

**MSS SUCCESS SPACES**

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CRITICAL THINKING TRAINING IN THE PHILIPPINES

THINK CLEARLY. DECIDE WISELY.

Practical Critical and Analytical Thinking for Evaluating Information, Questioning Assumptions, Identifying Biases, Analyzing Evidence, Drawing Sound Conclusions, Making Better Judgments, and Solving Workplace Problems

This program is strategically developed for organizations searching for **Critical Thinking Training in the Philippines, Training on Critical Thinking in the Philippines, Thinking Critically Training in the Philippines, Training on Thinking Critically in the Philippines, Analytical Thinking Training in the Philippines, Training on Analytical Thinking in the Philippines, Thinking Analytically Training in the Philippines, or Training on Thinking Analytically in the Philippines.**

Organizations today do not merely need employees who can:
Follow instructions.

They increasingly need people who can:

Understand the situation.

Ask the right questions.

Separate facts from assumptions.

Evaluate information instead of automatically accepting it.

Recognize when data may be incomplete or misleading.

Challenge their own thinking.

Look at a problem from more than one perspective.

Analyze causes and consequences.

Compare alternatives logically.

Make a recommendation they can explain and defend.

Employees constantly receive:

- Emails;
- reports;
- dashboards;
- customer feedback;
- instructions;
- proposals;
- complaints;
- presentations;
- online information;
- Artificial Intelligence-generated content;
- opinions from colleagues;
- requests from managers;
- assumptions presented as facts.

The challenge is no longer merely:

“Can I obtain information?”

The more important question is:

“Can I THINK WELL about the information I receive?”

Think Clearly. Decide Wisely.: **Critical Thinking Training in the Philippines** develops practical critical and analytical thinking skills that employees, supervisors, managers, professionals, specialists, and leaders can apply to everyday workplace situations.

The program introduces the proprietary **MSS T.H.I.N.K.™ Critical and Analytical Thinking Framework**:

- **T — Target the Question, Problem, Purpose, and Required Decision**
- **H — Hunt for Relevant Facts, Evidence, Context, and Credible Information**
- **I — Inspect Assumptions, Interpretations, Biases, Logic, and Information Gaps**
- **N — Navigate Alternatives, Perspectives, Implications, Risks, and Consequences**
- **K — Know What the Evidence Supports, Then Conclude, Decide, and Communicate**

The thinking process becomes:

Clarify → Gather → Examine → Analyze → Conclude → Decide → Communicate → Review

Following MSS Corporation's **EnterTRAINment** methodology, approximately **30% of the program consists of concise facilitator input, demonstrations, facilitated discussions, and synthesis, while approximately 70% consists of thinking challenges, evidence-analysis exercises, bias detection, information evaluation, workplace cases, assumption-testing activities, alternative analysis, decision exercises, and practical application.**

TRAINING OVERVIEW

Poor thinking does not always look obviously poor.

Employees may appear:

- Confident;
- decisive;
- experienced;
- knowledgeable;
- fast.

Yet still reach the wrong conclusion because they:

- Started with the wrong question;
- accepted incomplete information;
- confused opinion with fact;
- made an assumption;
- relied on one source;
- saw only evidence supporting what they already believed;
- overlooked an alternative explanation;
- jumped from correlation to causation;
- generalized from one incident;
- allowed emotion to influence judgment;
- followed what everyone else believed;
- accepted Artificial Intelligence-generated content without verification;
- made a recommendation without examining consequences.

Consider:

Sales declined this month.

An employee immediately concludes:

“Our prices are too high.”

Maybe.

But what else could explain the decline?

- Fewer leads?
- Lower conversion?
- Product availability?
- Seasonal demand?
- competitor promotion?
- sales-force activity?
- poor customer experience?
- territory changes?
- delayed deliveries?
- one unusually large customer not ordering?

Critical thinking requires the employee to ask:

“What does the evidence actually support?”

rather than:

“What explanation came to mind first?”

Another situation:

Customer complaints increased.

The team says:

“Customer Service needs more training.”

But perhaps the underlying causes are:

- Product defects;
- delayed delivery;
- system downtime;
- unclear policies;
- incorrect billing;
- slow approval processes.

Without critical thinking, organizations can solve:

The wrong problem extremely well.

WHAT IS CRITICAL THINKING?

Critical thinking is the disciplined process of:

- Clarifying questions;
- examining information;
- evaluating evidence;
- questioning assumptions;
- recognizing bias;
- testing reasoning;
- considering alternative perspectives;
- drawing conclusions proportionate to available evidence;
- making reasoned judgments.

It does **not** mean:

Criticizing everything.

It means:

Thinking carefully before believing, concluding, deciding, recommending, or acting.

WHAT IS ANALYTICAL THINKING?

Analytical thinking focuses on:

- Breaking information into parts;
- identifying patterns;
- comparing variables;
- understanding relationships;
- examining causes;
- interpreting data;
- structuring complex information.

Critical and analytical thinking work together.

Analytical Thinking asks:

“What is happening, and how do the pieces relate?”

Critical Thinking asks:

“What should I believe or conclude from this information?”

A strong workplace thinker needs both.

CRITICAL THINKING VERSUS PROBLEM SOLVING

Critical Thinking

Evaluates:

- Information;
- assumptions;
- evidence;
- arguments;
- conclusions.

Problem Solving

Uses thinking to:

- Define;
- analyze;
- solve a specific problem.

Critical thinking supports effective problem solving, but the two are not identical.

CRITICAL THINKING VERSUS DECISION MAKING

Critical thinking helps establish:

What the evidence suggests.

Decision making determines:

What action should be taken.

A decision may also involve:

- Priorities;
- risk;
- timing;
- resources;
- organizational values.

TRAINING GOAL

To equip participants with practical critical and analytical thinking skills that enable them to evaluate information more objectively, identify assumptions and biases, analyze workplace situations systematically, draw evidence-based conclusions, assess alternatives and consequences, make stronger judgments, and communicate reasoning clearly.

TRAINING OBJECTIVES

By the end of the program, participants should be able to:

1. **Explain** critical thinking and its importance in the workplace;
2. **Differentiate** critical thinking from criticizing, overthinking, problem solving, and decision making;
3. **Differentiate** critical thinking from analytical thinking while recognizing how the two complement each other;
4. **Apply** the MSS T.H.I.N.K.™ Critical and Analytical Thinking Framework;
5. **Clarify** the actual question before analyzing information;
6. **Differentiate** symptoms, problems, questions, and decisions;
7. **Identify** the purpose of an analysis;
8. **Recognize** when a broad problem needs to be broken into smaller questions;
9. **Differentiate** facts, opinions, assumptions, interpretations, inferences, and conclusions;
10. **Identify** information necessary for making a judgment;
11. **Evaluate** the relevance of information;
12. **Evaluate** source credibility;
13. **Recognize** incomplete information;
14. **Identify** information gaps;
15. **Verify** claims appropriately;
16. **Recognize** the limitations of single-source information;
17. **Assess** evidence quality;
18. **Distinguish** evidence from assertion;
19. **Recognize** assumptions embedded in statements;
20. **Test** assumptions before accepting them;
21. **Recognize** common cognitive biases;
22. **Identify** confirmation bias;
23. **Recognize** anchoring;
24. **Recognize** availability bias;
25. **Recognize** halo and horn effects;
26. **Recognize** overgeneralization;
27. **Recognize** groupthink;
28. **Recognize** authority bias;
29. **Identify** emotional reasoning;
30. **Recognize** common errors in workplace logic;
31. **Avoid** automatically treating correlation as causation;
32. **Examine** alternative explanations;
33. **Identify** patterns in workplace information and data;
34. **Break down** complex situations into manageable components;
35. **Organize** information logically;
36. **Compare** alternatives using appropriate criteria;
37. **Consider** short-term and long-term implications;
38. **Assess** risks and possible unintended consequences;
39. **Examine** situations from multiple stakeholder perspectives;
40. **Recognize** when evidence is insufficient for certainty;
41. **Distinguish** what is known from what remains uncertain;
42. **Draw** conclusions proportionate to available evidence;
43. **Make** more defensible recommendations;

44. **Communicate** reasoning clearly;
45. **Challenge** ideas professionally rather than personally;
46. **Ask** constructive critical-thinking questions;
47. **Review** one's own conclusions before acting;
48. **Apply** critical thinking when using Artificial Intelligence-generated information; and
49. **Develop** a practical 30-, 60-, or 90-day Critical Thinking Improvement Plan.

LEARNING DOMAINS ADDRESSED

Cognitive Domain

Participants develop knowledge and understanding of:

- Evidence;
- assumptions;
- bias;
- logic;
- analytical reasoning;
- alternative explanations;
- conclusions;
- decisions.

Affective Domain

Participants strengthen:

- Intellectual humility;
- curiosity;
- openness;
- objectivity;
- healthy skepticism;
- willingness to reconsider;
- respect for evidence;
- willingness to challenge their own assumptions.

Behavioral Domain

Participants practice:

- Asking better questions;
- classifying information;
- analyzing evidence;
- identifying bias;
- examining alternatives;
- challenging assumptions;
- evaluating recommendations;
- explaining conclusions.

FROM POINT A TO POINT B

Point A: Before the Training

Participants may:

- Jump immediately to conclusions;
- make decisions from limited information;
- accept the first explanation;
- confuse opinion with fact;
- defend assumptions as if they were evidence;
- believe information because someone senior said it;
- agree because everyone else agrees;
- rely heavily on personal experience;
- search mainly for evidence supporting what they already believe;
- generalize from a few cases;
- react emotionally;
- assume correlation means causation;
- focus on symptoms rather than underlying issues;
- overlook conflicting evidence;
- ask weak questions;
- treat online content as automatically credible;
- treat Artificial Intelligence responses as automatically correct;
- analyze data without context;
- present recommendations without reasoning;
- become defensive when challenged;
- reject other perspectives;
- overthink without reaching a conclusion.

Point B: After the Training

Participants should be better able to:

- Clarify the real question;
- identify what information is required;
- separate facts from assumptions;
- evaluate evidence;
- verify important claims;
- identify bias;
- recognize gaps;
- organize information;
- examine multiple explanations;
- challenge assumptions;
- analyze consequences;
- compare alternatives;
- determine what is known versus uncertain;
- draw proportionate conclusions;

- communicate reasoning;
- challenge ideas professionally;
- make better-supported recommendations;
- and review their own thinking.

ORGANIZATIONAL CHALLENGES ADDRESSED

This **Training on Critical Thinking in the Philippines** may help organizations address:

- Employees waiting for managers to think for them;
- poor judgment;
- weak analysis;
- repeated wrong assumptions;
- decisions based on incomplete information;
- employees believing rumors;
- misinformation;
- poor interpretation of reports;
- weak questioning;
- surface-level analysis;
- jumping to solutions;
- recurring problems;
- incorrect root-cause assumptions;
- decisions driven by seniority instead of evidence;
- groupthink;
- departmental silos;
- poor business recommendations;
- employees unable to defend proposals;
- weak analytical reports;
- reliance on “gut feel”;
- inappropriate use of Artificial Intelligence outputs;
- inability to distinguish credible from questionable information;
- poor interpretation of customer feedback;
- meetings dominated by opinion;
- employees afraid to challenge ideas;
- managers seeking stronger independent thinkers.

WHY CRITICAL THINKING MATTERS MORE IN AN INFORMATION-RICH WORKPLACE

Employees once struggled to obtain information.

Today, many struggle to determine:

Which information deserves to be believed.

They can access:

- Search engines;
- Artificial Intelligence;

- social media;
- dashboards;
- shared databases;
- online articles;
- reports;
- presentations.

More information does not automatically produce:
Better thinking.

Sometimes it produces:
More ways to become confidently wrong.

The critical thinker asks:
Who says?
Based on what?
What is missing?
What assumptions are being made?
What else could explain this?
What would prove this wrong?
What follows if this is true?
How certain should we be?

THE MSS T.H.I.N.K.™ CRITICAL AND ANALYTICAL THINKING FRAMEWORK

T — TARGET THE QUESTION, PROBLEM, PURPOSE, AND REQUIRED DECISION

Critical thinking begins before information gathering.

It begins with:
What exactly are we trying to understand?

QUESTION BEFORE ANSWER

Weak approach:
“We need to improve employee productivity.”

Critical-thinking questions:
Which employees?
What performance indicator has declined?
Compared with what standard?
For how long?
Where is the productivity gap occurring?
What evidence indicates a problem?

Until the question is clear, analysis may go in every direction.

CLARIFY THE THINKING TASK

Ask:

Are we trying to understand?

“Why did this happen?”

Evaluate?

“Is this claim reliable?”

Compare?

“Which option is stronger?”

Decide?

“What should we do?”

Predict?

“What is likely to happen?”

Different questions require different evidence.

SYMPTOM VERSUS PROBLEM

Symptom:

Customer complaints increased.

Possible underlying problems:

- Product quality;
- service behavior;
- delayed deliveries;
- billing errors;
- unclear policies.

Do not assume the symptom already identifies the cause.

BREAK BIG QUESTIONS INTO SMALLER QUESTIONS

Instead of:

“Why are sales declining?”

Ask:

- Has demand changed?

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- Have leads declined?
- Has conversion changed?
- Has average transaction value changed?
- Is product availability affected?
- Has competition changed?

Complex thinking becomes easier when structured.

H — HUNT FOR RELEVANT FACTS, EVIDENCE, CONTEXT, AND CREDIBLE INFORMATION

Once the question is clear:

What information do we actually need?

FACT VERSUS OPINION

Fact

“Customer waiting time averaged 11 minutes last week.”

Opinion

“Waiting time is terrible.”

Both may matter.

But they are not the same.

FACT VERSUS INTERPRETATION

Fact:

“Employee sales declined by 12%.”

Interpretation:

“The employee has lost motivation.”

The second statement requires evidence.

ASSUMPTION

An assumption is something treated as true without sufficient verification.

Example:

“Customers choose competitors because competitors are cheaper.”

Maybe.

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But has anyone asked customers?

INFERENCE

An inference is a conclusion drawn from evidence.

Good inference:

Evidence reasonably supports conclusion.

Weak inference:

Evidence is insufficient, but conclusion is treated as certain.

INFORMATION RELEVANCE

Ask:

Does this information help answer the question?

More data is not automatically better analysis.

SOURCE CREDIBILITY

Consider:

Expertise

Does the source know the subject?

Evidence

Does the source provide support?

Proximity

Did the source directly observe the event?

Incentive

Does the source have a reason to distort information?

Recency

Is the information still current?

Corroboration

Do other credible sources agree?

PRIMARY VERSUS SECONDARY INFORMATION

Where practical:

Primary

Original records, data, direct observation, customer responses.

Secondary

Summary, interpretation, commentary.

Both may be useful, but understand what you are using.

ASK: WHAT IS MISSING?

Examples:

A report says:

“Productivity improved 20%.”

Critical thinker asks:

Compared with when?

Measured how?

Across which employees?

Did quality decline?

Was overtime increased?

Numbers without context can mislead.

VERIFY HIGH-IMPACT INFORMATION

Not every statement requires exhaustive verification.

But important decisions deserve stronger evidence.

The greater the:

- Cost;
- risk;
- customer impact;
- employee impact;
- reputational consequence;

the greater the need for verification.

CRITICAL THINKING AND ARTIFICIAL INTELLIGENCE

Artificial Intelligence can:

- Summarize;
- generate;
- compare;
- brainstorm;
- analyze.

But users should still ask:

Is this accurate?

What source supports it?

Is anything outdated?

Is this fabricated?

Does this fit our actual context?

Am I sharing confidential information?

Artificial Intelligence can accelerate thinking.

It should not replace judgment.

I — INSPECT ASSUMPTIONS, INTERPRETATIONS, BIASES, LOGIC, AND INFORMATION GAPS

Human beings are not naturally objective.

We use mental shortcuts.

These are useful—but sometimes misleading.

CONFIRMATION BIAS

We naturally notice information supporting what we already believe.

Example:

Manager thinks:

“Employee is unreliable.”

Then remembers every late submission while ignoring the employee's many on-time outputs.

Counter-question:

What evidence would challenge my current belief?

ANCHORING

An initial number or idea influences later judgment.

Example:

Supplier first quotes:
₱1,000,000.

Negotiations begin around that number even if market value is much lower.

Ask:

What independent reference should I use?

AVAILABILITY BIAS

Recent or memorable events seem more common than they actually are.

Example:

One highly visible customer complaint makes management believe:
“Customers are all complaining.”

Check the actual data.

HALO EFFECT

One positive characteristic influences the whole judgment.

Example:

“He's a great presenter, so he must be a strong manager.”

Not necessarily.

HORN EFFECT

One negative characteristic unfairly contaminates the whole assessment.

AUTHORITY BIAS

Assuming an idea is correct because it came from:

- Senior management;
- an expert;
- a respected person.

Respect authority.

Still examine the reasoning.

GROUPTHINK

Teams may suppress disagreement to preserve harmony.

Signs include:

- Everyone quickly agreeing;
- alternative views disappearing;
- senior person's opinion becoming team opinion.

A useful question:

“What might we be missing?”

OVERGENERALIZATION

Example:

“Two new hires resigned. Gen Z employees are not loyal.”

Two cases do not establish a valid general rule.

CORRELATION VERSUS CAUSATION

Two things happening together does not automatically mean one caused the other.

Example:

Training occurred.

Sales increased.

Therefore:

“Training caused the increase.”

Maybe.

But perhaps:

- Demand increased;
- prices changed;

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- new accounts opened;
- promotions occurred.

Strong evaluation asks what else might explain the change.

FALSE DILEMMA

Presenting only two choices when more alternatives exist.

“Either we hire more people or customer service will fail.”

Could there be:

- Process improvement?
- automation?
- scheduling changes?
- workload redistribution?

EMOTIONAL REASONING

“I feel strongly about it, therefore it must be true.”

Feelings matter.

But emotional intensity is not evidence.

INSPECT YOUR OWN THINKING

Ask:

What am I assuming?
Why do I believe this?
What evidence contradicts me?
Am I reacting emotionally?
Am I treating one example as a pattern?
Am I defending my first idea?

This is **metacognition**:
Thinking about your thinking.

N — NAVIGATE ALTERNATIVES, PERSPECTIVES, IMPLICATIONS, RISKS, AND CONSEQUENCES

Critical thinking should widen before it narrows.

Do not immediately ask:

“Which solution is best?”

First ask:

“What else could be true?”

ALTERNATIVE EXPLANATIONS

Situation:

Employee performance declined.

Possible explanations:

- Skill gap;
- unclear expectation;
- workload;
- process bottleneck;
- lack of resources;
- motivation;
- personal circumstance;
- manager behavior;
- conflicting priorities.

Avoid premature certainty.

MULTIPLE PERSPECTIVES

Examine the issue from:

- Customer;
- employee;
- manager;
- operations;
- finance;
- Human Resources;
- supplier;
- management;
- regulator;

where relevant.

Different perspectives can expose different evidence and implications.

ANALYTICAL DECOMPOSITION

Break complex issues into components.

Example:

Customer experience:

People

•

Process

•

Policy

•

Technology

•

Product

•

Environment

This helps prevent one-dimensional conclusions.

PATTERN ANALYSIS

Ask:

- What repeats?
- What changed?
- Where does it occur?
- When does it occur?
- Where does it not occur?
- Which variables move together?
- What exception challenges the pattern?

COMPARING ALTERNATIVES

Potential criteria may include:

- Effectiveness;
- cost;
- speed;
- feasibility;
- resources;
- customer impact;

- employee impact;
- risk;
- sustainability.

WEIGHTED THINKING

When choices are complex, criteria may need different weights.

Example:

Criterion	Weight
Effectiveness	30%
Cost	20%
Speed	15%
Feasibility	15%
Risk	20%

Weights should reflect actual organizational priorities.

SECOND-ORDER THINKING

Do not ask only:

“What happens if we do this?”

Ask:

“And then what happens?”

Example:

Reduce inventory aggressively.

First-order benefit:

Lower carrying cost.

Possible second-order consequence:

More stockouts.

Strong decisions consider unintended effects.

RISK THINKING

Ask:

What could go wrong?

How likely is it?

How serious would it be?

What would we do?

Critical thinking should not create paralysis.

It should make risk more visible.

PRE-MORTEM THINKING

Imagine:

“We implemented this decision and six months later it failed.”

Ask:

Why did it fail?

This helps uncover weaknesses before implementation.

K — KNOW WHAT THE EVIDENCE SUPPORTS, THEN CONCLUDE, DECIDE, AND COMMUNICATE

Critical thinking ultimately needs closure.

Constant analysis without conclusion becomes:

Analysis paralysis.

LEVEL OF CERTAINTY

Not every conclusion deserves 100% certainty.

Use language proportionate to evidence:

Strong Evidence

“The evidence strongly indicates...”

Moderate Evidence

“The available evidence suggests...”

Limited Evidence

“A possible explanation is...”

This is intellectually stronger than pretending certainty.

CONCLUSION VERSUS RECOMMENDATION

Conclusion

What does the analysis indicate?

Recommendation

What should we do about it?

Keep them distinct.

EVIDENCE-BASED RECOMMENDATION

A strong recommendation can follow:

Situation

What is happening?

Evidence

What supports the analysis?

Interpretation

What does it mean?

Alternatives

What options exist?

Recommendation

What should be done?

Rationale

Why?

Risk

What could go wrong?

Next Step

What happens now?

CHALLENGE THE IDEA, NOT THE PERSON

Instead of:

“That’s wrong.”

Try:

“What evidence are we using for that conclusion?”

Instead of:

“That doesn’t make sense.”

Try:

“Can we examine the assumption behind that?”

Critical thinking should improve:

Quality of thinking

not destroy:

Quality of relationships.

RED TEAM YOUR CONCLUSION

Before finalizing, ask:

What is the strongest argument against this?

What evidence could prove us wrong?

Which assumption carries the greatest risk?

What have we overlooked?

STOPPING RULE

Critical thinkers need to know when sufficient analysis exists.

Ask:

Do we have enough information for the importance of this decision?

Not every decision deserves:

Three weeks of analysis.

Thinking effort should match:

Impact + Complexity + Uncertainty + Risk

COMPLETE MSS T.H.I.N.K.™ FLOW

T — TARGET

What exactly are we trying to understand or decide?



H — HUNT

What relevant and credible evidence do we have and need?



I — INSPECT

What assumptions, biases, gaps, and reasoning problems exist?



N — NAVIGATE

What alternatives, explanations, perspectives, implications, and risks should we consider?



K — KNOW

What does the evidence support, and what conclusion or action can we responsibly defend?

ONE-DAY CRITICAL THINKING TRAINING OUTLINE

Time	Modules and Essential Topics	Major Activity and Participant Output
8:00 AM–10:00 AM	MODULE 1: THINK BEFORE YOU CONCLUDE—FOUNDATIONS OF CRITICAL AND ANALYTICAL THINKING 1. Why Critical Thinking Matters at Work • Information versus judgment • independent thinking • thinking mistakes 2. Critical Thinking versus Analytical Thinking • Analysis • evaluation • judgment • problem solving • decision making 3. Introducing the MSS T.H.I.N.K.™ Framework • Target • Hunt • Inspect • Navigate • Know	Major Activity: The Case of the Confident Conclusion — Teams receive a workplace scenario containing facts, opinions, assumptions, irrelevant information, and missing evidence. They must determine what is actually known, what is merely believed, and what questions must be answered before concluding. Major Output: Critical Thinking Question Map and Fact–Opinion–Assumption–Inference Evidence Sheet



Time	Modules and Essential Topics	Major Activity and Participant Output
	4. T — Target the Question • Clarifying purpose • symptoms versus problems • questions versus decisions • breaking complex questions down 5. H — Hunt for Evidence • Facts • opinions • assumptions • interpretations • inferences • evidence • relevance • information gaps	
10:00 AM–10:15 AM	MORNING BREAK	
10:15 AM–12:00 NN	MODULE 2: QUESTION THE EVIDENCE— SOURCE CREDIBILITY, ASSUMPTIONS, BIASES, AND LOGICAL ERRORS 1. Evaluating Information Quality • Relevance • credibility • recency • corroboration • context 2. I — Inspect Your Thinking • Assumptions • information gaps • alternative evidence 3. Cognitive Biases • Confirmation • anchoring • availability • halo/horn • authority • groupthink • overgeneralization 4. Reasoning Errors • Correlation versus causation • false dilemmas • unsupported generalization	Major Activity: Bias Detective and Evidence Challenge — Participants analyze emails, reports, management statements, dashboards, online claims, and Artificial Intelligence-generated recommendations to identify weak evidence, hidden assumptions, bias, and reasoning errors. Major Output: Evidence Credibility Checklist and Personal Thinking-Bias Risk Profile



Time	Modules and Essential Topics	Major Activity and Participant Output
	- emotional reasoning 5. Artificial Intelligence and Critical Thinking - Verification - hallucination risk - source checking - contextual judgment	
12:00 NN–1:00 PM	LUNCH BREAK	
1:00 PM–3:00 PM	MODULE 3: THINK ANALYTICALLY— ALTERNATIVES, PATTERNS, PERSPECTIVES, IMPLICATIONS, AND RISKS 1. N — Navigate Alternatives - Multiple explanations - challenging the first answer 2. Analytical Decomposition - Breaking complex issues into components - identifying relationships 3. Pattern and Exception Analysis - Trends - changes - comparisons - anomalies 4. Multiple Perspectives - Customers - employees - management - operations - finance - stakeholders 5. Evaluate Alternatives and Consequences - Criteria - trade-offs - weighted evaluation - first-order and second-order effects - risk - pre-mortem thinking	Major Activity: The Multiple Explanations Challenge — Teams analyze a business problem that appears to have an obvious cause. New information is gradually introduced, requiring them to revise hypotheses, compare alternatives, analyze implications, and recommend the strongest explanation. Major Output: Analytical Thinking Matrix, Alternative Explanation Map, and Decision Criteria Matrix
3:00 PM–3:15 PM	AFTERNOON BREAK	
3:15 PM–5:00 PM	MODULE 4: THINK TO DECIDE— CONCLUSIONS, RECOMMENDATIONS,	Major Activity: T.H.I.N.K.™ Executive Decision Room — Participants analyze a complex

Time	Modules and Essential Topics	Major Activity and Participant Output
	CHALLENGE, AND WORKPLACE APPLICATION 1. K — Know What the Evidence Supports • Certainty versus uncertainty • conclusions proportionate to evidence 2. Conclusion versus Recommendation • Situation → evidence → interpretation → options → recommendation → rationale → risk → next action 3. Defending and Challenging Ideas Professionally • Socratic questions • constructive challenge • psychological safety for thinking 4. Red-Teaming the Recommendation • Counterarguments • disconfirming evidence • assumptions • unintended consequences 5. Critical Thinking at Work • Decision proportionality • avoiding analysis paralysis • 30/60/90-day application	workplace case containing conflicting evidence, stakeholder perspectives, incomplete data, risks, and competing recommendations. Teams present and defend a conclusion while another group challenges their assumptions and reasoning. Major Output: T.H.I.N.K.™ Critical Thinking Decision Brief and 30-, 60-, or 90-Day Critical Thinking Improvement Plan
5:00 PM	PROGRAM CLOSING	Learning synthesis, workplace commitments, evaluation, and recommended next steps

CORE PARTICIPANT OUTPUTS

Participants are expected to complete:

1. **Critical Thinking Question Map and Fact–Opinion–Assumption–Inference Evidence Sheet**
2. **Evidence Credibility Checklist and Personal Thinking-Bias Risk Profile**
3. **Analytical Thinking Matrix, Alternative Explanation Map, and Decision Criteria Matrix**
4. **T.H.I.N.K.™ Critical Thinking Decision Brief and 30-, 60-, or 90-Day Critical Thinking Improvement Plan**

SAMPLE CRITICAL THINKING WORKPLACE CASES

Cases may be customized around situations such as:

- Sales declining;
- customer complaints increasing;
- employee productivity falling;
- absenteeism increasing;
- customer satisfaction declining;
- inventory increasing;
- supplier deliveries becoming late;
- employee turnover rising;
- project deadlines being missed;
- quality defects increasing;
- operating costs rising;
- employees apparently resisting change;
- customer waiting time increasing;
- digital transformation underperforming;
- Artificial Intelligence-generated recommendation appearing convincing but containing unsupported claims;
- conflicting departmental reports;
- executives receiving contradictory data;
- one department blaming another;
- employees proposing solutions before defining the problem;
- management needing a recommendation with incomplete information.

THE CRITICAL THINKER'S QUESTION BANK

Participants can use questions such as:

Clarification

What exactly do we mean?

What is the real question?

What problem are we actually trying to solve?

Evidence

What evidence supports this?

Where did the information come from?

How reliable is it?

Assumptions

What are we assuming?

What would happen if the assumption were wrong?

Alternatives

What else could explain this?

What other options exist?

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Bias

Are we looking only for evidence supporting our existing belief?

Perspective

How would another stakeholder see this?

Consequences

If we do this, what happens next?

And what happens after that?

Challenge

What is the strongest argument against our conclusion?

Certainty

What do we know?

What do we think?

What are we still unsure about?

SAMPLE CRITICAL THINKING EVIDENCE CLASSIFICATION

Statement	Classification
"Sales decreased by 8% compared with last quarter."	Fact, if supported by reliable records
"Customers don't like our new pricing."	Claim requiring evidence
"Our competitor probably caused the decline."	Possible hypothesis / assumption
"Three customers specifically cited price as the reason they did not purchase."	Evidence, but potentially limited in representativeness
"Therefore price is definitely the only reason sales fell."	Overstated conclusion

SAMPLE EVIDENCE QUALITY CHECK

Evaluate important information through:

Relevance

Does it answer the question?

Reliability

Can the source be trusted?

Accuracy

Can it be verified?

Completeness

What might be missing?

Timeliness

Is it current enough?

Context

What surrounding information changes interpretation?

Corroboration

Does independent evidence support it?

SAMPLE DECISION EVALUATION MATRIX

Alternative	Effectiveness	Cost	Speed	Feasibility	Risk	Overall Assessment
Option A	High	Medium	High	High	Medium	Strong
Option B	Very High	High	Low	Medium	High	Conditional
Option C	Medium	Low	High	High	Low	Viable

The purpose is not to allow mathematics to make the decision automatically.

The purpose is to make the reasoning:

Visible + Structured + Discussable

CRITICAL THINKING AND MEETINGS

Organizations can significantly improve thinking by replacing:

“Any comments?”

with better questions:

What evidence supports this recommendation?

Which assumption matters most?

What alternatives were considered?

What could cause this plan to fail?

What information would change our decision?

What are we not seeing?

CRITICAL THINKING AND ARTIFICIAL INTELLIGENCE

This program is particularly relevant in an Artificial Intelligence-enabled workplace.

Employees should avoid:

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Prompt → Copy → Paste → Submit

Instead:

Prompt → Examine → Verify → Contextualize → Improve → Decide

Artificial Intelligence can generate an answer.

The employee remains responsible for:

- Judgment;
- verification;
- applicability;
- appropriateness;
- confidentiality;
- final decision.

TRAINING METHODS

This **Thinking Critically Training in the Philippines** and **Analytical Thinking Training in the Philippines** follows MSS Corporation's **EnterTRAINment** methodology:

- Approximately **30% concise facilitator input, demonstration, facilitated discussion, and synthesis**
- Approximately **70% thinking challenges, analysis cases, evidence evaluation, assumption testing, bias detection, decision exercises, role plays, and workplace application**

Methods may include:

- Critical-thinking self-assessment;
- thinking traps challenge;
- ambiguous-picture exercises;
- fact-versus-opinion challenge;
- evidence-classification exercise;
- source-credibility analysis;
- hidden-assumption challenge;
- cognitive-bias cases;
- logical-reasoning challenges;
- Artificial Intelligence verification exercise;
- information-gap analysis;
- hypothesis generation;
- analytical decomposition;
- alternative-explanation challenge;
- stakeholder-perspective mapping;
- decision matrix;
- risk analysis;
- pre-mortem;
- red-team exercise;
- executive decision simulation;
- personal action planning.

TARGET PARTICIPANTS

This **Critical Thinking Training in the Philippines** is recommended for:

- Rank-and-file employees;
- professional staff;
- specialists;
- analysts;
- coordinators;
- officers;
- supervisors;
- Team Leaders;
- managers;
- department heads;
- Project Managers;
- Human Resources professionals;
- Finance personnel;
- Accounting personnel;
- Sales professionals;
- Marketing professionals;
- Customer Service employees;
- Operations personnel;
- Supply Chain professionals;
- Procurement personnel;
- Information Technology professionals;
- engineers;
- technical personnel;
- Quality professionals;
- administrative employees;
- executives;
- emerging leaders;
- high-potential employees;
- employees required to analyze information and make recommendations.

RECOMMENDED NUMBER OF PARTICIPANTS

Approximately **12 to 20 participants** is recommended for intensive critical-thinking cases, small-group analysis, challenging assumptions, decision simulations, and facilitator feedback.

Groups of approximately 25 participants may be accommodated through:

- Analysis teams;
- decision groups;
- red-team and blue-team formats;
- breakout groups;
- peer challenge.

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DELIVERY OPTIONS

The program may be delivered through:

- Face-to-face in-house training;
- live online instructor-led training;
- hybrid training;
- offsite corporate training;
- Management Development Program;
- Supervisory Development Program;
- Graduate Development Program;
- High-Potential Development Program;
- Leadership Development Program;
- professional-skills curriculum;
- Artificial Intelligence-readiness program;
- problem-solving academy;
- customized corporate learning intervention.

AVAILABLE PROGRAM FORMATS

Half-Day Critical Thinking Essentials

Exactly two modules:

Module 1 — Question the Information

Critical versus analytical thinking, T.H.I.N.K.™ framework, facts, opinions, assumptions, evidence, credibility, bias, and reasoning.

Module 2 — Analyze and Decide

Alternative explanations, stakeholder perspectives, implications, risks, conclusions, recommendations, and professional challenge.

One-Day Critical Thinking Training

Recommended for the complete:

MSS T.H.I.N.K.™ Critical and Analytical Thinking Framework

Target → Hunt → Inspect → Navigate → Know

Two-Day Intensive Critical and Analytical Thinking Workshop

Recommended when organizations want deeper application involving:

- Data interpretation;
- complex case analysis;
- arguments;
- logical reasoning;
- bias;

- root-cause hypotheses;
- business recommendations;
- Artificial Intelligence-generated information;
- decision simulations;
- red-team exercises;
- participant workplace cases.

CRITICAL AND ANALYTICAL THINKING DEVELOPMENT SERIES

The program may also be expanded into:

1. Critical Thinking Fundamentals
2. Analytical Thinking
3. Evidence-Based Thinking
4. Cognitive Bias Awareness
5. Logical Reasoning
6. Data Interpretation
7. Asking Powerful Questions
8. Root Cause Analysis
9. Problem Solving
10. Decision Making
11. Strategic Thinking
12. Artificial Intelligence-Assisted Critical Thinking

CUSTOMIZATION OPTIONS

This **Training on Thinking Critically in the Philippines** may be customized using the client's:

- Actual business problems;
- reports;
- dashboards;
- performance data;
- customer complaints;
- employee issues;
- project cases;
- quality problems;
- supply-chain situations;
- sales situations;
- management proposals;
- Artificial Intelligence use cases;
- strategic challenges.

Sensitive examples should be anonymized appropriately.

POSSIBLE POST-TRAINING PERFORMANCE MEASURES

Organizations may evaluate application through measures such as:

- Quality of employee recommendations;
- quality of problem analysis;
- reduction in rework caused by incorrect assumptions;
- decision turnaround time;
- number of alternatives considered;
- quality of evidence used;
- completeness of business cases;
- quality of written analysis;
- escalation quality;
- problem recurrence;
- manager ratings of employee judgment;
- employee ability to identify risks;
- accuracy of reports;
- quality of Artificial Intelligence output verification;
- effectiveness of decision meetings.

The objective is not merely:

“Do employees know critical-thinking concepts?”

The stronger evaluation question is:

“Are employees asking better questions, examining better evidence, challenging assumptions, analyzing situations more deeply, and making stronger recommendations?”

PROFESSIONAL AND METHODOLOGICAL BOUNDARIES

Critical thinking does not mean:

- Distrusting everything;
- challenging every manager;
- delaying every decision;
- demanding perfect information;
- endlessly researching;
- criticizing colleagues;
- arguing for the sake of argument.

Strong critical thinking balances:

Skepticism

With

Practicality

And

Evidence

With

Timely action.

Participants should understand:

Not every decision deserves the same level of analysis.

The level of thinking should reflect:

Impact + Complexity + Uncertainty + Risk

FREQUENTLY ASKED QUESTIONS

What is Critical Thinking Training in the Philippines?

Critical Thinking Training in the Philippines develops employees' ability to clarify questions, evaluate evidence, question assumptions, recognize bias, consider alternatives, draw sound conclusions, and make better workplace judgments.

What is Training on Critical Thinking in the Philippines?

Training on Critical Thinking in the Philippines teaches participants a structured approach for evaluating information instead of automatically accepting claims, assumptions, opinions, or first impressions.

What is Thinking Critically Training in the Philippines?

Thinking Critically Training in the Philippines helps employees develop disciplined workplace thinking through questioning, evidence evaluation, bias awareness, alternative analysis, reasoning, conclusions, and recommendations.

What is Training on Thinking Critically in the Philippines?

Training on Thinking Critically in the Philippines develops practical skills for examining information objectively, challenging assumptions, evaluating different perspectives, and making evidence-supported judgments.

What is Analytical Thinking Training in the Philippines?

Analytical Thinking Training in the Philippines develops participants' ability to break complex situations into parts, identify relationships and patterns, compare information, analyze causes, and organize evidence systematically.

What is Training on Analytical Thinking in the Philippines?

Training on Analytical Thinking in the Philippines develops structured analysis skills for understanding complex information, evaluating patterns, considering alternatives, and supporting business recommendations.

What is Thinking Analytically Training in the Philippines?

Thinking Analytically Training in the Philippines helps participants structure information, identify relationships, examine data, evaluate explanations, and arrive at more defensible conclusions.

What is Training on Thinking Analytically in the Philippines?

Training on Thinking Analytically in the Philippines teaches employees to break complex issues into manageable components and use evidence to understand what is happening before recommending action.

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Is critical thinking the same as problem solving?

No.

Critical thinking helps determine:

What should we believe or conclude?

Problem solving focuses more specifically on:

What should we do about a problem?

The disciplines complement each other.

Is critical thinking the same as analytical thinking?

Not exactly.

Analytical thinking examines and structures information.

Critical thinking evaluates the quality of information, reasoning, and conclusions.

This MSS program deliberately develops both.

Does the training teach logical thinking?

Yes.

Participants examine common reasoning errors and learn to strengthen workplace logic.

Does it cover cognitive biases?

Yes.

The course addresses biases including:

- Confirmation;
- anchoring;
- availability;
- halo/horn;
- authority;
- groupthink.

Does it teach employees to challenge management?

It teaches employees to challenge **ideas professionally**, not undermine authority.

Participants learn to ask constructive questions based on evidence and reasoning.

Does it cover data analysis?

It includes practical interpretation and analytical thinking but is not a statistical-analysis course.

Does it cover problem solving?

Problem solving situations are used, but organizations requiring deeper problem-solving methodology should use a dedicated **Problem Solving and Decision Making Training**.

Does it include decision making?

Yes.

The final module connects critical thinking with recommendations and decisions.

Does it cover Artificial Intelligence?

Yes.

Participants learn why Artificial Intelligence-generated information still requires:

- Evaluation;
- verification;
- contextual judgment.

Is this useful for rank-and-file employees?

Yes.

Critical thinking is valuable wherever employees must:

- Interpret information;
- identify problems;
- recommend actions;
- make decisions.

Is it useful for managers?

Yes.

Managers frequently make higher-impact decisions under greater uncertainty, making critical thinking particularly important.

Can actual company cases be used?

Yes.

Customized in-house delivery can use appropriately anonymized company cases.

Can this program improve innovation?

Indirectly, yes.

Better questioning, perspective-taking, and willingness to challenge assumptions can support innovation, although this is not primarily an innovation course.

Can it help reduce mistakes?

It can help address mistakes caused by:

- Poor assumptions;
- incomplete information;
- weak analysis;
- cognitive bias;
- premature conclusions.

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Can this be delivered online?

Yes.

Virtual delivery can use breakout-room analysis, digital cases, evidence challenges, polls, decision simulations, and red-team exercises.

Is one day enough?

One day provides a strong foundation using the complete **MSS T.H.I.N.K.™ Critical and Analytical Thinking Framework**.

Organizations needing deeper application can expand the intervention into a two-day workshop or multi-session Critical Thinking Development Series.

RELATED MSS CORPORATION TRAINING PROGRAMS

Organizations considering this program may also explore:

- Problem Solving and Decision Making Training;
- Root Cause Analysis Training;
- Strategic Thinking Training;
- Creative Thinking Training;
- Design Thinking Training;
- Business Acumen Training;
- Business Process Improvement Training;
- Continuous Improvement Training;
- Leadership and Management Training;
- Strategic Planning Training;
- Project Management Training;
- Workplace Communication Skills Training;
- Artificial Intelligence Prompting Training;
- Artificial Intelligence for Workplace Productivity Training;
- Data Storytelling Training; and
- Executive Decision-Making Training.

WHY CHOOSE MSS CORPORATION FOR CRITICAL THINKING TRAINING IN THE PHILIPPINES?**Critical Thinking Is Made Practical**

Participants do not spend the day discussing abstract philosophy.

They analyze:

- Evidence;
- workplace problems;
- assumptions;
- reports;
- recommendations;
- decisions.

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Critical and Analytical Thinking Are Integrated

The program develops both:

How do I analyze this?

And

What should I conclude from it?

Proprietary MSS T.H.I.N.K.™ Framework

Participants receive a memorable process:

Target → Hunt → Inspect → Navigate → Know

Facts Are Separated From Assumptions

Participants practice identifying:

- Fact;
- opinion;
- assumption;
- interpretation;
- inference;
- conclusion.

Cognitive Bias Is Made Visible

Participants recognize how their own minds can distort judgment.

Evidence Is Evaluated

Participants learn to ask:

Based on what?

Multiple Explanations Are Required

The course deliberately challenges:

First-answer thinking.

Artificial Intelligence Is Included

Participants learn:

Artificial Intelligence can generate information. Human judgment must still evaluate it.

Professional Challenge Is Developed

Critical thinking becomes:

Better questions

rather than:

More arguments.

Thinking Leads to Action

The program does not stop with analysis.

Participants:

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Conclude → Recommend → Decide → Communicate

EnterTRAINment Methodology

Participants:

Question → Examine → Challenge → Analyze → Decide

instead of simply listening to a lecture about thinking.

CALL TO ACTION

Organizations Do Not Become Smarter Simply by Having More Information. They Become Smarter When Their People Think Better About It.

Equip your employees, supervisors, specialists, professionals, managers, and leaders to ask stronger questions, examine evidence objectively, recognize assumptions and biases, analyze situations systematically, consider alternatives and consequences, draw defensible conclusions, and make better workplace recommendations and decisions.

Partner with MSS Corporation for a customized:

- **Critical Thinking Training in the Philippines**
- **Training on Critical Thinking in the Philippines**
- **Thinking Critically Training in the Philippines**
- **Training on Thinking Critically in the Philippines**
- **Analytical Thinking Training in the Philippines**
- **Training on Analytical Thinking in the Philippines**
- **Thinking Analytically Training in the Philippines**
- **Training on Thinking Analytically in the Philippines**

designed around your organization's actual workplace challenges, employee decisions, reports, data, customer issues, operational problems, management cases, Artificial Intelligence use, and desired performance outcomes.

T.H.I.N.K.™ BEFORE YOU BELIEVE. ANALYZE BEFORE YOU CONCLUDE.

Target the question. Hunt for evidence. Inspect assumptions. Navigate alternatives. Know what the evidence supports.

Think clearly. Decide wisely.

With MSS, We Make Strong Success.