

Course Outline 2017
GLMI : Critical, Creative and Strategic Thinking (15 POINTS)
Semester 2 (1175)

Course Prescription

Focuses on learning and applying ideas, processes and technologies to critical, creative and strategic thinking in fields related to leadership, management and change. Emphasises building the confidence, dexterity and set of practices to question and create new pathways for collaborative and systemic challenges.

Programme and Course Advice

No restrictions or pre-requisites.

Goals of the Course

The focus of the course is on

- Honing, refining and strengthening the key thinking skills that employers say they are looking for in graduates.
- Creating more agile, flexible and expansive thinkers capable of working with others to solve challenges and pursue possibilities in and across organisations, communities and societies.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. Demonstrate capacity to evaluate and critique a diverse range of theoretical understandings and practises of critical, creative and strategic thinking.
2. Demonstrate critical, creative and strategic thinking in relation to a diverse range of texts alongside practices of critical reflexivity, deep listening and dialogical engagement.
3. Apply practices of critical, creative and strategic thinking to real-world challenges and contexts.
4. Demonstrate appreciation of how to develop collaborative learning and knowledge practices that incorporate critical, creative and strategic thinking.

Content Outline

Week One:	The contemporary context for a new focus on thinking
Week Two:	Foundational thinking: Reflective Practice
Week Three:	'Idea Work'-creating contexts and processes where thinking flourishes
Week Four:	Idea Work Phase 1: Getting to agile
Week Five:	Idea Work Phase 2: Getting to bold
Week Six:	Thinking Project and Partner Workshop (essential to be present)
Week Seven:	Idea Work Phase 3: Getting hands on
Week Eight:	Idea Work Phase 4: Getting disruptive
Week Nine:	Idea Work Phase 5: Getting to collaborative
Week Ten:	Book in a day-double class of 6 hours (essential to be present)
Week Eleven:	No class
Week Twelve:	Book in a day presentations and interaction (essential to be present)

NB: Please note that enrolment in this course is contingent on the mandatory attendance in these three classes in which the bulk of the assessment is undertaken.

Learning and Teaching

This class will involve hands on, collaborative, interactive and applied activities each week. Due to the nature of these activities it will be necessary to attend and take part every class. Students will need to supplement that with approximately 8 to 10 hours of reading, group work and assessment preparation. A feature of this class is the crafting of a book (book in a day) engaging with the real world challenges and future possibilities for a real world organisation in partnership with this course.

Teaching Staff

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Learning Resources

Resources including compulsory readings, news items, podcasts and essential project information can be found on CANVAS.

Required Text: Carlson, Arne., Clegg, Stewart., & Gjernsvik, Reidar (2012). *Idea Work. Lessons of the Extraordinary in Everyday Creativity*. Cappelen Dam AS.

Recommended Text: Pink, Daniel (2005), *A Whole New Mind*. Riverhead Books.

Assessment

	Assessment activity	Weighting
1	Reflective Portfolio	25%
2	Participation	15%
3	Individual Think Piece	20%
4	Book Chapter and Presentation	40%

Learning Outcome	Book chapter and Presentation	Individual Thinkpiece	Reflective Portfolio
1		X	X
2		X	X
3	X	X	
4	X		

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

Student Feedback

Feedback from students will be positively encouraged and listened to at any time but sought specifically in week 3 and then again in week 12.