

Managerial Skills
MNGT 4174
(Elective)

Wendy Grusin

Class Dates: 13-16, 18-21 January 2007
Examination: 28 February 2007
Payment Due: 15 December 2006

Session 1, 2007

Course aims / objectives:

Managerial Skills helps you to identify, develop and apply managerial competencies to the management of yourself and others. This course complements the Managing People and Organisations (MPO) material. The MPO course deals with the theoretical underpinnings related to workplace behaviour of individuals, groups and organisations. This course builds on these concepts and translates them into practical application and skills development.

The course is specifically designed to:

- improve your managerial competencies
- enhance your ability to understand and relate to others
- heighten your self-awareness and self-knowledge
- set personal goals for your managerial career

Assessment:

Class participation:	12%
Group assignment:	38%
Examination:	50%

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. **Students must have a minimum of 80% attendance.** It is assumed that everyone has heavy work commitments and such commitments are not considered good reason for missing class. If absence is required, this must be cleared by the instructor in advance.

Assessment for the course consists of three components:

Assessment 1 Class Participation & Assessment

Weight:	12%
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The assessment is in 2 parts.

Part 1:

Class participation is worth 5%. 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 7%. 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 (this may be in the form of a movie)

Due:	Sunday, 11 February 2007 by 11.59 HK time – via email
Weight:	38% 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 are required to pick a theme, an event, an interaction or a character in the case (or movie), and conduct an analysis gaining insight from the course materials. Following your analysis, you should provide recommendations. Recommendations may be related to either how the situation might have been avoided in the first instance and/or, given the current state of events, what you would recommend to the character now. Recommendations should be specific and should address issues raised in the analysis. 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.

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 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. 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 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.

Assignment submission:

Assignments should be submitted via email to the lecturer (wendy@grusin.com) by 11.59 p.m. Hong Kong time on the due date. Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is the students' obligation to follow-up and re-submit and/or contact the instructor. Assignments should be single spaced, in 12 point Times Roman Font. 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.

Extensions for assignments:

Work commitments are NOT a justifiable reason for granting of extensions. Extensions for assignments will only be granted in cases of personal or family emergency. Extensions should be requested prior to the due date. You will be asked to submit work to date and then will be given additional time to complete the assignment.

Penalties – late submission:

If assignments are late without permission, a penalty of 5% per day will apply.

Penalties – exceeding the word count:

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. A percentage penalty will be applied to your mark, equivalent to the amount you are over in word count. For example, if you receive a mark of 70% for an assignment and you are 10% over the word count, your mark will be reduced by 7% to 63%. This will move you from a credit grade to a pass grade.

Dishonourable Conduct

Dishonourable conduct, such as plagiarism, or use of internet materials for the case study review, will incur the appropriate penalty. The most severe penalty available to the Program Director is the grade of Fail in the course. However, the school will view deliberate and repeated cheating with extreme severity and may refer such cases to the University of New South Wales.

Assessment 3 Examination

Date:	Wednesday, 28 February 2007
Weight:	50% of total marks
Duration:	3 hours plus 10 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 utilisation of personal examples as a basis for analysis will be a key component of the exam.

Marking Criteria

The criteria for grading of assignments and the exam will follow Bloom's Taxonomy of Educational Objectives (1956). We will discuss this taxonomy in more detail during the session.

Course details / modules:**Pre-Work**

You will benefit more from the class sessions if you have had the opportunity to 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 this material is more important than other aspects of the material not covered in class.

There are a number of personal style profiles that you will be asked to complete prior to attending the course. These are for your information only and may, but do not need to be, submitted.

Module 1: Managerial Roles & Behaviours

This module explores what managers do. Frameworks are presented to assist in understanding the range of managerial behaviours. These frameworks provide a platform for you to begin assessing your own managerial strengths and development areas.

Module 2: Decision Making

This module explores types of decisions that managers face, and how you might better understand your own decision-making processes and those of others. The module also discusses and explores various biases and decision traps which can influence decisions directly and indirectly. The frameworks provided in this module can help you work through difficult decisions in the workplace in a structured and insightful way.

Module 3: Ethics

This module begins by exploring values and their effect on your decision making. It then goes on to explore ethics in business using relevant case studies. This module will provide the tools to help guide you through decisions which have an ethical component.

Module 4: Communication Skills

This module is designed to increase the effectiveness of interpersonal interactions and relationships with others. It helps you to understand the various parts of the communication process, and the sort of things that may go wrong at each stage. A practical set of self-reflection exercises and tools are included to help you improve your communication.

Module 5: Negotiation Skills

This module discusses various approaches to negotiations and the advantages and drawbacks of each. Practical experience is gained through a stimulating class negotiation exercise.

Module 6: Performance Management

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. This module is designed to increase your understanding of the various approaches to performance management, and their effects on your subordinates. This module also contains an interesting section to assist you in managing your boss.

Module 7: Organisational Change

This module is designed to increase your understanding of the manager as a change agent. Approaches to the different scale and pace of change, as well uncovering resistance, will also be discussed.

Module 8: Personal Change

This module now shifts the focus of the course from general skills development, to self assessment. Good managers must firstly be capable of developing and improving themselves before they can manage others. This module gives you some frameworks to help understand the difficulties of personal change, as well as some specific tools to guide you through the search for continued self development and personal insight.

Module 9: Career Management - Self Assessment

Your career often consumes far more of your 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.

Module 10: Career Management – Moving Forward

This module identifies ways to help you achieve your career aspirations. It applies a systematic process to making career decisions and assists participants to establish their career goals and action plans.

Module 11: Managing Stress

This module helps you identify and understand the various sources of stress from the variety of demands you face every day. It also helps you understand how you currently handle stress, and provides some useful tools for reducing stress through functional coping skills.

Course materials and text/s:

A set of 2 binders will be provided to you. These binders contain all the materials you will need to do well in this course.

The binders will include the following:

- course materials which include personal reflection exercises
- readings
- personal style profiles. In order to facilitate self reflection, students will be asked to complete a number of personality profiles. There are no right or wrong answers to these profiles and they should be used for self-development purposes only.
- case studies

Instructor details:

Wendy Grusin
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Email: wendy@grusin.com

Wendy Grusin is an organisational psychologist and a member of the Adjunct Faculty at AGSM. Her work at AGSM has included authorship, delivery and/or course leadership roles for various organisational behaviour programs at AGSM including Managerial Skills, Managing People & Organisations, Managing Change, Change Skills and New Student Sessions. She has worked on the full-time MBA, MBA (Executive) and Hong Kong MBA programs. Wendy has also worked on various AGSM Open Enrolment and Custom Programs for corporate clients and performed the role of Academic Director.

Wendy has undertaken authorship, delivery and leadership roles for University of New South Wales, Faculty of Commerce and Economics, Master of Business Technology; University of New South Wales, Faculty of Commerce and Economics, Master of Commerce; University of Sydney, Faculty of Veterinary Science, Master in VetScience Management; Macquarie University, School of Psychology; Macquarie University, WARAWARA, Department of Indigenous Studies; and Macquarie University, Department of Commerce, Bachelor of Business.

Wendy also has extensive business experience at a senior level, conducting consulting work in the areas of strategic planning, business improvement and problem solving, organisational change, executive recruitment and coaching. She has worked in Australia, Canada, Hong Kong, South Africa and Israel.

In 2004, Wendy received the Excellence in Teaching Award for work done on the Master of Veterinary Public Health Management Program, University of Sydney.

In 2006, Wendy was awarded the Marcus Cohen Teaching Award at the Australian Graduate School of Management.

Managerial Skills

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. Some questions comprise an 'a' and 'b'. Both 'a' and 'b' must be answered to count as 1 question.
4. All questions are of equal value.
5. **Answer each question in a separate booklet. Ensure that your name and the question number are on each answer booklet that you use.**
6. 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.
7. 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

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

Most organisations have performance management systems, but many of these do not work in practice. Using your own performance management system as an example, discuss the challenges managers face in designing and implementing performance management. How might these be overcome? Use course concepts and examples from your own experience to illustrate and support your answer.

Question 3

Analyse and discuss the values and ethical philosophy that guide your approach to communication and/or negotiation. Integrate relevant course material to support your answer.

Question 4

'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.