Assessment Brief

M528 Cognitive Psychology and Leadership

Summer Semester, 2025

Part I: General Information

Module	M528 Cognitive Psychology and Leadership
Term	SS0325
Assignment Title	Case Study Report
Weighting	70% Primary Assessment Task 15% Class attendance 15% Online assessments
Distributed on:	May 2025
To be submitted on:	July 4th. 18:00 Central European Time.
Submission Method	The Primary Assessment must be submitted as a PDF File to the corresponding Submission Folder on Canvas. File must be readable by Turnitin. The use of generative AI technologies (such as ChatGPT) in your final assignments is not allowed unless the assessment guidelines explicitly clarify, under which terms, you are allowed to use these technologies. Any violation of this rule will result in an investigation of academic misconduct.
Length	3,000 words +/- 10% not including Title Page, Contents Page, Executive Summary, References or Appendices

Part II: Assessment Details

Primary Assessment Task Topic	You are the newly appointed Chief People Officer for a NASDAQ 100 company of your choosing. A crisis has arisen within the organization as fraudulent claims, widely circulated in Social Media, report that the company is set to lay off 3750 employees as part of a job redundancy plan aimed at reducing costs. Employees across the organization have identified kernels of truth in social media reports and have been pushing their line managers to corroborate whether their future in the

	organization is safeguarded or not. On a cross-departmental level, anxiety and insecurity seem to have emerged quite strong. And, already, some employees have started applying for employment in competing organizations. As the Chief People Officer you have been asked to submit a report on this crisis to the Office of the CEO.
Assessment Guidelines	Your report should be concise and contain the key elements that back up your choices. In your report you must cover the following points: 1. Identify the problems. 2. Evaluate the major problems in the case. 3. Suggest solutions to these major problems. 4. Construct the best solution to be implemented. 5. Detail how this solution should be implemented. It is crucial that the report animates module and other academic sources (e.g. academic peer reviewed articles) and theories to support its case.
Purpose	Case study assignments usually require students to identify problems and issues in a scenario, to demonstrate their developing knowledge of theories and professional policies and to make decisions and recommendations based on these to either prevent or solve some of the issues in that scenario. The task outlined below will encourage students to gain and exhibit insights with regard to external/internal organizational information/narrative processing, the interplay between cognition and emotion, leadership responses to major outbreaks of effective propaganda, problem solving, influence and decision making.
Links to module intended learning outcomes	The assignment relates to the following intended learning outcomes for the module: 1. Have a comprehensive understanding of the practical relevance of behavioural, cognitive and social psychological theories of decision-making in individual, group, organizational or societal contexts, and are able to evaluate and apply them. 2. distinguish, analyse, and evaluate the operational, strategic, and political-ethical relevance of narratives, persuasion methods, propaganda, and soft power in interaction, mass communication, media, and digital media. 3. analyse and evaluate the role and functions of narratives in the practice of international and transnational organizations, international business and politics.

	4. understand the major biases in human perception and decision-making as opposed to the availability of information, the evaluation of information, intuitive predictions, reality substitution, and complexity reduction mechanisms.
Special Instructions	As part of this assessment task, you are required to engage in a simulated/imaginary scenario. Please do not use existing cases, if any. It is important that you can evidence the ability to describe *how* would a narrative of fraudulent claims unfold and penetrate the organization.
Additional Assessment Components	GISMA University rewards in class participation, and engagement with asynchronous content, at a rate of 30% per module. 1. Students participating ≥ 80% (factoring on possible extenuating circumstances) of their synchronous classes as per their due mode of delivery, will gain 15% towards their final module mark. Students attending on a part-time/online mode, will need to evidence in-class participation and/or engagement with recorded lectures. 2. Students successfully engaging with asynchronous material on the gamification/microlearning path and completing all summative assessments in the asynchronous environment, will equally gain 15% towards their final module mark. Every summative assessment (to be completed in unit-based format in weeks 3, 5, 7, 9 as designated on Canvas) counts for 3.75% of final module mark. The above also entail that, students falling below 80% of attendance, although they will be still allowed to submit, they will have their final mark capped at 85/100. Equally, if they fail to engage with the asynchronous material and complete the short summative assessments included in the specific checkpoints designated above, irrespective of their engagement and participation in synchronous delivery, will have their module mark drop by a maximum rate of 15%.

Part III: Marking Criteria / Assessment Criteria

Mark Weight	Fail (0 - 49%)	Sufficient (50 – 59%)	Satisfactory (60 – 74%)	Good (75-89%)	Very Good (90-100%)

100%	5,0	4,0 - 3,7	2,7-3,3	1,7-2,3	1,0-1,3
Marking Criteria	Does not fulfil the requirements of the assessment.	Demonstrates acceptable knowledge and understanding of the subject-matter and achievement of learning outcomes at low to average level of performance.	Demonstrates substantial knowledge and understanding of the subject-matter and achievement of learning outcomes at average to above average performance levels.	Demonstrates a comprehensive knowledge and understanding of the subject-matter and achievement of learning outcomes at well above average levels of performance.	Demonstrates a comprehensive knowledge and understanding of the subject-matter and achievement of learning outcomes at high (highest) levels of performance.

Assessment Criteria for the Primary Assessment Task	Your report will be assessed based on the following criteria: • Overhauling the chosen organization's mission, vision, and people environment (15%) • Integration of academic theory and 'real-word' practice (15%) • Depth of analysis (10%) • Constructing recommendations that follow logically from your critical analysis (15%) • Quality of the proposed actions (10%) • Professional formatting and Harvard referencing (5%)
Notes about Marking	These criteria are provided as guidance for the purposes of standardization. All areas need to be adequately addressed. As a student of GISMA UAS you should expect to be given robust feedback when submit case studies. The assessor shall look for a reflective element with a view to evidence new/reinforced learning.

Part IV: Tips for Successfully Engaging with this Assessment

Answer the Question	It may seem obvious, but make sure you are answering the question you have been set, not the question you would prefer to answer. If the brief has a number of tasks or parts, answer all of them. Parts that involve evaluation or analysis are usually longer. Keep the brief in front of you and check it regularly.
How to use Assessment Criteria	The assessment criteria are not usually a guide to the structure of your assignment. Each section of the criteria is not a separate paragraph in your assignment, but qualities that you need to demonstrate throughout. Treat the assessment criteria as a checklist at the end not

	as a plan at the beginning. Also the criteria often tell you what to demonstrate (e.g. critical analysis) but not necessarily how to do it. For the how to do it, look back at the skills and activities you have covered in the rest of the module. Above all, remember this is not a test of how much you know or how much you have read about the topic. It is a test of how well you can use your knowledge to answer the specific question set.
Planning and Preparation	STEP 1: READ THE CASE STUDY AND GUIDELINES CAREFULLY Highlight the main points of the case and any issues that you can identify. STEP 2: IDENTIFY THE ISSUES IN THE CASE STUDY An important part of your answer is to analyze the situation and to identify the issues described in the case which may be problematic. STEP 3: LINK THEORY TO PRACTICE Use your knowledge of existing codes of practice, theories and/or other professional documents and behaviours to decide what can be done appropriately. STEP 4: PLAN YOUR ANSWER It can be useful to use the questions you have been set as headings and to answer each part in turn, reducing the chance of omitting set questions. STEP 5: START WRITING YOUR CASE STUDY ANSWER Like any report, you will need an executive summary, a table of contents, an introduction, body sections in which you answer the questions put to you regarding the case study, references, a conclusion and appendices, if any. STEP 6: PROOFREAD AND SUBMIT Does your report demonstrate that if you were a professional working in this particular situation, you would know what policies and procedures should be followed, or what actions to take to deal professionally with the situation? If so, it is ready to submit.
Referencing	GISMA Business School requires that students use Harvard Referencing
Plagiarism and Cheating	Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS THAT IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a list of references and bibliography must be submitted). Please note that this is intended to be an individual piece of work. Ensure that you read through your work prior to submission. Action will be taken where a student is suspected of having cheated or engaged in any dishonest practice. Students are referred to the University regulations on plagiarism and other forms of academic

	misconduct. Students must not copy or collude with one another or present any information that they themselves have not generated. For more information on Plagiarism see the relevant section in your Programme Handbook.