

Read, connect and respond to P5 questions

My problem	Remedies	Explanations
<p>Slow reading: delayed focus and weak ability to absorb and sustain retention of details.</p> <p>I often tend to read for information whereas I am required to read for meaning, insight and purpose. This requires the application of higher order thinking (HOT) skills.</p> <p>Causes: Inadequate comprehension skills.</p> <p>Lack of familiarity with the unique characteristics of P5 thinking and reasoning.</p> <p>Need I need a two-week on-the-go training remedy and support.</p> <p>Approach Use worked example of exam question (2 to begin with) reading requirements to develop the <u>required structured reading and critical thinking skills</u> (higher order thinking skills).</p> <p>Develop your understanding and skills. Deliberate daily practice: i) use worksheets to prepare timed answer plan based on reading and interpretation; ii) review and reflect on what has been learned closing any gaps identified (in knowledge and skills); iii) <u>intensify practice</u> to overcome the identified weaknesses.</p> <p>Use question 2 for the preceding three exams (Dec 2014, June 2014, Dec 2013); iv) use checklist (e.g. EBA checklist) to address all the requirements.</p>	<p>Argument structure: the questions consist of various arguments. Identify the parts and respond appropriately. Refer to the worked example.</p> <p>What is an appropriate response? Determined by the assessment requirements signified by the question verb e.g. “discuss”: identify, analyse, assess, synthesise and conclude. Requires exercise of professional judgement.</p> <p>Assessment requirements are driven by the overall syllabus aims: see p4, p5 study guide. Every time you read or practise you should check which aspect of the “aims” you are addressing.</p> <p>Concentration should be improved by engagement with the questions as you <u>actively seek the parts of the argument.</u></p> <p>Unique P5 thinking and reasoning Study the way that P5 reasoning works uniquely.</p> <p>For the exam you are strongly encouraged to answer the questions in this order: part B (q2 or 3), then part A.</p>	<p>Questions are organised into paragraphs representing “units of thought”: the main idea (embodies a problem e.g. rapid growth brings problem to be solved); arguments develop the claims that are made about the nature and cause of the problem and how it can be solved.</p> <p>Unique P5 thinking and reasoning Unlike P2, P5 is not rules-based: e.g. there is no rule (IFRS) to determine that ERPS is the best information system <u>because</u> what information fits a particular entity is contingent on the entity’s situation.</p> <p>Therefore evidence is more important than rules or principles. There is no straight jacket. So what sort of evidence is compelling and how does it apply to the arguments? It depends on the context.</p> <p>What <u>technical tools</u> are required to marshal the evidence towards a sound conclusion? What is a sound conclusion? What are its basic elements?</p> <p>So P5 is very much <u>persuasive</u> in the way that it builds its case and seeks validation and acceptance of it.</p> <p>So what does that mean for the way that you reason about things and provide adequate answers?</p> <p>When you study the examiner’s answer <u>actively seek and think about how the answer goes about persuading you.</u> What are you persuaded of? How were you persuaded? How was the writer objective, comprehensive, focused, evaluative? Can you identify the specific words or group of words that uniquely convey special meaning to you? What did you learn?</p> <p>Identify the <u>critical features</u> (e.g.</p>

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		<p>application of frameworks such as the “performance pyramid”, quality of evidence, convergent support where all the arguments lead to the same conclusion), and rank them based on their “relative strengths”. What are the criteria of strength? E.g. enquiry criteria (how can we remove the inefficiencies of the functional structure?) match the resolution criteria (install an ERP system that integrates all functions on a single database accessible by all functions).</p> <p>Purposeful engagement (organised enquiry, insightful reflection and synthesis) is what causes learning. There is no substitute for it.</p>
Unsure as to how to apply the toolkit – unable to select and apply tools from the toolkit.	Use the shadings (see the colour codes e.g. turquoise is for content specific language prompting you to think about the relevant toolkit). See annotations.	<p>This gap can very quickly be filled by i) looking at the answer; ii) looking at the Sekoyen study notes.</p> <p>Then you must rehearse it so you don’t forget. Notice that the toolkit is finite; the scenarios are infinite.</p>
Unstructured and unfocused response	<p>Use the outline of the question to structure your response. See worked example.</p> <p>Notice how the text of question 2 June 2015 as a whole is organised logically into two main parts: i) current strategic problems and solutions (q2a) and ii) future priorities and requirements (q2b).</p>	<p>Match the structure given to you – you can’t go wrong.</p> <p>As you read notice the logical progression or flow of the meaning and purpose: from claim to evidence to conclusion. Also look for any “qualifications” – contingent factors that may modulate the conclusion. In this question part two – future priorities and requirements - the success of the solution is contingent on the SLA being fulfilled. So this is a modulating factor to the conclusion reached. Hence there are penalties for SLA failures underscoring the usefulness of the stated CSFs.</p>
Unsure as how much detail to use	Only refer to and integrate specific relevant details that add evidence to the arguments you have articulated in response to the question – that is the place of the scenario details.	Disciplined use of scenario details to support arguments. For example, as the entity is now an established significant international operation (claim) judging by the geographical spread of its operations and location of its supply chain

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		<p>(evidence) there is a clear need for a system that enables all parts of the entity to be accessible to users wherever they happen to be working (conclusion - warrants what follows). An ERP system is <u>uniquely capable</u> of meeting these needs <u>in that</u> (give reasons to support the claim) it provides a single database to all users and functions (unique feature justifies selection of ERP system). Such an integrated configuration (echo the features) would <u>overcome the inefficiencies of a functional structure</u> and optimally support the information processing and monitoring needs of a diverse and geographically dispersed international operation (feature adequate to perform the functions). In particular, (particularise the feature's function by focusing it on a key CSF) the ERP system by providing access to real-time information would allow managers to monitor and adjust their product mix to meet customer needs and manage market share in a hypercompetitive industry (foster strategic implementation in accordance with the performance pyramid and McKinsey 7Ss).</p>
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