CBS School of Marketing Mission: The School endeavours to continue to develop and disseminate knowledge in all the diverse areas of Marketing, Advertising and Public Relations relating to business, government and the community. The School seeks to provide students with a quality education in Marketing, Advertising and Public Relations, both as a means of broadening their intellectual and cultural experiences and as a means of increasing their opportunities in social and global marketplace.

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**Critical Thinking Standards- Public Relations Graduates**

**Definition:** Critical thinking is a habit of mind characterised by the comprehensive exploration of issues, ideas, artefacts, and events before accepting or formulating an opinion or conclusion. In public relations critical thinking involves identifying the issue; detailing the business objective; collecting information and evidence; assessing, isolating and defining the issue (with a focus on attitude; strategic and organised thinking; general knowledge; work experience; and team work); exploring, weighing and considering options; making a decision; developing and refining the decision; implementing the decision; monitoring the decision; and evaluating whether the decision achieved the stated business objective.

PR graduates will be able to demonstrate critical thinking in a wide range of business contexts

<table>
<thead>
<tr>
<th>#</th>
<th>Criteria</th>
<th>Standards University and Industry Expectations</th>
<th>Exceeds University and Industry Expectations</th>
<th>Meets University and Industry Expectations</th>
<th>Below University and Industry Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify Issue</td>
<td>▪ Quickly identifies workplace issue&lt;br&gt;▪ Understands impact issue has on business&lt;br&gt;▪ Applies rational, realistic &amp; mature thought to solving problems and threats that may arise&lt;br&gt;▪ Applies critical thinking process to solve issue</td>
<td>▪ Can identify most workplace issues&lt;br&gt;▪ Aware issues can adversely impact business&lt;br&gt;▪ Uses rational thought to solve problems&lt;br&gt;▪ Applies critical thinking process to solve issue</td>
<td>▪ Finds it difficult to identify workplace issues; and/or&lt;br&gt;▪ Knows solutions to issues should align with business statements, but cannot list which statements</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Detail Business Objective</td>
<td>▪ Knows solution must support business goals&lt;br&gt;▪ Details business objective in relation to issue&lt;br&gt;▪ Acknowledges deadline to solve issue</td>
<td>▪ Aware solution must support business goals&lt;br&gt;▪ Details business objective in relation to issue&lt;br&gt;▪ Acknowledges deadline to solve issue&lt;br&gt;▪ Regularly liaises with peers to check thinking</td>
<td>▪ Struggles to describe constraints associated with the business issue; and/or&lt;br&gt;▪ Requires assistance from peers to detail business objective in relation to issue</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Collect Information and Evidence</td>
<td>▪ Knows where to go to collect information&lt;br&gt;▪ Ensures information relates to issue&lt;br&gt;▪ Quickly comprehends and interprets information in charts, diagrams and tables&lt;br&gt;▪ Competently researches, digests and understands unfamiliar topics&lt;br&gt;▪ Spends appropriate amount of time on research commensurate with budget</td>
<td>▪ Knows where to go to collect information, but may need assistance on who to talk to&lt;br&gt;▪ Understands and can explain most information in charts, diagrams and tables&lt;br&gt;▪ Can research, digest and understand unfamiliar topics, and may ask for help&lt;br&gt;▪ Seldom goes over time on research and adheres as best possible to the budget</td>
<td>▪ Requires guidance on who to talk to and where to go to collect information; and/or&lt;br&gt;▪ Struggles to understand and explain information in charts, diagrams and tables; and/or&lt;br&gt;▪ Struggles to adhere to time and budget restrictions</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>4</th>
<th>Assess, Isolate and Define Issue</th>
<th>Embraces appropriate attributes to assess, isolate and define issue, entailing:</th>
<th>Possesses appropriate attributes to assess, isolate and define issue, entailing:</th>
<th>Does not display necessary attributes to assess, isolate and define issue:</th>
</tr>
</thead>
</table>
| | DEFINITION | ▪ An intellectual and reflective attitude  
▪ A strategic and organised thinker  
▪ Extensive general knowledge  
▪ Relevant work experience  
▪ Relevant experience in team work | ▪ An intellectual and reflective attitude  
▪ A strategic and organised thinker  
▪ Good general knowledge  
▪ Some work experience  
▪ Some experience in team work | ▪ Lacks a reflective attitude; and/or  
▪ Is a predominantly tactical thinker; and/or  
▪ Has limited general knowledge; and/or  
▪ Has limited or no work experience; and/or  
▪ Struggles working in a team |

| ATTITUDE | Has a challenging, curious and enquiring mind  
Has ‘why and how things are the way they are’; is analytical and astute  
Can stop, reflect and question why and how a task is to be done; is inquisitive  
Accepts that they do not know everything  
Does not automatically accept arguments  
Examines assumptions; assesses pros & cons  
is observant and mindful  
Knows and feels when something is not right  
Looks for hidden particulars and facts; can see ‘holes’ in an argument  
Has high level of common sense  
Can think multi-dimensionally, looks at issue from a variety of angles and layers  
Does not claim to know everything; comfortable in saying “I don’t know” | Has a challenging, curious and enquiring mind  
Asks ‘why and how things are the way they are’; is analytical and astute  
Can stop, reflect and question why and how a task is to be done; is inquisitive  
Accepts that they do not know everything  
Does not automatically accept arguments  
Examines assumptions; assesses pros & cons  
is observant and mindful  
Knows and feels when something is not right  
Looks for hidden particulars and facts; can see ‘holes’ in an argument  
Has high level of common sense  
Can think multi-dimensionally, looks at issue from a variety of angles and layers  
Does not claim to know everything; comfortable in saying “I don’t know” | May potentially have some interest in work, but attitude is disinterested |

| STRATEGIC AND ORGANISED | Understands business is like a chess game; you have to know what moves to take place before you make your first move; is strategic  
Understands impacts of brash decisions  
Objectively assesses and evaluates ideas, suggestions and proposed strategies  
Always thinks ahead; questions what challenges could emerge  
Thinks through and assesses the risks and consequences associated with decisions  
Knows what competitors are doing  
Has strong organisational skills and can | Understands business is like a chess game; you have to know what moves to take place before you make your first move; is strategic  
Understands impacts of brash decisions  
Objectively assesses and evaluates ideas, suggestions and proposed strategies  
Always thinks ahead; questions what challenges could emerge  
Thinks through and assesses the risks and consequences associated with decisions  
Knows what competitors are doing  
Has strong organisational skills and can | Tends to be disorganised and is more experienced in making short-term decisions |
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<table>
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<tr>
<th>GENERAL KNOWLEDGE</th>
<th>WORK EXPERIENCE</th>
<th>TEAM WORK</th>
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</thead>
<tbody>
<tr>
<td>▪ Is interested and aware of life and events</td>
<td>▪ Has been previously employed, such as in hospitality or sales</td>
<td>▪ Can work in different environments; adaptive</td>
</tr>
<tr>
<td>▪ Remains actively up-to-date with general knowledge</td>
<td>▪ Has some experience in office work; even if unpaid and some PR experience</td>
<td>▪ Works comfortably with other people</td>
</tr>
<tr>
<td>▪ Interested in domestic and international news</td>
<td>▪ Experience in administration skills, such as making and answering calls; organising meetings and taking minutes</td>
<td>▪ Has good people-handling skills</td>
</tr>
<tr>
<td>▪ Knows politicians and business leaders’ names</td>
<td>▪ Can read budgets and financial spreadsheets</td>
<td>▪ Sense of spirit de corps; camaraderie, connection, pride and comfort in a team</td>
</tr>
<tr>
<td>▪ Familiar with current trends and new issues</td>
<td>▪ Has some idea of political and interpersonal landscapes in a workplaces</td>
<td>▪ Able to follow a project plan and empower colleagues to complete tasks by due dates</td>
</tr>
<tr>
<td>▪ Responds to events with new media ideas</td>
<td>▪ Can apply a ‘professional approach’ to people in workplaces</td>
<td>▪ Follows checklists and plans</td>
</tr>
<tr>
<td>▪ Knows business, not just communication</td>
<td>▪ Knows business must operate at a profit</td>
<td>▪ Responds constructively to conflict; knows what to do in confrontational settings</td>
</tr>
</tbody>
</table>

- **GENERAL KNOWLEDGE**
  - Is interested and aware of life and events
  - Remains actively up-to-date with general knowledge
  - Interested in domestic and international news
  - Knows politicians and business leaders’ names
  - Familiar with current trends and new issues
  - Responds to events with new media ideas
  - Knows business, not just communication

- **WORK EXPERIENCE**
  - Has been previously employed, such as in hospitality or sales
  - Experienced in office or environment work; even if unpaid or charitable work
  - Has relevant PR experience, can manage databases, photo libraries, desktop research, and some event management
  - Understands political and interpersonal landscapes in a workplaces
  - Experienced administrator; can answer and make calls; organise meetings, take minutes
  - Understands budgets, cost benefit analyses and the importance of money management
  - Applies a ‘professional approach’ to people
  - Understands where job fits into organisation
  - Is commercially astute; knows business must operate at a profit

- **TEAM WORK**
  - Can work in different environments; adaptive
  - Works comfortably with other people
  - Has good people-handling skills
  - Sense of spirit de corps; camaraderie, connection, pride and comfort in a team
  - Able to follow a project plan and empower colleagues to complete tasks by due dates
  - Follows checklists and plans
  - Responds constructively to conflict; knows what to do in confrontational settings

- **TEAM WORK**
  - Is okay to work in different environments
  - Likes to work with other people
  - Has fairly good people-handling skills
  - Able to follow a project plan and provides regular updates to team coordinators
  - Confidently follows checklists and plans
  - Tries to respond constructively to conflict; and knows who to talk to when needing to cope with confrontational & difficult conversations

- **TEAM WORK**
  - Has little to no experience working in team environments

- **TEAM WORK**
  - Has little to no work experience in any industry, particularly office environments
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<table>
<thead>
<tr>
<th></th>
<th>Explore, Weigh and Consider Options</th>
<th>Explores ideas with reference to constraints</th>
<th>Can list potential solutions to issue and capable of exploring and weighing options, particularly in regard to constraints</th>
<th>Struggles to list potential solutions to issue and incapable of exploring and weighing options impartially; and/or</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>EXPLORE OPTIONS</td>
<td>Competently rates issues for effectiveness</td>
<td>May at times seek input from peers</td>
<td>Requires guidance</td>
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<tr>
<td></td>
<td>Lists range of potential solutions to issue</td>
<td>Submits potential solutions to management with recommendations</td>
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<tr>
<td>6</td>
<td>Make a Decision</td>
<td>Applies sound sense of judgement</td>
<td>Applies fairly good judgement in making a decision, having based it on collected impartial research and reflective thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DECISION</td>
<td>Makes decision based on impartial research and reflective thinking, followed by management feedback</td>
<td>If tackled individually, may have spoken with peers during the exploration process</td>
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<td></td>
<td></td>
<td></td>
<td>Seeks feedback from management</td>
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<tr>
<td>7</td>
<td>Develop and Refine Decision</td>
<td>Competently works on developing and refining the issue to minimise problems from arising; adheres to business constraints</td>
<td>Works on developing and refining the issue to minimise problems from arising; and may seek input from peers</td>
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<tr>
<td></td>
<td>REFINISH DECISION</td>
<td>Ensures decision supports business objectives and organisational vision, mission and values</td>
<td>Ensures decision supports business objectives and organisational vision, mission and values</td>
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<tr>
<td>8</td>
<td>Implement Decision</td>
<td>Skilfully implements decision across appropriate mediums</td>
<td>Can implement decision across appropriate mediums, and will have liaised with peers before implementing</td>
<td>Requires guidance from peers before implementing a decision</td>
</tr>
<tr>
<td></td>
<td>IMPLEMENT</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Monitor Decision</td>
<td>Regularly monitors and reviews decision to determine effectiveness in solving issue</td>
<td>Monitors and reviews decision to determine effectiveness in solving issue</td>
<td>Requires guidance from peers to monitor decision and to determine its effectiveness in solving the issue</td>
</tr>
<tr>
<td></td>
<td>MONITOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Evaluate Whether Decision Achieved Business Objective</td>
<td>Seeks feedback to determine whether implemented decision solved issue</td>
<td>Seeks feedback to determine whether implemented decision solved issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EVALUATE</td>
<td>Reviews other potentially related issues</td>
<td>Prepared to accept and learn from feedback</td>
<td>Fails to seek feedback on effectiveness of business decision; and/or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Able to accept and learn from feedback</td>
<td></td>
<td>Fails to learn from formal and informal feedback</td>
</tr>
</tbody>
</table>