



Development Workplace Critical Thinking

BMSW50101_LON – Formative Submission

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The Student Union (SU) is my chosen company. I have chosen this organisation purely because I have only just joined the team. I now represent the students as a Group President by ensuring that their voices are being heard. Being an active student myself has given me the opportunity to have a different perspective on how the SU really operates and a clearer understanding of its values and cultures.

The SU is a charity which functions by democracy and by governance. They are working in partnership with the University of Wales Trinity Saint David (UWTSD). In addition, the SU is a student run organisation which dedicates its entire time to student community by empowering students, creating opportunities, engagement and providing advice. In other words, they are actively responsible for various organisational social space of the student body and their environmental wellbeing.

Similarly, taking the Pandemic (Covid-19) in consideration the SU has seen a great importance of critical thinking within its organisation. The SU has had to think outside the box a little further as in the light of Covid, it was not business as usual. The students needed support, advice but more importantly ensuring that their wellbeing was taken care of whichever way or platforms used. As a result, the SU had to continually think outside the box by constantly asking the why?? Question with every approach. Similarly, critically thinking within SU is a paramount skill to attain, it promotes problem solving and decision making skills, while creating new avenues and strategies to enhance their achievements.

In this report, I will further discuss critical thinking process by applying the models such as the "De Bono's 6 thinking hats methods" and further elaborate with the "Alfred Lefevre 4 -Circle Critical thinking Model" which learnt this term and analyse the differences between beliefs, attitudes and values within the SU. Furthermore, I will critically assess the SU own beliefs, attitudes and values systems and their impact on its behaviours in the light of Covid-19.

This report will further conduct a critical assessment of the most suitable management theories such as "Taylor Scientific Theory" and "Maslow human relation approach" to help support my evaluation further by understanding how a person with different approach to beliefs, attitudes, and values may decipher or translate the theories.

Finally, I will demonstrate, by suggesting recommendations for any changes within the SU if needed in relation to post Covid-19 regarding their belief, attitudes, and values systems which may enhance and help support any challenges that they may face or will face in this transitioning period.

