MGMT20135 *Critical Thinking and Managerial Decision-Making*

Term 1 - 2018

Profile information current as at 14/12/2025 08:10 pm

General Information

Overview

This unit is designed to introduce the importance of critical thinking and the benefits of using decision-making processes to assess and solve business, managerial and organisational problems. The key aspects of critical thinking and reasoning, including knowledge, comprehension, analysis, self-reflection and application are considered. You will learn how to critically analyse data and information related to typical business decisions. You will develop significant skills in building effective arguments by constructing, analysing, and critically evaluating the views and position adopted by stakeholders in the process of effective decision-making. The aim is to develop your ability to make effective and timely decisions, to communicate complex concepts and ideas, to influence and persuade others to adopt new strategies when required, and to constructively collaborate with others in order to generate solutions to multi-faceted business problems. You will also be introduced to the decision-making techniques leaders and groups use to solve problems in real-life business situations.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2018

- Distance
- Melbourne

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**
Weighting: 30%
2. **Presentation and Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Qualitative student evaluation.

Feedback

The time lag between the presentations and the marks was too long.

Recommendation

Tutorials need to be added to this unit.

Unit Learning Outcomes

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

1. Evaluate and reflect on the importance of critical thinking and the benefits of using decision-making processes to assess and solve business, managerial and organisational problems
2. Develop a body of knowledge of research principles and methods applicable to key aspects of critical thinking and reasoning
3. Critically analyse and synthesise complex information, problems, concepts and theories and to apply creative decision-making approaches to address business issues and problems
4. Develop the capability to make effective and timely decision
5. Communicate complex concepts, ideas and solutions to specialist and non-specialist audiences with the aim to influence and persuade others to adopt new positions.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 30%	●		●		●
2 - Presentation and Written Assessment - 30%		●	●	●	
3 - Written Assessment - 40%	●	●		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○			○
2 - Communication				○	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○		○	○	
5 - Self-management				○	
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership			○		○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical and Written Assessment - 30%	○	○	○			○		
2 - Presentation and Written Assessment - 30%	○	○	○	○	○	○		
3 - Written Assessment - 40%	○		○		○			

Textbooks and Resources

Textbooks
MGMT20135

Prescribed

Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills
1st Edition (2014)
Authors: Michael Kallet
Wiley Hoboken, New Jersey, USA
ISBN: ISBN 978-1-118-72983-0
Binding: Other

Additional Textbook Information
An e-book, hardbook or paperbook version of the textbook is also acceptable.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Cait White Unit Coordinator
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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
(i) Introduction to critical thinking	**Textbook:** Kallet, M. 2014. *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.* • Section I: Introduction and the Framework for Critical Thinking See the reading pack. Students should choose any one article for Week 1.	Introduction to the course. The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion. Instructions for accessing the Reflect tool will be provided. Flex students will receive more specific instructions in moodle throughout the semester. Assessment #1 discussed

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: (ii) Framing and determining scope	**Textbook:** Kallet, M. 2014. *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.* • Section II: Clarity See the reading pack. Students should choose any one article for Week 2.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: (iii) Accessing and synthesising information, and forming views	**Textbook:** Kallet, M. 2014. *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.* • Section III: Conclusions See the reading pack. Students should choose any one article for Week 3.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Module 2:
(iv) Understanding and development of self | Students should complete the Reflect Tool (for self-assessment) prior to class to determine core traits along 10 critical management skill areas.
See the reading pack. Students should choose any one article for Week 4. | The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion.
Student presentation(s) on an article Reflect Tool exercises/ discussion.

Practical and Written Assessment
Due: Week 4 Monday (26 Mar 2018) 5:00 pm AEST |

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: (v) Making major decisions	**Textbook:** Kallet, M. 2014. *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.* • Section IV: Conclusions and Innovations See the reading pack. Students should choose any one article for Week 5.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion. Student presentation(s) on an article

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes in MGMT20135 this week.	Students should take the time to read articles of interest from the reading pack.	

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: (vi) Balancing rational and non-rational approaches	Textbook: Kallet, M. *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.* • *Section V: Decisions* *See the reading pack. Students should choose any one article for week 6*	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion.

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: (vii) Decision-making in uncertain or difficult to define situations.	See the reading pack. Students should choose any two articles for Week 7.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: (viii) The nature of the contract	See the reading pack. Students should choose any two articles for Week 8.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion. **Self-Reflection** Due: Week 8 Monday (30 Apr 2018) 5:00 pm AEST

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Module 3: (ix) Working collaboratively | See the reading pack. Students should choose any two articles for Week 9. | The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion. |

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Debate Workshop	Students should take the time to research and develop their team's arguments for the debate.	In Class team meetings to prepare for the team debates in week 11.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: (X) Managing for all	See the reading pack. Students should choose any two articles for Week 11.	The seminar includes a lecture and will involve a combination of student activities, such as, student presentations, experiential exercises, case analyses, video analyses, team and/or class discussion. Debates
		Final Debate Due: Week 11 Monday (21 May 2018) 5:00 pm AEST

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Debates		Course wrap-up. Debates

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical and Written Assessment

Assessment Type
Practical and Written Assessment

Task Description
General Overview:
This assessment item accounts for 30% of your final grade for this unit. Both the essay and the presentation are worth 15 points each.
This is an assignment that must be completed by students individually.
The assessment is due in on Monday Week 4, 5:00 AEST
The presentations will take place in weeks 4 and 5.
The review must be 1500 words in length. Two points will be deducted for those essays that are over or under by 200 words.
The presentation should be 10 minutes in length. To points will be deducted for those presentations that are over or under by 2 minutes.
The review must include 15 academic references, one of which may be the assigned textbook for this course.
The essay must include a cover page that contains your name, student number, resident campus, assessment title, and lecturer.
On-campus students must write a review of an article from the reading pack and then present the review in class using

PowerPoint.

Flex students must write a review of an article from the reading pack and then present using PowerPoint during an arranged Zoom session

The majority of the final mark for this assignment is based upon the oral presentation.

The review must conform to the APA study guide

Task Description: The purpose of this task is for you to demonstrate your ability to critically evaluate information and present that information to an audience or your peers. You may pick any of the articles listed on the unit's Moodle site. You will then write a review based around your responses to the following questions. Please do not simply list the questions and your response to them. The questions are to be used simply as a means for you to critically think about your chosen article. You will then present this information in class.

Both the written review and the presentation must answer the following questions:

What is the topic of the article?

Based upon the article what do we know about the topic of the article?

Based upon the article is there a gap in the literature or some new development that needs to be explained?

How was the research conducted?

What where the findings?

What are the implications of the article for management practice?

What is your overall evaluation of the article's effectiveness and credibility?

Assessment Due Date
Week 4 Monday (26 Mar 2018) 5:00 pm AEST

You must submit both your essay and your PowerPoint slides

Return Date to Students
Week 6 Monday (16 Apr 2018)

The essay will be returned by this date. The marks for the presentations will be released after all the presentations have been delivered.

Weighting
30%

Assessment Criteria

Marking Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
Introduction	Topic, key points and purpose of the presentation is introduced in a clear and interesting way which captures the audience's attention.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way.	Topic, key points and purpose of the presentation is introduced with clarity.	Topic introduced, but the introduction is underdeveloped in terms of key points and/or purpose of presentation.	No topic, key points and/or purpose is introduced or the introduction is irrelevant to assessment item.
Knowledge of content	The essay demonmstrates a thorough knowledge of the content	The essay demonstrates very good knowledge of the content	The essay demonsrates adequate knowledge of of the content	The essay demonstrates some knowledge of the content	The essay demonstrates little or no understanding of the content
Conclusion	Clear and concise summary with effective links to the introduction and body of the presentation.	Clear and concise summary of the presentation with links to the introduction and body of the presentation.	The conclusion provided links to the introduction and body of the presentation, but was not concise or unclear at times.	The conclusion provided some links to the introduction and body of the presentation, but was not concise or unclear.	No conclusion or no links established to the introduction and body of the presentation.
Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.

Key Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
Introduction	Topic, key points and purpose of the presentation is introduced in a clear and interesting way which captures the audience's attention.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way.	Topic, key points and purpose of the presentation is introduced with clarity.	Topic introduced, but the introduction is underdeveloped in terms of key points and/or purpose of presentation.	No topic, key points and/or purpose is introduced or the introduction is irrelevant to assessment item.

Knowledge of content	The student has a thorough knowledge of the content as demonstrated by the student's handling of audience questions and research of the presentation topic.	The student has a very good knowledge of the content as demonstrated by the student's handling of audience questions and research of the presentation topic.	The student has an adequate knowledge of the content as demonstrated by the student's handling of audience questions and research of the presentation topic.	The student has some knowledge of the content as demonstrated by the student's handling of audience questions and research of the presentation topic.	The student has little or no understanding of the content as demonstrated by the student's handling of audience questions and research of the presentation topic.
Organisation of presentation	Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The student has a clear voice, is expressive throughout the presentation.	Presents information and ideas in a logical sequence which the audience can follow. The student has a clear voice, is expressive at times during the presentation.	Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The student has a clear voice, but is not expressive and/or pronounces some words incorrectly.	Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The student's voice is: not clear at times; not expressive and/or the student pronounces a number of terms incorrectly.	Presents information in a poorly developed and illogical sequence which the audience cannot follow. The student mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members.
Visual Aids	The visual aids are well designed and confidently used, which effectively support and add impact to the presentation.	The visual aids are well designed, confidently used and effectively support the presentation.	The visual aids are well designed and effectively support the presentation.	The design of the visual aids are satisfactory or the aids are at times unrelated to the message presented.	No visual aids are used, the visual aids are poorly designed or they are largely unrelated to the message presented.
Conclusion	Clear and concise summary with effective links to the introduction and body of the presentation.	Clear and concise summary of the presentation with links to the introduction and body of the presentation.	The conclusion provided links to the introduction and body of the presentation, but was not concise or unclear at times.	The conclusion provided some links to the introduction and body of the presentation, but was not concise or unclear.	No conclusion or no links established to the introduction and body of the presentation.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Evaluate and reflect on the importance of critical thinking and the benefits of using decision-making processes to assess and solve business, managerial and organisational problems
- Critically analyse and synthesise complex information, problems, concepts and theories and to apply creative decision-making approaches to address business issues and problems
- Communicate complex concepts, ideas and solutions to specialist and non-specialist audiences with the aim to influence and persuade others to adopt new positions.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

2 Final Debate

Assessment Type
Presentation and Written Assessment

Task Description

- General Overview:
  The assessment is worth 30 % of your final grade for this unit.
  The PowerPoint slides are to be submitted Week 11, Monday, 5.00 PM AEST
  The presentation will be delivered during weeks 11 and 12. Students on the metro campuses will present in class, while distance students will present during the arranged Zoom session.
  The written conceptual overview of the structured arguments must include a cover page that contains the group's names, student numbers, resident campus, assessment title and lecturer. The conceptual overview should be 500 words in length. This is due one week after you present.
  Each team will have 3 or 4 debaters. (NB. The number of debaters could be changed depending on the number of enrollees.)
  Each speaker will have 5 minutes to argue their case. Palm cards and/or PowerPoint should be used. Students should not talk under-time - less than 4 minutes, or over-time - more than 6 minutes. A two-point deduction will be applied to presentations over or under time.
  Each team must prepare a team charter, including a description of the team's objectives, communication methods, scheduled meetings/protocols, task allocations, conflict resolution and quality assurance methods
  Task Description: The objective of this assignment is to build students' abilities to structure arguments based

on evidence and structured reasoning, including identifying consensus methods for identifying coherent group arguments.

As a group, you can choose any one of the following debating topics. You will then need to identify what would be a good response from both sides. That is, you need to simulate what would be good arguments that the affirmative and the negative teams are likely to provide if very good debaters and had time to thoroughly research the topic. Since this will be a very challenging thing to do, each speaker only needs to speak for a minimum of 4 minutes and a maximum of 5 minutes.

Clearly, you need to do a lot of research if taking up this option to identify what are going to be winning arguments that all the speakers from both sides could put forward. This approaches most definitely tests your ability to look at a contentious issue and see both sides of the argument. Essentially, you are simulating the whole debate as a single team. You are not going up against another team. You are going up against yourselves.

· Corruption is the price we pay for democracy.
· Innovation is more successful in small companies.
· Multinational corporations are detrimental to national economies.
· Technological change creates economic disparity.
· Corporate Mission and vision statements are a waste of time and energy.
· Boards of Directors need quotas for women.
· Sustainability is essential for every business.
· Emotional Intelligence - the essential factor in leadership.
· Education kills creativity.
· Performance management in corporations kills creativity and innovation.
· CEOs are given more credit than they deserve.
· Regulation is stifling business.
· Groupthink has its place.
· MBAs are a waste of money.
· Ethics and business are incompatible.
· People who are smokers should not be employed.
· Businesses should not try to influence government policy.
· If we all spent more time working and less time networking, society would be better off.

The first speaker on the affirmative defines the topic and the nature of the team's arguments, providing some examples

The first speaker on the negative reaffirms or redefines the topic and the nature of the team's arguments, providing some examples

The second speaker on the affirmative identifies the differences between both teams' arguments, providing a conceptual overview and evidence/examples for why the affirmative team's arguments are superior

The second speaker on the negative identifies how the affirmative is lacking, providing a conceptual overview and evidence/examples for why the negative team's arguments are superior

The third speaker on the affirmative summarises what was said, including which arguments or sources of evidence were particularly compelling/flawed, and explains why the affirmative should win

The third speaker on the negative summarises what was said, including which arguments or sources of evidence were particularly compelling/flawed, and explains why the negative should win

If there is a fourth speaker, ensure the fourth speaker is able to explain how the team researched the topic and the sources of evidence drawn upon, including found evidence that could be used to refute the opposing team's possible arguments.

Assessment Due Date
Week 11 Monday (21 May 2018) 5:00 pm AEST

Only one member of the group needs to submit the PowerPoint slides and the Group Review

Return Date to Students

Weighting
30%

Assessment Criteria

ey Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 - 64%	Below Expectations (Fail) below 50%

Introduction	Topic, key points and purpose of the presentation is introduced in a clear and interesting way which captures the audience's attention.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way.	Topic, key points and purpose of the presentation is introduced with clarity.	Topic introduced, but the introduction is underdeveloped in terms of key points and/or purpose of presentation.	No topic, key points and/or purpose is introduced or the introduction is irrelevant to assessment item.
Arguments are framed and articulated well from the beginning at all stages of the debate	Superior framing and articulation of all arguments.	Very convincingly framed and articulated.	Convincingly framed and articulated.	Effectively framed and articulated.	Poorly framed and articulated.
Arguments put forward by the opposition are effectively refuted and strong evidence is used.	Superior refutations and use of evidence throughout.	Very convincingly refutes and uses evidence.	Convincingly refutes and uses evidence.	Effectively refutes and uses evidence.	Insufficiently addressed.
Organisation of presentation	Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The student has a clear voice, is expressive throughout the presentation.	Presents information and ideas in a logical sequence which the audience can follow. The student has a clear voice, is expressive at times during the presentation.	Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The student has a clear voice, but is not expressive and/or pronounces some words incorrectly.	Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The student's voice is: not clear at times; not expressive and/or the student pronounces a number of terms incorrectly.	Presents information in a poorly developed and illogical sequence which the audience cannot follow. The student mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members.
Conclusion	Clear and concise summary with effective links to the introduction and body of the presentation.	Clear and concise summary of the presentation with links to the introduction and body of the presentation.	The conclusion provided links to the introduction and body of the presentation, but was not concise or unclear at times.	The conclusion provided some links to the introduction and body of the presentation, but was not concise or unclear.	No conclusion or no links established to the introduction and body of the presentation.
Visual Aids	The visual aids are well designed and confidently used, which effectively support and add impact to the presentation.	The visual aids are well designed, confidently used and effectively support the presentation.	The visual aids are well designed and effectively support the presentation.	The design of the visual aids are satisfactory or the aids are at times unrelated to the message presented.	No visual aids are used, the visual aids are poorly designed or they are largely unrelated to the message presented.
Group reflection	Superior overview of the arguments, including review of areas where improvements possible.	Very good overview of the arguments, including review of areas where improvements possible.	Very effective overview of the arguments, including review of areas where improvements possible.	Effective overview of the arguments, including review of areas where improvements possible.	Insufficiently and/or inconsistently addressed.

Referencing Style

- [Harvard (author-date)](#)

Submission
Group

Learning Outcomes Assessed

- Develop a body of knowledge of research principles and methods applicable to key aspects of critical thinking and reasoning
- Critically analyse and synthesise complex information, problems, concepts and theories and to apply creative decision-making approaches to address business issues and problems
- Develop the capability to make effective and timely decision

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Self-Reflection

Assessment Type
Written Assessment

Task Description
This assessment is worth 40% of your final grade for this unit.
The assessment is due in Week 8 Monday 5.00 PM
The title page that contains your name, student number, resident campus, assessment title and lecturer.
This is an assignment which must be completed by the students individually.

It should be a minimum of 1500 words. Two points will be deducted for the essays that are 10% +/- 1500 words.

Essays that are submitted late will receive a late penalty of 2 points per day late.

Task Description: The objective of this reflective essay is to summarize what you learned from the unit (Weeks 1-7), and how you believe your learnings could be applied by you in your future career and in your life generally.

To successfully complete this assessment task you should answer the following reflective essay question:

- What did I learn from undertaking the course MGMT20135: Critical Thinking and Managerial Decision-Making?
- Identify two significant or important concepts from each weeks' learnings (Weeks 1-7). Explain why the concepts are important or significant to you.
- You should also explain what you learned about yourself by utilizing the Reflect tool.
- It will be very important for you to explain how the course allowed you to better understand yourself, and your skills and how to improve them. Likewise, it will be very important for you to explain how the unit allowed you to understand how new knowledge is developed and/or challenged.
- You should tie all your arguments/insights together at the end of your paper, highlighting how you think you will be able to use your learnings in your future career and in life generally

Assessment Due Date
Week 8 Monday (30 Apr 2018) 5:00 pm AEST

Return Date to Students
Week 10 Monday (14 May 2018)

Written feedback provided in Moodle GradeMark

Weighting
40%

Assessment Criteria

Key Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
Identified and explained the importance or significance of 2 learning outcomes from each individual lecture/tutorial.	Regular updates and insightful reflection. Student insights are interesting, thoughtful and demonstrates an ability to put ideas into an appropriate conceptual frame.	Regular updates and insightful reflection. Student insights are interesting and thoughtful.	Regular updates and insightful reflection.	Regular updates and satisfactory reflection.	Irregular updates and unsatisfactory reflection.
Explained how the self-reflect tool has enhanced your knowledge of yourself	Superior appreciation self-knowledge based upon the Reflect Tool.	Very convincing appreciation of self-knowledge based upon the Reflect Tool.	Fair appreciation of self-knowledge based upon the Reflect Tool.	Poor appreciation of self-knowledge based upon the Reflect Tool.	No appreciation of self-knowledge based upon the Reflect Tool.
Discussed how knowledge is developed and/or challenged.	Superior discussion of how knowledge is developed and/or changed.	Very convincing discussion of how knowledge is developed and/or changed.	Fair discussion of how knowledge is developed and/or changed.	Poor discussion of how knowledge is developed and/or changed.	No discussion of how knowledge is developed and/or changed.
Closing	Excellent articulation of task; tied the arguments/insights together highlighting the use in future career and life generally.	Good articulation of task; clearly tied the arguments/insights together highlighting the use in future career and life generally.	Fair articulation of task; mostly tied the arguments/insights together highlighting the use in future career and life generally.	Poor articulation of task; attempted to tied the arguments/insights together highlighting the use in future career and life generally.	Poor articulation of task; did not tie the arguments/insights together highlighting the use in future career and life generally.
Presentation and Quality of Writing	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.	Quality of writing is of a good standard. Few grammar, spelling and punctuation mistakes.	Some problems with sentence structure and presentation. Frequent grammar, punctuation and spelling mistakes. Use of inappropriate language.	Quality of writing is at a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proof reading.

Referencing Style

- [Harvard (author-date)](#)

Submission
No submission method provided.

Learning Outcomes Assessed

- Evaluate and reflect on the importance of critical thinking and the benefits of using decision-making processes to assess and solve business, managerial and organisational problems
- Develop a body of knowledge of research principles and methods applicable to key aspects of critical thinking and reasoning
- Develop the capability to make effective and timely decision
- Communicate complex concepts, ideas and solutions to specialist and non-specialist audiences with the aim to influence and persuade others to adopt new positions.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Self-management

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem