



# MGMT20135 *Critical Thinking and Managerial Decision-Making*

## Term 2 - 2023

Profile information current as at 03/05/2024 10:28 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 - 2023

- 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 identifying new case studies that deal with complexity in decision-making in a transformational business environment.

#### 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 review articles (Assessment tasks 1 and 3) critically. 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 in using 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 now operate in a changing global business environment.

#### 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**

Continued implementation of individual grades in the group assessment.

## 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
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











### 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

##### **Models for Critical Thinking A Fundamental Guide to Effective Decision Making**

Edition: First (2018)

Authors: Albert Rutherford

Independently Published

USA

ISBN: 9781728892245, 1728892244

Binding: Paperback

MGMT20135

#### Prescribed

##### **Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills.**

Edition: First ( 2014)

Authors: Michael Kallet.

John Wiley & Sons, Inc.

New York , CA , USA

ISBN: 978-1-118-72983-0 /9781118871256 and

Binding: Hardcover

#### Additional Textbook Information

Booktopia

Buy the eBook **Think Smarter, Critical Thinking to Improve Problem-Solving and Decision-Making Skills** by **Michael Kallet** online from Australia's leading ...

\$39.25.

Models for Critical Thinking A Fundamental Guide to Effective Decision Making can be bought online.

[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

**Margaret Ellis** Unit Coordinator

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## Schedule

### Week 1: An introduction to Critical Thinking - 10 Jul 2023

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.	<b>Essential Readings:</b> Kallet, M. (2014). Think Smarter, Chapters 1 & 2. Rutherford, A. (2018), Models for Critical Thinking, Chapters 1 & 2. <b>Supplementary Readings:</b> Moore and Parker (2017), Critical Thinking 12th Ed., Chapter 1. Paul & Elder (2014), <a href="#">Critical thinking: Intellectual standards essential to reasoning well within every domain of human thought, Part 4</a> , <i>Journal of Developmental Education</i> , Vol. 37(3), p.34. Loes & Pascarella (2017). Collaborative Learning and Critical Thinking: Testing the Link, <i>The Journal of Higher Education</i> , VOL. 88, NO. 5, 726-753 <a href="http://dx.doi.org/10.1080/00221546.2017.1291257">http://dx.doi.org/10.1080/00221546.2017.1291257</a>	Introducing the unit's weekly activities. Formation of groups for assignment 2. Discussion on weekly workshops

### Week 2: Developing Arguments and Reasoning - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Argumentation and Reasoning Stages of critical thinking2 Components of critical thinking Characteristics and competencies of critical thinking Deductive and Inductive reasoning.	<b>Essential Readings:</b> Kallet, (M. 2014), <i>Think Smarter</i> , Chapters 16 & 17. .Rutherford, A. (2014), Models for Critical Thinking, Chapter 3. <b>Supplementary Readings:</b> Moore and Parker (2017), <i>Critical Thinking</i> , Chapters 9-11. Taylor and Hunter (2020), Chapter. 4. Paul & Elder (2014) Chapter 6	Discussion on 'How Apple Is Organized for Innovation' -It's about experts leading experts (posted on the Moodle site).

### Week 3: Self Awareness, Reflection and Critical Thinking - 24 Jul 2023

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.	<b>Essential Readings:</b> Rutherford, A. (2014), Models for Critical Thinking, Chapter 4. Paul & Elder (2014), Critical Thinking, Tools for Taking Charge of Your Professional and Personal Life, Chapter 4 <b>Supplementary Readings:</b> Kallet, M. (2014). <i>Think Smarter</i> , Chapters 19 & 20. Byrnes, J. & Dunbar, N. K (2014), The Nature and Development of Critical-Analytic Thinking, <i>Education Psychology Review</i> , Vol 26:477-493. Additional Readings: Gosling & Mintzberg (2003), The five minds of a manager, <i>Harvard Business Review</i> ., Nov, Vol 81(11):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.	Discussion on: Blooms Taxonomy The SOLO Taxonomy Paul-Elder Critical Thinking Framework. Case study for discussion at the workshop: Peter Burke.

### Week 4: Sense Making in a Real World Context - 31 Jul 2023

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.	<b>Essential Readings:</b> Moore and Parker (2017), Critical Thinking, Chapter 3 Brown, A.D, Colville, I., and Pye, A (2014), Making Sense of Sensemaking, Organisational Studies. <a href="https://doi.org/10.1177/017084061455925">https://doi.org/10.1177/017084061455925</a> <b>Supplementary Readings:</b> Acona (2017) Sensemaking: Framing and Acting in the Unknown.	Discussion on business trends in a post-COVID environment. Case study for discussion at the workshop. Australia Post: COVID-19 health and safety strategy. Online Teaching Model (Tertiary Sector in Australia). Work-From-Home Policy
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### Week 5: Decision Complexity and Problem Solving - 07 Aug 2023

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.	<b>Essential Reading:</b> Kallet, M. (2014), Thinking Smart, Chapter 6. <b>Supplementary Readings:</b> Paul & Elder (2014), Critical Thinking, Tools for Taking Charge of Your Professional and Personal Life, Chapter 9. Hugh Bachmann, Dominic Skerritt, and Elizabeth Young McNally (2021), How capability building can power transformation, McKinsey & Company, March 2021. 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 (Posted on Moodle site) Bharti-Walmart Break Up: Co-evolution is not easy, as Indian and American companies discover (Posted on Moodle site).

### Vacation Week - 14 Aug 2023

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

### Week 6: Decision Making Models and Limitations - 21 Aug 2023

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	<b>Essential Readings:</b> Kallet, M. (2014), Think Smarter, Section V: Decisions. Paul & Elder (2014), Chapter 10. <b>Supplementary Readings:</b> Moore and Parker (2017), Chapters 7 & 8 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 Workshop Harvey Norman: a competitive business model. (posted on Moodle site) What are the features of Harvey Norman's business decision? Will this model ensure its sustainability?  <b>Critical Review of Two Articles Using Key Concepts of Critical Analytical Thinking</b> Due: Week 6 Friday (25 Aug 2023) 11:45 pm AEST

### Week 7: Cognitive Bias and Rational Decision Making - 28 Aug 2023

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.	<b>Essential Readings:</b> Rutherford, a. (2014), <i>Models for Critical Thinking</i> , Chapter 6. Forman, J (2020), <i>Critical Thinking</i> , Chapter 16. <b>Supplementary Readings:</b> Kallet, M. (2014). Think Smarter, Chapter 4 Moore and Parker (2017) Chapter 8 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 (Posted on Moodle site).

**Week 8: Decision Making Frameworks and Tools - 04 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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	<b>Essential Readings:</b> Kallet, M. (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> , 6, 195-207	<a href="#">Case for discussion at the workshop.</a> Case Study – UNIQLO GOES GLOBAL (Posted on Moodle site) Fishbone approach and SWOT analysis.

**Week 9: Evidence Based Management - 11 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Definition and Scoping: Evidence-Based Management (EBM).</u> <u>Component of evidence-based management.</u> <u>Assessing information and accuracy.</u> <u>Advantages of EBM.</u>	<b>Essential Readings:</b> Pfeffer & Sutton (2006). Evidence-Based Management, <i>Harvard Business Review</i> , January, 84(1):62-74, 133. Supplementary Reading: Barends, E., In Search of Evidence: Empirical findings and professional perspectives on evidence-based management., Amsterdam, Center for Evidence-Based Management.	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 10: Group Presentation and Report Submission - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentation. Each team member must make an in-person presentation this week along with other team members in class. The Unit Coordinator will moderate the session.	There are no prescribed readings for this week. Students are required to read the suggested cases for a robust discussion at the workshop.	<b>Case presentation.</b> Cases for group presentations will be posted on Moodle site.  <b>Presentation and Written Assessment</b> Due: Week 10 Friday (22 Sept 2023) 11:45 pm AEST

**Week 11: Ethical Decision Making - 25 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Decision-Making Frameworks. A review of consequentialism, deontology and virtue approaches to decision making.	<b>Essential Readings:</b> Kallet, M. (2014)., Think Smarter, Section III: Conclusions. Moore and Parker (2017) Chapter 12. Supplementary Readings: Ferrell et al., (2018) Chapter 5 & 6. McDonald (2015) Chapters 10 & 11.	Case for discussion at the workshop. How does Starbucks' CSR policy ensure sustainable development and Global expansion? (CSR Policy of Starbucks, Starbucks website). Leading strategy for Shire Pharma (Posted on Moodle site).

**Week 12: Leading Issues in Critical Thinking and Managerial Decision Making in the Post-COVID 19 Pandemic - 02 Oct 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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Leading Issues in managerial decision making.  
The COVID 19 pandemic and its impact on managerial decision-making in a new global business environment.

#### Essential Readings:

McKinsey Quarterly (2022), COVID-19: Briefing note, #87, January 12, 2022.  
McKinsey Report (2022), The Fourth Industrial Revolution will be People Powered, January 2022.

#### Supplementary Readings:

UNCTAD (2022), World Investment Report (Executive Summary). Report 2022.  
World Economic Forum Report 2023 (Global Risk Report).

Discussion on decision-making complexity in the Post-COVID Pandemic.  
Disruption in managing people and work.  
Experience in the airline industry.  
Experience in the retail sector.  
[Review of Term 1 topics](#)  
[Discussion on Assessment 3](#)

### Submission of Assessment Three - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Submission of Assessment 3		<b>Submission Date and Time.</b> <b>Due Date: 9 June 2023</b> Time: 11:45 PM
		<b>Written Assessment- Reflective Essay</b> Due: Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 Submission Assessment 3 Submission link Due Time 16 June 2023 by 11:45 PM.

## Assessment Tasks

### 1 Critical Review of Two Articles Using Key Concepts of Critical Analytical Thinking

#### 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 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.

A critical review and analysis of two articles/cases.

Two articles will be posted in the Assessment Tile on Moodle.

Task: Students are to critically analyse the premise, context, and key issues discussed in those two articles.

The specific questions will be determined by the unit coordinator. Using appropriate critical thinking models and frameworks, students are required to develop arguments supporting their opinion with clarity and logic.

Both on-campus students and distance students must write a review of the two articles and submit it 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, synthesise and evaluate information and present that information in a written format. You are expected to analyse the arguments using information from the articles. You are required to do research and collect recent information on key themes, ideas, and models you will focus.

Two articles will be available for you on the unit's Moodle site. Guidelines relating to critical thinking and analysis will be posted on Moodle (Assessment title)

**Assessment Due Date**

Week 6 Friday (25 Aug 2023) 11:45 pm AEST

You must submit your assessment 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 8 Friday (8 Sept 2023)

Feedback will be provided via Feedback studio

**Weighting**

30%

**Assessment Criteria**

- A clear and structured report including introduction, main body, and conclusion (10%) .
- Use of key critical thinking, problem-solving, and argumentation as the basis for analysing the main issues and arguments highlighted in the articles (40%).
- Identifying the strengths and weaknesses of the article against the critical thinking concepts (20%)
- Providing a clear perspective of the practical value of the articles to management practice. (20%)
- 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 (10%)
- The use of the APA in-text referencing system to correctly cite academic sources.
- Ensuring a list of references used in the written 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 Master's 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 are 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

**Submission Instructions**

Online using Assessment 1 submission link

**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

Weighting: 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 group report (15%)
- (2). An individual presentation (15%).

Each team member must make an in-person presentation at the scheduled workshop along with other team members.

Length: The written group report must be 1200 words in length excluding the list of references.

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

The presentation (individual) is about 5 minutes per person.

There is a minimum of 10-15 peer-reviewed journal articles in APA style

**Submission of group report:** Only one member of the group must submit the written group report and the PowerPoint slides. Individual marks will be allocated for both the presentation and the report. 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. 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's 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 several 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.

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 are available in the Assessment folder on the Moodle site that provides further information regarding this assessment.

### Assessment Due Date

Week 10 Friday (22 Sept 2023) 11:45 pm AEST

Presentation will be at the workshop on week 10. Written report and presentation slides are to be uploaded to the Moodle site on 19 May 2023 by due time

### Return Date to Students

Week 12 Friday (6 Oct 2023)

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 (10%).
- Effectively using audiovisuals and verbal communication delivered within the time allocation (25%).
- Use of key critical thinking, problem-solving models, concepts, and theories as an analytical frame (30%).
- Providing a clear set of recommendations supported by literature (if and when appropriate) (15%)
- Demonstrating a commitment to professional business presentation standards (10%).
- Ensuring all group members make a balanced contribution to the presentation (10%).
- Providing a copy of the presentation slides to the unit coordinator prior to the presentation 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 needs to be submitted per group. One group member should submit the power points and the group report.

### 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 12-15 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 10 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, the development of your 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 to week 10 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.

**The following questions are to be 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 the 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.
- In the conclusion, the essay needs to reflect on self-knowledge and highlight implications for future self-

development.

**Assessment Due Date**

Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Students are to submit reflective essay 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**

Exam Week Friday (20 Oct 2023)

Marks for assessment 3 will not be published before the exam results are finalised. Written feedback will be posted on the feedback studio.

**Weighting**

40%

**Assessment Criteria**

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.

A well-structured reflective essay that demonstrates key aspects of critical and rational thinking (10%).

Discuss the four selected topics and provide clear reflection linking personal preferences in light of the diagnostic results (40%).

Utilise and reflect on the results of a minimum of two diagnostic tools to assess personal learning styles and approaches to decision-making (20%).

Utilise key critical thinking concepts and models to describe and analyse their own positions or beliefs (20%).

The use of between 12 quality references that includes key readings and recommended texts, using (10%)

Use APA referencing and include 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