



BA (Hons) Leadership and Management Skills for the  
Workplace

# Developing Workplace Critical Thinking

BMSW 5101

Lorraine Kristel Tabila Eleccion

1917097

Gregory Cowan

29/04/2022

## Table of Contents

|                                                                                 |   |
|---------------------------------------------------------------------------------|---|
| 1. INTRODUCTION .....                                                           | 3 |
| 2. UNIVERSITY AS AN ORGANIZATION .....                                          | 3 |
| 3. UNIVERSITY OF WALES TRINITY SAINT DAVID .....                                | 3 |
| 4. VALUES, BELIEF, AND ATTITUDES .....                                          | 4 |
| 5. MANAGEMENT THEORIES .....                                                    | 5 |
| 5.1 BUREAUCRATIC ORGANIZATION .....                                             | 5 |
| 6. CRITICAL THINKING .....                                                      | 5 |
| 6.1 RED MODEL .....                                                             | 5 |
| 6.2 DE BONO'S 6 THINKING HATS METHOD .....                                      | 5 |
| 7. CRITICAL THINKING DURING COVID-19 .....                                      | 6 |
| 8. DECISION MAKING .....                                                        | 6 |
| 9. RECOMMENDATIONS .....                                                        | 7 |
| 10. CONCLUSION.....                                                             | 7 |
| 11. MY REFLECTIVE JOURNAL ABOUT DEVELOPING WORKPLACE CRITICAL<br>THINKING ..... | 7 |
| 12. CONCLUSION OF MY REFLECTIVE JOURNAL .....                                   | 8 |
| 13. WORKS CITED .....                                                           | 9 |

## 1. Introduction

During this two last year, many organizations has been affected by the cause of the pandemic creating an unacceptable impact to the worldwide effecting the system. Innumerable organizations were forced to close down making an economic recession, for the reason of that, the organizations were not prepared for the globalization and the outbreak of COVID- 19.

According to Rodeck & Curry (2022) an economic recession is when globally the economy collapses, the sales are decreasing, and citizens lost their jobs.

This recession made many organizations to change their values, belief, and attitudes just to acclimate these deplorable circumstances as result of the impact that has given Covid-19, during the pandemic period.

The author of this report will be analysing and evaluating of the values, belief, and attitudes in the chosen company and the reason why is crucial to apply critical thinking in the workplace, to make the most suitable decision possible in each situation inside the organization by implementing some critical thinking model and employing some management theories.

The organization chosen is a university, University of Wales Trinity Saint David. It begins under Lampeter's Royal Charter of 1828, the University of Wales Trinity Saint David (UWTSD) was constituted on November 18, 2010, once the University of Wales Lampeter and Trinity University College Carmarthen joined (UWTSD, n.d).

## 2. University as an organization

An organization is a group of individuals who worked together to achieve a set of goals. It can be considered of this as a social structure that incorporates all interpersonal interaction. The organization is a goal-oriented process in which attempts to accomplish their goals through effective management and coordination of operations, is it based on the principle of work division and provides relationship among the organization member (Jargons, n.d).

In the daily basis it can be found organization, that must of the time is used to survive, such as companies, churches, transport standards, school, and universities.

As claimed by Turkkahraman (2015), unlike other species, human learn a variety of behaviours through education, a daily basis to develop emotion, mental, moral, and social. Almost all societies, nowadays construct their education and teaching methods with a global perspective and social need in point of view. School and universities are considered as an organization by the reason of that, the institution is a facility where learners are taught and is given as a social system where people come together to accomplish their common goals.

The university organization it involves a formal organisational feature that can be evaluated and managed with a pre-bureaucratic in the Max Weberian perception, with this effect the school structure is given as a multilevel and multidimensional process (Connolly, et al., 2019).

## 3. University of Wales Trinity Saint David

In this section of the report, it will be describing about the organization chosen that is the University of Wales Trinity Saint David, known as well as a UWTSD was incorporated into Lampeter's Royal Charter of 1828, on November 18, 2010, is when University of Wales Lampeter and Trinity University College Carmarthen combined together. And by August 1 in 2013, Swansea Metropolitan University became part of University Wales Trinity Saint David (UWTSD, 2022).

The UWTSD is registered as a charity and the charity number is 1149535.

The university have three main campuses that are situated in Swansea, Lampeter, Carmarthen, as well have in London and Birmingham.

In London Campus they provide undergraduate courses and postgraduate courses in business and management as well in health & social care.

The aim of the university is to inspire individuals and develop reflective graduates and practitioners who can make difference in the society. The learner experience is at the heart of their vision. As UWSTD embrace the sustainable development through learning, teaching, community, and culture, developed through INSPIRE a sustainable practice, innovation, research, and enterprise.

There are many objectives and activities that UWTSD wants to go through.

1. Excellent teaching, as applied research that has a positive impact on knowledge and policy.
2. Inclusivity in which involves reducing impediments to participation and supporting people from all backgrounds and circumstances.
3. Employability and creativity by providing educational programmes, where students will be able to gain employment.
4. Collaboration through strategic relationship, by collaborating to create educational and commerce opportunities.
5. Sustainable development by acting, to meets current needs without affecting the future generation.
6. The concept of global citizenship, through the creation of multi-national activities.

The university's values are promoting social inclusion, increasing participation, and making positive impact on the economy, society, and culture, it has developed strong links with local communities to assist with the development of new learning centres (UWTSD, 2021).

The vision of UWTSD is to be committed to the well-being and heritage in all they do.

Promoting and implanting dual-sector educational system in all learners of all ages and background.

It called dual sector educational because it combines apprenticeship and vocational in one course, the apprentice receives practical training in the workplace, which is supported by theoretical training in the vocational school (Unevoc, n.d)

#### 4. Values, belief, and attitudes

As it mentioned in the previous paragraph, the values, aims and vision of the university, is it to be clarify what is values, belief, and attitudes as in each organization is different.

## 5. Management theories

This part of the report, it will be analysing the management theories that implements in the University of Wales Trinity Saint David.

### 5.1 Bureaucratic organization

## 6. Critical thinking

There are many definitions of critical thinking, but it can vary specially for each definition of answer are you looking into, as Debbink (2020) mention too that critical thinking have to carefully evaluating, as critical thinking is the outcome of the consequences (Maund, et al., 2017).

On the point of Maund et al., (2017), recognizing and applying critical thinking it can enhance the quality of the decision making.

Critical decision can change and enrich our behaviour, and it can improve the quality of the decision by critically and creatively analysing the problem, taking consideration of different possibilities by measuring the evidence and taking consideration others perspective.

However, critical thinking as well is the process from defining and identifying decisions, in the same way that critically involves being creativity, by taking attention into the new proposals, abstractions and new results.

By Cottrell (2017), critical thinking is a complex process of deliberating in which involves a wide range of skills and attitudes. One of the skills is by recognising and identifying the perspective, ideas, and conclusions of others, by evaluating the evidence and by being fairly. As well to be able to identify unfair assumptions, apply techniques and bring logic, draw the conclusion with the evidence and by the last explain your point of view in a clear structure.

As stated by Phillips (2021), critical thinking is to be able to identify satisfactory decision and differentiate between badly and most well research, this skill it can help to precise the understating and have more open minded. As he disclosed furthermore there are some different ways that it can influence to think critically.

1. Deductive and inductive
2. Aware in false assumptions
3. Logic and emotions
4. Reasoning and creativity

Up to this point, it will describe method and model of critical thinking skill, that it can be useful to learn and apply it.

### 6.1 RED model

### 6.2 DE BONO's 6 Thinking hats method

## 7. Critical thinking during Covid-19

Organizations need it to carefully study all other solutions and adapt this new situation with the government new restrictions before opening the business, just to avoid spreading more the disease into the individuals.

However, when the pandemic it occurs in beginning of 2020 it impacted the globalization and need it to close down, universities have to switch from face-to-face to emergency remote teaching, in which students were forced to study online with a limited access to facilities and less interaction with lecturers and classmates, but also having more flexibility and independency (Biwer, et al., 2021).

In this part of the report, it will discuss how students and lecturers adapt the emergency remote leaning, and how students had reacted and focus during the period as it gives and impact for both sides.

Many students felt unmotivated, stress, anxious, tired during the begging of the term in lockdown time as it was hard for them to get to use the new system (Camacho-Zuniga, et al., 2021).

While for (Lloyd, 2022), the University of Wales Trinity Saint David receive positive feedback from the survey that the students, from higher education (HE) by 38,917 learners across United Kingdom were happy to study remotely, while it was in lockdown.

And another survey shown that the 73% and 59% in the national UK average, of those questionnaires felt favourably about the University of Wales Trinity Saint David as they permitted students to stay online instead of face-to-face learning during those previous months, but now that the government remove all restrictions, students need to go back into face-to-face learning.

The UWTSD strategy for the medium term recognises that the risk may still remain but they willingness successfully after post pandemic environment (UWTSD, 2021). In March 2020 with it began the pandemic, the university need it to teach hybrid and no more face-to-face. As in UWTSD financial statements mentioned, in Covid-19 continues to have an influence on other revenue sources, with conferencing and catering revenue being almost non-existent for the majority of the year. As soon will begins a new academic and financial year, their two risks for are that student recruitment and retention and ensuring that the university campus buildings are keeping in a Covid-19 safe condition. In 2020/2021 the university offered a variety of teaching method, with the instruction delivered online and onside facilities, they provide support through a digital bursary.

The future of international student recruitment remains an open question, and continued limitations for the student to enter United Kingdom (UWTSD, 2021).

The managing team continues to priorities efforts to ensure that the sites meet the requires Covid safety to the staff and students, and the head departments are trying to minimize the risk in order to deliver the strategic development. (UWTSD, 2021)

Even students must go back in the campus, there is still some guideline to help from the one who has symptoms and still concern with the covid-19 disease inside the campus (uwtsd, 2022), that it can be easily find their main website.

## 8. Decision making

As in every organization, leaders and managers need to gather and find the best suitable decision for the business, taking consideration with the new guidelines from government, just to make an appropriated resolution from the Covid-19, the decision making is the last step before taking an action.

In the educational systems they encourage to use rational decision-making process (Maund, et al., 2017), a rational thinker or critical thinker is the one who can understand and accepts

the importance of the reason, the critical thinker is able to recognize it and transfer into a principle. The meaning of principles is when someone act with their relevance (Han, n.d) As by Han, to act critically is to act rationally, in which it means the one who needs to know what is being done and the reason. The meaning of being or act as a rational is to be able to make up one's mind about what is going on in a situation as well as to understand it. Before, make the decision, the executives they may have disagreements between each other due everyone has their own point of view. To have an agreement to decide the most suitable decision, is that they use some of the diagrams most convenient with the problem, by employing questions with the result to be able to answer them to find the beneficial outcome to the main goal (Reed, 2016).

At the same time, Reed (2016) notifies in the book, that in the most stressful time and management need to address problems quickly, they used knee-jerk solution, that intensify rather than solve the problem. These breakdowns it can occur for a variety of reason, but frequently is because the organizations use this method without conducting adequate research.

Many organisations had implemented that source on the beginning of the pandemic due they need to cease activity, and the effect of that, was many people lost their jobs, and in the schools and universities need to teach and learn remotely just to be able to teach during in the deplorable times.

## 9. Recommendations

As critical thinking is crucial and is a process to help you to find alternatives solutions, there is many methods useful to use depending in each situation you are.

There are some activity books functional and practical to assist you and thrive, an example of it is sudokus, brain-training puzzles to improve analysis and decision-making by Charles Phillips, and by listening other opinions by reading and evaluating before.

## 10. Conclusion

As in every organization have their own failures due of lack of information and bad decision by the management, this module it help to understand every step and how you can think before to take an action.

And it helps to see how organizations implements new strategies due of Covid-19, trying to not affect their own aims and values.

## 11. My reflective journal about Developing Workplace Critical Thinking

This part of the report, I will describe my weekly reflective journal regarding of the module of developing workplace critical thinking, in where I learn during the first term.

Journals are a wonderful method for student and or lecturer to record their personal notebook or document, that describes their daily activities as well as to formulate old and new innovative ideas as they occur, journals as well they are good to practice writing skills (MasterClass, 2021).

I will be using Gibbs reflective cycle model to help me to describe my learning and throughs. Gibbs reflective cycle model,

On the first week we discuss what is an open questions and close questions, that mean close questions is just by giving an answer with yes or no, we close the question or the topic, while open question is more giving the reason of the answer or giving more details on the answer, after practising open and close questions in the class group we discuss what a critical thinking is.

In the book of Cottrell (2017), she explains that critical thinking is a cognitive or mental activity that includes to use the mind and thoughts, making choices critically and evaluating, that it requires a mental process, like using attention, classification, selecting or choosing and evaluating. As she mentions overly, many people who have more capacity to acquire their potential critical thinking they may well be prevented from barriers like, personal and emotional factors.

After reading what is a critical thinking from Cottrell, we done an individual self- evaluation from the book of Cottrell, in which we just answer the first twelve question, in the time of I personally got 23 score. I thought in that moment, it was not unsatisfactory score but after hearing my colleagues I realise that I was far behind of having a critical thinking, as I might be because I am empathy with others, lack of focus in the requirements activities and I am afraid to hurt someone's opinion or belief by giving my own thoughts. After the activity our lecturer ask us to finish the questionnaire by week 10 and compare if we did change or improve our critical thinking skills, in which I got a total of 80 point out of 100, having a confident with my critical thinking. In which I think it can improve as I need more confident to express my thought.

We learn about values, belief, and attitudes in which we were giving and expressing our thoughts, was interesting due everyone had something different to express, and is there when I start analysing and comparing with my own ones.

## 12. Conclusion of my reflective journal

As in my judgement about my reflective journal about this module, was useful all activities that our lecturer was giving to us to use our brainstorming and compare our opinion into the class group, even must of the time I did not participate,

I my personal opinion, this module has increased my analytical thinking, I been always indecisive to take a decision as I like to analyse different alternatives solutions and I am easy to convince by the other opinion, that by applying the six-thinking by Bono hat in the right moment will always help into our personal, daily and working place.

That by participating in the class and listening to other colleagues, it will help to have more an open minded as they are all from other countries, and they have their own belief and values.

By doing the self-evaluation is it help me in what to improve.

### 13. Works Cited

Biwer, F. et al., 2021. *Frontiers in Psychology. Changes and Adaptations: How universities Students Self-regulate their online Learning during the COVID-19 pandemic*, 12(642593), pp. 1-12.

Camacho-Zuniga, C., Pego, L., Escamilla, J. & Hosseini, S., 2021. The impact of the Covid-19 pandemic on students's feelings at high school, undergraduate, and postgraduate levels. *Heliyon*, 7(3), pp. 1-11.

Connolly, M., Eddy-Spicer, D. H., James, C. & Kruse, S. D., 2019. An Introduction to School Organization. In: Michael Connolly, D. H. Eddy-Spicer, C. James & S. D. Kruse, eds. *The SAGE Handbook of School Organization*. London: Sage Publication Ltd, pp. 1-5.

Cottrell, S., 2017. What is Critical Thinking Skills. In: S. Cottrell, ed. *Critical thinking skills*. Third ed. London: Palgrave, pp. 1-16.

Debbink, A. & Meshon, A., 2020. In: A. Debbink & A. Meshon, eds. *Think for yourself The ultimate Guide to Critical Thinking in an Age of Information*. London: Sourcebook, pp. 9-19.  
Han, G., n.d. The Snu journal of education research. *Rationally and its application in the idea of Critical Thinking*, 12(4), pp. 1-15.

Jargons, B., n.d. *Business Jargons*. [Online]  
Available at: <https://businessjargons.com/organization.html>  
[Accessed 25 04 2022].

Lloyd, A., 2022. *uwtsd*. [Online]  
Available at: <https://www.uwtsd.ac.uk/news/press-releases/press-2022/uwtsd-welcomes-202021-jisc-digital-experience-insights-survey-results-as-university-receives-positive-feedback-for-online-learning-.html>  
[Accessed 28 April 2022].

MasterClass, 2021. *Masterclass*. [Online]  
Available at: <https://www.masterclass.com/articles/benefits-of-journaling>  
[Accessed 29 04 2022].

Maund, A., Schriek, M. & Tinkler, P. K., 2017. Problem solving and decision making. In: Andrew Maund, M. Schriek & P. K. Tinkler, eds. *Certificate in Higher School Education: Skills for the Workplace Student Yearbook*. London: Sage, pp. 180-199.  
Phillips, C., 2021. *Logical thinking puzzles*. 2 ed. London: Wellbeck.

Reed, A., 2016. Defining the outcomes: What does success look like?. In: A. Reed, ed. *Be a great problem solving*. Harlow, United Kingdom : Pearson, pp. 69-78.

Rodeck, D. & Curry, B., 2022. *Forbes*. [Online]  
Available at: <https://www.forbes.com/advisor/investing/what-is-a-recession/>  
[Accessed 20 April 2022].

Turkkahraman, M., 2015. Education, Teaching and School as A Social Organization. *Procedia-Social and Behavioral Sciences* 186, 044(04), pp. 381-387.

Unevoc, U., n.d. *Unevoc unesco*. [Online]  
Available at: <https://unevoc.unesco.org/home/Dual+System>  
[Accessed 28 04 2020].

uwtsd, 2022. *uwtsd*. [Online]  
Available at: <https://www.uwtsd.ac.uk/coronavirus/coronavirus--information-for-staff/>  
[Accessed 28 04 2022].

UWTSD, F. S., 2021. *uwtsd*. [Online]  
Available at: [https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/finance/Consolidated-Financial-Statements-2021-\(31-July\).pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/finance/Consolidated-Financial-Statements-2021-(31-July).pdf)  
[Accessed 29 04 2022].

UWTSD, H. a. T., n.d. *uwtsd*. [Online]  
Available at: <https://uwtsd.ac.uk/about/history/>  
[Accessed 25 04 2022].

UWTSD, T. e. t. l., 2022. *Uwtsd*. [Online]  
Available at: <https://www.uwtsd.ac.uk/about/>  
[Accessed 28 04 2022].