

Developing workplace critical thinking

(BMSW5101_LON)

“How do organisational beliefs, attitudes, and value systems affect workplace behaviour? How will workplace changes for the post-Covid business environment tackle the new business challenges, and create more resilient businesses in future?”

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1.Introduction

In today's environment, where saving money results in negative returns, we may or may not continue to be as conservative as we have in the past. Numerous firms have had to shut down because to the COVID-19 pandemic outbreak, which has caused an unparalleled disruption of operations in most industry sectors. Short-term issues that retailers and brands must overcome include those pertaining to human health and safety, the supply chain, the workforce, cash flow, consumer demand, sales, and marketing (Donthu & Gustafsson, 2020).

During the period of this recent crisis, it has affected many of the organisations, making them to changes their values, belief, and attitudes, just to acclimatize these new deplorable circumstances into our daily life.

No matter how overused a term it may be, the truth that people are an organization's most valuable resource cannot be ignored. An organisation cannot exist without its members, and its employees determine how effective it is. Understanding human behaviour at work and successful management of the human resource are even more crucial in today's more dynamic, global, and competitive economy (Mullins & McLean, 2019).

The organization chosen is Mandarin Oriental Hotel Group, knowing as well as, Mandarin Oriental Hyde Park, located in London, England. In this report will analyse and discuss the differences between values, belief, and attitude in the organization, that it has chosen to break down and how it gets affected the individual workplace behaviour during the pandemic. Also, the importance of applying critical thinking in the workplace and daily life, and its different models. How applying critical thinking create the right decision making to resolve any circumstances into the organization.

2. Mandarin hotel

Mandarin Oriental has a long and illustrious history and has been recognised for more than 50 years as a pioneer in the field of luxury hospitality. The Mandarin, their flagship hotel, opened its doors in Hong Kong in 1963, marking the beginning of our objective "to thoroughly thrill and please our guests." When it first constructed, the hotel was the tallest structure on the island. However, it quickly established an excellent reputation for superior customer service, which quickly led to its designation as a historic landmark, which it still holds today. The Group partially bought The Oriental in Bangkok, which was already known as one of the most renowned hotels in the world, in 1974, giving the business two "flagship" hotels whose names stood for the pinnacle of hospitality. These two illustrious hotels merged

to become the renowned fan-logoed Mandarin Oriental Hotel Group. Around the following two decades, the Group opened additional Mandarin Oriental properties in Asia, solidifying its position as one of the most opulent and exclusive hotel chains, famous for providing luxurious accommodations, first-rate amenities, and some of the area's best restaurants and bars. This was supported by exemplary service drawn from our Asian background, making Mandarin Oriental the hotel of choice for both locals and affluent travellers (Mandarin, 2022).

3. Critical thinking

The cognitive process of critical thinking involves the use of the mind. Employing mental processes like attention, categorization, selection, and judgement is necessary while learning to think critically, analytically, and evaluatively. Nonetheless, many people who could improve their critical thinking skills may be unable to do so for a variety of reasons other than a lack of ability (Cottrell, 2017).

3.1 Domains of Critical Thinking Skills

Developing and digesting knowledge and beliefs are among the talents and abilities that make up critical thinking. The four main areas of CTS are intellectual standards, abilities, emotive domain, and thought elements (Nair & Stamler, 2013).

- **Domain of Thought's Elements.** The building blocks of thinking, which shape reasoning and provide logic to reason, are the ontology of thought elements understood in all reasoning. These components include the following: the objective, the aim or end in view, the question at hand, the frame of reference or point of view, the information, the empirical dimensions (interpretation and inference), and the conceptual dimension (theories, axioms, laws, principles, assumptions, implications, and consequences).
- **Domain of Capabilities.** The critical thinker's approach to certain concerns, questions, or problems is a key component of the CTS epistemology. These skills include the ability to identify issues, identify practical solutions to those issues, gather and organise relevant information, and recognise implicit assumptions and values. To comprehend data, evaluate evidence, assess arguments, and study the logical relationships of presuppositions in order to draw conclusions and assess generalisations, it is also helpful to have comprehension and the ability to use language with clarity, correctness, and discrimination.

- **Domain of Affect.** The attitudes, dispositions, passions, and qualities or habits of mind are characterised by the CTS's affective domain. These qualities include the capacity for independent thought, the practise of fairmindedness, the growth of intellectual humility, the courage of faith and integrity, the ability to persevere, the exploration of the feelings that underlie thoughts, the assurance of reason, and the capacity for intellectual curiosity.
- **Intellectual Standards Domain.** The principles and intellectual standards that impose discipline and limitation on thought are included in the realm of intellectual standards. These principles and standards are "clearness, accuracy, precision, logic, justice, relevance, consistency, breadth, depth, and complete in thinking," according to the National Council Statement.

The ability to think creatively is a skill, a substantial and imaginative talent that is a dynamic process to produce knowledge and cognitive subjectivities. As important as considering and comprehending the process of thinking, arranging, framing, and moulding as the notion of creative thinking. Nowadays, employers expect workers to develop the skills necessary to capture creative inspiration while keeping their cognitive processes in check. The foundation of imagination and the source of creative thought is the idea that excluding possibilities is not an option, but rather that we should work to enlarge or inflate them (Nair & Stamler, 2013).

When beliefs and personalities clash, employees frequently find themselves in impasses that are difficult to resolve. Working relationships continue to be a problem, and the same might lead to undesirable effects like subpar performance. In order to avoid more disputes and to avoid strained relationships with their staff, managers find it extremely difficult to resolve conflicts when they arise. Therefore, managing disputes calls for a deep understanding of creative thinking and incorporating it in conflict resolution. It can be used by employees to resolve problems as well as by supervisors (Tripathy, 2018).

4. Values, belief, and attitudes impacts the organisation during COVID-19

In every organization has their own values, belief, and attitudes, in which employee must adapt or modify with their own behaviour.

Values is a reachable or significant tool for everyone, that has been achieve with their goal (Anderson & De silva, 2009). Most organizations have a mission, which is to provide the value of the organization to reach its goal. Mandarin oriental mission is,

“completely delight and satisfy their guest. They are committed to continual improvement, to make a difference every day and to be the best”.

Belief is a feeling or analytical and reasonable philosophy of the individual related in how they believe (Anderson & De silva, 2009).

Attitudes is when the individuals demonstrate and expose by their acts and manners with their values and belief (Anderson & De silva, 2009).

After being more than one year without working and or not working in the workplace, many people have developed a negative part of the situation, such developing depression, anxiety and affecting the emotional well-being. The other part of this situation, some of the individual they had been able to develop their skills like cooking, gardening, knitting, and being able to enjoy the time with the family. Mental health is to not have the ability to think clearly, perceive and handle feelings (Anon., 2017), while for Adam Felman, mental health is when the individual cannot manage and behave towards their feelings and behaviour, affecting well-being (Felman, 2020).

Well-being is when the individual feels well, and the purpose and aims is prosperous. Good well-being is related with successful in professional, personal, and interpersonal goals, that it has set in the life. Having a high well-being, individuals have better relationship, productivity, creativity, and effective learning (Ruggeri, et al., 2020).

Now with this new situation of covid, the hotel had to follow the new regulations that the government has indicated. Disinfectant everywhere, providing to the guest and staff hand sanitizer and mask, just to avoid spreading the virus and make more suitable this new reopening in this situation. The situation where the director needs to apply critical thinking for the well-being of the staff. Now that is going back to normal, numerous individuals used to work at home, some may have again difficulties to adapt new rules and strictions, therefore changing their attitudes must be applied. Some people may not believe the existence of covid-19, but some are extremely cautious about it as depending of their beliefs it impacts their values and attitudes.

5. Scientific management theory

Taylor emphasises the importance of using a scientific method in the management process. Taylor recognises the need for management and science to be combined. This is evident in his suggestion that an engineer and a business manager be one and the same person. If management uses a variety of motivational strategies, employees typically perform

better. One important tool for inspiring employees is money. Employees must believe they are being compensated and that their work is valued. However, there are additional variables that might affect how motivated employees are. Science can help in this situation. An organisation may need to create proper guidelines and regulations to promote employee service delivery efficiency. Taylor's scientific management concepts have, nevertheless, come up against several obstacles. The three that stand out the most are task allocation and the dehumanisation of employees as well as a lack of education. The ability of the workforce to understand scientific management practises is severely hindered by a lack of knowledge. Taylor makes the presumption that each employee is incapable of being exceptional or thinking for himself or herself, which dehumanises the workforce. When Taylor advocates for the establishment of middle-class jobs, this is the connotation that is drawn. The positions are for managers who direct employees in carrying out their duties. The idea of task allocation raises the operational costs for organisations. In essence, Taylor's ideas of scientific management have stood the test of time and are ready to join the next era, which experts refer to as the virtual era. To make Taylorism more effective and profitable for businesses, various adjustments can be required (Huang, et al., 2013).

As being a housekeeper in mandarin oriental hotel, I could see how scientific management theory impacts its management, regarding dehumanization; sometimes managers neglect the health of the staff members, for example when some the team is in short of staff, some people stay longer hours of work to cover the job that needs to be done in a daily basis. Implying technology in the hotel makes a positive result as in every organisation, such as applying a clock in – and clock out technology, this system will help manager to control the hours they work through a system which calculate automatically the hours that staff have worked. Not like years ago, without the technology, managers or Hr had to calculate manually all the hours that staff members worked, and this results longer hours of work for managers therefore more cost for the business.

6. De Bono six thinking hats

The Six Thinking Hats symbolise six different cognitive modalities that instruct students either individually or in groups on how to methodically unpack the features of a challenging or complex topic, evaluate solutions, and keep track of their own thinking processes as they go. Learners usually struggle with where to start when examining an issue, but Hats provides both our inexperienced thinkers and us, their mentors, with a starting point for creative problem-solving and a set of benchmarks for doing so. Black, Blue, Green, Red, White, and Yellow are the colours of the hats in da Bono's metaphor of the

thinking hats; each hat "represents a distinct logical and philosophic way to thinking about a problem and trying to solve it." In essence, the hats serve as a "foundation for the training of thinking." (Payette & Barnes, 2017).

- The information that is called the White Hat. The thinker is determining the knowledge that is required, the facts that should be taken into consideration, and the data that should be obtained when donning this hat. Applying it in the hotel, a white hat can be worn by a housekeeper taking task to do daily from a supervisor.
- The Yellow Hat represents hope, optimism, and possibility. A staff wearing this hat will give a positive thinking, as for example a staff were about to be late but hoping that all the trains would not have any delays to arrive on time.
- The Black Hat provides us with judgement and scepticism. This headwear allows us to adopt a circumspect attitude and weigh potential downsides as if they were the devil's advocate. For example, a staff wearing black hat is full of negative hope, like will think about no finishing cleaning the room on time.
- The Red Hat, which evokes sentiments and intuition, is the feelings hat. A staff can say that she or he does not like that other colleague.
- The Green Hat viewpoint emphasises innovation, fresh thinking, and originality. A staff member creates or think about new idea, like for example how to quickly clean the bathroom.
- The Blue Hat is the metacognitive viewpoint that aids in managing the complete Six Thinking Hats process. This hat is mostly worn by supervisors that controls the team or an organisation.

7. Conclusion

Critical thinking is very important in our life, not only in the workplace but in all aspects of our lives. Values are given to what is important, beliefs are the thing they have been thought and the attitudes are the words and actions that comes from the value and beliefs. The unexpected crisis that we lived during covid-19 brought has a lot of lessons, everyone was all interconnected where all experience has been shared, were actual technology was very useful in this crisis and family and friends were even more connected than ever. The Covid has change us, policies, protocols, and attitudes change as well but all these changes can give us stability.

8. Reflective writing

In this section of the report, the author will describe a weekly reflective writing about the module BMSW5101 Developing workplace critical thinking, that it has been learn during the term.

A reflective writing it focuses on the process and the content. Finding the key concepts, as well as researching effectiveness, analysis together with comprehension techniques are also involved. It offers the opportunity to investigate, learn more effective, and understand the idea (N, 2022).

Consist of six components

Description: describe what happen.

Feeling: describe emotions and sensations.

Evaluation: in what it worked and in which it did not work well.

Analysis: by researching

Conclusion: evaluation of the situation

Action plan: how it can develop in the future.

8.1 Weekly reflective writing

On the first day of the lessons, we talked about, what is the different between “open and close questions?”

A closed question is one which the respondent can only provide a "yes" or "no" response. An open question requests for much more specific information and encourages the respondent to share their thoughts and feelings on the topic (Stallar, 2019).

We participated all from the class, to practise and notice the differences. In where some of my colleagues answered that the close question is because it does not have reasoning answer.

An example of it, is Did you like the service provided? In where it can be answer with a yes or no. And a clear example of open question would be like, how would you describe the services provided, and where it can improve?

I personally think, it was good start, as we practise and participated by giving our own opinions and understand the differences between the two questions.

By knowing the differences between, it helps to give answer initiatives and accordantly.

After the activity we discuss the meaning of critical thinking by Cottrell and done the 12 questions of the questionnaire of critical thinking: knowledge, skills and attitudes.

Critical thinking, it involves being objective and having a wide-open mind. In order to develop a thorough understanding of what is happening, critical thinking involves analysing situations by using objective data, instead of subjective judgements, attitudes, believe. And from the understanding of the situation, it can make smarter judgements and deal with issues in a more efficient manner (Marr, 2022).

Critical thinking is a cognitive activity that requires thought and effort. To develop critical, analytical, and evaluative thinking skills, one must use mental processes like attention, classification, selection, and judgement (Cottrell, 2017).

The goal of critical thinking is to analyse including exploring, in order to create, also see different perspective, and opinions based on evidence, facts, reasoning and arguments. Being able to think critically, is practical for us as, as this skill assist to prioritise the ability to manage information.

In the twelve first questions of the questionnaire, I just got 23 points, I felt abashed as much of my colleague got higher points than me, and makes me think, even I think carefully I have to improve my cognitive skills.

On the same week we talked about the difference between performance appraisal, performance review and performance management.

Performance is an action, that advocates face-to-face interactions rather than more impersonal or abstract contacts (Lenox, N,d).

Performance appraisals are focused on how an employee is doing in relation to goals that were jointly set with his or her management once a year. Employees and managers typically check in occasionally during the year, and the manager gives an overall assessment at the end. Employees receive feedback on their work throughout the assessment process, which also helps managers decide whether to provide bonuses and raise compensation as well as pinpoint problem areas (N, N,d)

The main goals of performance reviews are to assist professional development and improvement (CIPD, 2022)

Performance management, a technique for company management, allows managers to keep track of and assess employees' performance. The purpose of performance management is to create an environment where employees may work to the best of their abilities and deliver the highest quality work most effectively and efficiently (Tardi, 2022).

We talk about the differences, as we talk about believe, attitudes and emotions.

As those three emotions can affect in the point of view of the individual in how react at work, as some believes that there is no reason to get evaluated at work, as all the individuals have their own differences, interpretation and logic.

On the last week of the lesson, we had done again the questionnaire of Cottrell from the first week, and we compare the results. My results were less than 100, in where there is still a room for improvement.

Individualistically I conclude, I got less than 100 is because I overthink and get “lost” on the middle of the argument or discussion as I overanalyse the situation.

But I believe that if it follows a structure and analyse carefully, it can help to not overthinking the same subject and help to make the right decision.

8.2 Conclusion of reflective writing

I personally believe that the lecturer from the module or the team leader of module, they have decided to bring together, to ask their students to do a reflective journal to recognize if the student had understood and or in what consist of the module.

But by doing the reflective journal I had realise, that it helps me to write in appropriated way and to explain confidently through my thoughts and believes, in where I was not able to, before.

By doing the writing reflection it supports me, as I apply critical thinking skills, that encourages to use my own analytical thoughts. The module has enhanced.

In my perspective, all the activities that our lecturer gave us, to utilise our brainstorming and discuss our opinion in the class group was beneficial, although I did not engage most of the time, as I believe is because, I had not met my new colleagues before, and the lessons were online. In where I struggled due of my lack of concentration as, I was getting distracted and stayed engaged.

But luckily the lessons online were recorded, and I was able to watch, and check in the chat box how my colleagues had been participating in the group class and use my learning logs to help me with my weekly reflective writing.

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