MNGT8174
Managerial Skills

Course Outline
Session 4, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr. Wendy Grusin
Skype: wgrusin
Email: wendy@grusin.com
url: www.grusin.com

2 COURSE DETAILS

2.1 Teaching Location and Times

Location:
Cliftons Hong Kong, Level 5 Hutchison House, 10 Harcourt Road, Central
Ph: +852 2159 9999

Times:
10 October 2015: 2.00pm – 8.00pm
11 October 2015: 10.00am – 7.00pm
12–13 October 2015; 15–16 October 2015: 7.00pm – 10.15pm
17 October 2015: 2.00pm – 8.00pm
18 October 2015: 10.00am – 7.00pm

Exam date: Saturday, 28 November 2015

2.2 Bad Weather Policy

Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

2.3 Units of Credit

The course is worth 6 units of credit.

2.4 Summary of Course

This course has two areas of focus.

Focus area 1 provides you with the opportunity to reflect upon, and further develop the skills that are essential for effective management and leadership. The opportunity is provided to practice skills such as communication, decision making and negotiation and influence, within a safe environment.

Focus area 2 is centred squarely on you and in particular your goals for your own career. Diagnostic tools and a series of exercises are utilised to assist you to map out a personal way forward, and to achieve balance across the various aspects of your life. This personal planning will culminate in one of the exam questions where you will be asked to provide your insights and plans with regard to furthering your career.
2.5 Course Aims
Managerial Skills is a practical course that helps you develop skills to manage yourself and others. The course is specifically designed to:

- heighten your self-awareness and self-knowledge
- enhance your ability to understand, relate to and influence others
- improve your managerial competencies
- set goals for your career and outline a path to achievement.

2.6 Student Learning Outcomes
By the end of this course, you should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain how your personality affects your interaction with others</td>
</tr>
<tr>
<td>2.</td>
<td>Analyse your strengths and development areas in a range of areas including interpersonal relationships, well-being management, communication skills, networking, ethical behaviour and decision making</td>
</tr>
<tr>
<td>3.</td>
<td>Apply tools, techniques and frameworks to evaluate and critically analyse your own behaviour and the behaviour of others</td>
</tr>
<tr>
<td>4.</td>
<td>Apply tools, techniques and frameworks to evaluate and critically analyse your career path to date, your future goals, and a pathway forward</td>
</tr>
<tr>
<td>5.</td>
<td>Research personal change by conducting behavioural experiments</td>
</tr>
</tbody>
</table>

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

MBA Program Learning Goals and Outcomes

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

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

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

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

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

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 issues

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

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>Use course concepts to analyse, interpret and predict human behavior.</td>
<td>Part of all assessments based on used Bloom’s.</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.</td>
<td>Part of class presentation, written group assignment and examination.</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.</td>
<td>Reflection on team processes and personal contribution – part of team written assignment.</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MNGT8174 – Managerial Skills – Part A
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
We are partners in the learning experience. I will depend on your active participation in the learning, and the contribution of your own experiences and expertise to our discussion. I also appreciate any feedback during the program. Please do not hesitate to let me know what you are enjoying about the course, and what you are not enjoying as much. It would be great to hear these thoughts as we go, rather than when it is too late to discuss or address them.

3.2 Learning Activities and Teaching Strategies
We will use a range of learning approaches in the session, in order to cater for the variety of learning preferences on participants, as well as to ensure maximum engagement. Cases, videos, role plays, a simulation, skills training and personal reflection will be included in our learning methodology. A 360 survey questionnaire will form part of this course, and must be completed prior to the start of the course.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- attend a minimum of 80% of class
- achieve a composite mark of at least 50
- complete all assessments to an adequate standard.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Learning Outcomes assessed</th>
<th>Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>1-5</td>
<td>1-6</td>
<td>-</td>
<td>In class</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>35%</td>
<td>1-5</td>
<td>1-6</td>
<td>2,000 words maximum</td>
<td>Sat 31 October 2015 11.59 pm HK time</td>
</tr>
<tr>
<td>Final examination (open book)</td>
<td>45%</td>
<td>1-5</td>
<td>1-6</td>
<td>3 hours</td>
<td>28 November 2015</td>
</tr>
</tbody>
</table>
In Managerial Skills, the assignment and exam are designed to encourage you to apply what you learn. Because this course is highly experiential and skills-based, attendance and class participation are prerequisites for passing the course. You must have a minimum of 80% attendance in order to be eligible to pass this course. It is assumed that everyone has heavy work commitments and such commitments are not considered good reason for missing class.

Assessment 1: Class Participation & Assessment

Due: In class  
Weight: 20%

The assessment is in 2 parts.

Part 1:
Class participation is worth 10%. As some individuals are more comfortable speaking up than others, this mark is based on your level of attention during class time and general participation and contribution in group exercises. Speaking up in class is obviously welcomed, but you will not be disadvantaged in this assessment if you do not do so on a regular basis.

Part 2:
Class based group exercise is worth 10%. You will be provided with a case study to analyse using the course materials learned. Groups will assess each other, and the final mark for each group will be a combination of peer group assessment and the lecturer’s assessment. As it is expected that students will be in class, advance notice of when class-based assessment will be conducted, will NOT be provided.

Assessment 2: Team Assignment – Case Study

Due: Saturday, 31 October 2015; 11.59 HK Time – Via Email  
Weight: 35% of total grade  
Length: 2000 words maximum

Purpose:
The ability to work effectively in teams is a necessary skill in organisational life. This assignment provides the opportunity to demonstrate the team’s ability to integrate the course concepts and skills via case analysis. Each team will submit only ONE write-up.

Content:
You may select from 2 movies for this assignment. The choice of movies will be provided to you on Day 2 of Managerial Skills. Select a theme, an event, an interaction or a character in the movie, and conduct an analysis gaining insight from the course materials. Following your analysis, you should provide recommendations for improvement. Recommendations may be related to either how the person may have handled themselves better, or how the situation might have been improved. Recommendations should be specific and should address issues raised in the analysis and should have sound theoretical underpinnings. An overview of how you might approach this assignment is provided below.

• Briefly define the focus for discussion. You may choose a character, an event, a specific interaction or pattern of interactions, or an issue or theme. As little
wordcount as possible should be used in this section, however you need to ensure that as a result of this section, your focus is clearly defined.

- **Conduct your analysis using course materials.** It is sometimes useful to ask yourself questions about the issue to begin your analytic process. Some useful questions to consider here are:
  - How did this occur?
  - Why?
  - How does the theory explain the thoughts, feelings or actions?
  - How does the theory predict the consequences?

These questions are provided as an example of what might stimulate your analytic process. Do not feel that you need to use them as a pro-forma for the structure of your assignment. Keep the story at the centre of your analysis.

In the analysis, you should keep your major focus clear. For example if you choose a theme related to ethics, or to communication, most of your discussion will draw upon frameworks from these areas. You may complement your primary analysis with concepts from other units. For example, a discussion of communication might include some relevant aspects from the negotiation unit, or a focus on ethics might include some relevant aspects from the communication/negotiation unit. It might also be appropriate (depending on your choice of topic) to consider the range of factors at play from the individual, group and/or organisational level. 40%-60% of your wordcount might be used in this section.

- **Provide recommendations** to the character and/or about the situation in general, as to how such issues might
  - have been avoided in the first place, and/or
  - be dealt with given that they have occurred. 25%-40% of your wordcount might be used in this section.

**Structure:**
You may present your assignment in whatever format you wish. Bullet points and tables are acceptable but remember that these might limit your ability to develop your thoughts sufficiently on the page. The major challenge with your structure is to ensure that it allows you to develop a consistent and logical argument.

**References:**
All assignments should include appropriate citations within the text and a detailed reference list at the end of the assignment. If you are unsure of referencing procedure please refer to Harvard in-text citation system at [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au).

**Group member contribution:**
Sometimes groups allocate different portions of the assignment to the various group members. This is, of course, an efficient way to approach the work. Do make sure though, that you allow your group time to integrate the work of the different members so that the assignment presents as a coherent document rather than a collection of independent thoughts.

Sometimes a group may feel that individual members of the group have not contributed equally to the assignment. In this case, group members will be asked to submit confidential information to the lecturer, who, after very careful consideration and consultation with the group members, will make the final decision as to whether there
should be any variations made to individual marks. The majority group opinion will guide the decision making.

*A form for recording group contribution is attached in Appendix 3.*

**Marking Criteria**
The criteria for grading of assignments and the exam will follow Bloom’s Taxonomy of Educational Objectives (1956). We will discuss these criteria in more detail during the session. A marking grid based on Bloom's Taxonomy is provided as Appendix 4.

**Assignment Submission**
Assignments should be submitted via email to wendy@grusin.com by 11.59pm Hong Kong time on the due date. Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is your obligation to follow-up and re-submit and/or contact the instructor. Assignments should be single spaced, in 12 point Times Roman Font including text in tables and figures. Pictures and embedded objects should be kept to a minimum so that file size is kept to a minimum. Marks will be based on content rather than presentation. All information, including reference lists, should be in one file.

**Penalties**
A penalty of 5% per day will be applied to assignments which are submitted after the due date and time.

Word count is taken seriously. Footnotes, appendices, text boxes, diagrams, tables and citations within the text all form part of the word count. The first title and the reference section are not considered part of the word count. The marker will stop reading once an assignment has reached the wordcount limit. Please check what is and is not included in the wordcount if you are uncertain.

**Assessment 3: Examination**

**Due date:** Saturday, 28 November 2015  
**Weight:** 45% of total marks  
**Duration:** 3 hours plus 15 minutes reading time

This is an open book examination covering the entire course. It will test your knowledge of course materials as well as your ability to apply the course concepts to your own experience. Your use of personal examples as a basis for analysis will be a key component of the exam. The exam will comprise two sections:

**Section 1 (worth 20%)**
A choice of 2 out of 4 short answer questions. It is envisaged that you will allocate approximately 1 hour of exam time to this section.

**Section 2 (worth 25%) general focus of this question provided to you prior to the exam**
The overall intent of this question will be discussed in class so the question itself will not be a surprise to you. This question is compulsory. You will be able to bring with you into the exam, any information that you have prepared for this question. Your answer however must be handwritten by you, in the exam booklet, at the time of the exam. You may not cut and paste previously prepared work into the exam booklet.
You will be provided with binders of the course notes. Readings will be available on UNSW Blackboard.

**6 COURSE EVALUATION AND DEVELOPMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through a) encouraging you to maintain in close contact with your instructor and provide early feedback as to how you are responding to the course b) an evaluation on the final day of the program.

**7 COURSE SCHEDULE**

**Pre-Work – 360 Survey**
Everyone must complete their 360 degree survey process prior to attending the course. For those who have questions about this process, please contact wendy@grusin.com so I can help you get the maximum value. The instructions for the 360 are provided as Appendix 1 to this overview.

**Pre-Work – Reading and other personal profiles**

You will benefit more from the class sessions if you have had read the units prior to class. There will be a formal presentation of some aspects of each topic during the class session. However, you should not assume that material covered in class is more important than other aspects not covered.

There are a number of personal style profiles that you will be asked to complete prior to attending the course. These will include characteristics such as listening styles, personality styles etc. These will be distributed to you via email once your e-mails have been received by the lecturer.
The following outlines the modules and the approximate timing for each module. The presentation of modules is subject to change.

<table>
<thead>
<tr>
<th>Day 1: Saturday, 10 October 2015</th>
<th>(2.00pm – 8.00pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Developing managerial effectiveness</strong></td>
<td>This module will consider the type of managerial skills you need for your current position, as well as the next step up. You will be asked to consider your approach to personal change and identify what might stand in the way of your personal growth goals. The results of your 360 degree survey will inform this discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2: Sunday, 11 October 2015</th>
<th>(10.00am – 7.00pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 2: Ethics</strong></td>
<td>The module asks you to consider your values and how you will use these to guide your behaviour at work. You will evaluate a number of ethical scenarios and identify the moral philosophies which influence you. We will also consider how and why previously ethical individuals might engage in unethical behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3: Monday, 12 October 2015</th>
<th>(7.00pm – 10:15pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3: Self-Management and Stress</strong></td>
<td>This module helps you understand how you currently manage your well-being, and provides some useful tools for reducing stress through functional coping skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4: Tuesday, 13 October 2015</th>
<th>(7.00pm – 10:15pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 5: Coaching for Performance</strong></td>
<td>While most organisations use some form of performance management, research evidence suggests that employees are frequently more confused and less motivated following performance management interactions than before. Coaching is one of the newer skills in the managerial toolkit. A model of coaching is provided and you will obtain practice in applying the model. Principles of positive psychology, growth mindset and deliberate practice are discussed in relation to how they inform your coaching practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4: Tuesday, 13 October 2015</th>
<th>(7.00pm – 10:15pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 6 &amp; Module 7: Performance Management &amp; Employee Engagement</strong></td>
<td></td>
</tr>
</tbody>
</table>

MNGT8174 – Managerial Skills – Part A
Day 5: Thursday, 15 October 2015 (7.00pm – 10:15pm)

Module 8: Negotiation Skills
Effective negotiation can help us influence others. This module discusses various approaches to negotiations and the advantages and drawbacks of each. Practical experience is gained through a stimulating class negotiation exercise.

Day 6: Friday, 16 October 2015 (7.00pm – 10:15pm)

Module 9: Diversity
Not everyone is the same. Today we deal not only with individual differences, but with cross cultural differences, on a daily basis. The implications of diversity for the individual (particularly those in the minority) and the organisation is discussed. Managing different generations will also be considered.

Consolidation:
This evening will also be used to consolidate the principles learned throughout the course.

Day 7: Saturday, 17 October 2015 (2.00pm – 8:00pm)

Module 10: Career Management
Careers often consume far more time than any other single activity. So why is it that many people persist in a career in which they are neither stimulated nor fulfilled? This module will assist you to discover and work towards the things that are important to you in life and in your career. It applies a systematic process to making career decisions and assists participants to establish their career goals and action plans. A number of self analysis tools are used in this module. Course feedback suggests this is one of the most meaningful components of this course.

Consolidation:
This final day will also be used to consolidate the principles learned throughout the course.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.
MBA Program Learning Goals and Outcomes

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.

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.

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.

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

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.

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.

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 issues.

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.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)
3 STUDENT RESPONSIBILITIES AND CONDUCT

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


3.1 Workload

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

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

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 General Conduct and Behaviour

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

3.4 Occupational Health and Safety

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

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.
4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.
5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students:

- **AGSM MBA Hong Kong Office**
  Hong Kong students please contact the office directly for immediate support:
  
  **Address:**
  Units 2005-06, 20/F, Kinwick Centre,
  32 Hollywood Road, Central, HONG KONG
  T: +852 2841 2802 / 2841 2805
  F: +852 2588 1724
  E: contact@agsm.com.hk
  W: www.agsm.edu.au/hk

  **Office Hours:**
  Mon-Wed, Fri 9:00am – 6:00pm
  Thursday(s): 9:00am – 7:30pm

- **eLearning Support:** For online help using Moodle, follow the links from [https://student.unsw.edu.au/moodle](https://student.unsw.edu.au/moodle)

  **For enrolment and login issues**
  Contact the **UNSW IT Service Centre**:
  - **Hours**: Monday – Friday, 8am – 8pm
    Saturday – Sunday, 11am – 2pm
  - **Email**: ITServiceCentre@unsw.edu.au
  - **Phone**: (02) 9385 1333 - International: +61 2 9385 1333

  **For ALL other Moodle related issues:**
  Contact the **External TELT Service Centre**:
  - **Hours**: Monday – Friday, 7.30am – 9.30pm
    Saturday – Sunday, 8.30am – 4.30pm
  - **Email**: externalteltsupport@unsw.edu.au
  - **Phone**: (02) 9385 3331 - International: +61 2 9385 3331

- **ASB Education Development Unit (EDU)**
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); 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/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**
  [http://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
PART C: APPENDICES

APPENDIX 1: 360 DEGREE FEEDBACK SURVEY

Summary of key dates for 360 degree feedback

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Sep 2015</td>
<td>Leaderskill Group sends out initial instructions</td>
</tr>
<tr>
<td>2 – 5 Sep 2015</td>
<td>Enter all your respondents</td>
</tr>
<tr>
<td>2 – 23 Sep 2015</td>
<td>Participants manage their respondents to ensure timely completion</td>
</tr>
<tr>
<td>24 Sep 2015</td>
<td>All 360 degree feedback questionnaires must be completed</td>
</tr>
<tr>
<td>28 Sep 2015</td>
<td>Students able to access to their 360 degree profiles from the 360 degree Facilitated® website from 9.00am. H.K. time</td>
</tr>
</tbody>
</table>

A 360 degree feedback instrument is a tool commonly used in organisations for developmental purposes. It is a way of finding out how others perceive you at work, and gives you high quality information that you can use to improve your leadership skills. It is often likened to “holding up a mirror”. The 360 degree refers to the range of information sources used in this feedback process. You will get information from those above, below and beside you in the organisation, as shown in Figure 1.

Figure 1 The 360 degree feedback process
Early start

We recommend that you begin as soon as possible to ensure you are able to include questionnaires from all your chosen respondents.

The 360 Leader/Manager Profile™ is a unique instrument, utilising feedback as a suggestion for change rather than an appraisal of the manager. This significantly reduces ‘appraisal defensiveness’ and instead provides useable information upon which the manager can readily act. It is based on Peter Farey’s thoroughly researched Leader/Manager model and gathers information on the full range of effective leadership and management behaviours.

Process

The 360 Leader/Manager Profile™ will be accessible via the Internet. We provide the Leaderskill Group with your name and email address for use with the AGSM MBA Programs 360° only – there is a strict privacy policy regarding all information.

Leaderskill Group will email you your password and details of how to log into your Participant Control Centre.

Through your Participant Control Centre you can:

- fill in your self-questionnaire
- enter your respondents and email their passwords
- monitor the completion of questionnaires and send reminders
- print paper questionnaires for respondents who do not have Internet access.

There are four steps to completing the 360° Leader/Manager Profile™:

**Step 1:** Read the section that introduces you to the survey and includes your instructions for completing it.

**Step 2:** Complete the self questionnaire yourself. This will be included in your feedback for comparison.

**Step 3:** Identify colleagues from whom you will receive feedback about your behaviour at work. These colleagues include your boss (two bosses can be entered), and we suggest four to six of your direct reports and four to six of your peers.

**Step 4:** Download and print your profile report.
STEP 1: INTRODUCTION TO 360 DEGREE FEEDBACK

Please read this section carefully to familiarise yourself with the stages of 360 degree feedback and to prepare yourself for the ethics of this process and for receiving feedback.

Ethical considerations
In order for this process to be effective and for everybody involved to be treated fairly and with respect, we suggest the following principles of appropriate disclosure, avoiding conflicts of interest, informed consent and confidentiality are observed.

- **Disclosure**: Appropriate disclosure of information gathering and storage processes. The information you and your work colleagues give is kept by Leaderskill Group and your results will not be accessible by anybody other than you and your instructor. However, overall statistics are maintained.

- **Conflict of interest**: It is important to avoid conflicts of interest whereby sensitive personal information might be used for purposes other than the one intended. Your colleagues have invested time in you by giving their responses. They do this under an agreement of confidentiality, therefore, when you get your report it is important that you do not use this information for anything other than your leadership development. Complaining to others at work about the feedback from your boss, for example, is inappropriate. Presume that your boss acted in your best interest and respect that by not using it against him or her.

- **Informed consent**: Informed consent should be obtained from all the parties involved. Everybody who responds to this survey must give their consent for the information to be used in the way it will be. Make sure they are aware of the format of the report that you will receive, and get their acceptance of this. This is particularly important for your boss/bosses, whose responses will be individually identifiable.

- **Confidentiality**: The practice of appropriate confidentiality and assurances of this should be given to all participants.

Preparing yourself for feedback
Before you start this process we would like you to consider the way you might handle the information you receive. It is our reaction to information that precipitates behavioural change (Locke & Latham 2012) and there may be some information here which is challenging. If this is the case there is a danger that your reactions will become defensive and irrational, and that the associated behavioural change will be destructive rather than constructive. To avoid this, try to foresee any likely defensive reactions. Ask yourself the question, “How will I deal with feedback?” Think carefully about the way you tend to respond to both negative and positive feedback.

- **Negative feedback**: Think about the way you might feel if your respondents suggest a lot of change. A request for change is not in itself negative (it can be a very good thing), but suppose this is in the area of communication, when you pride yourself on being an excellent communicator. Rehearse the emotions you might feel. A common response to negative feedback is defensiveness. When we get negative feedback we might prefer, or find it easier, to blame somebody else rather than accept our own weaknesses. This may alleviate some of the stress we feel at first, but it does not resolve the issue that we have fundamentally different perceptions of our behaviour compared to others.
Positive feedback: When you receive positive feedback, do you use it to the full? Do you really hear praise and accept the associated feelings? It is usually a wonderful feeling to be praised, but many of us either cannot really hear it or we bask in the glory without building on our strengths. Building on your strengths could mean making a clear note of what you do well so that you can try to behave like this more often and in more situations.

Exercise 1: Receiving feedback

1. Think of a time when you have received negative feedback. How did you respond? Is this typical of your response to negative feedback?

   a. How might you have responded more constructively?

2. Think of a time when you have received positive feedback. How did you respond? Is this typical of your response to positive feedback?

   a. How might you have responded more constructively?
b. What strategies can you use to build on your strengths?

__________________________
__________________________
__________________________

STEP 2: COMPLETE THE “SELF” QUESTIONNAIRE

Leaderskill Group will email you details of how to log-in to your Participant Control Centre. Your respondents should be entered into the system within 3 days of receiving your login access. This provides your respondents with sufficient time to meet your request in a meaningful way. You should complete your “Self” questionnaire as soon as possible. The final date for submission of all questionnaires (Self, Direct Reports, Peers and Boss) is 24th September 2015.

Filling in the questionnaire
Your name will appear at the top of the questionnaire page.

Note that:

• You can scroll up and down the page to review your answers.
• You should ensure that you have 10 minutes of uninterrupted time.
• None of your input will be sent until you click on the “Submit” button at the bottom of the screen and see the message: “Your questionnaire has been sent successfully”.
• You must close down your web browser when you finish (this completes your input and deactivates the “Back” button).

For technical support, contact Leaderskill Group via email from the website or by phone on +61 2 9449 7737.

Queries regarding who you might like into include as your respondents, or other general questions may be directed to Wendy Grusin on wendy@grusin.com

STEP 3: IDENTIFY COLLEAGUES AND DISTRIBUTE QUESTIONNAIRES

The next step is to identify work colleagues who will fill in a similar questionnaire that asks them questions about your leadership behaviour. These colleagues should be:

• your “Boss” (two bosses are possible)
• four to six members of your Staff – current direct reports if possible; if not, recent direct reports or indirect reports who work with you enough to be able to comment
• four to six members of your Peers – associates with whom you work, but who do not report to you.

When selecting colleagues choose people who know you well enough to be able to respond. Invite both “fans” and “critics”!
Minimum numbers
The four categories Direct Reports, Peers, Bosses and Self are shown separately on the profile. You can include just Direct Reports or just Peers, or you can include both:

• to show the Direct Report category in your profile, you must have 3 Direct Reports
• to show the Peer category, you must have 3 Peers
• four or more in either category will allow you to see the raw scores for that category
• bosses are optional and their feedback is not anonymous.

If you have only three people in a Direct Report or Peer category you will get a less detailed report. You won’t be able to see the full range of responses; you will only get the average of all responses.

You do not have to have colleagues from all of the categories complete questionnaires. For example, you may have your boss (you can enter two bosses) and four direct reports complete questionnaires, but no peers. However, we strongly suggest that you get colleagues in all categories to complete the questionnaire since this ensures a fuller and more accurate picture of your behaviour at work.

While 3 is the minimum number we encourage you to get a couple more per group if possible.

Respondent options
In the absence of enough direct reports, we recommend the following:

• use recent direct reports
• use current indirect reports (i.e., the next level down, but no further)
• use recent indirect reports
• use “dotted line” reports
• as a last resort, use someone who thinks they are able to respond as if you were their manager.

If you can’t find enough Direct Report respondents even in this way, then process with Peers only. In selecting the Peers you want to respond, the suggestions are much the same as those for Direct Reports, that is, people who know your style, fans and critics. Four is sufficient, three is the minimum. And you may have to find recent associates. If you can’t find three Peers, you can process just with Direct Report.

Note: Two or less responses in Direct Reports will not show that category. The same is true for Peers. It may be possible to combine Direct Report and Peer responses. If you are unable to obtain the minimum 3 in either category, please contact Leaderskill Group for options so that you can still receive a profile.
**Briefing respondents**

Aim to brief your respondents face-to-face, or at least by telephone, so you can address any concerns and questions at once. Before sending the emails, make sure they know why you are asking them to complete the questionnaire and confirm that they agree to do so.

Ask each colleague if they are prepared to spend some time on the questionnaire in order for you to develop your leadership skills. When talking to them about their participation explain the process and discuss the following:

- they have been chosen because they are familiar with you at work
- their responses will be very valuable to you, but only if they are totally honest
- their responses are completely anonymous and confidential and you will not be able to see the questionnaire they fill in, nor identify their individual responses on the final report (except for your boss).

Since the responses from your boss are the only ones which are individually identifiable, you must make sure this is clear to your boss before he/she agrees to participate.

Be prepared for any of the colleagues you approach to say “no”, in which case you will need to find somebody else.

It is very important to ensure that your colleagues are aware of the deadline for completing the questionnaire and that they are confident they can complete it in time. Thank your colleagues in advance for their time and support of you.

**Entering respondents and sending passwords**

Once you have selected your respondents, you need to enter their details through the Participant Control Centre. You will need to select the category (Boss, Peer or Direct Report) in which they are to respond, and their name and email address.

Remember you should have four to six respondents in both the Direct Report and Peer categories (limited feedback will be provided with three respondents in each of these categories). It is your responsibility to ensure that your respondents have completed the questionnaire by the deadline. Use the “Monitor Respondents” page to check their progress and “Resend” to remind them if they have not completed the questionnaire. By clicking on “Send Emails”, an email will be sent to each of your respondents, including details of how to log into the questionnaire, and their password. For each of your respondents you should complete the following process:

- add any notes or comments at the beginning of the email message
- re-check you have correct email addresses for your Boss/Direct Reports/Peers.

Send emails only to those people who have agreed to respond, and emphasise the importance of keeping them entirely confidential.

**Monitoring progress and sending reminders**

Through your Participant Control Centre, you can check on the progress of your respondents. The “Monitor Respondents” page will show you which of your respondents have completed their questionnaires. You can send reminders when required.
STEP 4: PRINTING YOUR PROFILE REPORT

You will be able to access and print your profile directly from your 360 Facilitated® Participant Control Centre. We will send out a general email notifying you when this is available.

Using the 360 Facilitated® website
Please do your best to follow the guidelines and everything should go smoothly.
However, unexpected things can happen around the Internet! Here are some tips that could save you time – “just in case”!

1. **Message:** “URL not found...”. Check that your web link is correct.
2. **Message:** “Name or Password not known”. It is almost certain that you or a respondent has typed in the password, name or survey title incorrectly. Please try again – “copy and paste” if possible.
3. **Message:** “This page cannot be displayed”. This is usually due to a temporary connection problem somewhere between your computer and the website. Click “Refresh” or “Reload”.
4. **The wrong questionnaire came up for your respondent.** There are various kinds of questionnaire for a survey – e.g., Direct Reports, Peers, Boss and Self (the participant/manager), each displaying the participant’s name. The respondent must respond in the right group to the right participant. Recheck your instructions and password, or email or telephone Leaderskill Group.
5. **Running slow?** There could be a delay anywhere between your computer and the website. Sometimes you have to wait for a screen to open completely. When it has, “Done” will appear at the bottom of your browser.

For further assistance, please email or telephone Leaderskill Group (support@leaderskill.com.au – at any time; or +61 2 9449 7737, 9am to 5pm Australian Eastern Standard Time) with as much detail of the problem as possible (i.e., what you did and what’s on the screen) so that they can help.
APPENDIX 2: SAMPLE EXAM PAPER

Managerial Skills Hong Kong

Instructions:

1. Time allowed: 3 hours plus 15 minutes reading time. You may make brief notes on the exam paper during reading time but may not begin writing in your answer booklet.

2. This exam is in 2 parts. You must answer 2 of the 4 questions in part 1. You must answer the question in part 2. You will answer a total of 3 questions.

3. **Answer each question in a separate booklet.** Ensure that your name and the question number are on each answer booklet that you use.

4. The exam is open book. You may bring into the exam session your course materials and your study notes. Your course materials may be annotated and the use of Post-it™ Notes is permitted. Calculators with alpha keypads, laptop computers and other electronic devices are prohibited. Students from non-English speaking backgrounds who have written approval from Client Services may use standard linguistic dictionaries. No other dictionaries are permitted. If you enter the exam session with any prohibited materials, surrender them immediately to the exam supervisor.

5. Return this exam paper with your **THREE** answer booklets.
Part 1. Answer any 2 of the following 4 questions. Each question must be in a separate booklet.

**Question 1 (please answer in a new booklet)**
Discuss how an understanding of stress management has helped you to become a better manager of yourself and others. Use the course concepts and your own examples to illustrate.

**Question 2 (please answer in a new booklet)**
Most organisations have performance management systems, but many of these do not work in practice. How might the use of a coaching approach assist your own organisation in improving employee engagement? Use course concepts and examples from your own experience to illustrate and support your answer.

**Question 3 (please answer in a new booklet)**
Analyse and discuss the values that guide your approach to communication. Integrate relevant course material and examples from your own experience to support your answer.

**Question 4 (please answer in a new booklet)**
‘A quick decision is a good decision’. Discuss and evaluate this statement using course concepts and examples from your own experience.

Part 2. This question is compulsory.

**Question 5 (Please answer both part ‘a’ and ‘b’ of Question 5. They will be worth equal marks).**
 a) Employees can no longer take the view that it is their employer’s duty to provide them with career development and a career path. How well have you done in terms of ‘managing your own career’ (Grove, 1999) so far?

 b) What do you need to do to manage your career in the future? Use course tools and concepts to structure and support your plan.

You should have completed THREE questions in all.

Return this exam paper with your THREE answer booklets.
APPENDIX 3: GROUP MEMBER REFLECTION

<table>
<thead>
<tr>
<th>Your Name</th>
<th>My Contribution Score</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate on a scale of 1-10, the contribution you feel you (above), and each member of your team, made to the completion of the assignment. Each member will make a unique contribution. For example, some members may contribute more to group process and less to content or vice versa. Feel free to judge ‘contribution’ in whatever way you believe has been helpful/unhelpful.

Where you have given a score of less than 7, please provide sufficient information to explain your reasoning. Please also provide at least a few words, to justify the score that you have given to yourself.

**Scoring:**

- **10** – very significant contribution to the team & the assignment. Enthusiastic, willing & able to complete his/her fair share of the work
- **5** – made a partial contribution to the team and the assignment; Was unable to contribute as fully as other team members. My perception is that s/he did about ½ of his/her share of the work
- **1** – socially loafed at all stages of the assignment. Very limited contribution to the team, and the assignment.

<table>
<thead>
<tr>
<th>Name of each team member</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Comments in justification of scores <7.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Add another page if necessary.
________________________________________________________________________
________________________________________________________________________
APPENDIX 4: BLOOM’S TAXONOMY

<table>
<thead>
<tr>
<th>Levels</th>
<th>Domain</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Knowledge</td>
<td>Knowing the material, terms, facts, concepts</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td>Understanding, interpreting, justifying course concepts</td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td>Application to practice</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>Challenge assumptions; evaluate claims, models; recognising complementary between theory &amp; practice</td>
</tr>
<tr>
<td></td>
<td>Synthesis</td>
<td>Putting together knowledge, comprehension, application &amp; analysis to tell a story, provide insight</td>
</tr>
<tr>
<td>HD</td>
<td>Evaluation</td>
<td>Meta-cognitive – judging ideas, arguments, formulating your own, original insights, theory development</td>
</tr>
</tbody>
</table>

In more detail

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures). Knowledge is the remembering (recalling) of appropriate, previously learned information; defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.

2. **Comprehension**: Grasping (understanding) the meaning of informational materials. Classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.

3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers. Acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.

4. **Analysis**: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations. Breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.

5. **Synthesis**: Creatively or diversely applying prior knowledge and skills to produce a new or original whole. Adapts; anticipates; categorizes; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualizes; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.

6. **Evaluation**: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers. Appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.
References.


# APPENDIX 5: GRADING TEMPLATE

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Refer/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis</strong></td>
<td>Outstandingly tight logic about a range of interrelated cause and effect relationships. Deep insight and understanding of the situation not previously available prior to the analysis.</td>
<td>Justifiable logic and explanation about a range of cause and effect relationships. Insight into personal responsibility, behavior, emotion and thoughts and the underlying contributing factors.</td>
<td>Reasonably tight logic about cause and effect relationships. Some statements of claim without laying out the pathway between cause and effect. Some insight obtained with room to explore further.</td>
<td>Largely descriptive. Unsupported assertions, limited or no explanations of cause and effect relationships. Limited understanding of events obtained.</td>
<td>Limited or no understanding obtained as to the underlying causes and explanation of events.</td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td>Elegant integration of concepts used as a tool to deliver and justify personally meaningful and powerful insights. Consistent wise choices of sub elements of theory. Elegant and innovative coverage of levels 5 and/or some coverage of level 6 of Bloom’s Taxonomy (1959).</td>
<td>Accurate use of concepts and clear illustration and application to the event or issue. At least 3 examples of meaningful integration. Uses sub elements of theory consistently and makes wise choices about elements used. Consistently covers first 4 levels of Bloom’s Taxonomy (1959) and some coverage of level 5.</td>
<td>Largely consistent illustration of how and why the concepts apply. Some integration of theory where one theory is used to broaden or deepen the insight obtained from another. Some instances of too many or too few concepts used. Accurate use of concepts. Mostly covers first 4 levels of Bloom’s Taxonomy (1959).</td>
<td>Some accuracy in concept use; Limited connection and illustration of the concept to the event. Isolated use of concepts. Too many or too few concepts used. Covers first 3 levels of Bloom’s Taxonomy (1959).</td>
<td>Inaccurate use of concepts; limited concepts used; limited evidence of how concepts apply.</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Comprehensive, elegant, personal and practical SMART+ actions to address development. Creative experiments designed for suitable practice. Obstacles identified and evaluation methods thoroughly dealt with. Rationale well explained with relevant concepts.</td>
<td>Relevant, high impact, SMART+ way forward which will unambiguously lead to improvement. Well underpinned by theoretical rationale.</td>
<td>Mostly logically-derived SMART+ personal action plans that meaningfully address the highlighted development needs. Some consideration of obstacles, and method to overcome them. Meaningful evaluation criteria considered. Moderately underpinned by theoretical rationale.</td>
<td>Minimally logically-derived SMART+ personal action plans, obstacles, and/or evaluation criteria. Over or under use of conceptual basis for action. Plans to plan e.g. I will prioritise my tasks.</td>
<td>Few or no specific personal improvement initiatives.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Clear focus on issue question throughout. Each section builds on the previous in a logical and coherent way. Each sentence adds value. Information is uniformly in appropriate sections. Reads as if written by one person.</td>
<td>Focus on overall purpose of the assignment mostly clear. Logical flow between sections. Good use of page count. No confounding of information in each section. Writing style is consistent.</td>
<td>Mixed focus – gets lost or is off topic in parts. Reasonable flow between sections with some room to improve logic and value from each paragraph. Some confounding of strategies in analysis section and vice versa. Overall relatively well written with minimal confusion.</td>
<td>Unclear logic and relationships between sections. Confounding of information between sections. Unclear focus.</td>
<td>Lack of clarity regarding intent and purpose of the assignment.</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>Format consistent with all assignment submission guidelines. Referencing meets Harvard in-text guidelines.</td>
<td></td>
<td></td>
<td>Format inconsistent with submission guidelines.</td>
<td></td>
</tr>
</tbody>
</table>