



MGSM877

Public Performance for Managers

Term 2 North Ryde 2018

MGSM Degree Programs

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	9
<u>Learning and Teaching Activities</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	16
<u>Alignment with MGSM's mission-driven attributes</u>	16
<u>Attendance Policy (MGSM)</u>	16
<u>Content Disclaimer</u>	16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Randal Tame

randal.tame@mqsm.edu.au

Credit points

4

Prerequisites

Admission to MBA or MMgmt or PGCertMBAExt or GradCertMgtPostMBA or GradDipMgt

Corequisites

Co-badged status

Unit description

The ability to communicate persuasively is a key skill of leadership. This unit offers a practical introduction to persuasion theory and persuasive communication and aims to develop in students an applied understanding of the psychology of persuasion and the art of rhetoric. The approach is theory and practice. We will explore both classical and contemporary ideas of persuasion with an emphasis on recent social psychological theory and research. Students will also practice critical skills in analysing, organising, information gathering, goal setting, evaluating and public speaking. The unit is more audience-centric than the speaker-centric units that focus primarily on the speaker's delivery skills. The focus in this unit is on the co-active preparation and delivery of persuasive messages, on the quality of the argument and the engagement of the audience, rather than on the theatrics of the speaker's delivery.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.

Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.

Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.

Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.

Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual Presentation</u>	20%	No	Session 5
<u>Persuasive Presentation</u>	30%	No	Sessions 9 & 10
<u>Peer Evaluations</u>	10%	No	Session 5 and Session 9 & 10
<u>Rhetorical Analysis</u>	40%	No	8 June 2018

Individual Presentation

Due: **Session 5**

Weighting: **20%**

The individual presentation is to be 5 minutes and should be given to the class on **the due date provided**.

Objective: To learn the basic techniques for developing and presenting a persuasive argument.

Directions: What do you feel strongly about? In preparation for the unit, think about a topic that you would feel comfortable arguing for during the unit. For example, the topic could be; "The 1969 US Moon landing was faked by Hollywood", or "politicians should be paid more" or, "Education is not as useful as experience". Whichever topic you choose, make sure it is one for which you have a personal commitment and that would be familiar to others in the unit. Prior to the unit, collect some evidence to support your argument. The evidence can be in the form of respected authorities, statistics, articles, anecdotes etc. Anything that you feel supports your case.

The presentations are given in a casual and interactive atmosphere to small groups of not more than five students. You will not be marked on your presentational style, but rather on your ability to convey the information you have prepared and persuade the audience. In other words, it's the preparation for, not the execution of, your presentation that's graded. Your peer's ratings of your presentation will be factored into my own to come up with your mark for this assignment.

A copy of your presentation preparation outline (see MGSM877 iLearn page for an example of how to write a preparation outline) and any presentation aids should be handed to the lecturer prior to your presentation delivery.

This assignment represents 20% of total assessment.

Criteria Used for Evaluating Individual Presentation Assignment

The average speech (grade C) should meet the following criteria:

1. Be ready for presentation on the assigned date.
2. Conform to the time limit.
3. Fulfill any special requirements of the assignment—preparing an outline.
4. Have a clear specific purpose and thesis.
5. Have an identifiable introduction, body, and conclusion.
6. Be free of serious errors in grammar, pronunciation, and word usage.

The above average speech (grade D) should meet the preceding criteria and also:

1. Deal with a challenging topic.
2. Fulfill all major functions of a speech introduction and conclusion.
3. Display clear organization of main points and supporting materials.
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts.

The superior speech (grade HD) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker(s) to the knowledge or beliefs of the audience.
2. Invoked cognitive dissonance and provided satisfactory resolution.
3. Sustain positive interest, feeling, and/or commitment among the audience.
4. Contain elements of vividness and special interest in the use of language.

The below average speech (grade P or F) is deficient in the criteria required for the C speech.

Please ensure that you provide to the lecturer after you present:

- Presentation outline.
- Copies of any presentation aids.

On successful completion you will be able to:

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a

current predicament or a solution to a current problem.

- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Persuasive Presentation

Due: **Sessions 9 & 10**

Weighting: **30%**

Each student is to participate in one team presentation of a maximum 20 minutes (plus 5 minutes of questions). **Teams will consist of no more than 5 students.** Each student is expected to contribute equally to the presentation. The Team presentation represents 30% of total assessment.

Objective: To learn advanced techniques for publicly persuading an audience.

Directions: A persuasive presentation of 20 minutes designed to persuade the audience for, or against, a question of policy, fact, or value. Speakers may seek either passive agreement or immediate action from the audience, though you are encouraged to seek the latter if there is appropriate action for the audience to take. Students who speak on a question of policy should be sure to deal with all three basic issues of policy speeches – need, plan, and practicality. Students who speak on a question of fact will need to give special attention to evidence and reasoning. Students who speak on a question of value must be sure to identify their standards for judgment and to justify their value judgment in light of those standards. This assignment represents 30% of total assessment. Each student in the team is to prepare their own outline and a copy of each team member's outline and any presentation aids should be handed to the lecturer prior to delivery.

Criteria Used for Evaluating Group Presentation Assignment

The average speech (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned— persuasive.
2. Be ready for presentation on the assigned date.
3. Conform to the time limit.
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and thesis.
6. Have an identifiable introduction, body, and conclusion.
7. Show reasonable directness and competence in delivery.

8. Be free of serious errors in grammar, pronunciation, and word usage.

The above average speech (grade D) should meet the preceding criteria and also:

1. Deal with a challenging topic.
2. Fulfill all major functions of a speech introduction and conclusion.
3. Display clear organization of main points and supporting materials.
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts.
6. Be delivered skillfully enough so as not to distract attention from the speaker's message.

The superior speech (grade HD) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker(s) to the knowledge or beliefs of the audience.
2. Invoked cognitive dissonance and provided satisfactory resolution.
3. Sustain positive interest, feeling, and/or commitment among the audience.
4. Contain elements of vividness and special interest in the use of language.
5. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message.

The below average speech (grade P or F) is deficient in the criteria required for the C speech.

Individual marks will be allocated. Marks will be allocated as follows:

1. Outline submitted with presentation - up to 10 points.
2. Audience survey questionnaire and compilation of survey data – up to 10 points.
3. Points earned for the overall group persuasive speech presentation – up to 30 points.
4. Member presentation points to be awarded individually – up to 50 points.

Please ensure that you provide to the lecturer before you present:

- **Presentation outline.**
- **Audience survey questionnaire and analysis.**
- **Copies of any presentation aids.**
- **A copy of the Instructor Evaluation sheet with presenter's names listed in presentation order.**

Assessment of individual performance in the group assignment is decided upon the quality of your individual presentation argument, style and delivery as well as on your contribution to the planning, development and writing of the group presentation as per the Group Member

Contribution Statement and subject to the final decision of the lecturer.

On successful completion you will be able to:

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Peer Evaluations

Due: **Session 5 and Session 9 & 10**

Weighting: **10%**

Each student will be actively involved in critically evaluating their peer's capabilities in preparing and presenting persuasive arguments.

Objective: To develop critical listening and observation skills. Critical listening in this context means using careful, systematic thinking and reasoning to see whether a message makes sense in light of factual evidence.

Directions: Each student will evaluate the individual presentations and team presentations of their peers using the evaluation forms provided by the lecturer during class

1. **Peer evaluation of assignment – Individual Presentations** – Due Session 5 (5%).

You will critically evaluate the individual presentation of each of your syndicate group peers using the evaluation form provided by your lecturer in class. At the conclusion of the presentation the evaluation forms should be collated and handed to the lecturer along with any other notes that may support your evaluation.

2. **Peer evaluation of assignment - Persuasive Presentation (Team) Assignment** –

Due Session 10 (5%). You will critically evaluate the team presentations using the evaluation form provided by your lecturer in class. At the conclusion of the presentation the evaluation forms should be collated and handed to the lecturer along with any other notes that may support your evaluation.

On successful completion you will be able to:

- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.

Rhetorical Analysis

Due: **8 June 2018**

Weighting: **40%**

The essay is due on **the due date provided** and must not exceed **3,000** words. This essay is to be completed as an individual assignment. The project represents 40% of total assessment.

Essays are to be submitted in iLearn using the Turnitin submission. DO NOT hand in your printed project to MGSM. If you do this the Lecturer will not receive it. **Please note that individual assignment coversheet and declaration form is not required to submit since you will be declaring your own work before completing the submission.**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved

Objective: The purpose of this assignment is to:

1. Analyze the rhetorical situation (see the handout in iLearn: “The Rhetorical Situation”) and how the speaker makes an appeal to one or more of the rhetorical appeals.
2. Articulate and develop a critical and analytical perspective in writing

Directions: This essay assignment requires **reflection and analysis** based on observation of one or more publicly delivered speeches utilising concepts covered in the unit.

This assignment should be in academic essay form. An **academic essay** should have a thesis statement and an argument.

A rhetorical analysis is an essay that examines the parts of a speech and then explains how the parts work together to create a certain effect—whether to persuade, entertain or inform.

A rhetorical analysis explores the speaker’s goals, the techniques used, examples of those techniques, and the effectiveness of those techniques. In writing your analysis focus your discussion on how the speaker makes the argument and whether or not the approach used is successful. You should consider: the speaker and author(s), audience(s), rhetorical strategies, immediate context, and the larger context and the issue, problem, or situation that caused or prompted the speech.

An evaluation rubric for this assignment will be handed out in the first class.

On successful completion you will be able to:

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.

- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Delivery and Resources

Required Textbook:

Crick, Nathan, 2013, Rhetorical Public Speaking, 3rd Edition, Routledge, ISBN: 9781138292796

Recommended Text

Perloff, R.M. (2017) The Dynamics of Persuasion, 6th Edition, Erlbaum, Hillsdale, NJ, ISBN: 9780415805681

WHERE TO PURCHASE TEXTBOOK IF YOU WISH TO BUY?

The Coop Bookshop

The Coop Bookshop is our main retailer for textbooks and other related academic material. For information on textbook prices and online ordering, please refer to The Co-Op Bookshop webpage at <http://www.coop.com.au>

Routledge website

Textbook is also available for order via the publisher's online store. For information on textbook prices and online ordering, please refer to the Routledge website at <https://www.routledge.com/Rhetorical-Public-Speaking-Civic-Engagement-in-the-Digital-Age/Crick/p/book/9781138292796>

Disclaimer: MGSM does not take responsibility for the stock levels of required textbooks from preferred retail outlets and other book retailers. While we advise our preferred book retail outlet, The Co-op Bookshop, of our maximum expected number of students purchasing specific required text each term, The Co-op Bookshop and other book retailers will make their own judgement in regards to their physical holding stock levels. To prevent disappointment if a textbook is out-of-stock, we highly advise students to order their textbooks as early as possible, or if the required textbook is currently out-of-stock, place an order with the book retailer as soon as possible so that these book retailers can monitor demand and supply, and adjust their stock orders accordingly.

MGSM iLearn

The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MGSM>

Unit Schedule

Block class – Dates: 11-13, 26-27 May 2018 (9am – 5pm)

Session	Date	Topic	Required Text Reading
1	11 May	Introduction to persuasive speaking The Canons of Rhetoric	Chapters 4
2	11 May	Audience Psychology	Chapter 6
3	12 May	Logos: Developing a persuasive argument	Chapter 8
4	12 May	Logos: Reasoning and logical fallacies Debate (topic to be assigned)	
5	13 May	Assignment 1: Individual presentations Persuasive tactics: identity & framing Debate (topic to be assigned)	Chapter 1 & 2
6	13 May	Pathos: Rhetoric Rhetorical analysis exercises	Chapter 5 & 9
7	26 May	Ethos: Credibility and audience tuning	Chapter 7
8	26 May	Eloquence: Debate and delivery skills exercises	Chapter 10
9	27 May	Assignment 2: Team presentations	
10	27 May	Assignment 2: Team presentations (continued)	

Learning and Teaching Activities

Teaching Methods

Formal lectures, Case Studies, Syndicate Group Work, Class Discussion and Debates and Individual and Group Presentations are some of the teaching methods that will be used in class

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Peer Evaluations
- Rhetorical Analysis

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Peer Evaluations
- Rhetorical Analysis

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.

- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Peer Evaluations
- Rhetorical Analysis

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Rhetorical Analysis

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual

formats.

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical reasoning, the psychology of persuasion, and a strategic use public advocacy.
- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Peer Evaluations
- Rhetorical Analysis

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Employ deliberate persuasive strategies to encourage others to change their attitudes toward objective things in the world.
- Apply rational concepts and methods in a creative process to propose a path out of a current predicament or a solution to a current problem.
- Learn from and engage with audiences of diverse cultural, social and political attitudes and identities to persuade them to come together to address areas of common concern.
- Become citizens active in addressing pressing public concerns through applying critical

reasoning, the psychology of persuasion, and a strategic use public advocacy.

- Apply established techniques of rhetoric and recent psychological theory to seek to change certain aspects of the natural or social environment that is felt to be problematic by the public.

Assessment tasks

- Individual Presentation
- Persuasive Presentation
- Peer Evaluations
- Rhetorical Analysis

Changes from Previous Offering

No changes from the previous offering

Alignment with MGSM's mission-driven attributes

Leadership: A key skill of leaders is the ability to persuade follows and to influence change. This unit develops these skills.

Global mindset: Fundamental to this unit is an emphasis on the audience and the communication context. The ability to persuade is not inherent in the speaker but in their ability to tailor their message to the audience. This provides a key skill for a global mindset.

Citizenship: An ethical perspective is inherent in the unit and emphasised in the focus on critical reasoning. The unit encourages students to be engaged citizens of society by developing an interest in public advocacy.

Creating sustainable value: The unit demonstrated adoption of a forward-looking perspective on the impact of decisions on the position and performance of an organization.

Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

Content Disclaimer

These unit materials and the content of this unit are provided for educational purposes only and no decision should be made based on the material without obtaining independent professional

advice relating to the particular circumstances involved.