

MBAMGM – The Mindful Global Manager

Academic Year 2011/12

Number of Aston Credits: 10

Number of ECTS Credits: 5

Staff Member Responsible for the Module:

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Pre-requisites for the Module:

None

Mode of Attendance

On and Off Campus

Module Objectives and Learning Outcomes:

Executive Summary

This module is a personal learning and development programme specifically designed for Aston MBA students. The learning aim of the programme is the acquisition of self- development and improvement skills relevant both for the role of a global manager and as an authentic individual.

It runs throughout terms 1 and 2 and covers areas including critical competences for self directed learning, self development and a mindset open for new experience and

timely adaptation. It seeks to enhance students' ability to understand themselves via psychometric and other self assessment tools, purposeful peer interaction, intra- and interpersonal and soft skills development.

The principle underpinning this module is that real development, personal growth and sustainable self improvement can only take place by understanding and knowing oneself.

The overarching framework

Students have the responsibility to construct and manage their own development planning process and analyse and reflect on their personal skills, qualities and working style. An individualized learning and development plan and reflections are critical elements in the learning process.

Objective and Learning outcome:

- > Understanding the principle of self–development and improvement
- > Demonstrating the ability to manage ones' own development effectively and achieve personal development goals
- > Understanding the basic principle of a reflective mindset in a global context

Module Content:

Term 1

Session 1 Fundamentals: Mindful Global Manager & Manage Yourself

Session 2 Reflection for Action: Develop an Awareness Map - Achieve your goals

Session 3 Making sense of feedback – Providing feedback for Improvement

Session 4 Practise mindfulness - Intentional change - Action & Development Plan

Deadline for Assessment I: learning and development portfolio



Term 2

Session 5 Reflection in Action – monitoring tools & techniques for skill development

Session 6 Strategic Self awareness - Self Motivation & Regulation - Enhance a global mindset

Session 7 Reflection on action - personal and professional growth areas

Session 8 Revision

Deadline for Assessment II: Reflective report (2500 words)

Corporate Connections:

The module follow closely the framework of corporate competency models of global blue chip organizations, as well as studies/research of future oriented and critical self leadership/ management skills in organisations.

Experts from outside from global organizations confirmed the attendance of virtual discussion to selected topics. The course facilitator himself, Dr Uwe Napiersky, has more than 20 years professional industry experience as an international management consultant in assessing and developing leaders and enhancing personalized skill development.

International Dimensions:

To hone a global perspective students will work in multi-cultural teams and have the possibility to engage in a specifically designed program “intercultural readiness” which runs in parallel. Therefore cross-cultural understanding and work is a critical element of the programme on all modes. The course facilitator himself can contribute through his work and life experience of living and working on 3 continents.

Contribution of Research:

The development of the module is influenced by both the latest research and practice in the field of Management Learning and Education.

Method of Teaching:

Sessions will comprise weekly lectures supported by seminar discussion, videos, case studies, debate and experimental exercises. It is vital that students prepare in advance for teaching sessions, as the emphasis will be on group activity and involvement.

Method of Assessment and Feedback:

To successfully complete this module, students will need:

- > To undertake all basic preparation e.g. reading, completion of all assessment instruments and written assignments
- > To submit a learning and development portfolio (see assignment brief for details) – 40 %
- > To submit a reflective report, 2500 words (see assignment brief for details) – 60 %

Included in the assignment brief is the marking scheme for both pieces of work. Students receive a feedback sheet with individual comments. There is also a summary provided on Blackboard of general comments from all the assignments highlighting areas of good practice and areas for improvement.

Learning Hours:

Contact Hours	30
Directed Learning	18
Private Study/Group Work	36
Assignment	16
Total	100

The following essential and recommended readings are subject to change. Students should not therefore purchase textbooks prior to commencing their course. If students wish to undertake background reading before starting the course, many of the chapters/readings are available in electronic form via on-line library catalogues and other resources.

Essential Reading:

Boyatzis, R. (2008). Competencies in the 21st century. *Journal of Management Development*. Vol'27, pp 5-12. Emerald Group Publishing Limited.

Delong. T. & S.; June 2011. *Managing Yourself: The Paradox of Excellence*. Harvard Business Review.

Drucker, Peter F. (1999). *Management Challenges for the 21st Century*, Harper Business. –
chapter six - "Managing Oneself"

De Janasz, S., Dowd, K., Schneider, B., (2009). *Interpersonal skills in Organisations*, Third edition, Mc Graw Hill , international edition -
Chapter 17 Coaching and providing Feedback for improved performance

Napiersky, U (2011). *The Global Mindful Manager. A new breed beyond the vision?* <http://www.mannaz.com/articles/global-mindful-manager>

Indicative Bibliography:

Book chapters:

Avolio, B.J., Luthans, F., (2006). *The high impact leader*. The McGraw Hill Companies.
Chapter 6 – "Taking the right fork in the road: when to stay the course and when to change"

Boyatzis, R., McKee, A. (2005). *Resonant Leadership*. Harvard Business School Press.
Chapter 5 – "Intentional change"

Covey, S. R., (1994) "The clock and the compass" from Covey, Stephen R., *First things first: to live, to love, to learn, to leave a legacy* pp.15-43, London,: Simon & Schuster.

Goleman, D., Boyatzis, R, McKee, A., (2002). *Primal leadership*. Harvard Business School Press. Chapter 11 – "Creating sustainable change"

Gonin, D.; Napiersky, U., Thorsell, J. (2011). Innovation in Leadership Development, 2011, Advances in Global leadership, Vol. 6, pg. 155- 214, Emeralds Group Publishing Limited

Senge, Peter, (1990). The fifth discipline: The art & practice of the learning organization. New York: Double day/ Currency. - Chapter 9 - "Personal Mastery"

Articles

Moon, J. (2004). A handbook of reflective and experiential learning: theory and practice. Routledge Falmer, London.pp 46-50; Examples of reflective writing - The presentation.

Napiersky, U. (2009). Turning middle managers into transformational leaders. <http://www.mannaz.com/Mail.asp?MailID=216&TopicID=2334>

Ram N, Prahalad, C.K. Rangaswami; M.R. (Sep 01, 2009). Why Sustainability Is Now the Key Driver of Innovation, Harvard Business Review

Ryan, J. (2010). What's Your Leadership Mindset? Article: http://www.businessweek.com/managing/content/jun2009/ca20090619_819188.htm

Vicere, A, (2007). Look in the Mirror Can Help Leaders Develop. <http://www.leader-values.com/Content/detail.asp?ContentDetailID=874>

Survey

Corporate Recruiters Survey, from the GMAC - 2010 Survey report link to access the report:

<http://www.gmac.com/gmac/researchandtrends/surveyreports/corporaterecruiterssurvey/>

Other Recommended book

Dainty, P. & Anderson, M (2008). The MBA companion handbook, Palgrave Student Companions Series

Routledge,C.& Carmichael, J (2007). Personal Development and Management Skills. CIPD.

Pedler, M., Burgoyne, J., Boydell, T., (2007). A manager's guide to self development. McGraw Hill Professional