



DEDAN KIMATHI UNIVERSITY OF TECHNOLOGY
COMMON UNIT: IGS 1104 INTRODUCTION TO PHILOSOPHY AND
CRITICAL THINKING
FIRST YEAR STUDENTS

INSTITUTE OF GENERAL STUDIES

1.0 Introduction

Dedan Kimathi University of Technology has established Introduction to Philosophy and Critical Thinking unit as a common course to be taken by all the first year undergraduate students registered in our University. This unit is purposely designed to assist the learner in articulating life issues in a critical, ethical and realistic manner which enables one to be responsive, accountable and transparent citizen. Thus, the unit brings about the philosophical and critical mind that appreciates the necessity of a reflective, innovative and nation cohesion oriented individual. As one goes through this unit he/she becomes a value driven individual whose desire is to build, educate and transform the society in a wider manner. Being a common unit, Introduction to philosophy and Critical Thinking is mandatory to all the students and is designed in such way that it enhances holistic education and promotes decision making skills thus equipping the learners with knowledge and ability of becoming transformative agents in society and appreciation of their continuous transformation in their character and lifestyle. The knowledge of national values and cohesion will enable them identify the problems within and without the University and empower them to be part of the solutions as envisaged in Kenya's constitution. Introduction to Philosophy and Critical Thinking unit therefore makes a student to embrace a unique culture which is critically and value driven in as they begin their academic life. To this end and in order to achieve

its objectives. The unit will be Competent Based in Assessment (CBA) with 60% practical in basic parameters assessed by tutorial fellows/graduate assistants. The final assessment will be an online/sit in examination based on the teaching of the contents. This means that a learner cannot score a pass mark of 40 and above without participating practically in debating, discussion and doing an academic writing and presentation driven by the contents of the course.

1.1 Justification of the Unit

Critical Thinking:

- a) The ability to think clearly and independently. It is a product of logic a key branch in philosophy thus covers pretty much the same subject as what is usually taught in practical logic, informal reasoning or the study of argumentation.
- b) Enables the learner to clarify goals, examine assumptions, discern hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. This means that the main focus of the course lies in arguments, nature, use and their import.
- c) Concerned with the unruly nature of real argumentation that does not allow unambiguous and definite formalization.
- d) An art that seeks to evaluate judgments and examine the process of making them in a particular historic and social context.
- e) Enables the learner to clarify goals, examine assumptions, discern hidden values, evaluates evidence, accomplishes actions, and assesses conclusions. The present course is designed to serve as a methodical preparation for more effective reasoning and improved cognitive skills. Its ambition is to develop those intellectual dispositions that are essential for effective evaluation of truth claims as well as for making reasonable decisions based on what one knows or believes to know. It is more about the quality of human beliefs and the reasons that support them than about their contents.

Thus conceived, this course prepares learners to tackle all kinds of problems including those important questions that do not allow an easy and definitive answer. The inclusion of the ethical dimension is critical in the decision making of a learner and it gives a window to transformative behaviour thus making an individual to become an agent of change or transformation in society.

The practical aspect of the course will include debate, academic writing, and assignments which will mould the learner so that the knowledge and skills acquired can be demonstrated individually even beyond the university life. Hence, the course objectively enable learners to enhance their transformational behaviour through moral and ethical reasoning; Emotional intelligence connects well with critical thinking and analytical thinking because the learner is able to relate well with him/her and also the society in many areas such as respect of self, other people's views, etiquette, time

management and courtesy. Further, the course will enable the learner to know and practice national values and national cohesion within the University and outside in order to achieve the constitution mandate for Kenyans

A. Purpose

The aim of this unit is to enable learners to:

- ⊙ become better critical and analytical thinkers as well as agents of morally and ethically informed decisions and choices in their university life and beyond.
- ⊙ Appreciate the difference between intellectual quotient and emotional intelligence in critical decision-making process and efficient performance of duties and in relationships.
- ⊙ Acquire the ability to be excellent and skilful debaters, public speakers and good academic writers.
- ⊙ Impart knowledge and ability in applying national values and national cohesion as stipulated in the constitutions and related Acts and respective statutes.

B. Learning Outcome

At the end of this course, learners should be able to:

a) Knowledge

1. To know the meaning of philosophy, logic, ethics as the bases of critical thinking, reasoning and analytical thinking.
2. Identify the obstacles of critical and analytical thinking.
3. To know the national values and national cohesion as stipulated in the constitutions and related Acts.

b) Skills

1. Distinguish between critical thinking, critical reasoning and casual reasoning.
2. Ability to demonstrate analytical thinking in research work and argumentations.
3. Ability to demonstrate academic writing skills.
4. Demonstrate capability to identifying and solving individual and communal, individually and through teamwork.
5. Ability to debate logically and deductively avoiding fallacies
6. Ability to make informed moral choices and sound decisions
7. Ability to demonstrate the practice of national values and national cohesion within the university and beyond.

c) Aptitude

- ⊙ Grow mentorship skills and attitude in a student
- ⊙ Capacity to accept one's strength, weaknesses and threat with the aim of translating them to opportunities.
- ⊙ Grow and practice ethical living at individual levels and in relationship with others
- ⊙ Enable learners to be good future leaders who will lead by integrity

- ⦿ Develop attitude of asking reasonable questions, comments and suggestions on issues.

Course Description

Introduction to **philosophy and its branches with special emphasis** on logic, ethics, values and virtues, moral decision making; critical thinking, analytical thinking, critical reasoning, intellectual quotient and emotional intelligence, Values of arguments, evaluation and judgment. Obstacles to critical thinking and fallacies. Decision making and problem solving, problem identification and search for solutions, changing complaints into creative challenges; consistency and credibility; Time management; introduction to National values and national cohesion, leadership and integrity.

TOPIC ONE: Introduction to Philosophy in General

- Introduction
- Etymological definition and meaning of philosophy
- Branches of philosophy
- Logic, obstacles and fallacies;
- Ethics, character and behaviour change
- Moral values, Virtues and Vices
- Conclusion

TOPIC TWO; Logic and Critical Thinking

- Critical thinking and Analytical thinking
- Critical thinking tools of Analysis
- Critical and Analytical thinking Skills
- Transformation role of critical thinking to a learner's mindset.
- Use of critical thinking in debates, Academic writing, group Discussions and presentations

TOPIC THREE; Essentials of Critical Thinking and Argumentation

- Creative and critical reasoning
- Intellectual Quotient IQ and Emotional Intelligence EI
- Meaning and Values of arguments
- Obstacles and barriers of critical thinking
- Judgment

TOPIC FOUR; Decision Making And Problem Solving

- Meaning of informed decision
- Ethical and moral decision making.
- Problems identification and seeking solutions
- Changing complaints into Creative Challenges

TOPIC FIVE; National Values, Leadership and Integrity, EAC

- National values
- Leadership and integrity
- Corruption and remedies
- Role of Ethics and Anticorruption Commission
- Critical thinking; its implications in freedom and responsibility

References:

Main Book: Namwamba, T M. (2011); Essentials of Critical Thinking and Creative Thinking 2nd edition, Njigua Books,Nairobi

Other books:

Bassham G, William Irwin, Carl, Henry Nardone, James M. Wallace (2004), *Critical Thinking*, 2nd edition, McGraw Hill, Boston, Toronto.

Copi I., Carl Cohen (2005), *Introduction to Logic*, 12th edition, Prentice Hall, Upper Saddle River.

Njino, J (2008); A Guide to Ethics; A Zapf Chancery Research Publishers

Richard P., Linda Elder (2002); Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life. Published Jun 13, by FT Press.

Fisher A (2011); Critical Thinking: An Introduction; Cambridge University Press

Sherry Diestler (2011); Becoming a Critical Thinker: A User Friendly Manual; Pearson publisher

ASSESSMENT GRADING

A. PARAMETERS	MARKS
i. Articulation, diction and fluency in language	10
ii. Academic writing	10
iii. Application of Critical, creative & analytical Thinking & Debating Skills	25
iv. Application of informed, ethical decision making & responsible choices	<u>15</u>
Total	<u>60</u>
B. End of Semester exam	<u>40</u>
Total	<u>100</u>

METHODOLOGY

Lectures, Group Tutorials, Debates, Discussions, Academic Writing, Case Studies scenarios, Video debates and analysis, PowerPoint presentations.

TOPIC ONE; INTRODUCTION TO PHILOSOPHY

Learning Outcomes

By the end of this topic the learners should;

- Define the meaning of philosophy, logic, ethics as the bases of critical thinking
- Utilize use of logic positively in their arguments
- Identifying fallacies and how to avoid fallacies in reasoning.
- Explain ethics and character and explain how this determine behavior change of a university student
- Have the ability to own and apply ethical values and virtues

A. Etymological definition

Q1. What is an etymological definition?

ANS;

- Latin etymologia < Greek etymología, equivalent to etymológ(os) studying the true meanings and values of words (étymo(s) true (see etymon) + lógos word, reason).
- The derivation of a word. Synonyms: word origin, word source, derivation, origin.
- A chronological account of the birth and development of a particular word or element of a word, often delineating its spread from one language to another and its evolving changes in form and meaning.
- The study of historical linguistic change, especially as manifested in individual words.
- In short, an etymological definition goes deep into the root of a particular word or phrase and gives meaning from its original language.

Q2. Define the term etymology, etymologically?

Ans. The English word etymology comes from two Greek words namely;

- ✓ Etymos - which means root or origin of a word
- ✓ Logos -
 - a) a study of ;
 - b) Science of
 - a) Knowledge or /about
 - b) Discourse

Examples

- ✓ **Biology** -bio - life
logos meaning a), b),c), d) study of life etc
- ✓ **Anthropology** -Anthropos- Man
Logos- a, b,c,d study of man and his works
- ✓ **Sociology** - Socios- group of people or community
logos meaning a),b),c), d) study society etc
- ✓ **Philosophy** - philia - Love
Sophia - Wisdom/ Gk sapience Latin
Love of wisdom

B. Philosophy as defined and explained by early Greek philosophers

i. Protagoras Definition

The first thinker to coin the word philosophy was Protagoras (480-410) He referred to philosophy in Greek as (pronounced “philia tes Sophia “) which literally means “love of wisdom”. So, the origin of the word philosophy is two Greek words “philia” (love) and “Sophia” (wisdom). Etymologically then, philosophy is the love of wisdom.

ii. Pythagoras Definition

- ✓ Angeles 1986:211 states that Pythagoras, a pre- Socratic philosopher was the first ancient Greek thinker to call himself a “philosophos” - “a “lover of wisdom” or a philosopher in Greek.
- ✓ He believed that human beings can only love and seek wisdom but cannot possess it fully like the gods. For Protagoras “Sophia” or “wisdom” meant not merely knowledge of facts but of the under-laying reasons or causes of things as they appear to us or rather knowing why a thing is what it is.
- ✓ According to Pythagoras only gods can possess wisdom. Human beings because of their wrong / bad conducts can only love wisdom or enquire or be curious about it.

iii) CLASSICAL DEFINITION OF PHILOSOPHY

Pre-socratic Philosophers and their concerns for ultimate causes

The ancient thinker defined philosophy as “the science of realities in their ultimate causes”. The key words in this definition are “science” “reality” “ultimate” and “cause” What is the meaning of these terms in their classical (ancient -medieval) context?

- a) **“Science”** or “scientia” in Latin simply means knowledge. But the ancient medieval thinkers defined science in general terms as an “organized or systematized body of knowledge. “Any discipline worth the name science is said to be organized because there are certain fundamental laws, principles and methodological procedures governing the study of the scientific discipline in question. These laws give us a certain degree of certainty in that science. So there is very little room for guess work in a scientific discipline. This understanding of science explains why the so called “humanities” or “art” disciplines are sciences in their own right from the very ancient times.
- b) **“Reality”**: Etymologically the word “reality” comes from Latin word “res” meaning “thing”. Its adjective form given us the English equivalent “reality” Reality then is “that which exists or has the possibility of existence”
- c) **“Ultimate”**; The word ultimate is also from the Latin word “ultimus” which means “end” or “last” or even “furthest” the ultimate then is the “last”
- d) **“Cause”**: Cause is that which explains why a thing is. It is also that from which something else originates or that from which something else proceeds

iv) Oniang'o Contribution and comments

Philosophy: From this etymological definition of philosophy, the implication is that "... philosophy consists of insight, soundness of perspective and balance of proportion in judgment "(Oniang'o 1994:2). This same author makes a clear distinction between knowledge and wisdom. According to him' knowledge simply involves acquiring of a great deal of facts. Anyone with good memory, some amount of dedication and sound intelligence can acquire it. In short knowledge is simply the capacity for sound integration and evaluation of facts.

Wisdom; wisdom on other hand is the capacity to judge rightly in serious matters like those involving life and conduct and also to integrate facts and evaluate them skillfully. It entails soundness of judgment in the choice of means and ends in practical affairs. (Oniang'o 1994:2) Let us now focus on the classical definition of philosophy

1. BRANCHES OF PHILOSOPHY

a. Axiology comes from two **Greek** words; "**axios**" which means "**worthy**" and "**logos**" which means "**the study of**". Axiology means study of values; the investigation of its nature, criteria, and metaphysical status. The analysis of values to determine their meaning, characteristics, origins, types, criteria, and epistemological status. Axiology is sub-divided into two main parts; Ethics and aesthetic

- **Ethics** is a general term for what is often described as the "science (study) of morality". In philosophy, ethical behavior is that which is "good" or "right."
- **Aesthetics**; comes from Greek word **aisthetikos**, "one who is perceptive of things through his sensations, feelings, and intuitions" the word aesthesis means "primary, rudimentary sensation" this is the study of beauty, and of related concepts such as the sublime, the tragic, the ugly, the humorous, the drab, the pretty.

b. Epistemology: the science or theory of knowledge. **Episteme**- means knowledge, and **Logos** means theory/science/study/discussion of.

- This is the branch or discipline of philosophy which investigates the origin, structure, method and validity of knowledge. Epistemology in another sense is an enquiry into the nature and ground of experience, belief and knowledge.

The types of knowledge from the point of view of epistemology;

*i) **a priori (analytic) knowledge***; this is knowledge by definition e.g., by definition only, a triangle is a figure with three sides and three angles It is analytical knowledge.

*ii) A **posteriori knowledge***; this is knowledge (empirical knowledge) based upon (sense) experience-it is synthetic knowledge.

c. Cosmology; *Etymological definition*, the name comes from two Greek words namely;

-*Kosmos-order*, the form or structure of a thing and ***Logos-means*** study of the ordered universe or harmony of the word, of the universe-as contrasted with Chaos. The universe here is taken as a single integrated whole and not chaotic and disorderly. It is the study of philosophy which deals with the science of the universe as a whole-the earth-the globe-

- Cosmology also covers speculations about the cosmos- the world as an orderly systematic whole.

- It also deals with the nature of cosmos for instance; the possibility of a form of life existing on the planets is a cosmological question.

d. Ontology; The word Ontology comes from two Greek words namely ***Onta-the*** really existing things, true reality and ***Logos-the*** study of the theory which accounts of. This is the branch of philosophy which deals with speculations concerning pure being (God) as well as the realm of Human existence. For instance, the nature of life and death is a concern for ontology.

e. Metaphysics; The term “metaphysics” comes from two Greek words names meta- “after”, “beyond”, and physikos, “pertaining to nature”, or physis, “nature,” “natural”.

Metaphysics is the branch of philosophy which studies the ultimate reality of things. An attempt to find a true account of reality. It is the study of the first principles and ultimate problems. Hence Metaphysics studies all reality, since everything real has being.

f. Theodicy comes from two Greek words namely; ***Theos-God, Dike-Justice***, right, hence theodicy refers to justice rightness of God.

- It is the study that attempt to justify the ways of God to humanity.
- It studies God not only from the point of existence and the pure being, but as the cause of all beings and origin of human life and the end of the conduct and actions of human beings.

g. Psychology; *Etymologically* Psychology comes from two Greek words, namely; ***Psyche-*** Soul, mind, breath, spirit life. ***Logos-study*** of the soul, mind, breath of life, spirit-of a person. **Psychology** is the science that investigates mental states directly. It uses generally empirical methods to investigate concrete mental states like joy, fear or obsessions. Psychology investigates the laws that bind these mental states to each other or with inputs and outputs to the human organism.

C. LOGIC AND FALLACIES;

a) Logic: what is it?

- ✓ Logic is the branch of philosophy which treats all forms of thinking in general and particularly.
- ✓ Logic is "... the study of the rules of correct argument" in the philosophical domain. Logic refers to valid reasoning which moves from universal premises or preposition to a particular conclusion/deduction or inference
- One who is logical must be systematic, coherent in thought and connectedness in his or her argumentation.

Two types of logic or valid reasoning.

i) **Deductive Logic;** in deductive logic one argues from universal to a particular conclusion or inference. Eg;

First premise/proposition ; all cats eat rats
Second..... ; this is a cat
Conclusion/ deduction/inference; this cat eats rats

Give more examples

ii) **Inductive logic;** in inductive logic one urges from particular cases to universal conclusion which is either less or more probable.

- ✓ This kind of argument is the one followed by scientists in their investigations; a scientist goes on experimenting and goes on with his investigation and testing and comes out with a particular medicine to cure diseases like Ebola or Malaria.
- ✓ He begins experimenting on animals like rats, monkeys and then apes after which he comes to particular human beings only after the vaccine has high probability of curing human beings it is accepted as tablets to be prescribed for human.
- ✓ But then the mosquitoes may develop some immunity some years when this happens, the scientists goes back to the drawing board to look for the vaccine which can be used by human beings and also killing the malaria; thus inductive logic tells us that the results are basically highly probable but not 100% constant at all times
- ✓ Inductive arguments may have universal propositions for premises as well as for conclusion as in;

Examples

- ✓ All cows are mammals and have lungs
- ✓ All horses are mammals and have lungs
- ✓ All men are mammals and have lungs
- ✓ Therefore, probably all mammals have lungs

And they may have particular proposition for their conclusions, as in

Idd Amin was a dictator and was ruthless
Adolf Hitler was a dictator and was ruthless
Namwamba is a dictator
Therefore, Nambwamba is probably ruthless

The general answer

- ✓ Man gets to know reality in a partial, step-by step manner. He proceeds from what is sensible to what is intelligible, from some aspects of reality to others by way of reasoning. His knowledge does not encompass reality all at once and in a complete way.
- ✓ Reasoning would not be necessary if we had a perfect, once –and- for- all knowledge of reality. However, the limits of our knowledge demand the use of reasoning, so that with the use of our mind and starting from some previously acquired knowledge, we can attain further knowledge.
- ✓ Hence, through induction, we obtain universal knowledge by considering some particular cases. For instance, from the repeated experience of seeing bodies fall towards the ground, we induce that this is common to all bodies.
- ✓ Through deduction we proceed from universal knowledge to individual cases. For instance, if we know that all bodies tend to fall, we deduce that when we throw a specific body upward, it will fall to the ground.
- ✓ Logic studies the laws that apply to different types of reasoning, that is, the conditions that must be met to make them valid. Logic studies mental processes, to make sure that they are correct and that they lead to the truth(Mariano Artigas 2006)

b) FALLACIES

Criteria for relevance and ambiguity cannot be made formal because of the many ways in which an attempted inference may fail.

When an attempted inference fails because the premises are irrelevant or ambiguous, we shall describe the argument containing inference as a FALLACY. In this case, a fallacy is an error in thinking.

- The purpose of any inference in LOGIC is to establish Truth of a Conclusion.
- An argument whose attempted inference fails to establish the truth of its conclusion is a fallacy.
- FALLACIES in logic are incorrect forms of arguments. They may appear to be correct since a fallacy cannot inform us of the truth of its conclusion, yet can seem correct, its aim must be to cause us to accept or agree to its conclusion.
- ✓ We have seen that, while a literal use of words can inform us, the use of emotive terms can influence our attitude or feelings.

This one way in which an argument may attempt fallaciously to cause us to accept or agree to its conclusion is through the use of emotive language.

- Our first criterion of relevance is now the presence of an emotive appeal in premises.

Fallacies of this sort may be called fallacies of emotive appeal

Examples of Fallacy

i) Argumentation ad Misericordium (pity)

a) “Passing this course means a great deal to me. It will enable me to stay in school and make my parents very happy. So, I hope you can see to it that I get a passing grade”

b) “And so, ladies and gentlemen of the jury, I know you will find it in your hearts it dismiss the charges against this man who has had poverty and misfortune to cope with all his life and who has done his best even though, like all of us, he has made mistakes” (lawyer of the defendant.)

c) “If you don’t agree that his conclusion follows from these premises. I will flunk (fail) you”- (Dean of Students)

ii) Argumentum ad Hominem (abusive)

“The idea of taxing large incomes at a greater rate than small ones is one of those unfortunate consequences of the ill-fated Ndegwa Commission. Therefore, this bill which is related to the commission must be defeated).

iii) Arguntum ad Ignorantiam (appeal to Ignorance)

“it is obviously foolish to believe in immortality, since no one has ever proved that man has a soul that survives death”

iv) Argumentum ad Populum (Public)

When we are urged to believe on the ground that others do so, we encounter an “appeal to the public”

v) Argumentum ad Vere cundum (appeal to Authority)

The error in fallacious appeal to authority consists in the attempt to associate something or someone already approved by or with some claim to authority or conclusion.

E.g. “The president, ministers have agreed that the Harmonized Draft constitution is good for Kenya and there is no need for any single amendment change to it. So, you are supposed to say yes to the draft”

vi) Argumentum ad Baculum (Appeal to force)

Where fallacies contain threat of harm or punishment, the fallacy is that of appeal to force

vii) Argumentum ad Hominem- Circumstantial appeal to person’s circumstances

viii) Argumentum ad ignorantiam (Appeal to ignorance).

To attempt to gain assent through reference to lack of evidence.

- We might not hear that in the legal context; the innocence of the accused is assumed or affirmed.

Hence, lack of evidence of guilt does not prove innocence but simply constitutes the failure to prove guilt and the original assumption stands.

- ✓ Fallacy comes about because of accident, hasty generalization or false cause. Fallacies of the second type could be due to faulty selections or fallacies of neglected aspect.
- ✓ The next two fallacies of relevance we will consider might be called fallacies of concealed assumption.

Fallacies of Composition and Division

The ambiguity in the fallacies of composition and division concerns the relations of classes and, properties, or wholes.

Examples fallacy of division, “Kenya is known for its hospitality. You can be sure you will be welcomed by every mwananchi you meet”

Fallacy of Equivocation

“Kip Keino was a good Athlete. He should make a good politician”.

Fallacy of Composition

- “Surely we can’t trust any organization of which he is a member”.
- “Pele is the best striker in the world. Therefore, we expect the Cosmos (his club) to be the best soccer club in the world”.

NB: Avoid Fallacious Argumentation and conversation. Note them when they are made by others and correct them.

APPLICATION OF LOGIC (fallacy included) BY LAWYERS, POLITICIANS AND PROFESSION

- Politicians and lawyers utilize language and persuasive language in their careers. They are required to persuade their clients through logical argument and not mere rhetoric.
- Logical argumentation is a mode of reasoning which is viewed as good or bad according to conformity or want of conformity to logical pertinence and propriety. Hence politicians and lawyers worthy of their names should engage themselves in logical argument which is conformity with the laws of correct reasoning in order to arrive at truthful and fair conclusion. This is the only way in which they can maintain their integrity by validly convincing and empowering people or in case of lawyer validly winning a case.
- Logic will enable especially a lawyer to show the necessary connection between the tangible evidence and deductive or inductive argumentation and conclusion.
- No wonder that both professionals in normal circumstances study philosophy so that it can open up their minds and engage themselves in valid reasoning.
- In this also to be noted that both Lawyers and politicians may use fallacious reasoning in order to win a case or votes. And in some instances, this illogical argumentation has worked in their favor.

D. ETHICS AND MORALITY

Etymological definition

The term Ethics

1. **Ethics** is a general term for what is often described as the "science (study) of morality". In philosophy, ethical behaviour is that which is "good" or "right." The Western tradition of ethics is sometimes called **moral philosophy**. This is one part of value theory (axiology) – the other part is aesthetics – of the four major branches of philosophy, alongside metaphysics, epistemology, and logic.

2. The Term Moral:

The English word moral is derived from Latin words Mores and Moralis. Both of them are translated from Greek by the famous Roman Orator Cicero. The Greek word from which the term **Moral** is derived from is Ethikos which means Custom or pertaining to Character.

✓ Both ethics and morals also refer to the standard of behavior which is driven to certain values such as honesty, trust and integrity.

General Understanding of Ethics and Moral

i) Ethics in General

✓ When most people think of ethics (or morals), they think of rules for distinguishing between right and wrong, such as the Golden Rule ("Do unto others as you would have them do unto you"), a code of professional conduct like the Hippocratic Oath ("First of all, do no harm"), a religious creed like the Ten Commandments ("Thou Shall not kill..."), or a wise aphorism like the sayings of Confucius. This is the most common way of defining "ethics": **norms for conduct** that distinguish between acceptable and unacceptable behaviour.

✓ Most people learn ethical norms at home, at school, in church, or in other social settings. Although most people acquire their sense of right and wrong during childhood, moral development occurs throughout life and human beings pass through different stages of growth as they mature. Ethical norms are so ubiquitous that one might be tempted to regard them as simple common-sense. On the other hand, if morality were nothing more than common-sense, then why are there so many ethical disputes and issues in our society?

✓ One plausible explanation of these disagreements is that all people recognize some common ethical norms but different individuals interpret, apply, and balance these norms in different ways in light of their own values and life experiences.

✓ Most societies also have legal rules that govern behaviour, but ethical norms tend to be broader and more informal than laws.

- ✓ Although most societies use laws to enforce widely accepted moral standards and ethical and legal rules use similar concepts, it is important to remember that ethics and law are not the same. An action may be legal but unethical or illegal but ethical.
- ✓ We can also use ethical concepts and principles to criticize, evaluate, propose, or interpret laws. Indeed, in the last century, many social reformers urged citizens to disobey laws in order to protest what they regarded as immoral or unjust laws. Peaceful civil disobedience is an ethical way of expressing political viewpoints.
- ✓ Another way of defining 'ethics' focuses on the **disciplines that study** standards of conduct, such as philosophy, theology, law, psychology, or sociology. For example, a "medical ethicist" is someone who studies ethical standards in medicine. One may also define ethics as a **method, procedure, or perspective** for deciding how to act and for analyzing complex problems and issues.
- ✓ For instance, in considering a complex issue like global warming, one may take an economic, ecological, political, or ethical perspective on the problem.
- ✓ While an economist might examine the cost and benefits of various policies related to global warming, an environmental ethicist could examine the ethical values and principles at stake.
- ✓ Many different disciplines, institutions, and professions have norms for behaviour that suit their particular aims and goals. These norms also help members of the discipline to coordinate their actions or activities and to establish the public's trust of the discipline. For instance, ethical norms govern conduct in medicine, law, engineering, and business.
- ✓ Ethical norms also serve the aims or goals of research and apply to people who conduct scientific research or other scholarly or creative activities. There is even a specialized discipline, research ethics, which studies these norms.

What does Ethics/Morals Study?

- Ethics and morals study Human acts and not Acts of man
- i) **Human acts**; Good actions are praiseworthy. Bad actions are blamable or blameworthy)
- ii) **Acts of men (reflex actions)**; these are acts which man is not the originator. They are also called **reflex action**. Man cannot control them e.g. breathing, blood circulation etc. Man cannot be praised or blamed because of them.

c) Moral Agent and Non-Moral Agent

Moral Agent

- For a person to be praised or blamed for an action he/she must be a responsible moral agent. Moral agent must have knowledge, freedom and intention and in order to be responsible of the action done

Non moral Agent

The people whom we have to excuse from the blame in their actions are non-responsible moral agents, e.g. the infant, mad people and the senile.

Such person does not have the three qualifiers of a moral agent namely; Knowledge, freedom and intentionality of doing an action.

- Inanimate beings are not moral agents.

Summarizing Ethics, human acts, moral Agent and responsibility

Human Beings capable of a human act/moral act	<u>Moral Agent</u> Freedom, knowledge intention (free will)	Responsible of his/her actions	Moral or immoral	Praiseworthy or blameworthy
Human beings incapable of a moral act Infants, senile, insane	Non moral agents why? No freedom, knowledge intention	Not responsible of their actions	Amoral (neutral)	Not praiseworthy or blameworthy

Source: Githui 2012

Behaviour and Character

- ✓ Behavior is external; that is the response one makes with interaction with others. the behavior reflects the character of an individual. The character is within or interior of a person whereas behavior is external.
- ✓ Behavior is short term while character is long.
- ✓ People have different shades of characters, weak to strong levels. Similarly, the behaviors exhibited by individual differ from weak to strong.

d) Free Will and Free Choice

1. **Free will** is the ability of rational agents to exercise control over their actions, decisions, or choices.

• **Free Choice** consists of the mental process of judging the merits of multiple options and selecting one of them. Without freedom of choice, one is not a moral

agent and is therefore not morally responsible of his action. He cannot be blamed or praised for them.

e) **Conscience**

- Is the inner voice that speaks to a person, praising or blaming him for the action done.
- In religion, conscience is seen as the voice of God in a person.
- It is an aptitude, faculty, intuition, or judgment of the intellect, that distinguishes whether one's prospective actions are right or wrong by reference to norms (principles and rules) or values.

Ethical/Moral Value

a) **What does the term value mean in Ethics?**

The word value comes from a Latin varele, which means, to have worth, to be strong.

- **Worth**; is the quality of a thing which makes it desirable, desired, useful or an object of interest? **Of excellence**; that which is esteemed, priced or regarded highly, or as a good?

The opposite of value is disvalue. The opposite of good is negative good, which is evil.

- **Objective value**- the view that values are objective in the sense that they can be supported by careful and consistent rational argumentation as being the best under the circumstances.

Universal Core Ethical Values, Vices and their Implication in Business

Using core ethical values as the basis for ethical thinking can help detect situations where we focus so hard on upholding one value that we sacrifice another — e.g. we are loyal to friends and so do not always tell the truth about their actions.

- | | | |
|---------------------|-------------------|--------------------|
| 1. Trustworthiness; | 7. Respect | 13. Self-Restraint |
| 2. Honesty | 8. Responsibility | 14. Fairness |
| 3. Integrity | 9. Accountability | 15. Caring |
| 4. Reliability | 10. Transparency | 16. Citizenship |
| 5. Loyalty | 11. Diligence | |
| 6. Truthfulness | 12. Perseverance | |

VIRTUES

i) **What is a virtue?**

- Virtue is a positive/good action which has been repeated for a long time by a community or has come through a particular tradition.
- It has stood the test of time in human life and practice.
- Virtues are cross-cutting values, regardless of race, religion or age. The virtues do not go out of fashion as might happen to blue jeans.

- Good human habits are indispensable to a person who wants self-fulfillment and that of others.
- Human maturity therefore is a state of virtues. It is a situation of a person who has acquired good habits, is trying to develop them by exercising them as well as to acquire those that he is lacking.

A virtue as power/faculty

- Virtues can be said to be a power or faculty which has been brought to perfection. Such a capacity enables a person to do good acts easily, promptly, gladly and naturally in a habitual or stable Manner.
- The word virtue is related to Latin Vis which means strength; it empowers a person to carry out proper acts effectively. Virtues are important in leadership

VICES

i) What is a Vice?

- Absence of due disposition. A human act which is repeated several vices and becomes like second nature/habit in a person
- Under each cardinal virtue, there is a vice. A vice leads a person away from the goal of human life. A vice destroys a person and society.

According to the Greek philosopher Aristotle, virtue is in the middle of the two extremes (as illustrated in the following chart)

VIRTUES AND CORRESPONDING VICES

Anger	<u>Meekness,</u>	Lack of energy of will
Rashness/boldness	<u>Courage,</u>	Cowardice
Shamelessness	Modesty	Timidity
Licentiousness	Temperance	Drunkenness
Profit (Crematistica)	The just	Loss
Wastefulness	Liberality	Miserliness
Boastfulness	Sincerity	Self depreciation
Flattery	Friendship	Brusqueness
Servility	Dignity	Obstinacy
Vanity	Self-respect	Humility
Extravagance	Magnificence	Meanness
Buffoonery (mockery)	Wittiness	Boorishness

iii) List of vices according to Dante (Italian thinker and literary Artist)

They are the ones commonly known in traditional Christianity;

1. Pride or vanity
2. Avarice (covetousness, greed)
3. Lust
4. Wrath or anger
5. Gluttony
6. Envy or jealousy
7. Sloth or laziness

Moral agent should choose the life of values and virtues and not life of the vices

Samples Debate topics

1. “God or Darwin, creation or evolution” debate; oppose or propose as you divide yourselves in groups
2. “My dress my Choice.....”
3. “Quack doctors in Kenya should be caught and take to court and jailed with immediate effect” debate

REVIEW QUESTIONS

1. Define and Explain the etymological definition of the term philosophy
2. What is ethics and what does it study?
3. Distinguish the moral agent from a non moral agent
4. Compare and contrast deductive and inductive logic
5. Distinguish between character and behaviour
6. Discuss the importance of ethical values and virtues in the life of a student and society
7. Discuss the disvalues of Vices at the individual and community level as well as leadership
8. Explain the ingredients of making an ethical university as well as an ethical Kenya today where each individual is driven by ethical values and virtues in order to achieve success and avoid moral decay.
9. “Philosophy is irrerevant in today’s world”. Discuss this statement as you defend the relevance of Philosophy today to a university student.
10. Demonstrate the relevance of ethical values, virtues and vices in the life of a student, lecturer and leaders in any organisation today.

NB: Practical session of the topic to be conducted by tutorial fellows

The tutorial fellow should also give Case study Scenario e.g. debate between Obama and Romney this will spur discussions and full participation

Presentation

1. The presenter should use 4-5 minutes
2. The tutorial fellow should give marks to presenter any one participating in terms of presentation, questions and comments
3. Check mastery of language/ proficiency of English language
4. Confidence and ability to convince the listeners/body language
5. The tutorial fellow should give marks/scores to each learner who are present in the class
6. Make sure the students have signed the attendance sheet
7. Punctuality at entry and exit point is also to be awarded

8. If a student does not attend, he/she must produce medical card else be deducted a mark.

TOPIC TWO; INTRODUCTION TO CRITICAL THINKING

Learning Outcomes

By the end of this topic the learners should;

- Distinguish between critical thinking, critical reasoning and casual reasoning
- Identify the obstacles to critical thinking
- Learn how to think critically thus deal competently with issues.
- To utilise the critical thinking skills in their research work
- Use the critical thinking skills in their debates; group Discussions and presentations
- Know the transformation role of critical thinking to a student mindset.

A. CRITICAL THINKING AND ANALYTICAL THINKING

i) What is Critical thinking?

- ✓ **Critical thinking**; is the study of clear and unclear thinking.
- ✓ One sense of the term critical means "crucial" or "highly important"; a second sense derives from (*kritikos*), which means "able to discern".
- ✓ Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- ✓ Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions.

List of Critical Skills

- 1st. Interpretation;** having the ability to understand the information you are being presented with and being able to communicate the meaning of that information to others.
- 2nd. Analysis;** Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent.
- 3rd. Inference;** Having the ability to understand and recognize what elements you will need in order to determine an accurate conclusion or hypothesis from the information you have at your disposal.
- 4th. Evaluation;** Being able to evaluate the credibility of statements or descriptions of a person's experience, judgment or opinion in order to measure the validity of the information being presented.
- 5th. Explanation;** Having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone you are sharing it with.
- 6th. Self-Regulation;** having the awareness of your own thinking abilities and the elements that you are using to find results.

Procedure of Critical Thinking

Critical thinking calls for the ability to:

- 1st.** Recognize problems, to find workable means for meeting those problems
- 2nd.** Understand the importance of prioritization and order of precedence in problem solving
- 3rd.** Gather and marshal pertinent (relevant) information
- 4th.** Recognize unstated assumptions and values
- 5th.** Comprehend and use language with accuracy, clarity, and discernment
- 6th.** Interpret data, to appraise evidence and evaluate arguments
- 7th.** Recognize the existence (or non-existence) of logical relationships between propositions
- 8th.** Draw warranted conclusions and generalizations
- 9th.** Put to test the conclusions and generalizations at which one arrives
- 10th.** Reconstruct one's patterns of beliefs on the basis of wider experience
- 11th.** Render accurate judgments about specific things and qualities in everyday life

ii) What is analytical thinking

- ✓ Analytical thinking is a critical component of visual thinking that gives one the ability to solve problems quickly and effectively.
- ✓ It involves a methodical step-by-step approach to thinking that allows you to break down complex problems into single and manageable components.

- ✓ Analytical thinking involves the process of gathering relevant information and identifying key issues related to this information.
- ✓ This type of thinking also requires you to compare sets of data from different sources; identify possible cause and effect patterns, and draw appropriate conclusions from these datasets in order to arrive at appropriate solutions.

Analytical thinking can be broken down into three main steps:

1. **Gather Information**

- Gathering information requires that you ask appropriate questions of yourself and of others in order to gain the necessary insights that will enable you to make more effective decisions about the problems you are facing.
- However, you also need to consider the relevance of your sources and the means by which you will gather this information.
- Here you must gather all the necessary information that will be required to help you solve your problems.
- You also need to recognize whether you need to obtain more or higher quality information in order to collect all the relevant data you will need to arrive at an appropriate solution.

2. **Identify Issues and Problems**

When it comes to analytical thinking, it's important to develop your ability to recognize underlying issues or problems based on trends, associations and cause-effect relationships between datasets.

3. **Organize Information**

- Once all relevant information has been collected successfully, you must now organize and integrate all the pieces in a way that will provide you with insights and ideas that can be used to draw appropriate conclusions.
- This in turn will lay down the foundations for potential solutions to the problem or problems you are facing.

Analytical Skills

- ✓ **Analytical skill** is the ability to visualize, that articulate, conceptualize or solve both complex and uncomplicated problems by making decisions that are sensible given the available information. Such skills include demonstration of the ability to apply logical thinking to gathering and analyzing information, designing and testing solutions to problems, and formulating plans.

Analytical Skills include;

- 1st. **Analyzing abilities:** The ability to take a large volume of data and then analyze trends and produce a result
- 2nd. **Dealing with problems:** Give examples of problem solving at work

3rd. **Programming:** Write a systems program with accurate results output

4th. **Reporting:** A written report on the effectiveness of a particular event such as a political campaign

5th. **Handling assignments effectively:** Discovering a more efficient and productive way to complete a particular job task.

6th. **Process:** Creating a set of steps to implement a process that could have a yes or no outcome.

7th. **Problem handler:** Identifying a problem and then creating a repair to avoid it becoming a major problem.

8th. **Collect information,** analyze the data from the information collected, and come up with a solution to a problem.

- ✓ To test for analytical skills, one might be asked to look for inconsistencies in an advertisement, put a series of events in the proper order, or critically read an essay.
- ✓ Usually standardized tests and interviews include an analytical section that requires the examiner to use their logic to pick apart a problem and come up with a solution.

B. CRITICAL THINKING TOOLS OF ANALYSIS

Critical thinking Tools of Analysis

- i. All reasoning has a purpose
 - Take time to state your purpose clearly
 - Distinguish your purpose from related purposes
 - Check periodically to be sure you are still on target
 - Choose significant and realistic purposes
- ii) All reasoning is an attempt to figure out something, to settle question, to and solve problems
 - Take time to clearly and precisely state the question at issue
 - Express the question in several ways to clarify its meaning and scope
 - Break the question in sub questions
 - Identify if the question has one right answer, is it a matter of opinion, or requires reasoning from more than one point of view.
- iii) All reasoning is based on Assumptions
 - Clearly identify your assumption and determine whether they are justifiable
 - Consider how your assumptions are shaping your point of view
- iv) All reasoning is done from some point of view
 - Identify your point of view
 - Seek other points of view and identify their strengths as well as their weaknesses
 - Strive to be fair-minded in evaluating all point of view

- v) All reasoning is based on Data, information and evidence
 - Restrict your claims to those supported by the data you have
 - Search for information that opposes your position as well as information that support it
 - Make sure that all information used is clear, accurate and relevant to the question at issue
 - Make sure you have gathered sufficient information
- vi) All reasoning expressed through, and shaped by concepts and ideas
 - Identify key concepts and explain them clearly
 - Consider alternatives concepts or alternatives definitions to concepts
 - Make sure you are using concepts with care and precision
- vii) All reasoning contains inference or interpretations by which we draw conclusions and give meaning to data
 - Infer only what the evidence implies
 - Check inferences for their consistency with each other
 - Identify assumption which lead to your inferences
- viii) All reasoning leads somewhere or has implications and consequences
 - Trace the implications and consequences that follow from your reasoning
 - Search for negative as well as positive implications
 - Consider all possible consequences

C. TRANSFORMATION ROLE OF CRITICAL THINKING IN A STUDENT MINDSET.

i) Key areas to consider in the process of transformation of the mind to research work

1. Critical thinking is also referred to as higher-order thinking. Critical thinking is a purposeful, structured and disciplined mode of seeking out and processing information.
2. It is important in research applications because it allows a researcher to identify, acquire and analyze the information necessary to resolve a research question. A lack of critical thinking skills leaves a scholar with a mountain of indecipherable information.
3. Critical thinking in applications means becoming information literate. Critical thinkers know where to look for information, how to synthesize it and use it to solve problems. Becoming information literate means becoming an informed consumer of information.
4. Critical thinking is crucial to all stages of research applications. The first step in research is identifying the question. Without using critical thinking to develop a research question on crime, a scholar would be directionless in where to start looking for information.

5. Disciplined and purposeful thinking guides the researcher to useful information sources.
6. Critical thinking allows a researcher to compile information into a report presenting his unique answer to the question using the research information to support the answer. If the scholar concludes the decline was related to a decrease in gang activity, he would provide statistical data and other research in a logical and informed fashion so the reader concludes there is a relationship.

ii) Advantage of A critical Thinking Student in the generation of ideas and considering options

1. A good critical thinker knows how to separate facts from opinions, how to examine an issue from all sides, how to make rational inferences and how to withhold personal judgment or biases.
2. The critical thinker remains calm and knows when he is right. Critical thinkers are less likely to fall for scams or tricks because they approach everything with a healthy amount of scepticism. Those who lack critical thinking skills often assume that everything they hear is true, regardless of the source.
3. Critical thinkers consider all options before they act. If time is an important factor, they consider the fastest method of achieving a goal. They may even discover a shortcut. Critical thinkers embody the phrase "work smarter, not harder." They are masters of efficiency.
4. Many of the highest paying jobs require critical thinking skills, such as generating effective ideas and making important decisions. Job interviewers often ask applicants questions that test their ability to think critically. Critical thinking skills may also be a deciding factor when an employee seeks a promotion.
5. A critical thinker has the self-awareness to know the difference between a rational thought based on careful consideration and an emotional response based on personal bias. Emotion is the enemy of reason. By understanding your own perspective, you can also consider the perspective of others and come to a conclusion based on fact, not feelings.

D. USE OF CRITICAL THINKING IN DEBATES; GROUP DISCUSSIONS AND PRESENTATIONS

A. DEBATE

i) What is a Debate?

- **Debate** is contention in argument; dispute, controversy; discussion; especially the discussion of questions of public interest in Parliament or in any assembly.
- Debate is a method of interactive and representational argument. Debate is a broader form of argument than deductive reasoning, which only examines whether a conclusion is a consequence of premises, and factual argument, which only examines what is or isn't the case, or rhetoric, which is a technique of persuasion.
- Though logical consistency, factual accuracy and some degree of emotional appeal to the audience are important elements of the art of persuasion, in debating, one side often prevails over the other side by presenting a superior "context" and/or framework of the issue, which is far more subtle and strategic.
- The outcome of a debate depends upon consensus or some formal way of reaching a resolution, rather than the objective facts as such. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will interact.
- Debating is commonly carried out in many assemblies of various types to discuss matters and to make resolutions about action to be taken, often by a vote. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. In particular, in parliamentary democracies a legislature debates and decides on new laws.
- Formal debates between candidates for elected office, such as the leaders' debates and the U.S. presidential election debates, are sometimes held in democracies. Debating is also carried out for educational and recreational purposes, usually associated with educational establishments.
- The major goal of the study of debate as a method or art is to develop the ability to debate rationally from either position with equal ease.

ii) Forms of Debate

i. Parliamentary Debate;

- ✓ Parliamentary Debate (sometimes referred to as "parli" in the United States) is conducted under rules derived from British parliamentary procedure. It features the competition of individuals in a multi-person setting. It borrows terms such as "government" and "opposition" from the British parliament (although the term "proposition" is sometimes used rather than "government" when debating in the United Kingdom).

- ✓ Throughout the world, parliamentary debate is commonly known and practised including here in Kenya where both the National and the Senate Assemblies present bills to be discussed passed.
 - ✓ In parliaments and other legislatures, members debate proposals regarding legislation, vote, and make resolutions which become laws. Debates are usually conducted by proposing a law, or changes to a law. Members of the parliament or congress then discuss it and eventually cast their vote for or against such a law.
- ii. **Debate between candidates for high office;**
- ✓ In jurisdictions which elect holders of high political office such as president or prime minister, candidates sometimes debate in public, usually during a general election campaign.
- iii. **Competitive debate;**
- ✓ In competitive debates teams compete, and one is judged the winner by some criteria. There are many different styles of competitive debate, organizations and rules.
 - ✓ One purpose is to train and educate young people who may in future be required to debate and resolve matters. Competitive debate is carried out at the local, national, and international level.
 - ✓ In schools and colleges, competitive debate often takes the form of a contest with explicit rules. It may be presided over by one or more judges. Each side seeks to win, following the rules. Each side is either in favor of ("for, 'Affirmative', Pro"), or opposed to ("against, 'Negative', Con"), a statement (proposition, moot or Resolution).
 - ✓ The "for" side must argue supporting the proposition; the "against" side must refute these arguments sufficiently to warrant not adopting the proposition; they are not required to propose any alternative.
- iv. **Emergency Debate**
- ✓ Emergency debates are specific and limited debates requested by members on short notice (not scheduled) and granted by the Speaker. These types of debates are found in the British and Canadian parliamentary systems.
- v. **Public Debate**
- ✓ The International Public Debate Association (IPDA), is a national debate league currently active in the (Texas) in San Antonio, Texas, and other states in United States. IPDA is the fastest growing debate association. Although evidence is used, the central focus of IPDA is to promote a debate format that

emphasizes public speaking and real-world persuasion skills over the predominate use of evidence and speed.

- ✓ To further this goal, IPDA predominantly uses lay judges in order to encourage an audience-centered debate style. Furthermore, although the main goal of the debater is to persuade the judge, IPDA also awards the best speakers within each tournament.
- ✓ IPDA offers both team debate where two teams of two debate and individual debate. In both team and individual debate, a list of topics is given to the two sides thirty minutes before the start of the round.
- ✓ A striking negotiation ensues to pick a topic. The sides, one affirming the resolution and one negating the resolution, then prepare an opening speech, a cross-examination of the other side, and closing remarks for the round.

iii) Concepts of Debate

Debating has strict rules of conduct and quite sophisticated arguing techniques and you will often be in a position where you will have to argue the opposite of what you believe in.

1. The Topic

- ✓ If a debate is a form of argument then it logically follows that there must be something to argue about. This is called the TOPIC.
- ✓ The topic changes from debate to debate. They are often about current issues of public importance ("That Scotland should be an independent country from the United Kingdom) or about general philosophies or ideas ("That beauty is better than brains"). All topics begin with the word "That".
- ✓ When organizing a debate it is important to select a topic that is appropriate to the age and education of the debaters concerned. Often topics will cover areas that the debaters have a specific interest in or, in the case of schools' debates that have been covered in classes or are current news items.

ii) Proposers and opposers

- ✓ As in other arguments there are two sides to any topic. The team that agrees with the topic is called the Proposers (AFFIRMATIVE) or the 'government' in parliamentary debating) and the team that disagrees with the topic is called the Opposers (NEGATIVE) (or the 'opposition' in parliamentary debating).
- ✓ Proposers and opposers. In the English world and countries which are British influenced, the two sides of the debate are called the opposers and the proposers of the motion. This is what in America they call the Affirmative and the negative parts of the debate. But the aim of the debate is the same.

iii) **The procedure of the Debate; timelines, topic and groups/teams**

Procedure

- ✓ If a debate is going to take place then it must be agreed in advance what the debate is going to be about. Thus, it must be agreed what the topic means. This may seem obvious in a topic like "....." but with something like "That a cabbage is better than a rose" is might not be so clear.
- ✓ Deciding and explaining what a topic means is called 'defining the topic'. The job of defining begins with the AFFIRMATIVE.

- ✓ The first speaker of the affirmative must explain in clear terms what they believe the topic means. In deciding this the affirmative team should always try to use the "person on the street" test. That is if this topic were presented to the average person on the street - is this what they would take it to mean.

- ✓ Where the topic is too obscure to allow this test then apply the 'reasonability' test. The affirmative team should ask themselves. "Is this definition reasonable? Is it something the average person might expect? Does it allow for both sides of the debate?". If you can answer yes to these questions then the definition is probably reasonable, if not search for something more reasonable.

- ✓ Try to avoid the dictionary, except in cases where you don't understand a word. In your definition explain the meaning of the whole topic rather than each separate word.

- ✓ The negative team may agree with or choose to challenge the definition presented. The negative team should be very careful about challenging as it is difficult to continue the debate with two definitions.

- ✓ Challenges may be made if the definition given is unreasonable or if it defines the opposition out of the debate. If the negative team chooses to challenge the definition it should be done by the first speaker who should clearly outline why the negative is challenging and then propose a better definition.

- ✓ Debating groups should have about 20 persons in order to achieve full participation, in-depth tackling of the topic, acquisition of debating skills thus achieving the goal of the debate in a critical thinker

Timelines

- ✓ Because debating is a team event it is important that the three speakers work together as a team. The TEAM LINE is the basic statement of "why the topic is true" (for the affirmative) and "why the topic is false" (for the negative).

- ✓ It should be a short sentence, presented by the first speaker of each team and used by the other two speakers to enforce the idea of teamwork.

iv) **The Roles of the Speakers; Opposers and Proposers in Debate**

In a debating team each speaker has specified roles that they must fulfil to play their part in the team. They are laid out below in the order that the speakers will speak.

- ✓ **1st Affirmative/proposer must:**

- define the topic.
- present the affirmative's team line.
- outline briefly what each speaker in their team will talk about.
- present the first half of the affirmative case.

- ✓ **1st negative/opposer must:**

- accept or reject the definition. If you don't do this it is assumed that you accept the definition.
- present the negative team line.
- outline briefly what each of the negative speakers will say.
- rebut a few of the main points of the first affirmative speaker.
- the 1st negative should spend about one quarter of their time rebutting.
- present the first half of the negative team's case.

- ✓ **2nd affirmative/proposer must:**

- reaffirm the affirmative's team line.
- rebut the main points presented by the 1st negative.
- the 2nd affirmative should spend about one third of their time rebutting.
- present the second half of the affirmative's case.

- ✓ **2nd negative/opposer must:**

- reaffirm the negative's team line.
- rebut some of the main points of the affirmative's case.
- the 2nd negative should spend about one third of their time rebutting.
- present the second half of the negative's case.

- ✓ **3rd affirmative/proposer must:**

- reaffirm the affirmative's team line.
- rebut all the remaining points of the negative's case.
- the 3rd affirmative should spend about two thirds to three quarters of their time rebutting.
- present a summary of the affirmative's case.
- round off the debate for the affirmative.

✓ **3rd negative must:**

- reaffirm the negative's team line.
- rebut all the remaining points of the affirmative's case.
- the 3rd negative should spend about two thirds to three quarters of their time rebutting.
- present a summary of the negative's case.
- round off the debate for the negative.
- Neither third speaker may introduce any new parts of their team's cases.

v) **REBUTTAL**

- ✓ In debating each team will present points in favour of their case. They will also spend some time criticizing the arguments presented by the other team. This is called rebuttal. There are a few things to remember about rebuttal.
- ✓ *Logic* - to say that the other side is wrong is not enough. You have to show why the other side is wrong. This is best done by taking a main point of the other side's argument and showing that it does not make sense. Because a lot of the thinking for this needs to be done quickly this is one of the most challenging and enjoyable aspects of debating.
- ✓ *Pick the important points* - try to rebut the most important points of the other side's case. You will find that after a while these are easier and easier to spot. One obvious spot to find them is when the first speaker of the other team outlines briefly what the rest of the team will say. But do not rebut those points until after they have actually been presented by the other team.
- ✓ *'Play the ball'* - do not criticize the individual speakers, criticize what they say. To call someone fat, ugly or a nerd does not make what they say wrong and it will also lose you marks.

Techniques of the individual speaker.

There are many techniques that each speaker can use in their speech but there are three main areas that you will be marked on and they are;

A. **MATTER,**

- ✓ Matter is what you say, it is the substance of your speech. You should divide your matter into arguments and examples.
- ✓ An argument is a statement "The topic is true (or false depending on which side you are on) because of x", where the argument fills in for the x.
- ✓ An example is a *fact or piece of evidence* which supports an argument. Any examples that you use should be *relevant* to the topic at hand. Examples which

have very little or nothing to do with the topic only make a speech look weak and lacking substance.

- ✓ Matter cannot be just a long list of examples. You do not win a debate by creating the biggest pile of facts. Facts are like bricks in a wall, if you don't use them, cement them together properly then they are useless.
- ✓ Similarly, you cannot win a debate solely by proving that some of the facts of the opposition are wrong. It may weaken their case a little, the same way that removing some of the bricks from a wall will, but you really need to attack the main arguments that the other side presents to bring the whole wall crashing down.
- ✓ Many debates are on currently important issues so it is good for any debater to keep themselves informed of what is happening in the world around them and what are the issues involved.

B. METHOD

Where matter is what you say method is how you organize what you say. There are many delicious pieces of the method pie;

i) TEAM.

- ✓ Good team method involves unity and logic. Unity is created by all members being aware of the definition, what the other speakers have said and what the team line is.
- ✓ Each member of the team needs to reinforce the team line and be consistent with what has already been said and what will be said by the other members of their team.
- ✓ You may as well shoot yourself in the foot as change the team line mid debate just because you think it isn't working. Your team will look poorly organized and will be severely penalized by the adjudicator.

ii) INDIVIDUAL.

- ✓ You must structure your own speech well. The first step is to have a clear idea of your own arguments and which examples you will be using to support those arguments.
- ✓ As you speak make a clear division between arguments and let the audience know when you are moving from one argument to the next, this is called sign posting and is a very important debating tool.
- ✓ The key thing to remember is that although you know exactly what you are saying the audience has never heard it before and will only hear it once so you have to be very clear about it.

C. *MANNER*

Manner is how you present what you say and there are various aspects of manner that you need to be aware of. There is no one prescribed way of presenting your argument. Here are some tips and pointers.

i) Eye Contact;

- ✓ If you look at the audience you will hold their attention.
- ✓ If you spend your time reading from cue cards or looking at a point just above the audience's head, they will lose concentration very quickly.
- ✓ When you've got them by the eyeballs their hearts and minds will follow.

ii) Voice.

- ✓ There are many things you can do with your voice to make it effective.
- ✓ You must project so that you can be heard but 4 minutes of constant shouting will become very annoying very quickly.
- ✓ Use volume, pitch and speed to emphasize important points in your speech.
- ✓ A sudden loud burst will grab your audience's attention while a period of quiet speaking can draw your audience in and make them listen carefully.

iii) Body.

- ✓ Make hand gestures deliberately and with confidence
- ✓ Move your head and upper body to maintain eye contact with all members of the audience (although automatically moving your head from side to side makes the adjudicator want to pop a ping-pong ball in there).
- ✓ If you want to walk up and down do so but move with effect and deliberately, don't wear worry lines into the carpet.
- ✓ If you are going to stand still, stand with confidence. Don't let your body apologize for your presence by appearing nervous.

iv) Nervous Habits.

- ✓ Avoid them like the plague.
- ✓ Use your whole person to effect, don't let any one thing detract from your ability to persuade the audience.

ix) Elocution and other big words.

- ✓ This is not an exercise in grammar or elocution. Try to avoid being too informal but don't go overboard the other way.
- ✓ There are no marks to be gained from trying to use big words you don't understand or can't pronounce. In the same way it is a huge mistake to let someone else write your speech.
- ✓ People that do that aren't entering the spirit or developing the skills of debating and end up looking really silly getting stuck on a word they just can't say.

THE MARKING SCHEME.

Every adjudicator/ Tutorial Fellow mark to a standard. You will get a mark out offor matter ... for manner and for method, a mark out of total. The average for any speaker is

NB: Don't spend your debating life worrying about numbers, like most statistics they are meaningless unless you understand the reasons behind them. Adjudicators are friendly people who will happily speak with you after the debate and tell you about your individual performance.

B. ACADEMIC WRITING

i) Definition of the Academic writing

Academic writing refers to a particular style of expression. Characteristics of academic writing include:

- A formal tone
- Use of the third-person rather than first-person perspective
- Clear focus on the issue or topic rather than the author's opinion
- Precise word choice

Writers employing the formal academic style avoid jargon, slang, and abbreviations.

- ✓ Academic writing is formal writing. Many novice writers have trouble telling informal writing apart from formal writing.
- ✓ They resort to informal writing, since it's easier and more familiar.
- ✓ Characteristics of informal writing include the use of colloquialisms and jargon, writing in the first person or making "I" statements, making direct personal statements, and imprecise word choices. In comparison, the most formal writing of all can be found in legal documents.
- ✓ Informal writing is fine for diary entries, blogs, personal writing, letters or emails to friends.
- ✓ However, writers working on papers for school, college application essays, scientific papers, research papers, conference presentations, and business proposals generally employ a more formal style akin to donning a suit or dress to attend a wedding.

Examples of informal and formal writing.

- ***Informal writing:*** I think he's a loser.
 - In this example, the first statement is informal. The writer speaks in the first person, using the word "I", and states an opinion.
 - The author employs the slang term "loser", which is inappropriate in a formal context. He also uses the contraction "he's."
 - If this were in the middle of a paragraph, it may be easier to understand to whom the author is referring. Taken as a simple statement, however, it's impossible to know whether the writer thinks his best friend, his dog, or a rock star is a loser!

- **Formal writing:** Macbeth’s horrific choices cause him to lose everything he holds dear: children, wife, friends, crown and king.
 - The second example uses an academic, formal style typical of what professors might expect at the college level. Written in the third-person, the sentence omits references to the writer and focuses on the issue.
 - Strong, specific adjectives like “horrific” convey the author’s view clearly without resorting to slang.
 - The use of the colon—sometimes discouraged by professors as an antiquated punctuation mark, but still used in formal documents—creates a strong, formal feel when properly used here to introduce a list.

ii) Academic Writing Skills

Writers seeking to improve their academic writing skills should focus their efforts on three key areas:

1. **Strong writing:**

- ✓ Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work.
- ✓ Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.

2. **Excellent grammar:**

- ✓ Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors or writers you respect.
- ✓ English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice.
- ✓ Using a good writing reference, such as *Your Dictionary*, can provide advice on the more troublesome points of grammar. Proper punctuation uses and good proofreading skills improve academic writing as well.

3. **Consistent stylistic approach:**

- ✓ Whether your school or employer requires use of the MLA, APA or Chicago Manual of Style, choose one style and stick to it.
- ✓ Each of these style sheets provide guidance on how to write out numbers, references, citations, and more. All are available at your local bookseller in hard copy or online.
- ✓ The MLA is commonly used in English classes, while APA is for psychology and science. Chicago Manual of Style is often the choice in the workplace.

Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach.

iii) Effective Discussion Skills

- ✓ Effective discussions are necessary for effective meetings, which in turn, are necessary for effective teams.

- ✓ Every team meeting should include actions that facilitate the process of discussion.
- ✓ The following techniques are presented in the framework of team meetings, but they are useful whenever an effective discussion is important.

Effective Discussion Skills	
Skill	Note
Ask for Clarification	If you are unclear about the topic being discussed or the logic in another person's arguments, ask someone to define the purpose, focus, or limits of the discussion. Ask members to repeat ideas in different ways.
Act as Gatekeepers	Encourage more-or-less equal participation among group members by "throttling" dominators. Make openings for less aggressive members by asking their opinions directly or making a general request for input.
Listen	Actively explore one another's ideas rather than debating or defending each idea that comes up.
Summarize	Occasionally compile what has been said and restate it to the group in summary form. Follow a summary with a question to check for agreement.
Contain Digression	Do not permit overlong examples or irrelevant discussion.
Manage Time	If portions of the agenda take longer than expected, remind the team of deadlines and time allotments so work can be either accelerated or postponed, or time rebudgeted appropriately.
End the Discussion	Learn to tell when there is nothing to be gained from further discussion. Help the team close a discussion and decide the issue.
Test for Consensus	Summarize the group's position on an issue, state the decision that seems to have been made, and check whether the team agrees with the summary.
Constantly Evaluate the Meeting Process	Throughout the meeting, assess the quality of discussion. Ask: Are we getting what we want from this discussion? If not, what can we do differently in the remaining time?

C. PUBLIC SPEAKING AND PRESENTATION SKILLS

Every public speaker should be able to:

1. **Research a topic** – Good speakers stick to what they know. Great speakers research what they need to convey their message.
2. **Focus** – Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t need to be edited out.
3. **Organize ideas logically** – A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.
4. **Employ quotations, facts, and statistics** – Don’t include these for the sake of including them, but do use them appropriately to complement your ideas.
5. **Master metaphors** – Metaphors enhance the understandability of the message in a way that direct language often cannot.
6. **Tell a story** – Everyone loves a story. Points wrapped up in a story are more memorable, too!
7. **Start strong and close stronger** – The body of your presentation should be strong too, but your audience will remember your first and last words (if, indeed, they remember anything at all).
8. **Incorporate humour** – Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.
9. **Vary vocal pace, tone, and volume** – A monotone voice is like fingernails on the chalkboard.
10. **Punctuate words with gestures** – Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.
11. **Utilize 3-dimensional space** – Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.
12. **Complement words with visual aids** – Visual aids should *aid* the message; they should not *be* the message.
13. **Analyze your audience** – Deliver the message they want (or need) to hear.
14. **Connect with the audience** – Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.
15. **Interact with the audience** – Ask questions (and care about the answers). Solicit volunteers. Make your presentation a dialogue.
16. **Conduct a Q&A session** – Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not (just) a speaker.
17. **Lead a discussion** – Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.
18. **Obey time constraints** – Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.
19. **Craft an introduction** – Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.

20. **Exhibit confidence and poise** – These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.
21. **Handle unexpected issues smoothly** – Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.
22. **Be coherent when speaking off the cuff** – Impromptu speaking (before, after, or during a presentation) leaves a lasting impression too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.
23. **Seek and utilize feedback** – Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.
24. **Listen critically and analyze other speakers** – Study the strengths and weakness of other speakers.
25. **Act and speak ethically** – Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Review questions

1. Compare and contrast critical thinking and analytical thinking
2. Show how you can best utilise critical thinking and analytical thinking skill in a debate/ discussion
3. Discuss how a student who has learnt critical thinking and analytical thinking should not be influenced by peer pressure or emotions in situations like involvement in strikes or alcohol na substance abuse.
4. Explain how a critical and analytical thinker should be the best in academic writing and research undertakings.
5. Give a brief summary of any book which has treated critical thinking and reasoning as a topic
6. Explain how critical and analytical thinking can influence a student from secondary studies to university studies.
7. Define and explain the meaning and importance of critical thinking
8. Discuss how skills and procedure of critical thinking can transform a 1st year student to be an effective marketer of the university to other students and communities within and outside the university.
9. Give two reasons why critical thinking is relevant to a university student in this modern age of Information technology.
10. You are chosen to represent DeKUT to coach secondary school students on the importance of debate. Explain the key components and skills of a good debate, a good debator, the choice of the topic and the role of the opposers and proposers and the work of the adjudicator or the judge. These are the point you will be expected to the students in that secondary students. Remember that ARTICULATION and DICTION are critical in making a good and effective debator.

11. Discuss how debating can make one an effective politician, lawyer, CEO of a company and even a president of a country.
12. Formulate two topics of a good debate. The topic should be relevant to the Kenyan people or students in the year 2014-2015. This means that it should focus on current issues which can bring solutions to current problems.
13. In your considered view what are barriers of Debating which makes one a bad or ineffective debator.
14. Explain the importance of the following in academic life of a student
 - Effective discussion
 - Academic writing skills
 - Public speaking skills

Practical Application

Debate Title

- i. “Married women should never fight their husbands at all cost in kenya today”
Propose or oppose.
- ii. “University students should never be engaged in strikes” Propose or oppose
- iii. etc

TOPIC THREE; ESSENTIALS OF CRITICAL THINKING AND VALUES OF ARGUMENTATION

Learning Outcomes

By the end of this topic the learners should;

- Distinguish between critical thinking and critical reasoning
- Distinguish Intellectual Quotient, Emotional Intelligence and artificial intelligence
- Discuss the analysis and evaluation of arguments
- Identify the Obstacles and barriers critical thinking
- Explain what Judgment is in critical thinking

a) **CREATIVE AND CRITICAL REASONING**

- ✓ **Critical thinking** is a way of deciding whether a claim is true, partially true, or false. Critical thinking is a process that leads to skills that can be learned, mastered and used.
- ✓ Critical thinking is a tool by which one can come about reasoned conclusions based on a reasoned process. This process incorporates passion and creativity, but guides it with discipline, practicality and common sense.
- ✓ **Critical thinking** is a decision-making process. Specifically, critical thinking means carefully considering a problem, claim, question, or situation in order to determine the best solution.
- ✓ That is, when you think critically, you take the time to consider all sides of an issue, evaluate evidence, and imagine different scenarios and possible outcomes. It sounds like a lot of work, but the same basic critical thinking skills can be applied to all types of situations.

Reasoning Skills

- ✓ Reasoning skills, on the other hand, deal more with the *process* of getting from point A, the problem, to point B, the solution. You can get there haphazardly, or you can get there by reason.
- ✓ A **reason** is a motive or cause for something—a justification for thoughts, actions, or opinions. In other words, it's *why* you do, say, or think what you do. But your reasons for doing things aren't always reasonable—as you know if you've ever done or said something in the heat of the moment.
- ✓ **Reasoning skills** ask you to use good sense and base your reasons on facts, evidence, or logical conclusions rather than just on your emotions.
- ✓ When you decide on the best way to handle a situation or determine the best solution to a problem, you should have *logical* (rather than purely *emotional*) reasons for coming to that conclusion.
- ✓ **Logical:** according to reason; according to conclusions drawn from evidence or common sense
- ✓ **Emotional:** drawn from emotions, from intense mental feelings

The Difference between Reason and Emotion

- ✓ It would be false to say that anything emotional is not reasonable. In fact, it's perfectly valid to take your emotions into consideration when you make decisions.
- ✓ After all, how you feel is very important. But if there's *no* logic or reason behind your decisions, you're usually in for trouble.
- ✓ They may have thought critically and still made the wrong choice because they let their emotions override their sense of logic and reason.

Justifying Your Decision

- ✓ One way to help ensure that you're using your critical thinking and reasoning skills is to always justify your decisions and actions.
- ✓ Why did you do what you did?
- ✓ Why did you make that decision?
- ✓ Why did that seem like the best solution?
- ✓ Try this with even your everyday decisions and actions. You'll get to know your current decision-making process, and you'll be able to determine where in that process you can become more effective.

Why Critical Thinking and Reasoning Skills Are Important

- ✓ You will face (if you don't already) situations on the job, at home, and at school that require critical thinking and reasoning skills. By improving these skills, you can improve your success in everything you do. Specifically, strong critical thinking and reasoning skills will help you:
 - Compose and support strong, logical arguments
 - Assess the validity of other people's arguments
 - Make more effective and logical decisions
 - Solve problems more efficiently
- ✓ Essentially, these four skills make up **problem-solving skills**. For example, if someone wants to change your mind and convince you of something, you have a "problem"—you have to decide whether or not to change your beliefs, whether to accept that person's argument.
- ✓ Similarly, when you have a choice to make, or a position you'd like to support, you have a different type of "problem" to solve—what choice to make, how to support your position. Thus, the term *problem solving* can refer to any one of these situations.

Advantages of Creative and Critical Thinking/reasoning

- i. ***Enhances self-authority in an individual;***
 - ✓ A person is able to make his own decisions.
 - ✓ He can be responsible for his life rather than the society controlling him,
 - ✓ One has better understanding of himself.

- ii. ***Enables the individual to distinguish right from wrong or wrong from right;***
 - ✓ Using the high level of thinking (critical thinking), he would be self-directed.
 - ✓ One is able to think before acting to prevent unfortunate consequences.
- iii. ***Enables an individual to develop innovative and creative skills;***
 - ✓ He is able to think of new ways of developing items other than the usual ways of the society.
 - ✓ He can use his magic skills to transform his society for a better future.
- iv. ***Enables an individual to be logic;***
 - ✓ He can effectively solve problems and form good plans for future.
 - ✓ Actions are done for the best of reason and cannot be contradicted since they are actually right.
- v. ***Enables an individual to be knowledgeable;***
 - ✓ Due to his curiosity he would seek for information concerning troubling issues so as to be able to solve them at an instance. This knowledge power would be very helpful in future challenges.

INTELLIGENCE QUOTIENT (IQ) AND EMOTIONAL INTELLIGENCE

(EI)

i) INTELLIGENCE QUOTIENT (IQ)

- ✓ An **intelligence quotient (IQ)** is a score derived from one of several standardized tests designed to assess human intelligence.
- ✓ IQ scores have been shown to be associated with such factors as morbidity and mortality parental social status, and, to a substantial degree, biological parental IQ.
- ✓ While the heritability of IQ has been investigated for nearly a century, there is still debate about the significance of heritability estimates and the mechanisms of inheritance.
- ✓ IQ scores are used for educational placement, assessment of intellectual disability, and evaluating job applicants. In research contexts they have been studied as predictors of job performance, and income. They are also used to study distributions of psychometric intelligence in populations and the correlations between it and other variables.

ii) EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

Can be described as '**emotional literacy**'; it means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others.

Examples of high-pressure situations that require us to manage our emotions skillfully include:

- giving and receiving feedback
- meeting tight deadlines
- dealing with challenging relationships
- not having enough resources
- dealing with change
- dealing with setbacks and failure

Emotional intelligence consists of these four attributes:

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Emotional intelligence affects:

- **Your performance at work.** Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.
- **Your physical health.** If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.
- **Your mental health.** Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.
- **Your relationships.** By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

Emotional Intelligence vs Intelligence Quotient

The major difference between EQ and IQ is what part of a person's mental abilities they measure: understanding emotion or understanding information.

Emotional Intelligence	Intelligence Quotient
Emotional Quotient (EQ) is a way to measure how a person recognizes emotions in himself or herself and others, and manages these emotional states to work better as a group or team.	Intelligence Quotient (IQ) is a value that indicates a person's ability to learn, understand, and apply information and skills in a meaningful way.

Importance of Emotional intelligence to students and leaders

- Emotional intelligence *helps you build stronger relationships, succeed at work, and achieve your career and personal goals.*
- If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.
- One of the things that motivate me to be a better leader is having a positive effect on people.
- Emotional intelligence is a powerful tool and I hope to continue to understand how it can contribute to exceeding goals, improving critical work relationships, and create a healthy, productive workplace and organizational culture.
- A leader lacking in emotional intelligence is not able to effectively gauge the needs, wants and expectations of those they lead.
- Leaders who react from their emotions without filtering them can create mistrust amongst their staff and can seriously jeopardize their working relationships.
- Reacting with erratic emotions can be detrimental to overall culture, attitudes and positive feelings toward the company and the mission. Good leaders must be self-aware and understand how their verbal and non-verbal communication can affect the team.
- Emotional intelligence is widely known to be a key component of effective leadership. Understanding how the brain operates and how the emotional response system works should also be a factor in where we place team members within our organizations.
- Being able to relate behaviors and challenges of emotional intelligence on workplace performance is an immense advantage in building an exceptional team.
- One of the most common factors that lead to retention issues is communication deficiencies that create disengagement and doubt.

“There are no extraordinary men... just extraordinary circumstances that ordinary men are forced to deal with.” – William (Bill) Halsey, Jr.

ARTIFICIAL INTELLIGENCE (AI)

- **Artificial intelligence (AI)** is the intelligence exhibited by machines or software. It is also the name of the academic field of study which studies how to create computers and computer software that are capable of intelligent behavior.
- Major AI researchers and textbooks define this field as "the study and design of intelligent agents", in which an intelligent agent is a system that perceives its environment and takes actions that maximize its chances of success.
- John McCarthy, who coined the term in 1955, defines it as "the science and engineering of making intelligent machines"
- Artificial intelligence (AI) is an area of computer science that emphasizes the creation of intelligent machines that work and react like humans.
- Some of the activities computers with artificial intelligence are designed for include:
 - Speech recognition
 - Learning
 - Planning
 - Problem solving

Artificial intelligence is a branch of computer science that aims to create intelligent machines. It has become an essential part of the technology industry.

Research associated with artificial intelligence is highly technical and specialized. The core problems of artificial intelligence include programming computers for certain traits such as:

- Knowledge
- Reasoning
- Problem solving
- Perception
- Learning
- Planning
- Ability to manipulate and move objects

c) MEANING AND VALUES OF ARGUMENTS

i) Meaning of an Argument

- An argument is the process of making what we think clear to ourselves and to others. it takes us from a vague, private viewpoint to a clearly stated position that we can defend publicly in speech or writing.
- an argument is an attempt to persuade someone of something. it is prompted usually by a disagreement, confusion, or ignorance about something which the arguers wish to resolve or illuminate in a convincing way.

- an argument can also be internal eg when we are faced with making a difficult choice
- the final goal of an argument is usually to reach a conclusion which is sufficiently persuasive to convince someone or something eg action, reasons for an event, responsibility for a certain act etc
- An **argument** is also defined as "...any giving of reasons, evidence, or support for the claim that something is true." Importantly.
- argument in the sense of seeking for clarity **has a two**—part form or structure
 - **The statement of an opinion** eg; when one says; “students university loans ought to be more widely available “one has stated an opinion. In doing so you have made one thing clear- your position in the issue of students’ loans.
 - **Statement of one or more reasons for holding that opinion eg;** “*because rising costs are preventing too many capable but impoverished students from attending*”, by adding your reason, you have made something clear; why you take the position you do.
- However, arguments require more than simply an opinion coupled with a reason.

ii) VALUES/ AIMS OF AN ARGUMENT

- ✓ An argument is a self-expression. All arguments are expressive to some degree. Nothing tells us more about people than the opinions they hold and their reasons for holding them.
 - ✓ Our opinions play a large role in making us what we are; conservative, liberal, or middle-of-the-road in politics
 - ✓ When we examine our position or the opinion of someone who disagrees with us, when you try to get other to exchange their positions, and when you explore avenues of compromise between competing positions, you are moving beyond self-expression to one of the following aims of argument;
 - ✓ Argument is not in itself an end or a purpose of communication. It is rather a means of discourse, a way of developing what we have to say. We can identify four primary aims or purposes that argument helps us accomplish:
1. **Arguing to Inquire:** Forming our opinions or questioning those we already have.
 - ✓ The ancient Greeks used the word *dialectic* to identify an argument as inquiry; a more common term might be dialogue or conversation.
 - ✓ Arguing to inquire helps us to form opinions, to question opinions and to reason our way through conflicts or contradictions
 - ✓ It requires an attitude of patient questioning under non-threatening circumstances, usually done alone or among trusted friends and associates.
 - ✓ The primary purpose is a search for the truth.
 - ✓ Examples: Classroom discussions; journal writing; exploratory essays; letters; late-night bull sessions in a dorm

- 2. Arguing to Convince: Gaining assent from others through case-making.**
- ✓ While some inquiry may be never ending, the goal of most inquiry is to reach a conclusion, a conviction.
 - ✓ We seek an “earned opinion,” achieved through careful thought, research, and discussion. And then we usually want others to share this conviction, to secure the assent of an audience by means of reason rather than by force.
 - ✓ Arguing to inquire centers on asking questions: we want to expose and examine what we think. Arguing to convince requires us to make a case, to get others to agree with what we think. While inquiry is a cooperative use of argument, convincing is competitive. We put our case against the case of others in an effort to win the assent of readers.
 - ✓ Examples: a lawyer’s brief; newspaper editorials; case studies; most academic writing
- 3. Arguing to Persuade: Moving others to action through rational, emotional, personal, and stylistic appeals.**
- ✓ While arguing to convince seeks to earn the assent of readers or listeners, arguing to persuade attempts to influence their behavior, to move them to act upon the conviction.
 - ✓ Persuasion aims to close the gap between assent and action.
 - ✓ To convince focuses on the logic of an argument; to persuade will often rely on the personal appeal of the writer (what Aristotle called *ethos*) and involve an appeal to an audience’s emotions (*pathos*).
 - ✓ In addition to these personal and emotional appeals, persuasion exploits the resources of language more fully than convincing does.
 - ✓ Persuasion begins with difference and, when it works, ends with identity.
 - ✓ We expect that before reading our argument, readers will differ from us in beliefs, attitudes, and/or desires.
 - ✓ A successful persuasive argument brings readers and writer together, creating a sense of connection between parties.
 - ✓ Examples: Political speeches, sermons, advertising
- 4. Arguing to Negotiate: Exploring differences of opinion in the hope of reaching agreement and/or cooperation.**
- ✓ If efforts to convince and/or persuade the audience have failed, the participants must often turn to negotiation, resolving the conflict in order to maintain a satisfactory working relationship.
 - ✓ Each side must listen closely to understand the other side’s case and the emotional commitments and values that support that case.
 - ✓ The aim of negotiation is to build consensus, usually by making and asking for concessions. Dialogue plays a key role, bringing us full circle back to argument as inquiry. Negotiation often depends on collaborative problem-solving.

- ✓ Examples: Diplomatic negotiations, labor relations, documents in organizational decision-making; essays seeking resolution of conflict between competing parties; also frequent in private life when dealing with disagreements among friends and family members.

d) OBSTACLES AND BARRIERS OF CRITICAL THINKING

- ✓ Critical thinking helps thinkers to act instead of reacting.
- ✓ Reacting results in hasty decisions that are not always well thought-out.
- ✓ Quick decisions can lead to error or cause more problems. Evaluating decision is important to the decision-making process.
- ✓ During reflections a thinker can rethink what the outcome was and if the problem could have been addressed in a better manner.
- ✓ By evaluating decisions a thinker is learning what works and what does not work, therefore, fostering successful problem- solving and decision-making skills.
- ✓ However, critical thinking can be damaged or affected by known or unknown barriers. These barriers include,

1. Egocentric thinking

- ✓ Egocentric thinking is seeing everything in relation to oneself. Such individuals are self-centered and concerned about their interests. This impedes the use of critical thinking.
- ✓ It is very difficult for many people to identify this characteristic within themselves. They are closed-minded to the thoughts and ideas of others. This damages their critical thinking abilities.
- ✓ Open-minded thinking is one of the fundamental critical thinking skills.
- ✓ The best defense to minimizing thinking egocentrically is to be aware of it and to be mindful of the needs of others. In essence, to continually strive towards viewing ideas and concepts from multiple viewpoints.

2. Social thinking

- ✓ Social thinking can be harmful to critical thinking skills as well.
- ✓ All humans are unique.
- ✓ Age, IQ, race, genes, gender, culture, family, friends and a wide array of others factors have dramatic effect on world views and social interaction.

3. Confirmation bias

- ✓ Bending evidence to fit one's beliefs.
- ✓ How many times do executives look for information that supports their point of view as opposed to seeking evidence that is individually or group "neutral?"
- ✓ "The best way to fight this natural temptation of confirmation bias is to actively seek information that disproves your beliefs.

4. Attribution (or self-serving) bias –

- ✓ The belief that good things happen to us because of internal factors and bad things happen to us because of external factors, while the reverse is true with others.
- ✓ This bias causes us to pigeonhole the actions of others, especially bad behavior, as strictly the fault of the individual and not circumstances.

5. Trusting testimonial evidence -

- ✓ The fallacy of believing information from someone else, even if there is no evidence to support their statements.
- ✓ Studies have consistently shown individuals are more likely to buy something on the recommendation of others than the strength of advertising or some other marketing effort, yet how many of those same people actually know the veracity of those recommendations?

6. Memory lapses -

- ✓ This barrier seems on the surface to be fairly self-explanatory (everybody has gaps in memory), but its danger lies in the common human trait of filling in the memory gaps with information that may or may not be true.
- ✓ In other words, we make things up as we go along, which often prevents us from arriving at more fact-based decisions.

7. Accepting authority without question -

- ✓ a behavior documented by the famous experiments of researcher Stanley Milgram in which many people were willing to administer increasingly more powerful shocks to other people on the orders of an authority figure, even though they weren't sure it was the right thing to do.
- ✓ This critical thinking failure continues to manifest itself today in the blind acceptance to people with questionable degrees or expertise.

8. Generalizing from too few observations -

- ✓ A common practice in consumer marketing where a small group of people in a focus group determine the direction of multi-million-dollar ad campaigns, even though the opinions of those people cannot be projected onto a larger population.
- ✓ The same occurrence happens when a small group of executives or board members discuss an issue. We must constantly resist the temptation to take these informational shortcuts.
- ✓ For example, one way to counter the built-in bias of small groups is to seek out the unvarnished input from employees lower on the organizational chart.

9. Ignorance and the failure to admit it -

- ✓ A trait that leads to fabricated information and wild speculation.
- ✓ Nobody wants to look foolish, so instead of admitting his or her lack of knowledge a person may fake it and then explain the fakery in a way that makes it seem true.
- ✓ Beware of those who are quick with answers or slow to admit they don't know something.

10. Coincidence (or the Law of Truly Large Numbers) -

- ✓ The mistaken belief that pieces of information have causality when, in fact, they are the result of a pure coincidence or the law of large numbers.
- ✓ Any large block of data will show connections, but those connections most likely have no other meaning.
- ✓ For example, some hospital CEOs will likely have red hair, but no other link can be made between being a CEO and red hair. Yet, we often attach causal links to events or data where no links exist.

e) JUDGMENT

i) Judgment in Logic

- ✓ In logic, **term** represents idea or concept. Ideas are the raw materials of knowledge but they cannot be said to be true or false in themselves.
- ✓ Only after we compare or contrast two or more ideas, or express relations, or an agreement or disagreement between them that we can speak of truth or falsity.
- ✓ The mental operation involved here is called **JUDGMENT**.
- ✓ **Judgment** is an act in which the mind pronounces the agreement or disagreement of ideas among themselves. It is an act in which the intellect affirms or denies one idea of another.
- ✓ For instance, our intellect may relate the ideas *this dog* and *Dalmatian* and affirm, *this dog is a Dalmatian*. This is an example of a judgment expressed in a proposition.
- ✓ The **proposition** therefore is the oral or written expression of the judgment. Often used interchangeably with **statement**, it as a **verbal expression proclaiming a truth or falsity**.

ii) Truth and falsity

- ✓ **Truth** is the agreement of a judgment with reality, **falsity**, the disagreement.
- ✓ If a proposition coincides with reality, it is **true** and, if not, it is **false**.
- ✓ The truth of a proposition is verified by comparing it with the reality it is supposed to express.
- ✓ Nonetheless, there are statements that are considered true because other propositions verified as true serve as their bases.
- ✓ Such truths are affirmed by the logical process called inference. By inference, we mean proceeding from the truth-value of one or more propositions to the truth-value of another pertinent and consequential proposition.

iii) **Proposition (Statement) and Sentences**

- ✓ *Ideas* are expressed in *words* which we call *terms*. In the same way, *judgments* are expressed in *sentences* we call *propositions* or *statements*.
- ✓ *Propositions* are distinct from *sentences*.
 - *proposition*, which is an expression of judgment, is made up of **concepts**
 - *Sentence* is made up of **words**.
- ✓ In a declarative sentence, the proposition is not the sentence itself, but that which is expressed or asserted, which is either true or false.
- ✓ In other words, a sentence is **not** the bearer of truth or falsehood. These are *properties* of propositions.

Types of Sentences

- ✓ *Interrogative* sentences, for instance, are used to ask questions.
- ✓ *Imperative* sentences- issue commands.
- ✓ *exclamatory* sentences- express joy, surprise, or some other emotions
- ✓ *Optative sentences* express wishes or desires.
- ✓ *declarative sentence*

NB: Clearly then, *all statements are sentences but not all sentences are propositions*.

There is only one kind of sentence that is of prime importance in Logic because it is through this form that judgments are plainly expressed.

- ✓ It is called *declarative sentence* (e.g. “Libya is a country”).
- ✓ Nonetheless, *declarative sentence* is still not synonymous with proposition because *proposition*, technically speaking, refers to the judgment expressed in a *declarative sentence*.

Types of Propositions

There are three basic types of propositions:

- *categorical propositions* which declare something about two terms;
- *hypothetical propositions* which express conditions; and
- *Modal propositions* which state the mode in which a term agrees or disagrees with another term.

Revision questions

1. Define Creative and critical reasoning discuss its importance
2. Differentiate between Intellectual Quotient IQ and Emotional Intelligence EI
3. Discuss the values of arguments
4. Discuss the obstacles and barriers of critical thinking
5. Define what Judgment is specifically in logic
6. Difference between Reason and Emotion
7. Discuss the importance of Critical Thinking and Reasoning Skills
8. Analyze the advantages of Creative and Critical Thinking/reasoning

9. Explain the four attributes of Emotional intelligence
10. Discuss what emotional intelligence affects:
11. Discuss the importance of Emotional intelligence to students and leaders

Practical Application

- 1) University students should be role models as they are the future entrepreneurs and leaders. Debate
- 2) Drug abuse and alcoholism are causing most of the immoral behaviors which are leading to suicidal cases. Debate

TOPIC FOUR; DECISION MAKING AND PROBLEM SOLVING

a) MEANING OF INFORMED DECISION

What is a decision?

- ✓ Decision is the act or process of deciding; determination, as of a question or doubt, by making a judgment:
- ✓ The passing of judgment on an issue under consideration.
- ✓ The act of reaching a conclusion or making up one's mind.
- ✓ A conclusion or judgment reached or pronounced; a verdict.
- ✓ Firmness of character or action; determination.

What is an informed decision?

- ✓ **An informed decision** is a decision made after learning relevant facts (informing oneself) about the focus of the decision.
- ✓ One comes to an informed decision after personal reflection, critical evaluation of one's options,
- ✓ Seeking advice from wisdom persons such as parents, lecturers, pastors, relatives and other people who you respect as models, mentors and icons
- ✓ discernment through evaluation of various options (putting into balance) and seeing various consequences for every option
- ✓ Finally making a decision that you own, cherish and therefore you are responsible of, both intellectually and morally.

NB:

1. Choices like decisions have consequences and you responsible of them.
1. Saying; "Your future depends on the choices you make on daily bases"
2. Saying; "Success is the sum-total of the small efforts that you make on daily bases"

b) ETHICAL AND MORAL DECISION MAKING.

✓ Decision-making

- ✓ It can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.
- ✓ Every decision-making process produces a final choice that may or may not prompt action. Decision-making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker.
- ✓ Decision-making is one of the central activities of management and is a huge part of any process of implementation.
- ✓ **Ethical decisions** come from a place of conscience. For many, conscience is simply an internal source of reward and punishment. Conscience is only one of several ways in which [ethical] values are represented in the personality
- ✓ **Moral Decision** means to make a decision based on what you believe to be true. Values you learn in your life are the basis of your morals.

Stages of decision-making

There are **four stages** involved in all group decision-making:

- 1st. **Orientation.** Members meet for the first time and start to get to know each other.
- 2nd. **Conflict.** Once group members become familiar with each other, disputes, little fights and arguments occur. Group members eventually work it out.
- 3rd. **Emergence.** The group begins to clear up vague opinions by talking about them.
- 4th. **Reinforcement.** Members finally make a decision and provide justification for it.

Decision-making steps

- ✓ Each step in the decision-making process may include social, cognitive and cultural obstacles to successfully negotiating dilemmas.
- ✓ It has been suggested that becoming more aware of these obstacles allows one to better anticipate and overcome them

Seven stages of Moral decision-making

1. **Stop and think:** This provides several benefits. It prevents rash decisions, prepares us for more thoughtful discernment, and can allow us to mobilize our discipline.
2. **Clarify goals:** Before you choose, clarify your short-term and long-term aims. Determine which of your many wants and "don't wants" affected by the decision are the most important. The big danger is that decisions that fulfill immediate wants and needs can prevent the achievement of our more important life goals.
3. **Determine facts:** Be sure you have adequate information to support an intelligent choice. To determine the facts, first resolve what you know, then what you need to know. Be prepared for additional information and to verify assumptions and other uncertain information. In addition:
 - Consider the reliability and credibility of the people providing the facts.
 - Consider the basis of the supposed facts. If the person giving you the information says he or she personally heard or saw something, evaluate that person in terms of honesty, accuracy, and memory.
4. **Develop options:** Once you know what you want to achieve and have made your best judgment as to the relevant facts, make a list of actions you can take to accomplish your goals. If it's an especially important decision, talk to someone you trust so you can broaden your perspective and think of new choices. If you can think of only one or two choices, you're probably not thinking hard enough.
5. **Consider consequences:** Filter your choices to determine if any of your options will violate any core ethical values, and then eliminate any unethical

options. Identify who will be affected by the decision and how the decision is likely to affect them.

6. **Choose:** Make a decision. If the choice is not immediately clear, try:
 - Talking to people whose judgment you respect.
 - Think of a person of strong character that you know or know of, and ask yourself what they would do in your situation.
 - If everyone found out about your decision, would you be proud and comfortable?
 - Follow the Golden Rule: treat others the way you want to be treated, and keep your promises.
7. **Monitor and modify:** Ethical decision-makers monitor the effects of their choices. If they are not producing the intended results, or are causing additional unintended and undesirable results, they re-assess the situation and make new decisions.

c) PROBLEMS IDENTIFICATION AND SEEKING SOLUTIONS

What is a problem?

- ✓ A problem is a perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo.
- ✓ Although many problems turn out to have several solutions (the means to close the gap or correct the deviation), difficulties arise where such means are either not obvious or are not immediately available.

What is Problem Identification?

- ✓ Problem Identification refers to seeing a problem before you can try solving it and it is the first strategy for solving a problem.
- ✓ The best reply to a problem is by recognizing that a problem exists and phrase it accurately to facilitate looking for a precise answer.
- ✓ Problem identification includes two different kinds: before the fact and after the fact. Before-the-fact problem identification entails discovering deficiencies before they have an impact on performance, before they result in deviations.
- ✓ It is commonly true that many problems are never solved because they are not recognized soon enough or not recognized at all.
- ✓ Once a problem has been recognized, it should be carefully defined.
- ✓ Failure to attain a clear definition of a problem will always result in obtaining unsuccessful solutions
- ✓ Problem-solving styles are the different ways individuals attempt to solve problems.
- ✓ The various problem-solving styles can help alleviate deviations from what is expected or planned, including anything from technical problems to employee-relations problems.

- ✓ Despite the various approaches, these styles address some or all of the stages of the problem-solving process.

Stages of the problem-solving process

- ✓ These stages can be divided into:
 1. Problem identification
 2. Identification of potential solutions
 3. Evaluation of potential solutions
 4. Anticipation of negative consequences
 5. Overcoming obstacles to carrying out a solution
 6. Detailed plan for carrying out a solution

SEEKING SOLUTIONS

- ✓ Solution is something that is used or done to deal with and end a problem also something that solves a problem
- ✓ a correct answer to a problem, puzzle,
- ✓ Problem avoidance is Eliminating or reducing **opportunities** for **error** through **planning** and **prevention**.

d) CHANGING COMPLAINTS INTO CREATIVE CHALLENGES

- ✓ Complaints
- ✓ Challenges
- ✓ In creative thinking, nearly all problems have multiple solutions - like alternate realities in science fiction stories.
- ✓ Some individuals spend time replaying the process of implementing solutions in their minds, but never choosing any of them, because they fear choosing the wrong one. They become frozen with indecision and cannot make any choices at all.
- ✓ You should likely not take visualization that far in problem solving, into a repeating loop; but in all problems, we have opportunities if we look for them.
- ✓ Different definitions of the word "problem" result in differing attitudes - some proactive, some non-reactive.
- ✓ The proactive person sees problems as challenges, opportunities, and even games. to live life in this way would be fun very day.
- ✓ One should look at a problem as an opportunity for change and improvement.
- ✓ A problem can be fortuitous, pushing you to climb out of a rut because things finally got so bad.
- ✓ You have the opportunity to take this problem and find a solution that will make you happier at work. It's like solving a puzzle.
- ✓ Problems do not need to happen in response to pressure from external factors or horrible events at work.
- ✓ Deciding to have a fresh awareness and a new point of view will allow you to see possibilities for improvement, no matter what the circumstances around you.

- ✓ Any area that might be improved could be a problem for you to solve and thereby gain recognition in the workplace.
- ✓ Look for potential problems areas at work and solve them before they get out of hand.
- ✓ Creative individuals are problem-seekers. Developing a proactive, positive attitude toward "problems" will cause you to be happier and more confident.
- ✓ People will like you better, too and likable people get promoted. The problem-solving attitude allows you to respond to with enthusiasm to enable positive changes, especially at work.
- ✓ A problem is the difference between that status quo and reaching your goals.
- ✓ A continuous improvement attitude will lead you to setting and reaching higher goals and achieving your "end" status.
- ✓ Do not stop at the bottom of a staircase or a landing. Keep climbing steps until you reach your solutions goals. Then create new goals.

Six Rules in changing conflicts to challenges

1. Always Be Honest
2. Cherish Your Failures
3. Relish Your Problems
4. Concentrate Your Powers
5. Do It Differently
6. Clean Your Desk

A problem can emerge while realizing that the present is not perfect and the future might be better (problems solved)

That problem is an opportunity to make things better to ensure more positive outcomes in our own futures at work and elsewhere.

These ideas have become the notion of *continuous improvement* start from where you are and move up.

That attitude creates a quality of hope and results in actions for productive and positive change.

Faith in achieving your hopes and dreams gives you permission to challenge yourself to improve your future. In that way, it is not a problem, it is a step up --

Questions

1. Explain the meaning of decision making and process involved
2. Discuss how ethical and decision making process can assist a student to live a productive life in a university and complete his or her programs holistically

transformed in order to enter into the job market and a society where moral decay and corruption are very high.

3. Suggest the best way of identifying the problems among the students and how to come out with the best solutions which will minimize the challenges.
4. Conflict and resolution. Q: Is there a time or experience you can think of where you experienced conflict or a difference of opinion? What happened? What did you do? What if anything might have been done differently?
5. Kenya has many conflicts (ethnic conflicts) etc which translates to lack of peace and cohesion. Discuss the role of the university youths in peace building and national cohesion in a university and Kenya.

Debate topics

- 1) Kenya can achieve vision 2030 with youths who have not been exposed and taught critical thinking
- 2) Other
- 3) other

TOPIC FIVE; NATIONAL VALUES, LEADERSHIP AND INTEGRITY, ETHICS AND ANTICORRUPTION COMMISSION

a) NATIONAL VALUES

- 1) The national values and principles of governance in this Article bind all State organs, State officers, public officers and all persons whenever any of them—
 - (a) Applies or interprets this Constitution;
 - (b) Enacts, applies or interprets any law; or
 - (c) Makes or implements public policy decisions.
- (2) The national values and principles of governance include—
 - (a) Patriotism, national unity, sharing and devolution of power, the rule of law, democracy and Participation of the people;
 - (b) Human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and Protection of the marginalized;
 - (c) Good governance, integrity, transparency and accountability; and
 - (d) Sustainable development.

Culture

1. (1) This Constitution recognizes culture as the foundation of the nation and as the cumulative civilization of The Kenyan people and nation.
 - (2) The State shall—
 - (a) Promote all forms of national and cultural expression through literature, the arts, traditional celebrations, science, communication, information, mass media, publications, libraries and other cultural heritage;
 - (b) Recognize the role of science and indigenous technologies in the development of the nation; and
 - (c) Promote the intellectual property rights of the people of Kenya.

b) LEADERSHIP AND INTEGRITY

- ✓ Leadership is an art or a process of influencing other people (the led) to act willingly and enthusiastically towards or accomplishing or achieving the objectives of an organization.
- ✓ Ethical leadership is leadership that is involved in leading in a manner that respects the rights and dignity of others
- A leader is a person who guides or directs a group: He managed to maintain his leadership of the party despite heavy opposition
- Leaders who are ethical demonstrate a level of integrity that is important for stimulating a sense of leader trustworthiness, which is important for followers to accept the vision of the leader
- If leaders have identified and shared their values, living the values daily, visibly will create trust.

To say one sentiment and to do another will damage trust - possibly forever

Traits / characteristics of an effective and ethical leader

1. Dignity and respectfulness:

- He respects others. An ethical leader should not use his followers as a medium to achieve his personal goals.
- He should respect their feelings, decision and values.
- Respecting the followers implies listening effectively to them, being compassionate to them, as well as being liberal in hearing opposing viewpoints.
- In short, it implies treating the followers in a manner that authenticates their values and beliefs.

2. Serving others:

- He serves others.
- An ethical leader should place his follower's interests ahead of his interests. He should be humane.
- He must act in a manner that is always fruitful for his followers.

3. Justice:

- He is fair and just. An ethical leader must treat all his followers equally.
- There should be no personal bias.
- Wherever some followers are treated differently, the ground for differential treatment should be fair, clear, and built on morality.

4. Community building:

- He develops community
- An ethical leader considers his own purpose as well as his followers' purpose, while making efforts to achieve the goals suitable to both of them.
- He is considerate to the community interests.
- He does not overlook the followers' intentions.
- He works harder for the community goals.

5. Honesty:

- He is loyal and honest.
- Honesty is essential to be an ethical and effective leader.
- Honest leaders can be always relied upon and depended upon.
- They always earn respect of their followers.
- An honest leader presents the fact and circumstances truly and completely, no matter how critical and harmful the fact may be.
- He does not misrepresent any fact.

Four principles of values-based leadership

1. **Self-reflection:** Identifying and reflecting on what you stand for, your values, and what matters most.
2. **Balance:** Seeing situations from multiple perspectives to gain holistic understanding.
3. **True self-confidence:** Accepting yourself as you are, recognizing your strengths and weaknesses and focusing on continuous improvement.
4. **Genuine humility:** Remembering who you are, appreciating the value of each person and treating everyone respectfully.

CHARACTERISTICS OF A LEADER

- **Goal Oriented**; the leader sees the bigger picture and understands the purpose of the life and work of the group or organization. He has foresight and direction. This is vision and mission. He knows where people should go and has a road map (mission) to cover.
- **Enablement**; Religion leaders, like other good leaders must seek to enable others to grow in their maximum.
- **Concern**; without people, materials and financial resources are worthless. The leader must treat people as persons-be concerned with their needs.
- **Self-Development**; while developing other leaders need to develop a healthy image and a positive- “I can win” attitude. Many people go through life (leadership) without discovering who they are. They should have a positive self Esteem/ Self-image. Develop own seminars and workshops.

Recommended Core Ethical Values in Leadership

1. **Integrity**; is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes.
2. **Justice** is a concept of moral rightness based on ethics, rationality, law, natural law, religion, or equity. It is also the act of being just and/or fair.
3. **Honesty**, including: truthfulness, fairness and sincerity
4. **Fidelity**, including: faithfulness to clients, allegiance to the public trust loyalty to employer, firm or agency loyalty to the profession for the theist and faithfulness to God
5. **Charity**, including: kindness, caring, good will, tolerance, compassionate/ mercy and adherence to the Golden Rule

6. Responsibility, including: reliability/dependability, accountability and trustworthiness

7. Self-Discipline, including: acting with reasonable restraint and not indulging in excessive behavior.

8. Trustworthiness: Be honest. Don't deceive, cheat or steal. Be reliable - do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal- stand by your family, friends and country.

9. Respect: Treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.

10. Responsibility: Do what you are supposed to do. Persevere: keep on trying. Always do your best. Use self-control. Be self-disciplined. Think before you act and consider the consequences. Be accountable for your choices.

11. Fairness: Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others carelessly.

12. Caring: Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

13. Citizenship: Do your share to make your school and community better. Cooperate. Get involved in community affairs. Stay informed; vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

Eighteen traits of unethical leader

- 1. Too much love for self.**; A bad **leader** puts himself above others. In matters involving the organization, he would rather protect his own interests that that of the organization.
- 2. Poor communication**; He assumes a lot and expects others to play by his rules.
He rarely communicates his expectations, his goals and the things that he wants the organization to work on. Poor communication is the cause of numerous preventable conflicts. That is why this is a bad trait for a **leader** to have.
- 3. Unwillingness to Take Risks**; whether in a business setting or in a non-profit situation, risks are inevitable. A **leader** who does not want to take risks is either deluded or living in an entirely closed shell!
- 4. Indecisiveness**; A bad **leader** wavers in his decisions. He decides one thing, then change it again. Then change it again soon after that. People can get easily confused because of this indecisiveness.

5. **Laissez Faire;** this **leader** simply lets things happen as they happen. He does not want to participate in constructing the reality that would lead to benefit the organization.
6. **Poor Self-Management;** If you cannot manage yourself, how do you expect to manage a whole set of people who are working on different issues and tasks at the same time? Personal self-management is a necessity for any good **leader**.
7. **Playing Favorites;** everything in an organization must be merit-based. Rewards and even punishments must be commensurate to output and performance. If a **leader** plays favorites, then he is compromising the long-term health of the organization.
8. **Lack of Accountability;** when a **leader** just wants to do things his own way without regard of accountability, you have taken note. This is the beginning of a lack of accountability which might lead to a **leader** going astray.
9. **Deceitful.** If a **leader** starts telling stories to one person and then a different version of that story to another person, then deceit has taken hold of the **leader**. There is probably some kind of cover-up going on.
10. **Too passionate for power, wealth and prestige.** **Leaders** are entitled to wealth, power and prestige. But if he passionate only for these things, then something has gone awry! He is no longer thinking right for his office and for the organization.
11. **Loves big strategies but no thought for implementation.** It's good to dream. But you got to wake up to implement and chase after those dreams!
12. **Too much focused on rules.** No problem on rules but there are times that they have to be bent to accommodate a bigger good.
13. **Ruling with an iron hand.** There is no armed rebellion in the workplace isn't there? Since there is none, there is really no need for ruling with an iron hand!
14. **Impulsiveness.** A **leader** should think carefully before embarking on any project and say anything at all!
15. **Complicates conflicts instead of resolving them.** A **leader** should learn how to manage conflicts and not inflame them.
16. **Unwillingness to learn.** Given the present situation of the global economy and how the business setting changes continuously, learning is imperative.

17. Reacting negatively to criticism. A leader should keep an open ear to criticism, whether good or bad. It might lead to something good if taken in the right way.

18. Approves unethical business. This is a sure-fire guarantee that your organization will go the way of Enron. Beware of **leaders** who approve **unethical** business!

TEN CHARACTERISTICS OF AN UNETHICAL LEADER

Unethical leader also portrays the following ten bad attitudes or vices;

1. Leads with a bad attitude.
2. Lies to his followers and peers.
3. Takes advantage of people.
4. Takes personal credit for group accomplishments.
5. Uses politics to gain power in an amoral manner.
6. Does not focus on the common good of the organization.
7. Does not support his followers.
8. displays a "double tongued" behavior.
9. Sacrifices his followers for personal gain.
10. Fails to model the way for followers.

a) INTEGRITY

- ✓ Integrity is defined among other things as "being true to one's values."
- ✓ When a leader has a set of clearly defined values that determine the actions and decisions they take, a trust relationship is built between the leader and his or her term.
- ✓ Integrity is an important part of leadership. Without integrity, a leader may find that no one is willing to follow him.

Importance of Integrity in leadership

1st. Trust

- Trust is a key ingredient in leadership.
- If you cannot engender trust, you are unlikely to find many who are interested in following your lead.
- Even if those around you aren't sure that you're making the right decision, they may trust you based on your integrity alone.
- This will cause them to put aside their doubts and follow your lead.
- They assume that you are making the right choice, based on ethics and proper morals, and are more apt to help you turn your vision for collective success into a reality.

2nd. Consistency

- Strong leaders must be consistent.
- Inconsistency is often taken as a sign of a lack of confidence, direction and forethought. Integrity breeds consistency by providing a clear set of principles to follow.
- These principles act as a guide, helping to cut a straight path through confusing or troubling times or decision points.
- A leader who shows consistency based on a foundation of basic ethics will illicit respect.

3rd. Follow Through

- A leader must also show that she has what it takes to follow through on her promises and convictions.
- There are times when leaders are tempted to stray from their foundation and principles, like anyone else.
- The right action may not be the easy one.
- With the proper amount of integrity, a leader will follow through and do what is right, as she is called by a higher principle than taking the easy way out.

4th. Results

- Taking the easy or most seductive path can sometimes bring immediate results. However, this often leads to ruin in business and in life.
- When integrity is maintained, positive results don't need to be questioned or worried over.
- An audit of the books won't incite fear and a close investigation of business practices won't turn up any funny practices.

Developing integrity as a leader

- There are three step formula for improving your integrity as a leader:

Step One: Seek the best for others.

- Leaders with integrity ignore self-interest and personal gain, and reach out to do the best for those they lead.
- Leaders with integrity are not the stereotypical boss, barking out orders for others to follow. Leaders with integrity are more like shepherds.
- They pursue the best for others, and watch after their flock.

Step Two: Practice good stewardship.

- Leaders with integrity work to guard the resources of the group. That means spending funds wisely, using volunteers fairly, and properly utilizing and developing followers.
- Leaders with integrity are like farmers.
- They take care of the land, guard the crops, and maintain the resources.

Step Three: never forget your constituents.

- Leaders with integrity always keep their followers in mind.
- They are constantly looking for ways to lead, to take responsibility, and to do a better job as a leader. Leaders with integrity are like good parents.
- They are always thinking about their children.

Leadership and integrity according to Kenya's Constitution

According to Chapter 6 of Kenyan Constitution on Responsibilities of leadership

73. (1) Authority assigned to a State officer—

(a) Is a public trust to be exercised in a manner that—

- (i) is consistent with the purposes and objects of this Constitution;
- (ii) Demonstrates respect for the people;
- (iii) Brings honor to the nation and dignity to the office; and
- (iv) Promote public confidence in the integrity of the office; and

(b) Vests in the State officer the responsibility to serve the people, rather than the power to rule them.

(2) The guiding principles of leadership and integrity include—

- (a) Selection on the basis of personal integrity, competence and suitability, or election in free and fair elections;
- (b) Objectivity and impartiality in decision making, and in ensuring that decisions are not influenced by nepotism, favouritism, other improper motives or corrupt practices;
- (c) Selfless service based solely on the public interest, demonstrated by
 - (i) Honesty in the execution of public duties; and
 - (ii) The declaration of any personal interest that may conflict with public duties;
- (d) Accountability to the public for decisions and actions; and
- (e) Discipline and commitment in service to the people

C. CORRUPTIONS AND REMEDIES

- According to Webster English Dictionary, corruption means to make putrid, to taint, to debase or to spoil the purity of or to poverty something. To corrupt is also described as the venality of the nature of bribery. Corruption is therefore the result of rottenness, putrid matter, impurity and bribery. Corruption is manifested in the following forms; *fraud, bribery, extortion, exploitation*, Misappropriation or embezzlement of funds, lying in advertising, persuasion and propaganda, plagiarism, pilfering, alienated Labour mentality and slow destruction and nepotism and negative ethnicity.

A; Remedy No 1. Moral and trustworthy leaders (and their close relations)

- Able and virtuous people have to be attracted to public service and retained without great personal sacrifice.
- They have to be carefully selected, screened, and monitored to see that their hands (and those of their close relatives) remain clean. There has to be instant removal from office of anyone with dirty hands and immediate disciplinary action against anyone who condones corruption.

i. Appropriate social regulation

- A root cause of corruption is social controls for which there is virtually no support. Outward conformity is only achieved at the cost of sullen resentment and common cause to make such controls.
- Governance intervenes where it is unwelcome, which merely results in evasion and lack of enforcement.

ii. Regular law revision

- Repeal is needed of vague, anachronistic, and internally contradictory laws and regulations that prevent the law-abiding from conducting their business in a lawful manner. In every jurisdiction there are probably orders that have outlived their usefulness but remain on the books because no regular review and revision is instituted.

iii. Reduction of monopolies

- Inevitably and almost unconsciously, monopolies exploit their position. Where competition cannot be introduced, they have to be carefully monitored and subject to transparency and full accountability to ensure their actions are legal, moral, productive, sensitive, and effective.

iv. Open democratic governance

- Clearly, autocracies have a higher propensity to corruption. Every effort has to be made to ensure government in the sunshine. This is very difficult to obtain in private organizations and in public organizations that have been exempted for good reason from democratic norms, procedures, and controls. At the very least, redress and compensation should be provided where wrongdoing occurs especially in multinational operating in the third world.

v. Professionalism

- Amateurism has its place in democratic governance but democratic administration requires professionals who adhere to professional ethics and standards, avoid harm, keep abreast of the state of the art, and are jealous of their reputations that they ensure competent performance, discipline, and reliable self-policing.

vi. Competence

- Wherever there is incompetence, corruption creeps in. System, order and regularity merchants are essential for the detection of abuses. Competent administration in

itself is a major deterrent to corruption as irregularities are likely to be spotted quickly, long before they can be routinized.

vii. Personal Integrity

- When all is said and done, there is no substitute for individual integrity and the unwillingness of people to compromise with corruption. People who know right from wrong rarely depart from norms and prefer exit to participation in wrongdoing. Ethics education is imperative and cannot be taken for granted.

viii. The bottom line

- As has been emphasized elsewhere (Caiden 2001, pg 451), corruption is a particularly virulent form of bureau pathology. Once it enters the life stream of any system, it quickly spreads. If it is left untreated, it will eventually destroy the effectiveness of the infected areas. Even if it is caught quickly and treated in time, there is no guarantee that it will have been eliminated altogether. Current strategies aim only at containment and minimization, not eradication. The ingenious are always one step ahead, and they will remain so as long as personal integrity is lacking in individuals.

B. Remedy No 2- Instilling Ethics into business

A framework for understanding Ethical Decision Making in the workplace/in a corporation or International Trade

- Ethics in the organizational framework is defined as the study and philosophy of human conduct with an emphasis on the determination of what is right and wrong. For managers and workers, ethics refers to rules (standards, principles, codes) governing the conduct of organizations members.

C. Remedy No 3: Ethical Codes; Instilling Ethics in Business Organization

- Good governance is the next most effective way of enhancing the ethics of an organization, micro, medium or macro one. It is most important to set up the right system in an organization because “good people can be tempted to go astray”. This is where the codes of Ethics come in practically in all professionals’ areas business included.

i) Codes of Ethics

- A code is a written statement of principles, listing those principles that organization considers essential for the conduct of persons/professionals within its mandate. Concern for ethics in business can be traced as far as the dawn of human civilization. Throughout history principles of business ethics have developed as a reaction to unfair practices. Systems of law have evolved to regulate commerce and enforce contracts.

Importance of codes

✓ Codes are important from administering justice. They serve as basis of applying sanctions whenever their legitimate use is deemed right. Nicely worded, codes are not enough to influence a firm's culture. Top level executive ought to be seen to take the codes seriously, first by living according to it and then enforcing it. In the issue of money gifts, for example, a code ought to be prescribes that any gift exceeding a certain amount should never be accepted, thus providing a reliable guide.

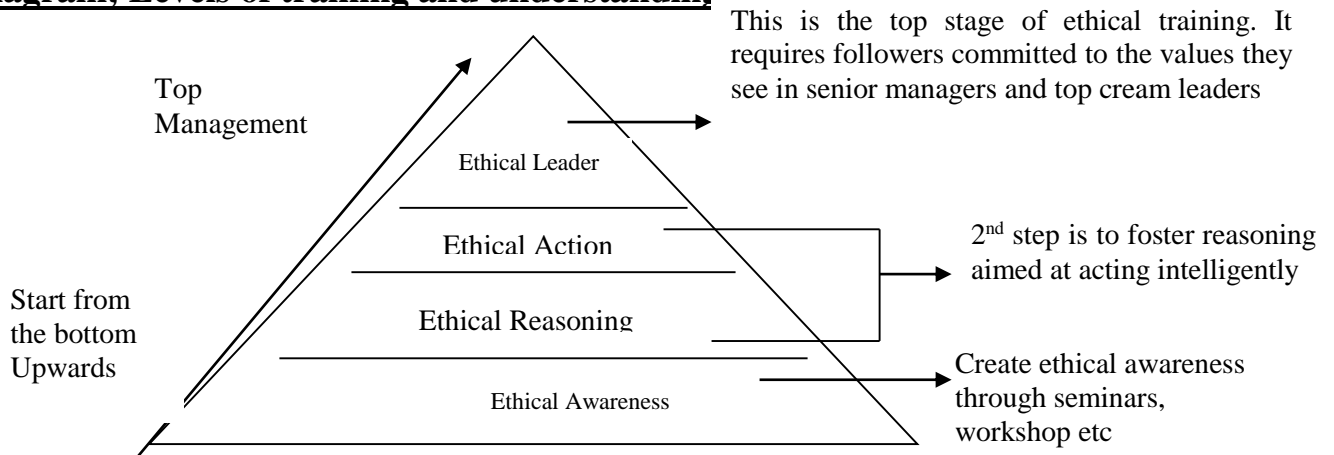
Codes and the Common Good

✓ Codes are meant to safeguard something valuable from being damaged either by vandalism or by misuse, are not ends in themselves, but means to an end. They make sense only if related to the acquisition of certain values and ultimately to virtue. But they become mere cosmetics if unclearly drafted, so that values are not seen to be true virtues. Observing them is a means towards preserving the firm's reputation. Codes are important but, managers and workers must not just aim at fulfilling the codes for fee of deterrent measures or sanctions. They should obey them out of conviction; these codes are safeguarding vital human and ethical values and virtues for all the corporation's success and well-being of their lives.

D. Remedy No 4: Training Leaders, Managers and Employees

- Training is important for both leaders and workers in order to make ethics a reality in all business transaction.
- This is the top stage of ethical training. It requires followers committed to the values they see in senior managers and top cream leaders. Effective ethical training assists employers and employees in two ways;
- Raising their level of awareness about ethical issues. It helps them to make the right choice when confronted with conflicting values and waver about decisions. Training should be captured by the firm through workshops and seminars if possible, study leaves on Business ethics.

Diagram; Levels of training and understanding



Practical session of the topic to be conducted by tutorial fellows

Debate/Topics for discussion

1. Can you technologically modernize without westernizing (asked to 3rd World countries)? Discuss or debate.
2. God or Darwin, creation or evolution – Debate

The tutorial fellow should also give Case study Scenario e.g. debate between Obama and Romney this will spur discussions and full participation

c) ROLE OF ETHICS AND ANTICORRUPTION COMMISSION (EACC)

The EACC is a public body established under Section 3 (1) of the Ethics and Anti-Corruption Commission Act, 2011. Whose vision is; “A Corruption free Kenyan Society that upholds integrity and rule of law”. And its mission being “To promote integrity and combat corruption through law enforcement, prevention and education”.

Its Core Values include;

- Integrity
- Professionalism
- Fidelity to the Law
- Courage
- Teamwork
- Innovation

This constitutional body is mandated to combat and prevent corruption and economic crime in Kenya through law enforcement, preventive measures, public education and promotion of standards and practices of integrity, ethics and anti-corruption.

Statutory Functions

13 (1) The Commission shall have all powers generally necessary for the execution of its functions under the Constitution, this Act, and any other written law.

(2) Without prejudice to the generality of subsection (1), the Commission shall have the power to –

1. Educate and create awareness on any matter within the Commission’s mandate;
2. Undertake preventive measures against unethical and corrupt practices;
3. Conduct investigations on its own initiative or on a complaint made by any person, and,
4. Conduct mediation, conciliation and negotiation.

Other roles of EACC include;

- Develop code of ethics for state officers, Receive complaints on the breach of the code of ethics
- Investigate and recommend to the DPP of any acts of corruption or violation of codes of ethics
- Recommend administrative action
- Raise public awareness on ethical issues and educate the public on the dangers of corruption
- Monitor the practices and procedures of public bodies to detect corrupt practices
- Educate and create awareness
- Undertake preventive measures against unethical and corrupt practices;
- Conduct investigations
- Conduct mediation, conciliation and negotiation.
- Additional Powers and Functions under the ACECA
- Investigations
- Recovery proceedings of unexplained assets;
- Amnesty and pardons under section 25A and 56B of the Act;
- Police powers, privileges and immunities
- Meet to deliberate on anti-corruption and other integrity issues-monthly/ at least quarterly
- Set priorities in the prevention of corruption
- Plan and coordinate corruption prevention strategies
- Integrate all corruption prevention initiatives in their organization.
- Receive and review reports on corruption prevention initiatives and recommend appropriate action.
- Review training of staff on anti-corruption issues
- Spearhead anti-corruption public campaigns within their areas of jurisdiction.

d) **CRITICAL THINKING; ITS IMPLICATIONS IN FREEDOM AND RESPONSIBILITY**

Freedom is the state of being free or at liberty rather than in confinement or under physical restraint. Also, an exemption from external control, interference, regulation, etc., the power to determine action without restraint.

Responsibility is essential to doing good work, having good relationships, and creating a successful life. That's certainly not news!

But if everyone knows that fact, why is it so hard to encourage it in our children; and why is it so hard to understand what that means in our relationships?

There is a simple formula that makes the workings of responsibility comprehensible for everyone.

Freedom = Responsibility

This formula facilitates movement toward taking more responsibility in all facets of our lives.

It points to ways we can cultivate responsibility in our children, and it clarifies what it means to be responsible within our families.

Freedom and responsibility are forever in balance. This simple fact can be seen everywhere.

Babies have no freedom (of course, we're talking about freedom of will, not freedom of impunity) and they have no responsibility.

As children get older, the more responsibility they take on (chores, caring for a pet, doing a good job on homework), the more you, as a parent, should trust them. The more you trust them, the more you will let them do what they want.

As adults, we have all the freedom in the world bounded only by cultural norms and laws (beliefs, of course, are our own, and thus we are free to believe in them).

But in the balance between freedom and responsibility, it is important to note that freedom comes at the price of responsibility.

Unless we do take responsibility in a large variety of ways, we will have little freedom.

The Freedom = Responsibility equation is of supreme importance in child rearing because, unfortunately for parents, it is quite common for children to believe they should be allowed to do whatever they want in spite of the fact that they have very little responsibility.

When you're free, you're automatically responsible for your own future.

One must recognize the consequences of your own acts why you must take responsibility for whatever situation you're in today why you shouldn't blame others for what you don't like about your life why you must make your own decisions so you *can* be responsible for your own future and how to do that without the bad consequences you might be afraid of.

Questions

- 1) Explain briefly chapter two (national values) chapter six on leadership and integrity and chapter thirteen (requirements in public service) of Kenya's constitution
- 2) Discuss the possibility of corruption free leadership in Kenya, government, business, Media, advertising, family, institutions of learning and in an individual e.g. a university student. In your answer, indicate the qualities and values that make a corrupt free leadership at all levels.
- 3) Explain the connection between freedom and responsibility and how they contribute to the growth of an individual person. Consider how a university student should weigh freedom and responsibility in her own life in order to achieve success.
- 4) Discuss the role of the youth in peace building, social integration and national cohesion

Practical application phase of the topic

Debate and Academic writing

- i. The government should invest more on the youth and women for a fast-economic growth. propose or oppose
- ii. Parents have become reluctant to their parental responsibilities upon their children thus causing immoral behavior. Debate.
- iii. Students should be responsible of their actions. Debate.