Eastern Illinois University
New Course Proposal
OPD 4870, Coaching and Mentoring for Critical Thinking in the Workplace.

1. Catalog Description
   a. Course number: OPD 4870
   b. Title: Coaching and Mentoring for Critical Thinking in the Workplace.
   c. Meeting times and credit: 3-0-3
   d. Terms to be offered: F, S, Su
   e. Short title: Dev CT/Workplace
   f. Course description: People in the workplace are increasingly expected to think critically about their work rather than simply follow a supervisor's instructions. Participants will explore and apply principles of coaching and mentoring critical thinking to the workplace, classroom, and training room.
   g. Prerequisite: None
   h. Initial term: Fall, 2004

2. Student Learning Objectives and Evaluation
   a. Objectives
      Undergraduate students will
      1. Differentiate between what is critical thinking and what is not critical thinking in the workplace.
      2. Describe and apply the elements of critical thinking in the workplace.
      3. Describe and apply the standards of critical thinking in the workplace.
      4. Analyze and address barriers to critical thinking in the workplace.
      5. Utilize strategies that promote critical thinking in the workplace both with individuals and work groups.
      6. Examine how critical thinking can be applied in the workplace, classroom, or training room.
   
   b. Assessment
      Student achievement of the stated objectives will be assessed and grades earned based on the following activities:

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Exam</th>
<th>Article/Book Review</th>
<th>Critical Incident Reflection Papers</th>
<th>Group Project</th>
<th>Final Exam</th>
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</thead>
<tbody>
<tr>
<td>Differentiate what is/is not CT</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Describe CT elements</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Describe CT components</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Identify barriers to CT</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Demonstrate strategies to promote CT</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Use of workplace as resource for CT</td>
<td></td>
<td>X</td>
<td>X</td>
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</table>

c. This course is not technology-delivered

d. Graduate Student Assessment
   In addition to undergraduate objectives and assessments, graduate students will:
   1. Conduct research into the application of critical thinking to the workplace
   2. Complete a project applying critical thinking to the workplace and present the results of this project to the class.

   In addition to undergraduate assessments, graduate students will be assessed by the following means which will account for an additional 20% of their grade:

<table>
<thead>
<tr>
<th>Conducting research on critical thinking in the workplace</th>
<th>Research paper (additional 10% of grade)</th>
<th>Project and presentation (additional 10% of grade)</th>
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<td>X</td>
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| Completing and presenting project on critical thinking |                                          | X                                             |

   e. Writing-intensive course
   This course is writing-intensive. Writing activities constitute 45% of the total grade. Writing assignments are meant to deepen understanding of the content and increase the capacity for reflective thinking. At least one assignment will be revised and resubmitted.

3. Outline of the Course
   a. Units of time

   Week One
   Why is critical thinking in the workplace important? What is critical thinking in the workplace?
What is not critical thinking in the workplace?

**Week Two**
- Elements of critical thinking in the workplace
- Standards of critical thinking in the workplace

**Week Three**
- Stages in the development of critical thinkers
- Helping roles and the development of critical thinking in the workplace
  - Article review #1 due

**Week Four**
- Barriers to critical thinking in the workplace
- Critical thinking and continuous process improvement
- Critical thinking and the process of organizational change
  - Article review #2 due

**Week Five**
- The power and limitations of professional knowledge

**Week Six**
- Critical thinking and ethical reasoning in the workplace

**Week Seven**
- Strategies for facilitating critical thinking (1) Active listening/critical listening
- Posing powerful questions
  - Midterm examination

**Week Eight**
- Strategies for facilitating critical thinking (2)
  - Dialogue
  - Skillful discussion
  - Inquiry and advocacy skills
  - Critical Incident #1 due

**Week Nine**
- Strategies for developing alternative ways of thinking (1)
  - Brainstorming
  - Nominal Group Techniques
  - Critical Incident #2 due

**Week Ten**
- Strategies for developing alternative ways of thinking (2)
  - Scenario Writing
  - Use of metaphor, parable, and analogy
  - Critical Incident #3 due

**Week Eleven**
- The role of critical thinking in making decisions
Common decision errors and critical thinking

Week Twelve
Facilitating critical thinking as a mentor, supervisor, co-worker

Week Thirteen
Group Presentations

Week Fourteen
Group presentations
Graduate research paper due

Week Fifteen
Critical thinking activities and initiatives within organizations

b. Not applicable

4. Rationale
a. Purpose and need
A literature review of the training and human performance improvement literature finds frequent references to critical thinking as a workplace priority. Workers are increasingly expected to analyze data, reach conclusions, and think critically about their work rather than simply rely on a supervisor's instructions. The University’s mission statement also gives priority to the fostering of critical thinking.

b. Justification for level of the course and of course prerequisites
This course assumes learners have basic writing and oral communication skills as well as a background knowledge of critical thinking skills acquired in the University’s general education courses. This course has been previously taught with full enrollments under OPD 4850/Special Topics in Career and Organizational Studies. It has been an elective in the School of Technology’s Work Performance Improvement Graduate Certificate Program for several years.

c. Similarity to existing courses
None

d. Impact on program
This course is an elective in both the OPD program and the Work Performance Improvement Graduate Certificate Program.

5. Implementation
a. Faculty member to whom this course may be assigned
Hawkins

b. Additional costs to students
None

c. Text and supplementary materials


6. **Community College Transfer**
   A community college course will not be judged equivalent to this course

7. **Date approved by the department or school**  
   November 13, 2003

8. **Date approved by the college curriculum committee**  
   December 11, 2003

9. **Date approved by CAA**  
   January 22, 2004

   **CGS**  
   February 3, 2004