



MGMT20135 Critical Thinking and Managerial Decision-Making

Term 2 - 2021

Profile information current as at 18/04/2024 07:41 am

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 - 2021

- 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. 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 Part-time MBA students in conversation, workshop, and emails

Feedback

Relevance and positive application of content.

Recommendation

To continue to identify new cases that deal with complexity in decision-making due to COVID-19 and other relevant business issues.

Feedback from Part-time MBA students informal feedback. Unit Coordinator

Feedback

Lack of engagement by full-time international students in online chat rooms, break-out rooms, and lack of attendance in class.

Recommendation

These two cohorts have different requirements. Considerations need to be given to separate the MBA and the non-MBA students and use different assessment tasks. Compulsory participation in at least 6 group discussions in break-out rooms in case of online teaching. This practice will enhance students' ability for critical analysis and applications of theories, models, and concepts in real-life situations. Group members will be required to prepare team charters, showing the contributions of each member in a group. This will enable lecturer(s) to understand the students' involvement and contribution in group work. This strategy might encourage better participation of students with an improved learning experience.

Feedback from Assessment tasks. Students email and anecdotal commentary.

Feedback

Lack of academic skills to review articles. Many students do not know the difference between a report and an essay. They have poor referencing skills.

Recommendation

Arrange at least two special one-hour workshops in weeks 3 and 4 to discuss how to critically review articles (Assessment tasks 1 and 3). One/two articles can be distributed to students for reading. The unit coordinator/lecturer will discuss and explain how to review articles in a methodical manner. One special session to discuss how to use diagnostic tools in decision-making based on a recent decision of a known large organisation (Qantas, Tesla, Apple, etc.). This will assist students to use diagnostics tools in writing their reflective essays.

Feedback from Students' feedback and unit coordinators' observation during the case study workshops.

Feedback

Students are interested in learning experiences from culturally and economically different contexts.

Recommendation

Cases targeting international students may be selected to demonstrate how companies are now operating in a post-OVID environment.

Feedback from Unit coordinator. SAM data.

Feedback

Some students do not read their CQU emails and regularly check the Moodle site. A small percentage of students do so. MBA online students are very particular in checking mails and the Moodle site.

Recommendation

To assist these students short video messages can be posted along with reminders on the Moodle site. Post regular messages on the Moodle site highlighting the importance of regular class attendance and participation at workshops for gaining better learning outcomes. Conduct special short sessions for students showing how to navigate the Moodle site. CQU emails can be used to remind the students that there is a requirement that they attend lectures and workshops. Students can be encouraged to email lecturers to seek individual advice.

Feedback from Adjunct staff, MBA Director and Unit Coordinator

Feedback

One component of current regime is unfocused. Authentic assessment strategy is required

Recommendation

A review of the journal articles (Assessment 1) is not aligned to authentic assessment. A review of assessment tasks will be undertaken in consultation with the Discipline group and required changes will be made accordingly.

Feedback from Unit coordination. Emails from group members

Feedback

Unequal participation in Group Works in Assessment 2 (Case study presentation). In this unit, group works on business

cases have been incorporated to have a collaborative learning experience of the students on key concepts, theories and their practical applications.

Recommendation

Allocation of marks (15 out of 30) for an individual in-class/online case presentation. The written report may be marked as group work (15 out of 30).

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



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	◦	◦	◦	◦	◦

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

Critical Thinking and Business Decision Making

Second Edition (2020)

Authors: Steven Taylor and Gary Hunter

Scholars Press

ISBN: ISBN-10: 6138920546/ISBN-13 9786138920540

Binding: Paperback

Additional Textbook Information

This is a prescribed text. Students should have a copy. If you prefer to study with a paper text, you can purchase one at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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

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Schedule

Week 1: An introduction to Critical Thinking - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to critical thinking, creativity and problem-solving. What is critical thinking and what is it not? Characteristics of managers who are critical thinkers. The importance of critical thinking as a way of enhancing decision making.	Taylor and Hunter (2020), Critical Thinking and Business Decision Making, Scholars Press, Chapter.1. Additional Readings: Kallet (2014). Think Smarter, Chapter 1 & 2 Moore and Parker (2017) Chapter 1 Paul & Elder (2014) Chapter 1 Loes & Pascarella (2017). Collaborative Learning and Critical Thinking: Testing the Link, The Journal of Higher Education, VOL. 88, NO. 5, 726-753 http://dx.doi.org/10.1080/00221546.2017.1291257	Introducing the unit's weekly activities. Formation of groups for assignment 2. Discussion on weekly workshops

Week 2: Evaluating Arguments and Reasoning - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Argumentation and Reasoning Stages of critical thinking Components of critical thinking Characteristics and competencies of critical thinking Deductive and Inductive reasoning.	Taylor and Hunter (2020), Chapter. 4. Additional Readings: Kallet,(2014) Chapter 16 & 17 Additional Readings: Moore and Parker (2017) Chapter 9-11. Paul & Elder (2014) Chapter 6	Discussion on an argument map in Taylor and Hunter (2020), Chapter 4, page 145. Discussion on a case study.

Week 3: Self Awareness, Reflection and Critical Thinking - 26 Jul 2021

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	Taylor and Hunter (2020), Chapter. 2. .Paul J. Silvia and T. Shelley Duval (2001) Objective Self-Awareness Theory: Recent ent Progress and Enduring Problems, <i>Personality and Social Psychology Review</i> , 2001, Vol. 5, No. 3, 230-241. Kallet (2014), Chapter 19 & 20. Additional Readings: Paul & Elder (2014) Chapter 4 Gosling & Mintzberg (2003), The five minds of a manager, <i>Harvard Business Review</i> , Nov, Vol 81(1):54-63. Mintzberg (1990), The Design School: Reconsidering the Basic Premises of Strategic Management, <i>Management Journal</i> , Vol. 11, 171-1 95 (1990). Kolb and Kolb (2013), The Kolb Learning Style Inventory 4.0: Guide to Theory, Psychometrics, Research & Applications.	Case study for discussion at the workshop: Peter Burke.

Week 4: Sense Making in a Real World Context - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Understanding real-world contexts. Changes in the business context: The post-Covid 19 business environment.	Taylor and Hunter (2020), Chapter 1. Moore and Parker (2017) Chapter 3 Brown, A.D, Colville, I., and Pye, A (2014), Making Sense of Sensemaking, Organisational Studies. https://doi.org/10.1177/017084061455925 Ancona (2017) Sensemaking: Framing and Acting in the Unknown.	Discussion on business trend in a post-COVID environment. Case study for discussion at the workshop. Marks & Spencer https://www.youtube.com/watch?v=myikquTimo https://www.youtube.com/watch?v=UpohQjh6PW8 https://www.youtube.com/watch?v=e6Mt2x2YI4U
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Week 5: Decision Complexity and Problem Solving - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Managerial decision making Understanding the causes of problems Importance of complexity and problem-solving techniques. Importance of argument and reasoning in decision making	Taylor and Hunter: (2020), Chapter 3. Additional Readings: Kallet, (2014) Chapter 6 Paul & Elder (2014) Chapter 9. Gorze-Mitka and Okrglicka (2014), Improving Decision Making in Complexity Environment, 21st International Economic Conference 2014, IECS 2014, 16-17 May 2014, Sibiu, Romania.	Case for discussion at the workshop: Tough Decisions at Rockwell International Article for class discussion. Hugh Bachmann, Dominic Skerritt, and Elizabeth Young McNally (2021), How capability building can power transformation, McKinsey & Company, March 2021. Practical and Written Assessment 1: Review of Articles Due: Week 5 Friday (13 August 2021) 11:45 pm AEST

Practical and Written Assessment- Article Review Due: Week 5 Friday (13 Aug 2021) 11:45 pm AEST

Vacation Week - 16 Aug 2021

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

Week 6: Decision Making Models and Limitations - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the differences between subjective and objective perspectives in decision making. Models of decision making: - Rational model - Satisfying model - Incremental model - Mixed Scanning model - Rubbish-bin model	Taylor and Hunter (2020), Chapter 4. Kallet (2014) Section V: Decisions Moore and Parker (2017) Chapter 7 & 8 Paul & Elder (2014) Chapter 10. Burns and Roszkowska (2016), Rational Choice Theory: Toward a Psychological, Social, and Material Contextualization of Human Choice Behavior, Theoretical Economics Letters (2016), Vol. 6, 195-207.	Case for discussion at the workshop. Bharti-Walmart Break Up: Co-evolution is not easy, as Indian and American companies discover.

Week 7: Evidence Based Management - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Definition and Scoping: Evidence-Based Management (EBM). Component of evidence-based management. Assessing information and accuracy. Advantages of EBM.	Taylor and Hunter (2020), Chapter 7. Additional Readings: Brodbeck et al., (2014) Pfeffer & Sutton (2006). Evidence-Based Management, HBR, January, 84(1):62-74, 133.	Case for discussion at the workshop. Crashed in the Bogongs: An individual worksheet (will be posted on the Moodle site). Exercise: How to use the Fishbone model in exploring decision options.

Week 8: Decision Making Frameworks and Tools - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Examination of various diagnostic tools for decision making Kepner-Tregoe Methodology Lau (2011) six-step good decision-making process Group decision-making model Fishbone approach Benjamin Franklin method SWOTs Matrix	Taylor and Hunter (2020), Chapter 2. Lee (2015) Decision-Making Styles: A Systematic Review of Their Associations with Parenting, <i>Adolescent Research Review</i> 1(1), August. Additional Readings: Kallet (2014). Chapter 3. Burns, T., and Roszkowska, E (2016) Rational Choice Theory: Toward a Psychological, Social, and Material Contextualization of Human Choice Behavior, <i>Theoretical Economics Letters</i> , 2016, 6, 195-207	Case for discussion at the workshop. Case Study – UNIQLO GOES GLOBAL SWOT analysis.
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Week 9: Decision Making Frameworks: Ethical Reasoning - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Decision-Making Frameworks. A review of consequentialism, deontology and virtue approaches to decision making.	Taylor and Hunter (2020), Chapter 5. Kallet (2014). Section III: Conclusions. Additional Readings: Moore and Parker (2017) Chapter 12. Ferrell et al., (2018) Chapter 5 & 6. McDonald (2015) Chapter 10 & 11.	Assessment 2 Group presentation Due: Week 9.

Presentation and Written Assessment

Assessment Due: Week 9 Friday (17 Sept 2021) 11:45 pm AEST

Week 10: Persuasion, Rhetoric and building commitment - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the importance of building commitment. Identifying Stakeholders Use of influence and persuasion.	Taylor and Hunter (2020), Chapter 6. Kallet (2014) Chapter 26. Additional Readings: Moore and Parker (2017) Chapter 5.	Case for discussion at the workshop. A leading strategy for Shire Pharma.

Week 11: Cognitive Bias and Rational Decision Making - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Definition of cognitive bias. Types of cognitive biases. How do cognitive biases affect decision making? Cognitive determinants of decision-making.	Kallet (2014). Chapter 4 Additional Readings: Moore and Parker (2017) Chapter 8 Robert B. Cialdini, RB., and Goldstein, NJ (2004), Social Influence: Compliance and Conformity, Annual Review of Psychology, Vol 55; 591-622. Gigerenzer, G and Selten, R (2002), Bounded Rationality: The Adaptive Tool Box Vol 1, MIT Press.	Case for discussion at the workshop. Bernhard Günther (2017), A case study in combating bias, McKinsey Quarterly, May

Week 12: Leading Issues in Critical Thinking and Managerial Decision Making in the Post-COVID 19 Pandemic - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Leading Issues in managerial decision making. The COVID 19 pandemic and its impact on managerial decision-making in a new global business environment.		AASSESSMENT 3 submission.. Due: Week 12 Friday 8 October 2021 by 11:45 PM AEST

Written Assessment- Reflective Essay Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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 the list of 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 on 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 think critically about your chosen article. Your review needs to contain answers to these questions, but they need to be in report format, that is, containing an introduction section, body paragraphs and a conclusion.

Assessment Due Date

Week 5 Friday (13 Aug 2021) 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 7 Friday (3 Sept 2021)

Feedback will be provided via Feedback studio

Weighting

30%

Assessment Criteria

- A clear and structured 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 unit 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 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 (15%)

Task: Students are to examine an organisation with which they are familiar and to analyse critically 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 organisation and explain whether the decisions were 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 (Lau's six-step decision tool), and

ethical decision-making frameworks.

Length: The written report must be 1200 words in length excluding the list of 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 12-16 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 written report in a Word format (.doc or .docx) via the assessment link on Moodle. Please also submit ONE (1) PPT slide per group on Moodle. This is the minimum standard expected for this assessment. 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 unit 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 9 Friday (17 Sept 2021) 11:45 pm AEST

Both written report and presentation slides are to be uploaded to the Moodle site

Return Date to Students

Week 11 Friday (1 Oct 2021)

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 an introduction, main body and conclusion.

Effectively using audiovisuals 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 company strengths and weaknesses against 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 make a balanced contribution in the presentation.

Providing a copy of the presentation slides to the unit coordinator prior to the predomination session.

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

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 summary report.

Referencing Style

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

Submission

Online Group

Submission Instructions

Only ONE (1) written report and ONE (1) PPT Slide need 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

3 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 the list of 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 your decision making, and how this learning is being applied and could be applied in your current jobs, development of future career and/or your life generally. You will also complete at least two diagnostic tools related to learning styles and critical thinking and reflect on the results.
 - (3) reflect on new insights gained about oneself as a result of learning the unit, and propose a plan for self-development. You are expected to reflect on four topics covered from week 1-8 and evaluate the topics that inspired your thinking and influenced your decision making. 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 your 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, you 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 you 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, you 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 reflective essay, highlighting how you think you will be able to use your learning in your future career and in life generally.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Students are to submit via the Moodle site. Please note a late penalty of 5% per day is applied for assignments submitted after the due date.

Return Date to Students

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 two 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. You 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

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