GMGT 7200 (G01) (1.5 CH)
CRITICAL AND CREATIVE THINKING
WINTER 2022

INSTRUCTOR

Name:	Howard Harmatz	Office Hours:	In classroom immediately following class or by appointment
Phone:	204-474-6408	Class Room:	Online
Email:	Howard.Harmatz@umanitoba.ca	Class Time:	6:15-9:30 PM January 6, 11, 13, 18, 20.

COURSE TECHNOLOGY

Students require a computer with either built in or external webcams. In a graduate course it is important to have all faces visible all the time.

Topic: GMGT 7200 G01
Time: Jan 6, 2022 06:00 PM Winnipeg
    Every week on Thu, Tue, 5 occurrence(s)
    Jan 6, 2022 06:00 PM
    Jan 11, 2022 06:00 PM
    Jan 13, 2022 06:00 PM
    Jan 18, 2022 06:00 PM
    Jan 20, 2022 06:00 PM
Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly:
https://umanitoba.zoom.us/meeting/u5MpdeuorD4vE9R6vL1F6MZ_SeySOlZx2QHf/ics?icsToken=98ty Ku-vqjkoGtaQtRCHR_MEBojoa_TzpiVYj_pvygnJUgYFTznJBedbAZ1zKsCC

Join Zoom Meeting
https://umanitoba.zoom.us/j/67422025590?pwd=V1pSd1UzV3UzYkRETzhHYk5zSzY2QT09

Meeting ID: 674 2202 5590
Passcode: 628894
One tap mobile
+16473744685,,67422025590#,,,,*628894# Canada
+16475580588,,67422025590#,,,,*628894# Canada

Dial by your location
    +1 647 374 4685 Canada
    +1 647 558 0588 Canada
    +1 778 907 2071 Canada
    +1 204 272 7920 Canada
    +1 438 809 7799 Canada
    +1 587 328 1099 Canada
    +1 613 209 3054 Canada
Meeting ID: 674 2202 5590
Passcode: 628894
Find your local number: https://umanitoba.zoom.us/u/gcmke5jJlP

Join by SIP
67422025590@zmca.us

Join by H.323
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)
Meeting ID: 674 2202 5590
Passcode: 628894

WRITING REQUIREMENTS

This course requires all papers to be double spaced, 12pt typeface. Any professional looking typeface is acceptable. Any referencing and paper layout will use APA 7th edition requirements for student papers. (abstracts and running headers are not required, but page numbers are.)
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

COURSE DESCRIPTION

This course introduces students to different ways of thinking about the cognitive dimensions of organizational leadership. Approaches include the creative (divergent perspective), the critical (convergent perspective) and the holistic (systems-perspective) with special emphasis on understanding the nature and appropriateness of different forms of cognition in organizational leadership.

We explore the systematic, critical, and the creative forms of thinking. Our goal is to apply these patterns of directed mental labour to outcomes appropriate in organizations, and in other aspects of life as well. These forms of thinking are practiced in the individual and group settings. In short, freeing thinking and cooperation from the limitations of our fears, biases, and interests enhances creative thinking and group dynamics.

Each session should be dominated by the students sharing understanding of material and application to experiences. To achieve success, read for understanding, not memorization. The reading throws out ideas, most are quite simple yet profound in generating self-awareness and openness to thinking more broadly. Altogether, you are being asked to do about 7 hours of work for each class. Enjoy attempting to break out of accustomed ways of studying for gathering information and delight in thinking. Thinking about thinking, solving, and creating solutions should help you gain more from the various courses you are taking in the Asper MBA program by setting you on a course of learning where you will be integrating and rethinking as you progress. You will practice enhancing your thinking by working collaboratively with others.

Most of the reading is from a great book (Paul & Elder, Critical Thinking 2nd ed.) designed for self-reflection on the thinking process has exercises and contains hints how to improve oneself over a lifetime. In a second short book, Stroh introduces you to a more general problem: we do not think in terms of systems. His book helps us place ethical and environmental issues into the core of our creativity, when you accept that ethics, sustainability, and other broad values are essential to our species and our world, and to our organizations.

Creativity comes from the process of integrating perspectives and cognitive processes. Leadership more often than not requires creativity. Classes should be times of peer to peer engagement to drive a thinking process. Classes will be a secure environment for people coming from different backgrounds, diverse educational, cultural, and life experiences to come together. Students provide the energy that drives the incubation of creative ideas. Learning to be collaborative is an expected outcome.

There will be small group activities to allow more peer to peer sharing and in-class collaboration. Ideally, the students are primary, not the instructor. This is not a lecture course.

LEARNING OBJECTIVES

Students will:

1) Better understand different ways to think about the nature of the multi-dimensional task of organizational leadership.

2) Better understand the nature of creativity, the creative process and the barriers to creative thinking.

3) Better understand the nature of a systems perspective, as evidenced by an appreciation for the holistic nature of phenomena and their surrounding context(s)

4) Better understand the nature and place of critical analysis in discerning one's underlying assumptions and causal networks.

5) Better appreciate the challenges of integrating the appropriate cognitive approaches with the demands of organizational life.

6) Think about working collaboratively instead of breaking down a project into discrete, separable parts; effectively drawing in the insights of others with different perspectives.

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of "student improvement" is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	Goals and Objectives in the MBA Program	**Goals and Objectives Addressed in this Course**	**Course Item(s) Relevant to these Goals and Objectives**
1	**Strategic Thinking** Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	X	Class discussion First and third nights
	B.Students are able to identify different strategies.		
	C.Students are able to perform a basic strategic analysis.	X	Paul & Elder chapters 14 & 15
	D. Students are able to recommend strategic alternatives and their implementations.		
2	**Global Perspective** Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	X	Paul & Elder Chapters 9 & 11.
	B.Students have an awareness of different global perspectives.		
	C. Students have been exposed to global business environments through course materials		
3	**Ethical Mindset** Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.		
	B. Students demonstrate an understanding of ethical decision making.	X	Paul & Elder Chapter 12
	C. Students demonstrate moral development in ethical decision making.	X	
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	X	Paul & Elder 13 Final written submission.
4	**Quantitative and Financial Proficiency** Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

Paul, R. & Elder, L. (2014). *Critical Thinking.* Roman & Littlefield (previously published by Pearson Education) ISBN 978-1-5381-3952-3 • Hardback • ; ISBN 978-1-5381-3953-0 • eBook •

Stroh, David P. (2015) *Systems Thinking for Social Change.* Chelsea Green Publishing. This book is also available in various electronic formats such on Amazon Kindle, Google Play

COURSE ASSESSMENT

10%   #1 – Narrative about a problem (two or three pages, double spaced) – **January 9th (23:59)** submitted as an electronic document only to UM Learn.

25%   #2 – Reflections on what went wrong (applying what is learned by reading Paul & Elder and class discussions) –**January 16 (23:59) (this will be shared with peers and writing tutor with expected peer feedback given and taken by January 24 (23:59)**

35%   #3 – A professional paper with some use of source material but the experience described above will be used as evidence. Does critical thinking add meaningful perspective to engagement with others? In short, what did you learn from going through writing up Assignments 1 and 2? And does thinking more broadly is systems make a difference in reinterpreting the incident. (See final project below for more clarity). –

 5%   Reflection on peer support. **January 26 (23:59**

25%   Participation, including satisfactory peer support.

TENTATIVE GRADES TO MARKS

Cumulative Marks	Grade	GPA	Performance
90–100	A+	4.5	Excellent
80–89.99	A	4.0	Very Good
75–79.99	B+	3.5	Good
70–74.99	B	3.0	Satisfactory
65–69.99	C+	2.5	Marginal
60–64.99	C	2.0	Unsatisfactory
50–59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it The professor decides how to deal with the impact of missed classes on your final grade.

<u>TENTATIVE COURSE SCHEDULE</u>

<u>January 6</u> Before classes start!

Read Paul & Elder Critical Thinking pp. 63-166

       Chapter 5 "The First Four Stages of Development: What level are You?"
       Chapter 6 "The Parts of Thinking"
       Chapter 7 "The Standards for Thinking"

The first part of the class will be discussing your reflections on the three chapters from Paul & Elder.

What did you learn?

We will also talk about integrative thinking (not covered in your readings) and how this in enhanced when working well with others, but blocked when unable to work together.

Can groups be creative?

<u>January 9th submission</u>

"The incident"

The written work in this short course uses an encounter from your own life. This short narrative that will be the "specimen" you examine: **submit a two or three page (double spaced descriptive narrative about a dyadic meeting that did not go the way you wished and you felt was a setback. Ideally this is an encounter that left an emotional impact and one where you had expectations and hopes before it took place that were not realized. This is your experience that you will now examine to extract the lessons in order to make it a real learning experience. This first telling is a clear detailed description of what was said and done with minimum analysis. It should be a dyadic interaction.**

For example, think about a decision process you encountered in an organization. These include performance appraisals, conflicts with managers or co-workers, or long term goals. Ideally, choose an organization where you worked, but if you cannot think of a good example you can consider an organization that impacted you as a client. You could also use a **dyadic** (a goup of two) encounter you had as a student with a fellow student or supervisor. Going into the encounter what would have expected would be the goals of other stakeholders? What were your goals, prejudices, concerns, fears, etc.? Be prepared to share your thoughts in class. This short 2-3 page (double spaced) summary will be submitted on UM Learn. This will be extended by adding analysis and shared with your small group. In this short piece of writing, only what happened, what was felt, what was thought; the next assignment will have your interpretation and incorporation of ideas from your readings and class discussions. This initial telling is the simple narrative of what happened.

<u>January 11th</u>
Before class:

       Read Paul & Elder pp. 183-230

Chapter 9 "The Art of Making Intelligent Decisions"
Chapter 10 "Taking Charge of Your Irrational Tendencies"

January 13th Before class

Read Paul & Elder pp. 231- 310

Chapter 11 "Monitoring Your Sociocentric Tendencies"
Chapter 12 "Developing as an Ethical Reasoner"
Chapter 13 "Analyzing and evaluating Thinking in corporate and organizational life"

Think about analytical and creative thought within the context of an organization in general, and a corporate, non-profit organization, or governmental organization given Paul & Elder's framework. Also, critically examine Paul & Elder.

January 16th **submission**

"The second telling"

A 5-7 page (double spaced) summary reflection will be submitted on January 16th on UM Learn that extends your initial paper with a reflection on sociocentric, egocentric, irrational tendencies and how you saw or did not see the interaction in terms of a system.   This paper will go into three processes: two of them formative, the last evaluative, measuring where you are at this time. The formative feedback should be of immense value in the final telling.

The two formative processes will be carried on in parallel This paper will be shared with members of your group for material comments. Likewise, you will receive copies of your group members' papers to review as well.   You will be helping each other on issues of material content. The paper will also be uploaded to be evaluated for writing issues by writing tutors. The writing tutors will be looking for some of the writing problems that you should overcome in your time with the MBA program so that weak written communication will not hinder your career.

Before the class on January 20th you should give the other members of your group a good 1-2 page critical assessment of what might be done, in terms of content, to improve their assessments of their "encounter." You should also receive an assessment from the writing tutors on your needs as a writer of professional English a fw days later.

Your writing should be professional, engaging, and written in correct English. Thus, tutors will respond in writing to each student paper, providing feedback on the organization of ideas, use of evidence, and clarity of expression. Online tutors will encourage students who are struggling with the assignment to meet with a writing tutor for a follow-up appointment. ALC services are university funded and are available to graduate students without additional charge.

The primary purpose of this initiative is to improve the writing skills of all our students. The secondary purpose is to introduce new MBA students to the writing services offered through the University of Manitoba's ALC. These services support student development in writing and are available to students

throughout their MBA Program. This unit also underscores one of the learning goals of GMGT 7200, the value of constructive formative feedback.

Again, the writing tutors' work is formative, not evaluative. The individual feedback you will be given is not part of the grading. Their keen eyes are directed at identifying and beginning the remediation process so that your work in this program and in interactions beyond this institution do not hinder your success. It is expected that by the time you submit your final work, you will have progressed. However, your grade on the final submission will have a language arts component.

January 26th (23:59) Final project
Before midnight submit your project uploading your final reflection on criticism and final recounting and reflecting on your reported encounter as two separate items on UM Learn.

These are two separate documents.
   (1) a short reflection on what you learned from giving and getting peer feedback and your reaction to the process. How did you feel? What have you learned about your feelings? This should be done in no more than 500-600 words (Read only by instructor.)

   (2) The final retelling (8-10 pages)of your story thinking about the encounter given what you have learned from reading and class discussion. Where do you think your lack of critical thinking and lack of appreciation of the broader systems in which you were operating led to the unhappy outcome.
Objectives:
   • Learning how to give and accept constructive criticism, often including opposing ideas.
   • Seeing that critical thinking can be incorporated in a process of continuous improvement and creativity
   • Show an understanding how own thinking can be improved.
   • Demonstrate professional writing

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:
http://umanitoba.ca/research/orec/ethics/guidelines.html

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on…	…follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - *Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook*	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behaviour

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

o   using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words

o   duplicating a table, graph or diagram, in whole or in part, without referencing the source

o   paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source

o   copying the answers of another student in any test, examination, or take-home assignment

o   providing answers to another student in any test, examination, or take-home assignment

o   taking any unauthorized materials into an examination or term test (crib notes)

o   impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination

o   stealing or mutilating library materials

o   accessing tests prior to the time and date of the sitting

o   changing name or answer(s) on a test after that test has been graded and returned

o   submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

Howard Harmatz
Lecturer, Business Administration
I.H. Asper School of Business

In ordinary times Harmatz is usually spotted evenings at Drake coaching case teams and debate teams for the Asper School and has supported numerous teams to podium finishes. In this era of Covid-19, he is online doing much the same. Howard R. Harmatz is a lecturer in Business Administration, IH Asper School of Business, University of Manitoba. He holds a M.A. from Simon Fraser University, and has done further studies at the University of Manitoba in the Department of Economics. He holds a B.A. from Goddard College, Vermont. He has been teaching at the University of Manitoba since 1975 and is the 2011 Beatrice Stanton award winner in teaching excellence from the University of Manitoba. He has published in the areas of economic psychology and political science, although he formally studied economic history and public policy.

His focus is developing critical analytical skills in students through extensive coaching debate especially and business case competition and generally asking "Why? Please explain." He is known for intellectual wandering that makes him a perfect companion for cats and a tolerant wife.

He grew up in Boston and as an undergraduate created a social enterprise to support moving families into owner owned housing from furnished about to be demolished residences in the inner city.