MGSM806

Managerial Self-development

Term 3 Hong Kong 2018

MGSM Degree Programs

Contents

General Information

Unit convenor and teaching staff Lecturer Paul Nesbit paul.nesbit@mgsm.edu.au
Credit points 4
Prerequisites Admission to MBA or MMgmt or PGCertMBAExt 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
Pre-Course Book Summary	0%	No	5pm (HK time), 18 July 2018
Group presentation	30%	No	Sunday, 29 July 2018
Self-Development Project A	45%	Yes	5pm (HK time), 20 August 2018
Self-Development Project B	25%	Yes	5pm (HK time), 20 August 2018

Pre-Course Book Summary

Due: **5pm (HK time), 18 July 2018**
Weighting: **0%**

Length: 300 words (approx.)

Due: Submission in iLearn on or before 5pm (Hong Kong time) of Wednesday, 18 July 2018

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: **Sunday, 29 July 2018**

Weighting: **30%**

Duration: 30 minutes (time will be strictly enforced)

Due: All presentations occur during Session 9. The order of presentations will be advised prior to the second weekend of classes.

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 was 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

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- Demonstrate critical reflection about self-development processes

Self-Development Project A

Due: **5pm (HK time), 20 August 2018**

Weighting: **45%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Length: 2000 words max

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 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.

Length: Up to a maximum of 2000 words (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.

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 strenghts 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 6th 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 softcopy (remember that Part A and Part B should be submitted as a single PDF file) in iLearn on or before the due date. 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 disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

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Self-Development Project B

Due: **5pm (HK time), 20 August 2018**
Weighting: **25%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

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.

Length: Part B up to a maximum of 1500 words (word count for this assignment does not include references and appendices).

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.

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> • 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.

Lecture overheads

As indicated above, overheads of lectures will be provided during class. These overheads 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 overheads discussed in class are important when reviewing course material for assignments.

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.

MGSM iLearn

The web page for this unit can be found at https://ilearn.mq.edu.au/login/MGSM

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@mgsm.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.

Unit Schedule

Students are required to attend all classes.

This unit will be presented over 10 sessions as follows:

Date of class:

BLOCK weekend 1: 20 - 22 July 2018

BLOCK weekend 2: 27 - 29 July 2018

Session	Topics and allocated readings/resources

1	
6:00pm - 10:00pm (HKT) of Friday, 20 July 2018	**Developing oneself for leadership: Self-development model**

Essential readings: (Provided in unit folder and iLearn)

- **Nesbit, P.L** (**2012**). *The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership Development*. Human Resource Development Review. 11(2), 203-226.
- **Daudelin, M.W.** (**1996**). *Learning from Experience through Reflection. Organizational Dynamics*, Autumn, 36-48.
- **Peterson, T. O., & Arnn, R. B. (2008).** *Self-Efficacy: The Foundation of Human Performance*. Performance Improvement Quarterly, *18*(2), 5-18.

Recommended readings: (Provided only on iLearn)

- **Boud, D. (2001).** *Using journal writing to enhance reflective practice. New Directions for adult and continuing education, 2001*(90), 9-17.
- **DeRue, D. S., & Wellman, N. (2009).** *Developing leaders via experience: the role of developmental challenge, learning orientation, and feedback availability.* Journal of Applied Psychology, 94(4), 859-875.
- **Lyubomirsky, S., Sousa, L., & Dickerhoof, R**. (**2006**). *The costs and benefits of writing, talking, and thinking about life's triumphs and defeats.* Journal of Personality and Social Psychology, *90*(4), 692-708.
- **Mackoff, B., & Wenet, G.** (**2001**). *Chapter 4: Reflection: Examining Experience.* The Inner Work of Leaders, Amacom, New York, 81-102.
- **Van Velsor, E., & Leslie, J. B.** (**1995**). *Why executives derail: Perspectives across time and cultures. The Academy of Management Executive (1993), 9*(4), 62-72.

Internet resource:

A useful website about social cognitive theory and self-efficacy can be found at - :

- http://p20motivationlab.org/. Search 'Social Cognitive Theory' & 'Self-Efficacy' in the website

2	
2:00pm - 10:00pm (HKT) of Saturday, 21 July 2018	**Understanding one's leadership style – (Includes MBTI assessment and peer coaching)**

Essential readings: (Provided in unit folder and iLearn)

- **Denison, D. R., Hooijberg, R., & Quinn, R. E.** (**1995**). *Paradox and performance: Toward a theory of behavioral complexity in managerial leadership.* Organization Science, *6*(5), 524-540.
- **Kroeger, O., and Thuesen, J.M.** (**1988**). *Chapters 2 – What's your type?* Type Talk or How to Determine Your Personality Type and Change your Life, Tilden Press, New York.

Recommended readings: (Provided only on iLearn)

- **Fairholm, G. W. (1995).** *Values leadership: A values philosophy model.* International Journal of Value-Based Management, *8*(1), 65-77.
- **Gosling, J., & Mintzberg, H. (2003).** *The five minds of a manager.* Harvard Business Review, *81*(11), 54-63.
- **Gosling, S. D., Rentfrow, P. J., & Swann, W. B. J. (2003).** *A very brief measure of the Big-Five personality domains.* Journal of Research in Personality, 37, 504-528.
- **McCormick, M. J. (2001).** *Self-efficacy and leadership effectiveness: Applying social cognitive theory to leadership.* Journal of Leadership & Organizational Studies, *8*(1), 22-33.
- **Weber, J. (1990).** *Managerial value orientations: a typology and assessment.* International Journal of Value-Based Management, *3*(2), 37-54.

Internet resource:

There are many sites that deal with the Myers Briggs Type Indicator (MBTI). The link below is to the Myers and Briggs Foundation.

http://www.myersbriggs.org/

The Secret Power of Introverts Forbes Magazine can be viewed here

http://www.forbes.com/sites/jennagoudreau/2012/01/26/the-secret-power-of-introverts/

Link to TED talk by Susan Cain author of The Power of Introverts

http://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en#t-160993

3 2:00pm - 10:00pm (HKT) of Saturday, 21 July 2018	**Managing oneself: Managing stress and time/self-organisation** **Essential readings: (Provided in unit folder and iLearn)** • **Baumeister, R., F, & Tierney, J. (2011).** *A brief history of the to-do list, from God to Drew Carey*. <u>Willpower: rediscovering the greatest human strength</u>. New York: Penguin Press. pp. 61-87 • **Nicholls, J. (2001**). *The Ti-Mandi Window: A Time Management Tool for Managers.* <u>Industrial and Commercial Training</u>, 33(3), 104-108. **Recommended readings: (Provided only on iLearn)** • **Allen, D.** (**2001**). *Chapter 2: Getting control of your life: The five stages of mastering workflow.* <u>How to get things done</u>. London: Penguin Books, p.24-53. • **Rosen, C. (2008).** *The myth of multitasking.* <u>The New Atlantis</u>. Volume 20 (Spring), 105-110. • **Small, G., & Vorgan, G. (2008).** *Meet your iBrain.* <u>Scientific American Mind</u>, 19(5), 42-49. **Internet Resources:** There are many sites related to the time management philosophy known as "Getting Things Done" below are a few web links you might like to explore. • http://www.lifehack.org/articles/productivity/50-tricks-to-get-things-done-faster-better-and-more-easily.html • http://zenhabits.net/the-getting-things-done-gtd-faq/ • http://www.wikisummaries.org/Getting_Things_Done:_The_Art_of_Stress-Free_Productivity
4 9:00am to 5:00pm (HKT) of Sunday, 22 July 2018	**Managing oneself: Working with emotions (Includes debrief of Emotional Intelligence online test – MSCEIT)** **Essential readings: (Provided in the unit folder and iLearn)** • **Côté, S. (2014).** *Emotional Intelligence in Organizations.* <u>Annual Review in Organizational Psychology and Organizational Behavior</u>, *1*(1), 459-488. • **Mayer, J.D. & Salovey, P.** (**1997**). *What is Emotional Intelligence?* P. Salovey & D.J. Sluyter (Eds.) <u>Emotional Development and Emotional Intelligence</u>. New York: Basic Books. • **Mayer, J. D., Salovey, P., & Caruso, D. R.** (**2008**). *Emotional intelligence: New ability or eclectic traits?* <u>American Psychologist</u>, *63*(6), 503. **Recommended readings: (Provided only on iLearn)** • **Gross, J. J., & Oliver, P. J.** (**2002**). *Wise Emotion Regulation.* In L. F. Barrett & P. Salovey (Eds.), <u>The Wisdom of Feelings: Psychological Processes in Emotional Intelligence</u>. New York: The Guildford Press. (pp. 297-318). • **Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., Rhodes, E., & Wendorf, G. (2001).** *Emotional intelligence and interpersonal relations*. <u>The Journal of Social Psychology</u>, *141*(4), 523-536. **Internet resources:** For students who wish to further explore emotional intelligence some useful websites are: • https://mypages.unh.edu/jdmayer/emotional-intelligence-overview • http://www.eiconsortium.org/ • http://emotion-research.net/

5	
9:00am to 5:00pm (HKT) of Sunday, 22 July 2018	**Managing relations with others: Managing communication as the basis of interpersonal skills (includes self-assessments of active listening and FIRO-B and peer coaching)**
	Essential readings: (Provided in unit folder and iLearn)
	• Schnell, E.R. & Hammer, A.L. (**2004**). *Chapter 1 - Introduction to the FIRO-B Instrument.* Introduction to the FIRO-B instrument in Organizations, Mountain View Press, 1-11.
	Recommended readings: (Provided only on iLearn)
	• Covey, S, (**1989**). *Habit 5 - Seek first to understand, then to be understood.* The Seven Habits of Highly Effective People, The Business Library.
6	
6:00pm - 10:00pm (HKT) of Friday, 27 July 2018	**Managing relations with others: Interpersonal skills (includes assessment of Belbin team roles inventory)**
	Essential readings: (Provided in unit folder and iLearn)
	• Kroeger, O. & Thuesen, J.M. (**1992**). *Chapter 11 - Team Building.* Type Talk at Work, Tilden Press, New York.
	Recommended readings: (Provided only on iLearn)
	• Brett, J., Behfar, K., & Kern, M. C. (**2006**). *Managing multicultural teams.* Harvard Business Review, 84(11), 84-91.
	• Riggio, R. E., & Lee, J. (**2007**). *Emotional and interpersonal competencies and leader development.* Human Resource Management Review, 17(4), 418-426.
7 & 8	
2:00pm - 10:00pm (HKT) of Saturday, 28 July 2018	**Self-development actions: Understanding self-regulation processes (includes peer coaching)**
	Includes 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
	Essential readings: (Provided in unit folder and iLearn)
	• Ghoshal, S., & Bruch, (**2003**). *Going beyond motivation to the power of volition.* MIT Sloan Management Review, Spring, 51-57.
	• Gollwitzer, P. M. (**1999**). *Implementation intentions.* American Psychologist, 54(7), 493-503.
	• Gollwitzer, P. M., Parks-Stamm, E. J., Jaudas, A., & Sheeran, P. (**2008**). *Flexible tenacity in goal pursuit.* In J. Shah & W. Gardner (Eds.), Handbook of motivation science (pp. 325-342). New York: Guilford Press.
	• Karoly, P. (**1993**). *Mechanisms of self-regulation: A systems view.* Annual Review of Psychology, 44, 1-18.
	• Nesbit, P.L. (**2004**). *Chapter 7: The Motivational Journey.* In Burton, S. & Steane, P. Surviving your Thesis, Routledge, New York and London.
	• Zimmerman, B.J. (**2000**). *Chapter 2: Attaining Self-regulation: A Social Cognitive Perspective.* In Boekaerts, Pintrich, & Zeidner (eds). Handbook of Self-Regulation, Academic Press, San Diego,13-39
	Recommended readings: (Provided only on iLearn)
	• Ajzen, I. (**1991**). *The theory of planned behavior.* Organizational behavior and human decision processes, *50*(2), 179-211.
	• Lehrer, J. (**2009**). *Don't! The Secret of Self-Control.* The New Yorker. Retrieved 25 May 2011, from http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer
	• Manz, C. (**1986**). *Self-Leadership: Towards an Expanded Theory of Self-Influence Processes in Organizations.* Academy of Management Review, 11(3), 585-600.

9 & 10 9:00am to 5:00pm (HKT) of Sunday, 29 July 2018	**Self-development actions – Self-development action plans; Team 360 review activities; Course and assessment review** **Includes presentations by syndicate groups** **Essential readings: (Provided in unit folder and iLearn)** • Gollwitzer, P. M. (1990). *Action phases and mind-sets*. Handbook of motivation and cognition: Foundations of social behavior 2: 53-92. • Wieber, F., & Gollwitzer, P. M. (2010). *Overcoming procrastination through planning.* In The thief of time: Philosophical essays on procrastination (pp. 185-205). New York: Oxford University Press **Recommended readings: (Provided only on iLearn)** • Klink, M. V. D., Boon, J., & Schlusmans, K. (2012). *All by myself. Research into employees' informal learning experiences*. International Journal of Human Resources Development and Management, 12(1), 77-91. • Tamkin, P. (1996). *Practical applications for personal development plans.* Management Development Review. 9(7), 32

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). 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). 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 (https://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 shown in *iLearn*, 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.

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) 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

IT Help

For help with University computer systems and technology, visit 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.
- 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 - 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

Changes from Previous Offering

Increase marks allocated for presentation, and individual assignments. Group report has been deleted. These changes reflect the significance of the presentation and the individual assignments to the course learning outcomes and the graduate outcomes.

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.