1. General Course Information

1.1 Course Details

Course Code:	1008GBS
Course Name:	Business Decision-Making
Trimester:	Trimester 2, 2024
Program:	Diploma of Business
Credit Points:	10
Course Coordinator:	Tilak Liyanaarachchi
Document modified:	10 May 2024

Course Description

The aim of the course is to explain the way people behave and make decisions in a business environment and the role that information has in the context of decision-making. The course will introduce some elements of behavioural sciences and game theory applied to business problems. It will also tackle some of the critical questions around the use of information for business decision making: how to assess the validity/reliability and relevance of the information we receive? how to use it effectively? how to simplify information, make it relevant, and present it to different audiences? The course combines different aspects. First, it encourages students to account for the psychological, cognitive, emotional, cultural, and social factors that affects decisions made by individuals and organisations (e.g., private corporates, government, civil society, etc.). Second it provides simple analytical tools to contextualise strategic decision-making in real world situations through lenses such as that of the consumer and the future role of social marketing. Third, it introduces students to the idea that business decision making requires reliable, timely information. The course takes a positive (as opposed to normative) approach to the analysis of interactive strategic decisions and behaviours. Through case studies, the course provides a description of what happens in a variety of business situations, with a focus on understanding the elements/dynamics that leads to a certain outcome of decision. In so doing, the course helps students identify the role of information (qualitative or quantitative), how it is sourced and assessed in terms of its validity/quality, and how it can be used to deal with uncertainty in decision-making. Basic approaches to the analysis, interpretation and presentation of various types of information are also discussed, including the foundations of big data analytics and qualitative data analysis.

Assumed Knowledge

There is no assumed prior knowledge for students in this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Tilak Liyanaarachchi	tilak.liyanaarachchi@navitas.com

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to demonstrate how important it is for businesses to establish effective decision-making processes. Business Decision Making will aim to develop your decision-making skills in analysing, problem solving and utilising your data and digital literacy skills to identify and present findings to stakeholders. In this course, you will examine the role of data, both qualitative and quantitative, and learn how to utilise quality data to inform decisions. It will give you the skill set to have confidence in your ideas, and to determine the best course of action to present your ideas and frameworks to stakeholders.
The aims of the learning and teaching activities in this course is that students will be able to:

- Understand the way people access, analyse and interpret information in order to make decisions in the business environment.
- Use simple analytical tools to enable strategic decision making in real-world situations

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 Understand key approaches to business decision-making, including the psychological, cognitive, emotional, cultural, and social factors that affect decisions made by individuals and organisations.
2 Identify and source the most appropriate information required for effective decision-making using data collection, data visualization and numerical descriptive techniques to support data interpretation and analysis.
3 Analyse data appropriately through a range of methods to make statistical inferences about business problems using hypothesis testing concepts.
4 Develop and communicate relevant solutions for complex business issues at the interpersonal, team and organisational level to assist in planning, controlling decisions, risk management, quality management and future positioning.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the **Graduate Generic Skills and Abilities**

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		

3. Learning Resources

3.1 Required Learning Resources

Required reading resources will be provided on the 1008GBS course site.
Microsoft Excel Software: All students are eligible for a free copy of Microsoft Office 365 which includes Excel software (Details on the 1008GBS course site.

3.2 Recommended Learning Resources

Details of additional recommended resources will be made available on the course site -College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.

- Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

- Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

- IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.3 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time.   Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
**Module 1: Understanding Decision-Making**					
1	<u>Why and What of Business Decision-Making</u> • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Overview of In Class Learning experiences, Guided tour of portal site Learning Content review Discussion & Experiences: - Case Study - Personal reflection - Ethical issues - Video analysis	Complete & submit interactive learning activities		1
2	<u>When and Who of Business Decision-Making</u> • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Scenario - Stakeholder analysis - Culture & First Peoples' Nations - Video analysis	Complete & submit interactive learning activities		1
3	<u>Approaches to Decision-Making</u> • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Emotion and the brain - Emotional intelligence - Activity: Thinking Hats Decision-making technique - Video analysis - Decision making & meeting	Complete & submit interactive learning activities		1, 4
**Module 2: Using Data for Decision-Making**					

4	Data and Decision-Making • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Case Studies: New Coke & Zara - Activity: The importance of Data-Driven Decision Making - Personal reflection	Complete & submit interactive learning activities	**Evidence of Learning Task 2: Stakeholder Scenario Analysis (20%) Due**	2, 4
5	Data Visualization for Decision-Making • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Data visualization techniques - Measures of centre & spread - Application: Financial education	Complete & submit interactive learning activities	**Complete Data Analysis 1 for Portfolio**	2
	Mid-trimester Break - No Classes				
	Module 3: Decision Making using Statistical Inference				
6	Data Inference for Decision Making (#1) • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - The normal distribution - Activity – Graphing data - Application: Data Driven Decision-Making in the NBA	Complete & submit interactive learning activities	**Complete Data Analysis 2 for Portfolio**	2, 3
7	Data Inference for Decision Making (#2) • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Hypothesis testing - Video analysis: Timing is Everything - Application: An experiment in action	Complete & submit interactive learning activities	**Complete Data Analysis 3 for Portfolio**	3

8	Data Inference for Decision Making (#3) • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Correlation & Regression - Correlation & Causation - Hypothesis testing: Refresher - Excel analysis: Hypothesis testing	Complete & submit interactive learning activities	**Complete Data Analysis 4 for Portfolio**	**3, 4**
		Module 4: Communicating and Managing Decisions			
9	Communicating Decisions • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Communication theory - Message encoding & decoding - Persuasion - Video analysis: How Google builds the perfect team - Group activity: Lunar Survival	Complete & submit interactive learning activities	**Evidence of Learning Task 2: Data Analysis Portfolio (40%)**	**3, 4**
10	Planning and Decision Making • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Why is planning important - Planning models - Case Study: Ryanair - Planning in the future - Case Study: Apple	Complete & submit interactive learning activities		**2, 4**
11	Managing Business Decisions • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions	Learning Content Review Discussion & Experiences: - Decision-making & Control - Risk Management issues - Case Study" Morgan Stanley - Video analysis: Managing Risk	Complete & submit interactive learning activities		**3, 4**

| 12 | Using Data for Future Positioning

• Watch: Mini-Lectures
• Read: Selected Readings
• Complete learning content understanding checks and review class preparation questions | Learning Content Review
Discussion & Experiences:
- The History of Business
- Activity: SWOT analysis and the 3Cs
- Consumer Psychology
- Segmentation & Positioning
- Case Study: Burj Al-Arab

Course Review | Complete & submit interactive learning activities | **Evidence of Learning Task 3: Report (40%)** | 1, 2, 3, 4 |

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Online Quiz	20%	1, 4	Week 4 During learning experience
2	Data Analysis Portfolio Problem Solving Assignment	40%	2, 3	Week 9 5pm, Friday, 6th Sept 2024
3	Report Written Assignment	40%	1, 2, 3, 4	Week 12 5pm, Friday, 27th Sept 2024

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative _and_ summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Online Quiz (20%)

Task Type: Online Quiz
Due Date: **Week 4 during Learning Experience**
Weight: 20%, Marked out of: 100
Length: 20 questions

Task Description: This online quiz will be based on module 1 from topic 1 to 3. You will get 20 multiple choice questions to be completed in 60 minutes.

Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1008GBS course site. The marking criteria will be given to students at the same time as the assignment information.
Submission: Online Turnitin submission to 1008GBS Evidence of Learning (Assessment) Tile.

2. Evidence of Learning Task 2: Data Analysis Portfolio (40%)

Task Type: Problem Solving Assignment

Due Date: Week 9: 5pm, Friday, 6th Sept 2024

Weight: 40%, Marked out of: 100
Length: 1500 words

Task Description: Over a period of 4 weeks, you will analyse data in relation to a range of scenarios. You will be required to select the appropriate analytic techniques and formats for visualisation to guide decision making. The weekly data analysis activities will be based on skills you are learning in the course.
Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1008GBS course site. The marking criteria will be given to students at the same time as the assignment information.
Submission: Online Turnitin submission to 1008GBS Evidence of Learning (Assessment) Tile.

3. Evidence of Learning Task 3: Report (40%)

Task Type: Written Assignment
Due Date: Week 12: 5pm, Friday, 27th Sept 2024

Weight: 40%, Marked out of: 100
Length: 1000 words

Task Description: You will be provided a scenario of an organisation for whom you must write a report (1000 words) to guide them in their decision-making. You will need to present the issue to be considered, the relevant stakeholders and factors impacting on the decision-making process. You will include the data analysis and visualisation needed to guide the decision. Finally, you will give recommendations for the future of the business in relation to this matter and consider any risks or implications of the decision. A template for this assignment will be provided on the 1008GBS website.
Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1008GBS course site. The marking criteria will be given to students at the same time as the assignment information.
Submission: Online Turnitin submission to 1008GBS Evidence of Learning (Assessment) Tile.

In order to pass this Course, students must:

A. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website – Policy Library for guidelines regarding extensions and

deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

   The sum of your marks of evidence of learning *tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour,for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidanceto understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and whenyou are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she mayrequest the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Evidence of Learning Tasks –

The Disability Services Policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.