

# **The Applied Critical Thinking Handbook**

**(Formerly the Red Team Handbook)**



**A product of the TRADOC G2  
Operational Environment Enterprise**

# The Applied Critical Thinking Handbook

**Frances A. Karnes, Emily C. Collins**



## **The Applied Critical Thinking Handbook:**

**U.S. Army The Applied Critical Thinking Handbook** , Why Red Teaming The premise of the program at the University of Foreign Military and Cultural Studies UFMCS is that people and organizations court failure in predictable ways that they do so by degrees almost imperceptibly and that they do so according to their mindsets biases and experience which are formed in large part by their own culture and context The sources of these failures are simple observable and lamentably often repeated They are also preventable and that is the point of red teaming Our methods and education involve more than Socratic discussion and brainstorming We believe that good decision processes are essential to good outcomes To that end our curriculum is rich in divergent processes red teaming tools and liberating structures all aimed at decision support We educate people to develop a disposition of curiosity and help them become aware of biases and behavior that prevent them from real positive change in the ways they seek solutions and engage others We borrow techniques methods frameworks concepts and best practices from several sources and disciplines to create an education and practical applications that we find to be the best safeguard against individual and organizational tendencies toward biases errors in cognition and groupthink Red teaming is diagnostic preventative and corrective yet it is neither predictive or a solution Our goal is to be better prepared and less surprised in dealing with complexity What is Red Teaming Red teaming is a function that provides commanders an independent capability to fully explore alternatives in plans operations concepts organizations and capabilities in the context of the operational environment OE and from the perspectives of partners adversaries and others A Red Team performs three general types of tasks Support to operations planning and decision support Critical review and analysis of already existing plans Intelligence support Threat Emulation UFMCS provides education for the first two tasks TRADOC s Intelligence School and Center provides education on the third In order for a Red Team to effectively contribute to decision making all of the following elements are required The ability to think critically about the problem While this may seem obvious the reality is that critical thinking is a skill set that requires training education and tools The Army assimilates people from different backgrounds across the nation One of the drawbacks of that assimilation is our military tendency to reflect the same biases and perspectives We pride ourselves in common values which while ingrained in the Army culture are not universal outside of that culture Thinking critically and challenging the group is an unnatural act for military staffs Doing so effectively requires tools and methods that enable leaders to see different perspectives Red Teams require top cover to be allowed to challenge the conventional wisdom and the organization s leaders No matter the quality of the Red Team or the methods they employ dictatorial or toxic leaders are incompatible with successful red teaming Red teaming is not easy and not everyone can do it Red Teamers must be effective written and oral communicators They must have credibility in the area in which they are providing red teaming insights They must be able to constructively challenge the plan This means focusing on what is truly important able to explain why it is being challenged and offering some alternative ways to think about the

problem **The Red Team Handbook** U. S. Military, Department of Defense (Dod), U. S. Army, 2019-09-07 The U S Army chartered the University of Foreign Military and Cultural Studies UFMCS with the mission to teach Red Teaming to the U S Army and other authorized organizations As the nature of warfare has evolved so too has our curriculum and academic offerings Version 9 0 of the Red Team Handbook represents the current state of our program Although the contents of this volume and our courses are not official doctrine the practices discussed directly support and are in both Joint and U S Army Doctrine This handbook provides the reader with an introduction to the fundamental concepts methods and tools essential to the practice of U S Army Red Teaming Applied Critical Thinking ACT provides an improved understanding of our own decision making processes as well as the ability to deconstruct arguments and better understand others It helps identify assumptions biases and can allow us to restate ideas using an analogy to describe complex ideas more simply Perhaps most importantly it allows us to generate and evaluate alternatives thereby increasing our chances of finding the path to success ACT incorporates several fundamentals including slowing down asking why seeking alternatives and other more advanced strategies This compilation includes a reproduction of the 2019 Worldwide Threat Assessment of the U S Intelligence Community Chapter 1 Introduction Why Do We Red Team What is Red Teaming Four Principles of UFMCS UFMCS Training Chapter 2 Self Awareness And Reflection Self Authorship Temperament Emotional Intelligence Interpersonal Communication Interpersonal Conflict Introspection Chapter 3 Fostering Cultural Empathy Understanding Culture for the Red Teamer Ethnocentrism Some Cultural Definitions Some Cultural Frameworks Cultural Analysis For The Red Teamer Functional Systems Approach Cultural Relevance Chapter 4 Applied Critical Thinking What is Applied Critical Thinking The Time Factor Time For Red Teaming Creating Space And Time Summary Chapter 5 Groupthink Mitigation And Decision Support Group Dynamics And Groupthink Groupthink Mitigation Decision Support Chapter 6 Thinking Creatively The Creative Thought Process Stage 1 Problem Finding Stage 2 Preparation Stage 3 Ideation Stage 4 Idea Verification Stage 5 Communication Summary Chapter 7 Red Teaming Tools Techniques Practices Tools A Technique The Ideal Group Process Practices 1 2 4 Whole Group 1 on 1 2 on 2 Exchange Emissaries 4 Ways of Seeing 5 Whys 5 Will Get You 25 6 Empathetic Questions 6 Words Alternative Futures Analysis Analogy Suitability Analysis Analysis Of Competing Hypotheses Appreciative Interview Argument Deconstruction Assumption Sensitivity Analysis Batna Brainstorming Circle Of Voices Circular Response Critical Variables Cultural Perception Framework Deception Detection Devil s Advocacy Divergence Convergence Dot Voting Fishbowl Frame Audit Gallery Walk High Impact Low Probability Analysis Indicators Or Signposts Of Change Key Assumptions Check Mind Mapping My 15% Onion Model Outside In Thinking Premortem Analysis Problem Restatement Shifting the Burden Stakeholder Mapping State Elaborate Exemplify Illustrate SEE I Storytelling String of Pearls S W O T Analysis Team A Team B Analysis Think Write Share TRIZ Troika Consulting Ad Agency What If Analysis Who Am I Yes And This handbook is an unclassified living document and regularly evolves to incorporate new ideas approaches and tools It

should provide a compendium of ideas from UFMCS curriculum and serve as both a reference for our graduates and a broad introduction to others Applied Critical Thinking S. Y. Wong,2012 **Critical Thinking Handbook, K-3** Richard Paul,A. J. A. Binker,Daniel Weil,1990 Grade level 1 2 3 k p e t **Critical Thinking** ,1963 **Critical Thinking** Alec Fisher,1988

*Teaching for Thinking* Joseph P. Hester,1994 Written primarily for use in instructional methods courses Teaching for Thinking offers education professors and students sound guidelines for designing and implementing teaching techniques which emphasize critical thinking skills across the curriculum Hester defines and uses a consistent conception of critical thinking and offers a concise definition of micro critical thinking skills It teaches critical thinking from a developmental approach stressing the importance of teaching concepts It also offers practical advice such as outlining the use of problem solving procedures with concrete transitional and formal thinkers and shows the reader how to organize a school or classroom for teaching thinking Part One focuses on creating a conceptual base for thinking called the Effective Thinking Skills Model that incorporates a developmental approach to critical thinking skills development along with mastery of teaching principals Part Two lays each part of the Effective Thinking Skills Model out for teacher understanding and application to classroom practices Part Three offers practical advice on dealing with organizing the school and the class for teaching thinking **Approaches to Teaching** Gary D. Fenstermacher,Jonas F. Soltis,Matthew N. Sanger,2009-06-06 This popular text continues using the format of the three approaches The Executive The Facilitator and The Liberationist For the Fifth Edition the authors add four new case studies Scripted Teaching Accountability and Merit What Is the Value of Caring Relationships and School Funding Using these and other realistic case studies they explore the strengths and weaknesses of each approach so that teachers can critically assess their own philosophical positions on teaching Teachers are urged to ask themselves such questions as What is the main goal of teaching What is the most important purpose of education What do I expect my students to eventually become Is the way I structure my teaching influenced by how I view my role and goals This updated edition also adds a new section called Topics and Resources to encourage further inquiry into teaching Approaches to Teaching is one of the five books in the highly regarded Teachers College Press THINKING ABOUT EDUCATION SERIES now in its Fifth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice **Critical Thinking Applied to Nursing** Mary Alice Miller,Dorothy E. Babcock,1996 CRITICAL THINKING APPLIED TO NURSING examines the concept of critical thinking and shows how it can be applied to the everyday situations confronting practicing nurses as they interact with clients families colleagues and administrators The text covers major concepts in critical thinking such as assumptions frame of reference language context reflection evidence reasoning argument persuasion and creativity and applies them to the nurse s role as caregiver manager and professional

**Handbook of Instructional Resources and References for Teaching the Gifted** Frances A. Karnes,Emily C. Collins,1984 Subject Guide to Children's Books in Print 1997 Bowker Editorial Staff,R R Bowker Publishing,1996-09

*Journal of Pan-Pacific Association of Applied Linguistics*, 2007      **Critical Analysis and Judgment in the Humanities; a Handbook for the Teaching and Evaluation of Critical Judgment** American Council on Education. Cooperative Study of Evaluation in General Education, 1956      American Book Publishing Record, 2000      **Creativity is Forever** Gary A. Davis, 2004 This book was prepared for any adult interested in better understanding the topic of creativity becoming a more creative person or teaching others to think more creatively More specifically this book will help you better grasp the relationship of creativity to our self actualization becoming what we are capable of becoming It will present and help clarify blocks and barriers to creative thinking theories and definitions of creativity mental processes in creative thinking deliberate idea finding techniques in creative problem solving testing for creative potential the pivotal role of creativity in gifted education activities for creative dramatics strategies for strengthening creative attitudes and abilities and generally what to teach when you teach creativity The book also addresses some needs of the business person interested in developing his or her own creative thinking potential or helping others become more creative problem solvers Preface

Forthcoming Books Rose Arny, 1996-06      *Handbook of Research in Applied Sport and Exercise Psychology: International Perspectives* Dieter Hackfort, Joan Lynne Duda, Ronnie Lidor, 2005 Presents diverse applied issues and different areas of applied research in sport psychology This handbook represents science related practice perspectives from different continents and cultures It provides a framework for knowledge founded practices of psychological services to targeted samples within the sport and exercise domains      **Organizing Thinking** Howard Black, Sandra Parks, 1990 Improves content learning as it develops effective learning strategies Organizing Thinking lessons integrate content instruction critical thinking and graphic organizers to help students simplify understand and remember information develop deeper learning connections organize and manage their own thinking and learning Each lesson clearly identifies the content objective and thinking process being taught Students are provided with content material and a blank organizer for depicting relevant information Lesson plans include techniques for using graphic organizers discussion activities that explain model or extend lessons and a summary of inferences interpretations or conclusions which result from discussion Grades 5-8      Educator's Complete ERIC Handbook Prentice-Hall, Inc, 1968      **The Publishers' Trade List Annual**, 1980

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