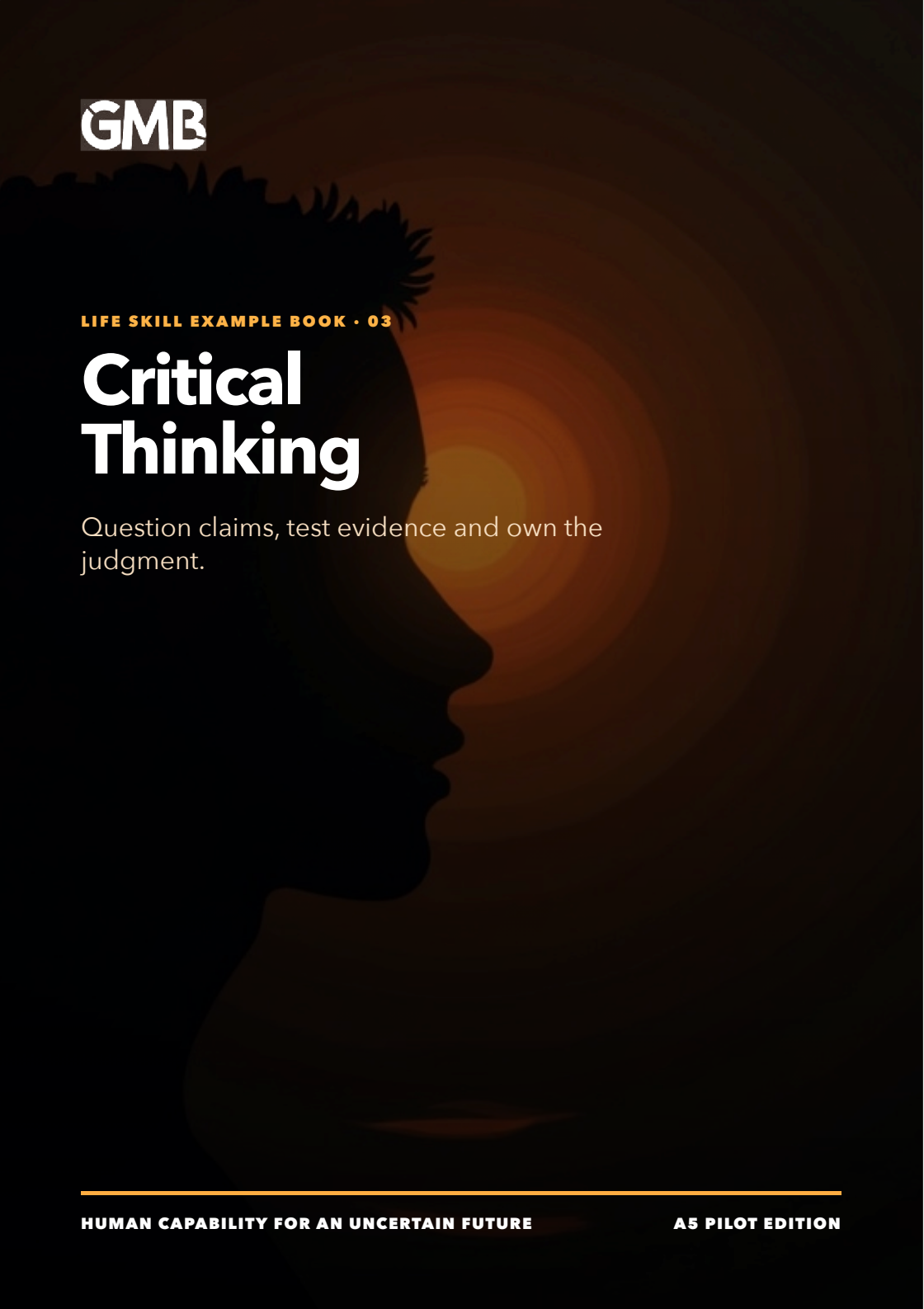
GMB

LIFE SKILL EXAMPLE BOOK · 03

Critical Thinking

Question claims, test evidence and own the judgment.



HUMAN CAPABILITY FOR AN UNCERTAIN FUTURE

A5 PILOT EDITION

A WORKING DEFINITION

Critical thinking is the disciplined practice of clarifying claims, examining evidence and assumptions, testing alternatives, and revising judgment in proportion to the consequences.

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IN PRACTICE

Asks what is being claimed, checks how we know, searches for missing perspectives and explains why the conclusion is warranted.

It is

Purposeful and evidence-sensitive.

Both a skill and a willingness to question.

Proportional to consequence.

Open to revision.

It is not

Automatic skepticism.

Winning an argument.

Finding faults without alternatives.

Outsourcing verification to a confident tool.

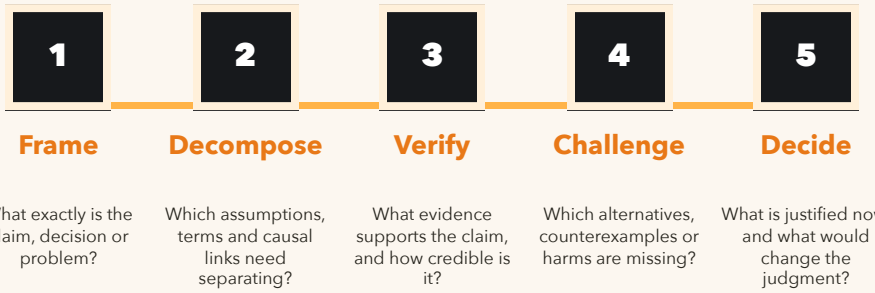
WHY THIS MATTERS NOW

In an AI-rich environment, fluent explanations can hide weak premises, missing data or invented sources. Critical thinking keeps speed subordinate to evidence and accountability.

THE CAPABILITY LOOP

A disciplined judgment loop.

Strong judgment is built through a sequence—not a personality type.



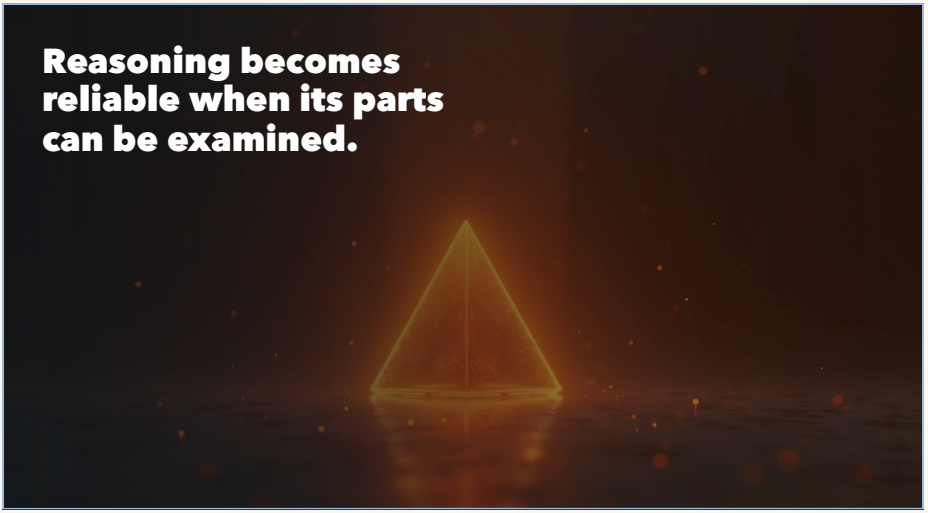
CLAIM	SUPPORT	CONSEQUENCE
What is asserted? State it precisely enough to test.	**How do we know?** Trace source, method, relevance and uncertainty.	**What follows?** Match scrutiny and oversight to the stakes.

BEHAVIOR CLUE

Asks what is being claimed, checks how we know, searches for missing perspectives and explains why the conclusion is warranted.

7 CONNECTED CAPABILITIES

Critical Thinking is a system.



Information analysis Breaks complex material into meaningful parts.	**Evidence evaluation** Assesses credibility, relevance and sufficiency.
Logical reasoning Tests whether conclusions follow from premises.	**Assumption identification** Makes hidden beliefs and constraints visible.
Perspective analysis Compares interpretations and affected viewpoints.	**Inference drawing** Forms proportionate conclusions from evidence.
Metacognition Monitors bias, confidence and the quality of reasoning.	

The components strengthen one another. Development depends on how they are combined in context—not on maximizing one behavior in isolation.

WHY WE PROTECT THIS SKILL

Three signals—three different questions.

H

Human Core

How central should human agency, judgment and responsibility remain?

Human leads

Signal 4/5

Future Readiness

How strongly does this help people learn and act as roles and technology change?

Foundational

Signal 5/5

Safeguard Value

How strongly does this protect capability from over-reliance, deskilling and loss of agency?

Critical safeguard

Signal 5/5

READ THESE AS STRATEGIC SIGNALS

They describe why the capability matters—not how advanced a learner is.

AI can generate options and counterarguments. The person must set the question, verify material claims and own the consequential judgment.

LEARNING PROGRESSION

Five stages of critical judgment.

The progression describes increasingly independent, contextual and socially enabling behavior—not intelligence or personal worth.

USE THE PROGRESSION WELL

Ask for the next observable behavior—not a label for the person.

BEHAVIOR MAP

What critical thinkers do around a decision.

01
Before

Clarify the question
Separates the real decision from the first framing.

Set evidence needs
Names what must be known before acting.

Map consequence
Identifies who may be affected and how.

Notice incentives
Checks whose interests shape the information.

02
During

Trace claims
Connects assertions to sources and methods.

Test assumptions
Looks for hidden premises and boundary conditions.

Seek disconfirmation
Searches for evidence that could change the view.

State uncertainty
Separates known, inferred and unknown.

03
After

Explain the judgment
Shows how evidence and trade-offs led to the choice.

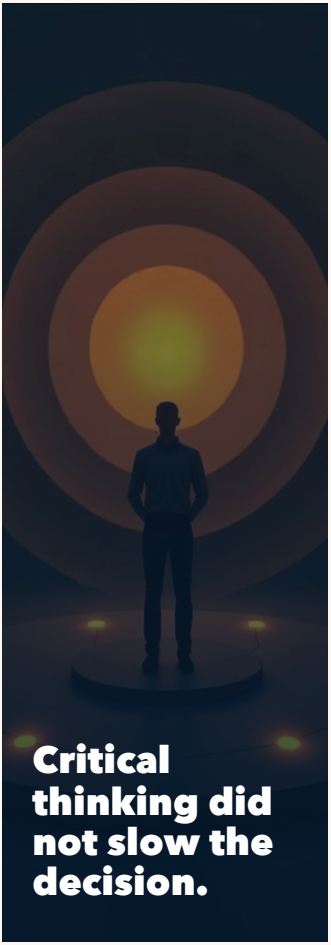
Record conditions
Names what would trigger review or reversal.

Check outcomes
Compares expected and actual effects.

Update the method
Improves future questions, evidence and gates.

CASE STORY · COMPOSITE

When the AI report recommends closing a market.



The challenge. A leadership team receives a polished AI-generated analysis recommending a fast market exit. The narrative is coherent, the charts look convincing and the deadline is close.

1 · Frame

They restate the decision, stakeholders and cost of a false conclusion.

2 · Decompose

The team separates market demand, unit economics, capability gaps and timing.

3 · Verify

Two key citations cannot be traced and one comparison uses mismatched periods.

4 · Challenge

A local team supplies a counterexample and a lower-risk partnership option.

5 · Decide and learn

Leadership pauses the exit, runs a bounded test and documents verification gates.

CAPABILITY IN PRACTICE

Critical thinking did not slow the decision. It prevented speed from disguising weak evidence.

A PRACTICAL PROTOCOL

THINK before you commit.

Use this short structure in real work, reflection or coaching. Keep the action specific enough to observe.

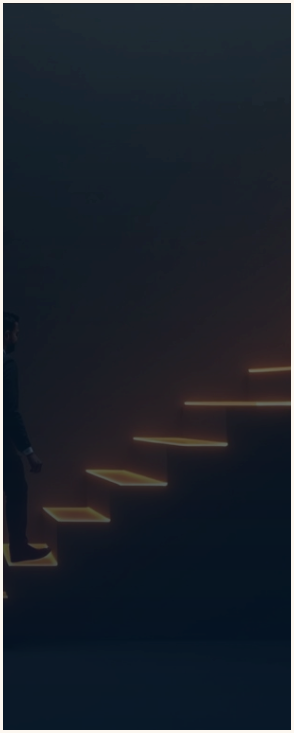
T	H	I	N	K
Target	**Hunt**	**Inspect**	**Name**	**Keep / revise**
What claim or decision are we actually testing?	Which assumptions, incentives and missing voices matter?	How credible, relevant and sufficient is the evidence?	What alternatives, uncertainties and consequences remain?	What judgment is justified, and what would change it?

> **One-minute start: "The claim is … The strongest evidence is … The missing check is …"**

The protocol supports practice. It does not remove the need for context, expertise, ethical judgment or appropriate human support.

LEADERSHIP AND LEARNING CULTURE

Make reasoning visible before decisions become irreversible.



MODEL	**Show how your own conclusions change when evidence changes.**
SLOW	**Create deliberate pauses before high-consequence commitments.**
DIVERSIFY	**Invite dissent, domain expertise and affected perspectives.**
VERIFY	**Set source, calculation and human-review gates for AI-supported work.**
LEARN	**Review decision quality—not only whether the outcome happened to be good.**

RESEARCH PULSE · 2022

A meta-analysis of 50 studies and 5,210 participants found problem-based learning was associated with improved critical thinking. Effects varied substantially, and very short interventions were ineffective.

Liu & Pásztor, Thinking Skills and Creativity. [R1]

SEVEN-DAY EXPERIMENT

Run one real claim audit.

Day 1	Select a consequential claim from work, media or an AI output.
Day 2	Rewrite it so the terms and implied decision are testable.
Day 3	Trace the best supporting source and inspect its method.
Day 4	List three assumptions and one missing perspective.
Day 5	Actively search for disconfirming evidence or a counterexample.
Day 6	Write a calibrated judgment: known, likely, uncertain and unknown.
Day 7	Share the reasoning and record what would change the conclusion.

MY JUDGMENT RECORD

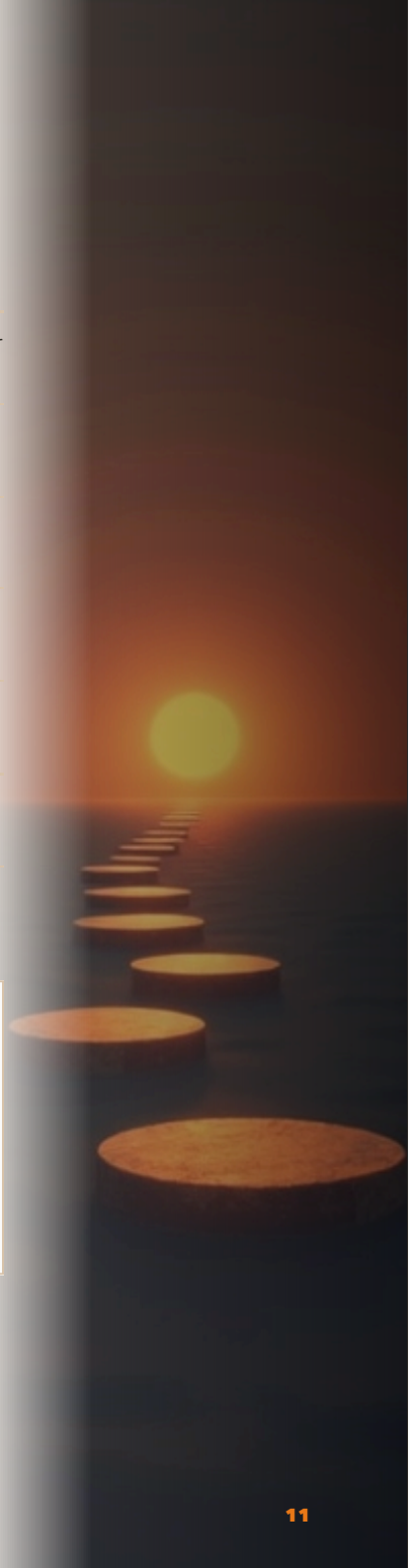
The claim:

The strongest evidence:

The missing check:

What would change my mind:

Track behavior and evidence. Reflection matters when it changes the next action.



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CRITICAL THINKING · HUMAN CAPABILITY FOR CHANGE

Fluency is not evidence.

The human advantage is not producing the fastest answer. It is asking the question that exposes what must be checked—and owning the judgment that follows.

Source note. Skillspathfinder Critical Thinking profile in segments.json. [R1] Liu & Pásztor, Thinking Skills and Creativity. Composite case created for learning use.