



## UNSW Course Outline

# MBAE7505 Executive Accelerator Initial Term (Residential) - 2024

Published on the 13 Aug 2024

## General Course Information

**Course Code :** MBAE7505

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** AGSM MBA Programs

**Delivery Mode :** In Person

**Delivery Format :** Non Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 2

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

The capstone year of the MBA (Executive) focuses on themes of growth, innovation, disruption and transformation. As part of the capstone year, this course will help you understand innovation, growth and transformation on a personal and interpersonal level. It does so in two ways.

First, the course will help you develop an understanding of the human developmental processes, how that influences a leader's capacity to deal with the cognitive and emotional complexities of organisational life, and how that has and will continue to shape some of your own experiences.

Second, the course will develop or deepen some critical and practical executive skills. We focus on a relatively narrow set of executive skills to allow for significant time for practice and reflection. It also requires seeking feedback from others as well as courageous and critical reflection on what drives our own unskilful reactive behaviours versus productive, creative responses as a human being and as a leader. This process will include, among others, an exploration of different mindfulness practices, feedback from colleagues and fellow students, and peer coaching/mentoring.

Executive Accelerator is a suite of three courses (2 units of credit each) that will run across three consecutive terms: Executive Accelerator Initial Term, Executive Accelerator Middle Term and Executive Accelerator Final Term. The three courses will give you opportunities to move beyond 'knowing' skills you have encountered in the Program to integrating them into your daily leadership practice ('doing'), and weaving them into who you are as a leader ('being').

Key focus areas of Executive Accelerator Initial Term will be the relationship between adult development and executive leadership, building effective teams, peer coaching, process facilitation and executive presence.

## Relationship to Other Courses

*MBAE7502 Executive Strategy: Growth and Innovation* is a co-requisite course, which means that you must enrol in and study that course in parallel with this course.

## Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand the relationship between adult development and executive leadership.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO7 : Leadership Development</li></ul>
CLO2 : Identify factors that affect a team's performance, recommend ways to improve it, and be able to lead a team.	<ul style="list-style-type: none"><li>• PLO4 : Teamwork</li></ul>
CLO3 : Analyse and evaluate your coaching mindset, identify ways to strengthen it, and effectively undertake the coaching process using appropriate methods and techniques.	<ul style="list-style-type: none"><li>• PLO2 : Problem Solving</li></ul>
CLO4 : Explore ways to build, maintain and project executive presence.	<ul style="list-style-type: none"><li>• PLO3 : Business Communication</li><li>• PLO7 : Leadership Development</li></ul>

Course Learning Outcomes	Assessment Item
CLO1 : Understand the relationship between adult development and executive leadership.	<ul style="list-style-type: none"> <li>• Contributions to Learning Community Online</li> <li>• Contributions to Learning Community during Residential</li> </ul>
CLO2 : Identify factors that affect a team's performance, recommend ways to improve it, and be able to lead a team.	<ul style="list-style-type: none"> <li>• Contributions to Learning Community Online</li> <li>• Contributions to Learning Community during Residential</li> </ul>
CLO3 : Analyse and evaluate your coaching mindset, identify ways to strengthen it, and effectively undertake the coaching process using appropriate methods and techniques.	<ul style="list-style-type: none"> <li>• Contributions to Learning Community Online</li> <li>• Contributions to Learning Community during Residential</li> </ul>
CLO4 : Explore ways to build, maintain and project executive presence.	<ul style="list-style-type: none"> <li>• Contributions to Learning Community Online</li> <li>• Contributions to Learning Community during Residential</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Additional Course Information

In this course, we will explore and experience the relationship between personal and professional development and executive leadership, and outline the conditions necessary for developmental growth at both the individual and organisational levels. This will assist you in your career in two ways:

1. It will help you better understand and manage your personal journey as an executive leader.
2. You will become more effective when you know how to create an environment at team and organisational levels that enables others to grow and thrive.

### Topics in eBook

Adult development and executive leadership

Building effective teams

Peer coaching and process facilitation

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Contributions to Learning Community Online Assessment Format: Individual	50%	Due Date: Discussion Forum: Friday of Week 3 by 3pm Sydney time; Peer Learning Insights: Friday of Week 9 by 3pm Sydney time	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO4 : Teamwork</li><li>• PLO7 : Leadership Development</li></ul>
Contributions to Learning Community during Residential Assessment Format: Individual	50%	Due Date: During residential classes and activities in Week 4	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO7 : Leadership Development</li></ul>

## Assessment Details

### Contributions to Learning Community Online

#### Assessment Overview

You are required to engage with your class colleagues and facilitator in online team and individual activities throughout the term.

#### Course Learning Outcomes

- CLO1 : Understand the relationship between adult development and executive leadership.
- CLO2 : Identify factors that affect a team's performance, recommend ways to improve it, and be able to lead a team.
- CLO3 : Analyse and evaluate your coaching mindset, identify ways to strengthen it, and effectively undertake the coaching process using appropriate methods and techniques.
- CLO4 : Explore ways to build, maintain and project executive presence.

#### Assessment Length

200 words (maximum) for each of the two components of this assessment

#### Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## Contributions to Learning Community during Residential

### Assessment Overview

This assessment requires you to review and reflect on your learning throughout your MBA (Executive) journey. We encourage you to actively engage with your class colleagues, activities and the course concepts, in order to build connections between course concepts, applications ('doing'), your own professional experience, contributions by others, and issues being discussed at the residential.

### Course Learning Outcomes

- CLO1 : Understand the relationship between adult development and executive leadership.
- CLO2 : Identify factors that affect a team's performance, recommend ways to improve it, and be able to lead a team.
- CLO3 : Analyse and evaluate your coaching mindset, identify ways to strengthen it, and effectively undertake the coaching process using appropriate methods and techniques.
- CLO4 : Explore ways to build, maintain and project executive presence.

### Assessment Length

N/A

### Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

### Grading Basis

Satisfactory

### Requirements to pass course

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50 out of 100 to pass the course.

Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1	Online Activity	Attend introductory webinar (90 minutes)
	Topic	Study topics in your course eBook
	Assessment	Assessment 1: Contributions to Learning Community Online - Discussion Forum in Moodle opens
Week 2	Topic	Study topics in your course eBook Assessment 1: Contributions to Learning Community Online - Discussion Forum
Week 3	Topic	Study topics in your course eBook
	Assessment	Assessment 1: Contributions to Learning Community Online - Discussion Forum post due on Friday by 3pm Sydney time
Week 4	Other	Residential: Day 1 (9.5 hours) Provide peer feedback on 'My Journey Map' video and 'Who's on my Board?'
	Assessment	Assessment 2: Contributions to Learning Community during Residential
Week 5	Other	1:1 Coaching with Facilitator Independent study
Week 6	Other	1:1 Coaching with Facilitator Independent study
Week 7	Online Activity	Team Debrief (Videoconference - 30 minutes per team)
Week 9	Assessment	Assessment 1: Contributions to Learning Community Online - Peer Learning Insights due on Friday by 3pm Sydney time
Week 10	Other	Upload final versions of 'My Journey Map' video and 'Who's on my Board' (from residential activities) to Moodle

## Attendance Requirements

This course has mandatory residential components. There are required online activities (asynchronous and synchronous) required before and after the residential.

Note: There is another four days of the same residential devoted to the *MBAE7502 Growth and Innovation* course that you will study in parallel to this course - making the residential five days in total.

## Course Resources

### Prescribed Resources

You have three major resources to help you learn:

1. The course materials, which you will access via your Moodle class.
2. Your interaction with your Facilitator. The Facilitator will guide your learning by conducting the class discussion, answering questions that might arise, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the course.

3. Your co-participants. Your class colleagues are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the Facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

## Additional Costs

There is a Residential fee associated with this course that covers residential accommodation and catering. The Residential Fee is not covered by Fee-Help.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Denise Weinreis					No	Yes

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [Policies and Guidelines](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

#### STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be

able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [UNSW HDR learning outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Code of Conduct, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the [UNSW Current Students](#) page.

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control

interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

## LATE SUBMISSION PENALTIES

### LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-

based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

### COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

### QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

### TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.