



# MGSM806

## Managerial Self-development

Term 4 Hong Kong 2019

*Department of Management*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Lecturer Paul Nesbit <a href="mailto:paul.nesbit@mq.edu.au">paul.nesbit@mq.edu.au</a>
Credit points 4
Prerequisites Admission to MBA or MMgmt or GradCertMgtPostMBA or GradDipMgt
Corequisites
Co-badged status
Unit description This unit takes the position that a manager's behaviour can have a significant impact on organisational performance and that the continuous development of one's management and leadership skills is essential in the contemporary work environment. This unit highlights a self-directed approach to develop and enhance one's intrapersonal and interpersonal skills and abilities. The unit presents a model of self-development, which takes the view that effective self-development, requires the enhancement of three meta-skills – self-reflection practice, management of self-awareness reactions, and the operation self-regulation processes.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.

Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.

Organise reflective insights into a coherent self-understanding of one's leadership style and skill development needs.

Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.

Demonstrate critical reflection about self-development processes

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Pre-Course Book Summary</u>	0%	No	12noon (HK time) of 20 November 2019
<u>Group presentation</u>	30%	No	Starting session 9 of class
<u>Self-Development Project A</u>	45%	Yes	5pm of 16 December 2019
<u>Self-Development Project B</u>	25%	Yes	5pm of 16 December 2019

### Pre-Course Book Summary

Due: **12noon (HK time) of 20 November 2019**

Weighting: **0%**

**Length:** 300 words (approximately)

**Weighting:** Not assessed except as 5% penalty for non-submission.

A preliminary one-page summary (about 300 words) from each participant that outlines initial insights about the book assigned to their group (first impression and any relevance of these impressions to one's sense of leadership) will be required to be submitted in iLearn on or before the due date as listed in the above box – (Note that this due date is before the start of the first class). It is not expected that students will have completed detailed reading and analysis of the assigned book but that they will have broadly reviewed the book and have an impression of the book. The intention of this summary is to initiate engagement with the book in order to support early syndicate group interactions. While not formally assessed, this summary will constitute an assessment item of the course and will represent the first 5% of a participant's final mark. Thus, failure to submit the assessment by the due date will result in a deduction of 5% from the final course mark. Students will receive a submission confirmation receipt in their MQ student email account if their submission in iLearn is successful. You must keep this submission confirmation receipt as evidence of your submission.

On successful completion you will be able to:

- Demonstrate critical reflection about self-development processes

### Group presentation

Due: **Starting session 9 of class**

Weighting: **30%**

**Duration:** 30 minutes (time will be strictly enforced)

**Due:** All presentations occur during session 9 and/or session 10 depending on class size. The order of presentations will be advised prior to the presentation day.

**TASK** – Syndicate groups are required to provide an engaging overview of the group's reflections on the assigned book in the form of individual presentations by group members. The presentation is to be done in an engaging way and show each member at his or her best in terms of presentation skills.

**Role-plays and use of videos are strongly discouraged – if role-plays or videos are used they should be used for a very short time as one aim of the presentation includes the exposure of syndicate members to the “joys” of public speaking.**

**The aim is to “Share” your insights and understanding. Therefore, you should not “Preach” or “Teach” the content of the book in the presentation.**

In addition to the focus on the content of the book and reflections, groups are also required to discuss (No more than about 5 minutes of the 30 minutes) the group dynamics observed within their syndicate groups and what aspects of their interactions they would incorporate into future syndicate groups' activity and what would they do differently. At the completion of the presentation, there will be additional time for questions and answers with the audience (about 10 minutes is allocated in addition to the 30-minute presentation). It is the responsibility of the audience to generate questions.

Group presentations will be visually recorded on video and will also be assessed by all the members of the class audience (information on assessment of presentations is below). As well, two "presentation buddies" for each individual presenter will be assigned. The role of the "presentation buddies" is to provide personal feedback on individual presentations. The feedback provided to individual presenters does not impact assessment of the group and is intended to provide a source of feedback to the presenter about his or her presentation performance from the perspective of these two members of the audience.

The presentation sessions will be concluded with all syndicate teams reviewing their video of the team member's presentations, discussing each member's performance in the presentation and the interactions among members of the team during the course. This information should be incorporated into one's MSD assignment.

While it is not essential, groups are requested to submit an electronic copy via email of their presentation to the lecturer on the day prior to their presentation (this need only be a draft, not a final version).

### **Assessment Of Presentations**

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%). The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's

rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving an individual mark the same as the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

### **Rating of “satisfactory contribution” to the presentation**

Satisfactory contribution means that a member of the group contributed to the discussion, reflections, and analysis of the book and the group reflection process, as well as contributing to the effort of developing the presentation, as well as being supportive and encouraging of others in the group.

### **Rating of “less than satisfactory contribution” to the presentation**

Less than satisfactory contribution means the person did not carry out his or her share of the activity required for the presentation. This may be represented by non-attendance at agreed group meetings, lack of interaction and engagement in the group's discussions, failure to do as he/she was expected to do, limited or poor responding to emails, dominance in his/her opinion, failing to show respect in listening to others, and/or a general lack of willingness to work within the agreed consensus approach to the topic (allowing for voicing of different perspectives in planning and analysis stages of the group's interactions).

### **Rating of “exceptional contribution”**

It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. No more than two people in a group can be awarded this exceptional contribution mark and this nomination must come from at least two other people in the group. Exceptional contribution means that a person has exhibited leadership of the group but not dominance. Exceptional contribution would highlight a highly energised and engaged person who other group members feel was a powerful positive influence on the group both in terms of presentation task and the collaborative and social dynamics of the group.

### **No extensions will be granted.**

On successful completion you will be able to:

- Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.
- Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.

- Demonstrate critical reflection about self-development processes

## Self-Development Project A

Due: **5pm of 16 December 2019**

Weighting: **45%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

**Length:** 2000 words maximum (word count for this assignment does not include excerpts included from your journal, the summary of leadership strengths and deficits, references, or appendices). The word should be noted on the front of the assignment.

This individual assignment forms Part A of the Self-Development project for the course. Part A - Self-Reflection Analysis essay is to be submitted at the same time as Part B - Action plan and included in the one document. Both parts of the assignment are to be written in an essay prose format. Thus, you must not use dot points or write your assignment in the form of a table (except for the summary list of key managerial strengths and deficits – see below for details). For both Part A and Part B you need to write in the first person – that is, you need to use “I”, “me”, and “my” in writing your assignment.

**TASK- ‘Part A’ – Self-Analysis Essay** - Part ‘A’ is worth 45% of the total course marks and requires you to outline and discuss self-awareness insights gained about your managerial/ leadership style and your managerial performance skills and deficits reflected on during the course. It is critical that you show the thinking process (reflection) that led to your self-awareness insights. In other words, you need to demonstrate how your leadership skill and deficits insights were arrived at by discussing the results of various psychological assessments and reflection activities associated with the course as well as analysis and reflection on specific examples of your managerial and/or professional behaviour.

To aid your self-analysis you are encouraged to keep a reflection journal. You may include excerpts of the journal in the essay. These excerpts should be clearly indicated in the essay in *italic* font and by placing them separately in their own paragraph. These excerpts do not contribute to the word count of the assignment, although they should be restricted to brief extracts.

Other significant life and work issues that have shaped your leadership style and provided insight into your managerial/leadership behaviour can also be discussed in the assignment, although your main goal is to discuss and reflect on the experiences associated with the course.

The report also requires you to present a summary of your key insights – which can be presented as a table or in dot points – about your leadership strengths and deficits at the end of part ‘A’. This table is not included in the word length.

### **Assessment criteria part ‘A’:**

- Depth and quality of leadership style and leadership skill reflections
- Discussion of results of internal course development assessments (eg MBTI; FIRO-B; MSCEIT, etc.) to support reflective insights

- Discussion of classroom and group experiences to support reflective insights
- Discussion of workplace examples to support reflective insights
- The flow of ideas within the paper - paragraph and sentence structure
- Clarity of expression in developing arguments/insights
- Use of behavioural examples in developing arguments/insights
- List of strengths and deficits
- Conforming to stylistic requirements - word length, prose format, line spacing, margins, referencing, PDF format, etc.

**Stylistic requirements:** The assignment should be submitted in PDF format and written be in 12 point Times New Roman font using 1½ line spacing with at least 3 cm margins. References, if used, should be in accordance with APA 6<sup>th</sup> Style. You must include the word count on the front cover sheet of the assignment (Remember that the word count does not include the journal excerpts, summary of leadership strengths and deficits, list of references or appendices). Pages should be numbered.

**Submission details:** Each student will submit a soft-copy (remember that Part A and Part B should be submitted as a single PDF file) in the class iLearn page on or before the due date listed above. Further instructions on how to do this will be provided to students via the MGSM806 iLearn page.

Please ensure your full name, student number, the unit code and name (MGSM806 Managerial Self-Development), and lecturer (Dr Paul Nesbit), are all clearly visible on the front page of your assignment.

**Please note:** There is a file size upload limit of 40mb (40 megabytes) or 40,000kb in iLearn. Please ensure that your assignment file size is below this limit.

### **Extensions and penalties:**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

On successful completion you will be able to:

- Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.
- Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.
- Organise reflective insights into a coherent self-understanding of one's leadership style



and skill development needs.

- Demonstrate critical reflection about self-development processes

## Self-Development Project B

Due: **5pm of 16 December 2019**

Weighting: **25%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

**Length:** 1500 words maximum (word count for this assignment does not include references and appendices).

This individual assignment forms Part B of the Self-Development project for the course.

**Part 'B' – The managerial self-development action plan** – Part 'B' of the Self-Development Project assignment is worth 25% of the total course marks and requires you to outline a self-development action plan for no more than ONE specific development goal area identified in part 'A'.

You should see this part of the assignment as a blueprint or self-coaching document that helps you advance your own self-development. The plan is based upon the insights about your managerial/leadership strengths and deficits you have gained from the activities and assignments of the course as well as taking into account your future management and leadership roles and aspirations. The outline of the plan and its content must show an understanding of a social-cognitive theoretical perspective of behaviour and an understanding of self-regulation theory in its design (to be discussed during the course).

The self-development action plan should take account of the reality of your work and social life as well as insights into personal predispositions and leadership style. These aspects are likely to support and/or obstruct your endeavours and you will need to show understanding of these influences in how you will approach your development plan.

In the action plan, you should include -:

- A clear focus on which development goal you want to work on and the reasons why.
- A section on specific sub-goals where you outline the development of specific concrete goals and discuss their relationship to your broad development abstract goal.
- A plan of ongoing specific activities that details the strategies (what you intend to do) to address your development sub-goals highlighted. This should demonstrate an understanding of self-regulation theory in the design of strategies. You also need to critically discuss your strategies in relation to social cognitive theory.
- As part of the strategies within your action-plan, you need to include at least a single specific implementation intention. You need to carry out the implementation intention and critically discuss whether it was successful or not. (Implementation intentions will be discussed in class).



- Discussion of personal and environmental obstacles to your change objectives and plans to deal with these obstacles.

**Assessment criteria part 'B':**

- Reason for selection of skill deficit explained
- Clarity and discussion of goal and subgoals
- Elaboration of action strategies
- Self-regulation theory evident in action strategies
- Explicit discussion relationship of social cognitive theory in the design of strategies
- Implementation intention outlined and assessed
- Discussion of obstacles to action strategies
- The flow of ideas within the paper - paragraph and sentence structure
- Clarity of expression in the discussion of strategies
- Use of behavioural examples in developing arguments/insights
- Conforming to stylistic requirements - word length, prose format, line spacing, margins, referencing, PDF format, etc.

**Stylistic requirements:** The assignment should be submitted in PDF format and written be in 12 point Times New Roman font using 1½ line spacing with at least 3 cm margins. References, if used, should be in accordance with APA 6<sup>th</sup> Style. You must include the word count on the front cover sheet of the assignment (Remember that the word count does not include references or appendices. Pages should be numbered.

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stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.

- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.
- Demonstrate critical reflection about self-development processes

## **Delivery and Resources**

### **Required text**

There is no required text for this unit.

### **Syndicate group books**

The books assigned for the group assignment are widely available from most bookshops. You will be advised via email near the start of class about the books that will be assigned. If you find it difficult to acquire a hard copy of the assigned book you are reminded that books may also be available in online formats, such as Kindle (available via Amazon.com).

### **Psychological inventories**

During the course, students will be completing a number of psychological and behavioural inventories, including the MSCEIT, the MBTI, and the FIRO-B. Other non-commercial assessments will also be used in the course as well.

Feedback and discussion of the tests will occur during the course.

### **Reflective journal**

As part of the assessment process, you are encouraged to engage in writing your reflections on your experiences and developmental insights associated with these reflections. Although the journal will not be formally assessed, you may wish to include excerpts in your Part A individual report. The reflective journal will be of assistance in documenting and keeping track of experiences and insights generated during the course which provide input into the self-reflection report and action plan assignment.

Reflective journals and their use are discussed in the topic 1 “Developing Oneself for Leadership” on the first day of the course. The use of a reflective journal is meant to be an aid for your reflections, not an onerous task. The specific method of keeping a reflective journal is open to the student. You may choose to handwrite entries in an exercise book, on loose sheets, or typed into a word document, etc. Many students have found the use of Google Blogs <https://www.blogger.com/start?hl=en> to be a useful method of keeping a daily record that is accessible on the Internet but which can be kept confidential and password protected.

### **Reflective workbook**

Students will also receive a small reflective workbook package to record reflective insights arising from the activities of the course. This will allow students to review their results of the

various tests and experiential activities of the course as an aid for the development of assignments.

## Peer coaching

As part of the reflective process, participants will be paired with other colleagues from the course to aid the process of reflection as well as gain experience with the role of coaching others.

Further information about peer coaching will be provided in class.

## Pre-reading and advance preparation for group presentations and assignments

As part of the assessment for this course you will be assigned to a syndicate group which is required to write a group report that overviews the content and analyses the group's reflective insights into a popular book – the topics of the book are varied and could relate to leadership, entrepreneurship, life purpose, achievement and success, or personal change. Your group is also required to organise a presentation of your findings as well as discuss team interactions.

You will receive email information that details your syndicate team membership, the contact details of other team members, and the book assigned to your team near the start of term.

Additionally, you will need to purchase a book assigned to your syndicate group (or at least obtain a copy for personal use). You may wish to purchase this as an e-book (if available) rather than obtain a hard copy version.

## Pre-class emotional intelligence online test

As part of the course, you are required to complete an online assessment of your Emotional Intelligence ability. The test is called the MSCEIT (Mayer, Salovey, Caruso, Emotional Intelligence Test) and can only be completed online. Results of the test are confidential and will only be known by the facilitator of the course (Dr Nesbit) and the test participant. Feedback and discussion of the test will occur during session 4 of class.

Information about the test and access codes will be sent to each enrolled student via email.

## Attendance and participation requirements

In this subject, it is essential that students attend all classes. Attendance is particularly important for this course due to the assessment and feedback of psychological inventories, the use of peer coaching throughout the course, and the intensive syndicate group experience generated. **If you are aware of problems in attendance at any time throughout the course, including only missing part of a session, you are required to notify the lecturer Dr Paul Nesbit by email at [paul.nesbit@mq.edu.au](mailto:paul.nesbit@mq.edu.au) or call +61 (2) 9850 9908.**

During class, mobile phones are to be switched off (unless negotiated with lecturer) and laptop computers, e-Tablets, and smartphones are not to be operated unless part of the delivery design of the course or for the recording of notes. Students should self-monitor side conversations during lectures and group presentations and respect the learning environment of other students.

Everyone is required to complete and submit the assessment work by the due date. If you know you will be unable to do this, please contact the lecturer, otherwise, penalties will apply. Marks

will be deducted for lateness at the rate of 10% of the possible mark per working day, exhausting all possibility of any mark in two (2) weeks.

## Access to Technology

Access to a personal computer and internet connection is required to access learning material/ resources online on Macquarie University's online learning management system called iLearn.

## iLearn - Your class online learning resources page

The class iLearn page for this unit is located at: <https://ilearn.mq.edu.au/>. You must be enrolled in this class to see the class iLearn page.

## Lecture slides

Lecture slides will be provided to students only in soft-copy format via the class iLearn page. These lecture slides form a guide to the major issues of the course. Given the interactive nature of the class it is not always possible, nor desirable, to discuss every overhead during lectures. Thus, students should not assume that only lecture slides discussed in class are important when reviewing course learning material for assignments.

## Allocated supplementary readings

Allocated supplementary readings are provided to students only in soft-copy format via the class iLearn page.

## Unit Schedule

**Students are required to attend all classes.** This unit will be presented over 10 sessions as follows (*The proposed program might be subject to some minor changes as the term progresses (TBA)*).

### Class sessions are scheduled from:

#### 1st BLOCK weekend (sessions 1-5): 22-24 November 2019

- Friday - 6:00pm - 10:00pm (Hong Kong time)
- Saturday - 2:00pm - 10:00pm (Hong Kong time)
- Sunday - 9:00am - 5:00pm (Hong Kong time)

#### 2nd BLOCK weekend (sessions 6-10): 29 November 2019 - 1 December 2019

- Friday - 6:00pm - 10:00pm (Hong Kong time)
- Saturday - 2:00pm - 10:00pm (Hong Kong time)
- Sunday - 9:00am - 5:00pm (Hong Kong time)

There is no final exam for this unit

Session	Topics
1	Developing oneself for leadership: Self-development model
2	Understanding one's leadership style – (Includes MBTI assessment and peer coaching)
3	Managing oneself: Managing stress and time/self-organisation
4	Managing oneself: Working with emotions (Includes debrief of Emotional Intelligence online test – MSCEIT)
5	Managing relations with others: Managing communication as the basis of interpersonal skills (includes self-assessments of active listening and FIRO-B and peer coaching)
6	Managing relations with others: Interpersonal skills (includes assessment of Belbin team roles inventory)
7	Self-development actions: Understanding self-regulation processes (includes peer coaching)
8	Same as session 7
9	<p>Self-development actions – Self-development action plans; Team 360 review activities; Course and assessment review</p> <p><b>Assessment:</b> Presentations by syndicate groups - will start in session 8 of class if class size is large; lecturer will advise during 1st BLOCK weekend of class</p>
10	Same as session 9

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.
- Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.
- Organise reflective insights into a coherent self-understanding of one's leadership style and skill development needs.
- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.
- Demonstrate critical reflection about self-development processes

#### Assessment tasks

- Group presentation
- Self-Development Project A
- Self-Development Project B

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:



## **Learning outcomes**

- Organise reflective insights into a coherent self-understanding of one's leadership style and skill development needs.
- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.

## **Assessment tasks**

- Group presentation
- Self-Development Project A
- Self-Development Project B

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.
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## **Assessment tasks**

- Group presentation
- Self-Development Project A
- Self-Development Project B

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.
- Demonstrate critical reflection about self-development processes

### Assessment tasks

- Pre-Course Book Summary
- Group presentation
- Self-Development Project A
- Self-Development Project B

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Apply critical reflection to one's intrapersonal skills (values, personality, dealing with stress and pressure, managing emotions, organising and motivating oneself, adapting to change) in assessing one's leadership style and skill development needs.
- Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.
- Organise reflective insights into a coherent self-understanding of one's leadership style and skill development needs.
- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.

## Assessment tasks

- Pre-Course Book Summary
- Group presentation
- Self-Development Project A
- Self-Development Project B

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Apply critical reflection to one's leadership interpersonal skills and abilities (communication, managing emotions) in assessing one's leadership style and skill development needs.
- Organise reflective insights into a coherent self-understanding of one's leadership style and skill development needs.
- Demonstrate knowledge of social cognitive theory and self-regulation theory in the design of a self-development action plan.

## Assessment tasks

- Group presentation
- Self-Development Project A
- Self-Development Project B

## Alignment of this unit with MGSM's mission-driven attributes

**Leadership:** This unit addresses the issue of leadership by focusing on the intrapersonal and interpersonal skills associated with the management and leadership of others.

**Global mindset:** The unit addresses the issue of global mindset by enhancing skills for self-development and being able to manage with greater behavioural and cognitive complexity.

**Citizenship:** The unit enhances a self-reflective capacity enabling students to consider their role as a leader in the wider community.

**Creating sustainable value:** The unit develops managerial performance skills by seeking to enhance the empathetic understanding of others and considers the self-determination drivers of

performance and long-term career aspirations embedded within a holistic understanding of life.

## **Attendance Policy (MGSM)**

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>

## **Content Disclaimer**

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.