INSTRUCTOR

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Office Location: 468 Drake
Office Hours: Class nights 9:30 – 10 p.m. or by appointment
Class Time: Tues & Thurs (Aug. 28, 30, Sept 4, 6, 11) 6:15 - 9:30 p.m.; Sept. 17:15 – 10:30 p.m.
Class Location: 117 Drake (107 can be used for break outs)

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.

Please 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 five 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) designed for self-reflection on the thinking process has exercises and contains hints how to improve oneself over a lifetime. 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.

In each class 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.

**COURSE 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.

**COURSE MATERIALS**


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.

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

10%  #1 – Narrative about a problem (two or three pages, double spaced) - **August 29**
25%  #2 – Reflections on what went wrong (applying what is learned by reading Paul & Elder and class discussions) - **September 12**
35%  #3 – A professional paper with some use of source material but the experience described above will be used as evidence. What did you learn from going through writing up Assignments 1 and 2? Does thinking more broadly is systems make a difference in reinterpreting the incident. (See final project below for more clarity). - **September 18**

30%  Participation

Assignments are expected to be on time. If not submitted on time without instructor’s prior approval or documentation (e.g. medical), for each day or part thereof assignments may be discounted 30%.

Final grades will be assigned as follows;

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
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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 (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.
TENTATIVE COURSE SCHEDULE

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”

**August 28** 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 is enhanced when working well with others, but blocked when unable to work together.

**August 30** (Before class) submit a two or three page (double spaced descriptive narrative about a meeting that did not go the way you wished and you felt was a setback. 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. 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 and shared with your small group. (This is the beginning of your term project)

Can groups be creative? Class discussion on how.

**September 4** Read Paul & Elder pp. 183-282

Chapter 9 “The Art of Making Intelligent Decisions”
Chapter 10 “Taking Charge of Your Irrational Tendencies”
Chapter 11 “Monitoring Your Sociocentric Tendencies”
Chapter 12 “Developing as an Ethical Reasoner”

Think about your current approach to thinking. Have you built up subject specific silos of thought? Do you combine ethics, logic, creativity while containing fear and irrational patterns.

A 6-8 page (double spaced) summary reflection will be submitted before the class on the 6th 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 will be shared with members of your group for comments.
By midnight September 12, you should give the other members of your group a good 1 or 2 page critical assessment of what might be done, in terms of content, to improve their assessments of their “encounter.”

Your writing should be professional, engaging, and written in correct English.

*This piece of writing will also be shared with the writing tutors. Their 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. Your grade on the final submission will have a language arts component.

**September 6** Before class
Read Paul & Elder pp 283-352

Chapter 13 “Analyzing and Evaluating Thinking in Corporate and Organizational Life”
Chapter 14 “Strategic Thinking: Part One”
Chapter 15 “Strategic Thinking: Part Two”

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.

**September 11** Before class
Read Stroh, *Systems Thinking for Social Change* pp.13-164

What does systems thinking do at the level or the organization and more broadly, in the community? You will discuss this in class. In particular, how can the idea of systems both broaden and sharpen your thinking?

**Final project**
Before midnight on September 18th submit your project as separately 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? (Read only by instructor and marker.)

2. The final retelling 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

A Writing-Focused Initiative for MBA Students

This term, writing support will be embedded in GMGT 7200 (“Critical and Creative Thinking”). Trained, experienced 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.

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/orc/ethics/human_ethics_REB_forms_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.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


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.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website:
http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-AROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
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:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- 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
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- 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.
Mr. Howard R. Harmatz, M.A  
Business Administration  
I.H. Asper School of Business

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.