and that we do not cover enough in the course. Or, you may have discovered during the residential a particular approach that works very well for you: doing more of such an activity (rather than something different) is also an option. Indeed, the options here are endless; we only offer a few indicative suggestions of activities that people have used with great success in the past: 

• attend an additional relevant development program that targets a clearly identified need 
• conduct a specialised assessment or evaluation to get more clarity after contradictory feedback or evidence with regard to level of skill or development needs 
• take a particular challenge that clearly provides development aligned with key identified goals: for instance, someone might volunteer in a project to practice a particular skill or behaviour, or engage with a particular group to deconstruct identified biases or in order to practice tolerance, etc. 
• design and conduct a developmental activity for colleagues (based on observed needs during the course), and facilitate the process in such a way that the initiative has a positive impact 
• read a relevant book and provide a thorough summary for the class, with useful tips that others can use 
• study a leader you admire (from history, or from present) and provide a detailed analysis of their approach, history, development, impact, and lessons learned from this analysis 
• identify a social problem and initiate and conduct a process to solve it (suitable to the extent that, again, it clearly relates to some key identified development goals) 
• Etc.
The activity can really be anything, as long as:

a. it is, as noted above, directly relevant to a unique identified development need
b. it is a new activity taken up during the course (not an activity completed in the past)
c. a detailed report (at least 2 pages, single-spaced) is provided that clearly shows evidence for the activity taken and the learning accumulated during the activity.

A disclaimer seems prudent here: the student has full responsibility for any economical, legal, ethical, or otherwise relevant aspects with regard to engaging in the activity. If in doubt with regard to the appropriateness of the activity (both in terms of its nature, and in terms of relevance to the course or validity for receiving the marks), please check with the Course Coordinator and receive confirmation before engaging in the activity.

**Assessment:** This is clearly a highly customized, self-directed assignment and purely formative. Completion following the recommendations formulated above guaranties the 5% credit towards the final mark.
By now you should be familiar with the e-learning environment called Moodle. We will be using it in this course as an alternative way to interact, capture our experience, and stay in touch before and after the residential.

The Moodle course website contains information about your particular residential (e.g. timetable, pre-residential activities, other administrative information). The course materials are also available there, and you will submit all your assessment work through Moodle.

The MBA (Executive) current students’ website (http://business.unsw.edu.au/agsm) also provides administrative and academic information. On this website you will find assessment & examination policies, the student handbook, confidentiality agreements, etc.

eLearning

To access eLearning@AGSM MBA, go to http://moodle.telt.unsw.edu.au and login via the Web Single Sign On (wSSO) using these following details:

Username: zNumber
Password: zPass

Moodle eLearning support

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

For login issues:

UNSW IT Service Centre

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

Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
       External: 02 9385 1333
       International: +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments:

**The AGSM eLearning Coordinator**

**Hours:** Monday to Friday: 9.00am – 5.00pm  
**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 Support**

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

**Administrative support**

**Student Experience**

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

**Student Experience**  
AGSM MBA Programs  
UNSW Business School  
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:

- **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)). Academic writing, study skills and maths support specifically for UNSW Business School, AGSM and MBT students. Services include workshops, online and printed resources, and individual consultations. 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 in to 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
Dan Caprar

Course Coordinator
MBA, PhD (University of Iowa, United States)
MA, BSc (Babes-Bolyai University, Romania)

Dan is a Senior Lecturer at UNSW Business School, and conducts research and consulting on cross-cultural management, leadership, and self-development. In addition to coordinating the development and the delivery of this course, Dan is the Academic Director for the AGSM Platinum Program (Executive Education), a brand new program developing leaders at the C-suite level. Dan also teaches Leadership Concepts & Skills in the MBA Program Hong Kong, and contributes to the Emerging Manager Program (Executive Education). He was part of the design team for the Foundations of Managerial Skills and taught the course in its initial stages.

https://www.business.unsw.edu.au/our-people/dancaprar

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Course development team

Denise Weinreis
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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.

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

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

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Janis Wardrop
PhD (UNSW), MCom, GCM, BA(Hons)

Janis is the Program Director for the AGSM MBA(Executive). She is a leading educator in the UNSW Business School specialising in developing student’s learning capabilities to meet the challenges of the 21st century workplace, through innovative curriculum and course design. Janis has designed and taught course across the business school in a number of programs including MBA, Master of Commerce and Bachelor of Commerce programs. Janis is a recipient of both faculty and Vice Chancellor’s awards for teaching excellence.

https://www.business.unsw.edu.au/our-people/janiswardrop

In addition, the course benefited from input from Peter Heslin, who contributed to the development of the course in the early stages of the process, and Jo O’Reilly, who provided specialized input in designing the session on Presence. The North Shore Rowing Club and Leaderskill are partners in providing parts of the course.
Readings

Readings are available via URLs or active hyperlinks. Please note that you may be required to enter your UNSW zID and zPass in order to access hyperlinked readings.


Reading 9  Friedman, S. D. 2008, ‘Clarify what’s important to you’, *Total leadership: be a better leadership, have a richer life*, Harvard Business Press.


If you experience any problems in accessing readings, you should search for them using the Search tool available on the UNSW Library home page: [https://library.unsw.edu.au](https://library.unsw.edu.au).
- for **journal and magazine articles** enter the title of the article
- for **book excerpts** enter your course code, and a complete list of book excerpts will appear for the specified course.
Introduction to readings

We recommend covering the readings in the order presented here, although, depending on your particular interests, you could start anywhere in the list. What is important is that you cover ALL required readings listed here BEFORE the residential workshop. Readings are prefaced with a short introduction that explains why the reading is important, and/or how it relates to the other readings, or to particular topics covered in the course. In addition, the introduction to readings includes reflection points to further guide you in working with these readings.

Additional optional readings are provided on the course website, and if you are interested in explored a particular topic in more detail, feel free to contact the Course Coordinator for additional reading recommendations.

As noted in the course description, we recommend using the advice included below when doing the readings for a systematic approach to the task.

Enjoy!
Reading for Understanding: The SQW3R Method of Study

Reading is one of the core activities of study. You need to be able to understand what you read and to be able to recall the main ideas when you need them. You can use the SQW3R method to improve your comprehension, to remember a reading for tutorials, seminars or to revise for exams.

S = Survey

Before you start to read, SURVEY the material to gain an overview of the contents.
Look through the whole reading/ chapter to preview it. Approach it by scanning:
- title(s) and subheadings
- summaries or abstracts
- the introduction and conclusion
- visual materials (pictures, charts, graphs or tables) and their captions
- the first and last sentences in paragraphs
- the conclusion
- any focus questions

Note how the reading has been structured and look for the author’s plan. This will give you an idea of the main thesis.

Q = Question

Your reading will be more memorable if you QUESTION the material. As you are surveying, note down your questions. Writing down questions keeps you alert and focused on your work.
1. Ask yourself:
   - What is this chapter/ article about?
   - What did my lecturer/ tutor say about this chapter or subject?
   - What do I already know about this subject?
   - How does this reading relate to what I already know/ have read?

2. Devise questions that will guide your reading:
   - Think about specific questions that you need to, or would like to, find answers for.
   - Read any focus questions at the end of the reading.
   - Turn the title, headings and subheadings into questions. For example, if the heading is Qualitative and Quantitative Research, your question might be: ‘What is the difference between these two types of research?’

3. Make a list of your questions for consideration.
   You will use them during revision to help you remember what you have read.

R1 = Read

Be prepared to READ material twice. First, read without making notes:
1. Decrease your pace and read actively. Active reading requires concentration, so take your time and find a quiet place where you can read and focus.
2. As you read, look for answers to the questions you noted down earlier.
3. Question the author’s reasoning. Is each point justified? Is there enough evidence? What is the evidence?
4. Compare diagrams and illustrations with the written text. Often you will understand more from them.
5. Make sure you understand what you are reading. Reduce your reading speed for difficult passages. Stop and reread parts which are not clear.

6. If you have difficulty understanding a text, look up difficult words in the dictionary or glossary of terms and reread. If the meaning of a word or passage still evades you, leave it and read on. Perhaps after more reading you will find it more accessible and the meaning will become clear. Speak to your tutor if your difficulty continues.

7. Use reflection to increase your understanding of what you read. When the author makes a claim, reflect on your prior knowledge to support or disprove it. If this raises more questions, note them down. This will help you remember and understand. But keep in mind that you are using personal reflection only as a learning tool—it is not sufficient to prove or refute a research finding.

W • (Read) + Write

On your second reading, begin to take notes:

1. Take notes from the text, but write information in your own words.
2. Read one section at a time (a section might be divided up by headings or subheadings).
3. After you read a section, try to sum up the main point in one sentence.
4. Note down the main idea(s) of each paragraph in a section. They are often found in the first or last sentence.
5. Examples and illustrations can further your understanding and be good cues for memory. Look for important details (supporting evidence, written illustrations of points, provisions or alternatives).
6. In your notes, underline or highlight the important points. This will be useful for later revision.
7. Refer to the list of questions you made earlier and try to answer them.

R2 = Recall

RECALL straight after you finish taking notes.

You should have an outline of the reading in note form. You should now try to RECALL and write your thinking about what you have read.

1. Close the book and cover your notes.
2. Make notes of what you remember about the main thesis and points of the reading.
3. Check their accuracy against the notes you made during your reading.
4. Return to the reading. Read one section at a time and try to RECALL what you have read. If you were unable to recall one of the major points, then reread that section of the reading to clarify it further.
5. It can also be helpful to RECITE ideas aloud to help you remember. Sum up the main points verbally—reciting can help you put ideas into your own words.

R3 = Review

Now REVIEW what you have read.

At the end of your study period: Check the accuracy of your notes against the original material (if you have underlined the main points, this should be simple). This is an important part of the process because it can really help you clarify and remember what you have read.

The next day:

1. Read through your notes to reacquaint yourself with the main thesis and key points.
2. Now read through the questions you noted down and try to answer them from memory.
3. Try doing the same thing after a few days.

If you are reading for a course, periodically reviewing notes will help you at exam time. The more you revise throughout semester, the less you will need to cram during exam study periods.

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