MGMT20135 *Critical Thinking and Managerial Decision-Making*
Term 2 - 2020

Profile information current as at 14/12/2025 06:18 pm

All details in this unit profile for MGMT20135 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

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 2 - 2020
- Brisbane
- Melbourne
- Online
- Sydney

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

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 Have your say feedback; self reflection

Feedback

Success in this unit requires students to engage with the unit on a regular basis to obtain formative feedback and to progress their assessments throughout the term (last-minute assessment preparation reduces success chances dramatically).

Recommendation

Retain this approach, alongside the interactive nature of the workshops, but further stress the importance of engagement with the unit and continue to provide ongoing feedback to students.

Feedback from Self reflection

Feedback

Good practice indicates that assessment should change on a regular basis and that doing so enhances skill development within students. There is always a group assignment that on campus and distance students often find challenging.

Recommendation

Continue to change and update assessment on a term by term and yearly basis. Examine opportunities fro group analysis that mirrors projects and decisions taken in business settings.

Feedback from MBA Director and Reference Committee

Feedback

Unit review and consideration of scope against Graduate Attributes and CL20 Learning Outcomes

Recommendation

The unit content and assessment has changed overtime due to environmental creep. The unit needs to be reviewed in terms of content, scope and volume of learning to determine whether CL20 course learning objectives are being met.

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				○	
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
Edition: 1st (2104)
Authors: Kallet, M
John Wiley and Sons
Hoboken , NJ , USA
ISBN: 978-1-118-72983-0
Binding: Hardcover

Additional Textbook Information
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code). eBooks are available at the publisher's website.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Students must have access to a digital device with audio-visual capabilities to participate in online classes and seminars

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Michael Segon Unit Coordinator
m.segon@cqu.edu.au

Schedule

Week 1: An introduction to Critical Thinking - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to critical thinking, creativity and problem solving. What is critical thinking and what it is not. Characteristics of Managers who are critical thinkers. The importance of critical thinking as a way of enhancing decision making.	Kallet (2014). Chpt 1 & 2 Additional Readings: Moore and Parker (2017) Chpt 1 Paul & Elder (2014) Chpt 1 Smith (2003) Loes & Pascarella (2017.	

Week 2: Evaluating Arguments and Reasoning - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Understanding Argumentation
Parts of an argument
Deductive and Inductive reasoning.

Kallet,(2014) Chpt 15 & 16
Additional Readings:
Moore and Parker (2017) Chpt 9-11.
Paul & Elder (2014) Chpt 6

Week 3: Self Awareness, Reflection and Critical Thinking - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the self and the importance of decision making Assessing learning styles and habits Reflection and its importance in decision making	Kallet (2014). Chpt 19 & 20 Additional Readings: Paul & Elder (2014) Chpt 4 Mintzberg (1990) Kolb (1990)	

Week 4: Sense Making in a Real World Context - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding real world contexts Changes in business context Covid and post-industrialism. The importance of clear thinking.	Kallet (2014) Chpt 2 Additional Readings: Moore and Parker (2017) Chpt 3 Paul & Elder (2014) Chpt 2	

Week 5: Decision Complexity and Problem Solving - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the causes of problems Importance of clarity and Diagnosis Problem solving techniques	Textbook: Kallet, (2014) Ch 6 Additional Readings: Paul & Elder (2014) Chpt 9	**Practical and Written Assessment- Article Review** Due: Week 5 Friday (14 Aug 2020) 11:45 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes in MGMT20135 this week.		

Week 6: Limitations to Rational Thinking - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding differences between subject and objectives perspectives. Impact of emotions in decision making	Kallet (2014) Section V: Decisions Additional Readings: Moore and Parker (2017) Chpt 7 & 8 Paul & Elder (2014) Chpt 10 Barnes and Hollenbeck (2009) Brodbeck et al (2017)	

Week 7: Evidence Based Management - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Definition and scoping Evidence based management Component of evidence based management Assessing information and accuracy Advantages of EBM	Kallet (2014) Chpt 5 & 6 Additional Readings: Brodbeck et al., (2014) Pfeffer & Sutton (2006).	

Week 8: Decision Making Frameworks - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examination of decsion making tools and techniques for business including: Kepner-Tregoe Methodology and Lau (2011) six-step good decision making process by . Additional tools include: • Benjamin Franklin method, • the risk analysis tool and the • SWOTs analysis	Kallet (2014). Chpt 3 Additional Readings: Buchanan & O'Connell (2006) Algozzine et al., (2012) Lee (2015)	

Week 9: Decision Making Frameworks: Ethical Reasoning - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Decision making Frameworks A review of consequentialism, deontology and virtue approaches to decision making	Kallet (2014). Section III: Conclusions. Additional Readings: Moore and Parker (2017) Chpt 12. Ferrell et al.,(2018) Ch 5 & 6. McDonald (2015) Ch 10 & 11.	**Written Assessment- Reflective Essay** Due: Week 9 Friday (18 Sept 2020) 11:45 pm AEST

Week 10: Persuasion, Rhetoric and building commitment - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the importance of building commitment. Identifying Stakeholders Use of influence and persuasion.	Kallet (2014) Chpt 26 Additional Readings: Moore and Parker (2017) Chpt 5	

Week 11: Cognitive bias and Bounded Rationality - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Biases in decision making. Limitations in management roles and the impact of bounded rationality.	Kallet (2014). Chpt 4 Additional Readings: Moore and Parker (2017) Chpt 8 Cialdini, (2006) Selten, (2002)	

Week 12: Presentations - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Presentation and Written Assessment Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Term Specific Information

This units is normally offered in both face to face and online modes. Due to the Covid 19 crisis this unit will be offered in on-line mode only for term 2, 2020. This will be facilitated through recorded lectures addressing unit topics and interactive session vide video conferencing. Please refer to the Moodle site for further details.

Assessment Tasks

1 Practical and Written Assessment-Article Review

Assessment Type
Practical and Written Assessment

Task Description
Weighting: This assessment item accounts for 30% of your final grade for this unit and must be completed by students individually.
Length: The review must be 1500 words in length excluding references.
Cover page: The essay must include a cover page that contains your name, student number, resident campus, assessment title, lecturer and word count.
Both on-campus students and distance students must write a review article and submit online via Moodle by the due date.
Format: Text should be word-processed, Times New Roman, 12 size font and line spacing (1.5). Please save/upload your file in a Word format (.doc or .docx).
Task Description: The purpose of this task is for you to demonstrate your ability to critically analyze, synthesize and evaluate information and present that information in a written format. You are expected to analyse the arguments used

by the author(s), the quality of the evidence provided and the application of the content to management practice .
A list of articles will be available on the unit's Moodle site for you to choose from. You will then write a critical article review based around your responses to the following questions.
Critical Analysis

- What is the background of the research? (Background)
- What is the research objective?
- What are the core research questions the article addresses? Why are they important to address? (Research questions)
- How was the research conducted? (Methodology)
- What evidence is presented to support the main contention? (Evidence)
- What are the basic arguments presented and are these supported by the evidence? (Argumentation)
- What are the major findings? (Findings)
- What is the significance of the findings for future research or management practice? (Significance/implications)

Critical evaluation

- Critically state what you agree with and do not agree about the article and explain why? (with specific examples from the article)
- What are its strengths and weaknesses?
- In your view, what is the overall value (e.g. contributions, advances, impacts, etc) of the article?

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. Your review needs to contain answers to these questions, but they need to be in essay format, that is, containing introduction section, body paragraphs and a conclusion section.

Assessment Due Date
Week 5 Friday (14 Aug 2020) 11:45 pm AEST

You must submit your essay with a cover page on Moodle by the due date. A late penalty applies of 5% per day for assignments submitted after the due date.

Return Date to Students
Week 6 Friday (28 Aug 2020)

Feedback will be provided via Feedback studio

Weighting
30%

Assessment Criteria

- A clear and structure report including introduction main body and conclusion.
- Use of key critical thinking, problem solving and argumentation as the basis for analysing the nominated article.
- Identifying the strengths and weaknesses of the article against the critical thinking concepts
- Providing a clear perspective of the practical value of the article to management practice
- Using a minimum of 12-quality references made up of recommended texts and academic journal articles so as to demonstrate breadth and quality of research, including citation of the recommended texts
- The use of the APA in text referencing system to correctly cite academic sources.
- Ensuring a list of references used in the presentation is attached to the report.

This is the minimum standard expected for this assignment. Students who only meet the minimum, should expect to receive the minimum pass grade.
As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered.
Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each topic in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF.
In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.
A detailed rubric and audio file is available in the Assessment folder on the Moodle site that provides further information regarding this assessment.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

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 Written Assessment- Reflective Essay

Assessment Type
Written Assessment

Task Description
Weighting: This assessment item accounts for 40% of your final grade for this unit and must be completed by students individually.

Length: The essay must be 2000 words in length excluding references.

Cover page: The essay must include a cover page that contains your name, student number, resident campus, assessment title, lecturer and word count

Referencing: A minimum of 12 academic references are required.

Submission: Please save and upload your file in a Word format (.doc or .docx) via the assessment link on Moodle. There will be a late penalty of 2 marks (5% of 40) for each day late.

Task Description: The objectives of this reflective essay are for students to:

(1) summarize, critically review and reinforce key concepts and theories learned from week 1 to week 8 of this unit.

2) reflect on these concepts/theories' potential impact on students' decision making, and how these learning is being applied and could be applied in their current jobs, development of future career and/or their life generally. Students will also complete at least 2 diagnostic tools related to learning styles and critical thinking and reflect be these results .

(3) reflect on new insights gained about oneself as a result of learning the unit, and propose a plan for self-development. Students are expected to reflect on the topics (week 1- week 8) this unit has covered and evaluate which topics have inspired their thinking or influenced their decision making. You must pick FOUR topics covered during the eight (8) weeks. Each topic needs to contain a CONVINCING and PERSONAL justification of why these topics are chosen and how the mentioned topics have changed/might change the students' thinking or the students' decisions.

Are the following questions well addressed? What have you learned about yourself through the course activities? What skills do you possess and what skills are you lacking? How are you going to improve your decision-making in the future? (Self-knowledge and self-development) 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

For example, students could identify the topic of "automatic versus critical thinking" as a theme for one week's reflection, and illustrate with personal examples how having learned about the differences has enabled him/her to be more effective in making a certain decision at work. Close to the end, the essay needs to reflect on self-knowledge and highlight implications for future self-development.

To successfully complete this assessment task, students should answer the following reflective essay questions:

· Which concepts/theories from which week's learning activities are significant or important to you?

· Why are these concepts/theories you have identified important or significant to you? (Theoretical review)

· How are the concepts/theories you have learned influencing/impacting your decision-making in relation to your current interpersonal relationships, professional workplaces and/or personal life? (Practical Application)

· What have you learned about yourself through the unit activities? What skills do you possess and what skills are you lacking? How are you going to improve your decision-making in the future? (Self-knowledge and self-development)

· 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 learning in your future career and in life generally.

Assessment Due Date
Week 9 Friday (18 Sept 2020) 11:45 pm AEST

Students are to submit via the Moodle site. Please not a late penalty of 5% per day is applied for assignments submitted after the due date.

Return Date to Students
Week 11 Friday (2 Oct 2020)

Written feedback provided in via feedback studio.

Weighting
40%

Assessment Criteria

> A well structured reflective essay that demonstrates key aspects of critical and rational thinking.
> Utilise and reflect on the results of a minimum of 2 diagnostic tools to assess personal learning styles and approaches to decision making
> Discuss the four selected topics and provide clear reflection linking personal preferences in the light of the diagnostic results.
> Utilise key critical thinking concepts and models to describe and analyse their own positions or beliefs.
> The use of between 12 quality references that includes key readings and recommended texts, using
> Use of APA referencing and including a reference list.

These are the minimum requirements. Students should note that satisfactorily meeting the minimum requirements will typically result in the minimum pass grade being awarded
A detailed rubric and audio file are available on the Moodle site that provides further details for this assessment task.
Refer to the unit Moodle site for further details.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Please save and upload your file in a Word format (.doc or .docx) via the assessment link on Moodle

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

3 Presentation and Written Assessment

Assessment Type
Presentation and Written Assessment

Task Description
This assessment item accounts for 30% of your final grade for this unit and must be completed by students as a group.

This assessment consists of two parts:
(1). A summary report (15%)
(2). An online presentation presentation (15%)

Task: Students are to examine an organisation with which they are familiar and to critically analyse a key decision or series of decisions made by the organisation. The specific task will be determined by the facilitator and unit coordinator in consultation with each group.Using appropriate critical thinking and decision-making models the group is to analyse the decisions made by the organisations and whether it was a sound and justified.

Students need to consider the data available to the organisation the demonstrated decision tools and techniques used,

including Kepner-Tregoe Methodology and the six-step good decision-making process by Lau's six step decision tool, and

ethical decision-making frameworks.

Length: The report must be 1200 words in length excluding references. The presentation is about 10-15 minutes long depending on the size of the group.

Cover page: The essay must include a cover page that contains student names, student numbers, resident campus, assessment title, lecturer and word count.

There is a minimum of 6 peer-reviewed journal articles in APA style

Submission: only ONE (1) member of the group must submit. If more than one member of the group submits, then a high overlap score will be generated. Please save and upload your argumentative essay in a Word format (.doc or .docx) via the assessment link on Moodle. Please also submit ONE (1) PPT slide per group on MoodleThis is the minimum standard expected for this assignment. Students who only meet the minimum, should expect to receive the minimum pass grade. As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered.

Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each topic in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF.

In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

A detailed rubric and audio file is available in the Assessment folder on the Moodle site that provides further information regarding this assessment.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Both Executive report and presentation are to be uploaded to the Moodle site

Return Date to Students
Exam Week Friday (23 Oct 2020)

Feedback will be provided via Feedback Studio

Weighting
30%

Assessment Criteria
Students are to demonstrate knowledge of the subject matter, and effective presentation skills by:

    Providing a concise and structured presentation with introduction, main presentation and conclusion.
    Effectively using audio visuals and verbal communication delivered within the time allocation (15 mins per group)
    Use of key critical thinking, problem solving models, concepts and theories as an analytical frame.
    Identifying of company strengths and weaknesses against the these analytical frames.
    Providing a clear set of recommendations supported by literature (if and when appropriate)
    Demonstrating a commitment to professional business presentation standard, paralleling those of professional consulting firms.
    Ensuring all group members to make a balanced contribution in the presentation.
    A copy of the presentation (powerpoints) MUST be provided to the unit facilitator prior to the presentation.

Students are to demonstrate knowledge of the subject matter, and effective written skills by:

    Providing a concise overview of the content of the presentation of approximately 1200 words
    Use of key critical thinking, problem solving models, concepts and theories as an analytical frame.
    Identifying the organisation's strengths and weaknesses against the these analytical frames
    Providing a clear set of recommendations supported by literature (if and when appropriate)
    Using a minimum of 12-16 quality references made up of recommended texts and academic journal articles so as

to demonstrate breadth and quality of research, including citation of the recommended texts
The use of the APA in text referencing system to correctly cite academic sources
Ensuring a list of references used in the presentation is attached to the executive report.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online Group

Submission Instructions
Only ONE (1) argumentative essay and ONE (1) PPT Slide needs to be submitted per 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

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