



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

UNIVERSITY OF WALES: TRINITY SAINT DAVID

PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

# **BA Leadership and Management Skills for the Workplace**

**Faculty of Business and Management**

**Developing Workplace Critical Thinking - BMSK5001**

|                     |                                               |
|---------------------|-----------------------------------------------|
| <b>MODULE CODE:</b> | <b>BMSK5001</b>                               |
| <b>TITLE:</b>       | <b>Developing Workplace Critical Thinking</b> |
| <b>LEVEL:</b>       | <b>5</b>                                      |
| <b>CREDITS:</b>     | <b>20</b>                                     |

---

- To develop a critical approach to workplace thinking based on established theoretical models.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- discriminate and analyse the difference between beliefs, attitudes and values within a workplace context;
- critically assess their own beliefs, attitudes and value systems and their impact on workplace behaviour;
- apply the critical assessment of an appropriate management theory to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently.

### **INDICATIVE CONTENT**

- Basic principles of logic.
- Use of logic to establish causal relationships.
- Skills in presenting rational arguments and debating points of view.
- Value and purpose of reflection in supporting learning.
- How emotions, values and beliefs affect rational discourse.
- Techniques for comparing and evaluating alternative propositions critically.
- Inductive and deductive reasoning.
- Theories of management such as Human Relations, Scientific Management, Contingency Theory, Systems Theory, Bureaucratic Management.
- Significance of beliefs, attitudes and value systems in shaping human behaviour e.g. sustainability and future proofing.
- Relationship between beliefs, attitudes and value systems and culture and norms.

## LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Yes</b> |
| If yes please provide brief details (no more than 100 words):                                                                                                                                                                                                                                                                                                                                                                        |            |
| Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.                                                                                                                                                |            |
| This module aims to develop students' ability to think critically. To develop a critical approach to workplace thinking based on established theoretical models and these skills will be developed with regard to sustainability issues within the context of the workplace. Critical thinking is fundamental to not only a meaningful education, but also to being an active and engaged global citizen and a prospective employee. |            |
| Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.                                                                                                                                                     |            |

## ASSESSMENT

### Assessment: Coursework

#### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

**Essay or report format** (4,000 – 5,000 words or equivalent) 100%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can apply critical thinking and evaluation in the context of beliefs, attitudes, value systems and management theories. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate the application of an appropriate level of workplace critical thinking and to conduct an evaluation of the agreed scenario. Relevant management theories must be identified, making clear why they are relevant to the student's role.

## Exemplar: Student volunteer

As a result of a significant funding cut from Central Government, a local Careers Advisory Service for young people not in education or training (NEET) has been required to reduce the time that it is able to allocate to each client and rely more heavily on other forms of electronic rather than face-to-face communication. Using the various exercises identifying the value systems evidenced by the existing workforce, comprised mainly of retired volunteers, critically analyse the way in which this change of approach might be managed. Prepare a report for your Senior Manager outlining your critical thinking and the application of appropriate management theories to support your proposal.

The learning should be related to either their current organisation, or if not currently working within an organisation, they may complete this task in relation to an organisation with which they are familiar. This could include experience working in a voluntary capacity.

## READING LIST

|                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                     |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMSK5001</b>                                                                                                                                                                                                                                                                                                                                                                  |                                     |
| <b>Module Title</b>   | <b>Developing Workplace Critical Thinking</b>                                                                                                                                                                                                                                                                                                                                    |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                                                                                                                                                                                                                                        | <b>Electronic*</b>                  |
| Essential             | Bell, J. (2010) Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science. Buckingham. Open University Press                                                                                                                                                                                                                       | <input type="checkbox"/>            |
| Essential             | Bell, J. (2010) Doing your research project: a guide for first time researchers in education, health and social science. (Online) Maidenhead : McGraw Hill Open University Press. Available from <a href="http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/">http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/</a> (Accessed 26 November 2013)                             | <input checked="" type="checkbox"/> |
| Essential             | Brookfield, S. (2012) Teaching for critical thinking : tools and techniques to help students question their assumptions. (Online) San Francisco : Jossey-Bass. Available from UWTSD website <a href="http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/">http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/</a> (Accessed 26 November 2013)                                  | <input checked="" type="checkbox"/> |
| Further               | Ashe-Eric Critical Thinking: Theory, Research, Practice, and Possibilities, Higher Education Report No. 2 1988.                                                                                                                                                                                                                                                                  | <input type="checkbox"/>            |
| Further               | Brookfield, S.D. (1987) Developing Critical Thinkers: Challenging Adults To Explore Alternative Ways of Thinking and Acting. San Francisco. Jossey-Bass Publishers                                                                                                                                                                                                               | <input type="checkbox"/>            |
| Further               | Cottrell, S. The Study Skills Handbook (2nd edition). Hampshire: Palgrave MacMillan, 2003.                                                                                                                                                                                                                                                                                       | <input type="checkbox"/>            |
| Further               | Dochy, F; Gijbels, D; Segers, M; Van den Bossche, P. (2011) Theories of Learning for the Workplace: Building blocks for training and professional development programs. (Online) Hoboken: Taylor and Francis. Available from <a href="http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/">http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/</a> (Accessed 26 November 2013) | <input checked="" type="checkbox"/> |
| Further               | Frid, S. Redden, T. & Reading, C. (1998) 'Are teachers born or made? Critical reflection for professional growth', in The Context of Teaching, ed. T. Maxwell, Kardoorair Press, Armidale, NSW Harlow. Prentice Hall.                                                                                                                                                            | <input type="checkbox"/>            |
| Further               | Kerlinger, F. N. (1970) Foundations of Behavioural Research New York. Holt, Reinhart & Winston                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>            |
| Further               | Maltby, J. Day, L. Macaskill, A. (2010) Personality, individual differences and intelligence (Online) Uppr Saddle River, N.J. :                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> |

|         |                                                                                                                                                                                                                                                                                                                                           |                                     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|         | Prentice Hall. Available from <a href="http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/">http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/</a> (Accessed 26 November 2013)                                                                                                                                                         |                                     |
| Further | Pears, R. & Shields, G. Cite Them Right. Basingstoke: Palgrave MacMillan, 2011.                                                                                                                                                                                                                                                           | <input type="checkbox"/>            |
| Further | Atherton J S (2011) Doceo; Forms of Knowledge available at: <a href="http://www.doceo.co.uk/tools/forms.htm">http://www.doceo.co.uk/tools/forms.htm</a> (Accessed 29 March 2013)                                                                                                                                                          | <input checked="" type="checkbox"/> |
| Further | Atwater, J.B. & Pitman, B.H. Facilitating Systemic Thinking in Business Classes Decision Sciences Journal of Innovative Education; Jul2006, Vol. 4 Issue 2,                                                                                                                                                                               | <input type="checkbox"/>            |
| Further | Chartland, J. Ishikawa, H. & Flander, S. Critical Thinking Means Business. <a href="http://www.talentlens.com/en/downloads/whitepapers/Pearson_Talent_Lens_Critical_Thinking_Means_Business.pdf">http://www.talentlens.com/en/downloads/whitepapers/Pearson_Talent_Lens_Critical_Thinking_Means_Business.pdf</a> (Accessed 28 March 2013) | <input checked="" type="checkbox"/> |
| Further | Ennis, Robert H. Harvard Educational Review. A Concept of Critical Thinking, Vol 32(1), 1962, 81-111.                                                                                                                                                                                                                                     | <input type="checkbox"/>            |
| Further | Lally, J. McBride, M. and Wells, D. (2006) "Critical Thinking" Oxford. Heinemann.                                                                                                                                                                                                                                                         | <input type="checkbox"/>            |
| Further | Wells, R.C. (No date) Critical thinking – an interview. Available at <a href="http://critical-thinking.com/critical-thinking-an-interview-part-1">http://critical-thinking.com/critical-thinking-an-interview-part-1</a> (Accessed 28 March 2013)                                                                                         | <input checked="" type="checkbox"/> |
| Further | Information-Seeking Behaviour in Generation Y Students: Motivation, Critical Thinking and Learning Theory, The Journal of Academic Librarianship, Volume 31, Issue 1, January 2005, Pages 46 – 53.                                                                                                                                        | <input type="checkbox"/>            |