**Journal**

Here is a structure you might use for the journal entries:

**1. Situation.** Describe in detail a significant situation you were in or are in presently. This would be a situation that has caused you to have a strong emotional reaction (most likely a negative reaction). Then describe in detail what happened in the situation. Think of situations such as getting angry when caught in a traffic jam, or acting out because your roommate’s music is too loud while you are trying to study. Focus on the every day sorts of relationship problems that cause you to react irrationally.

**2. Response**. Describe your response to the situation. What precisely did you do in the situation?

**3. Analysis**. Analyze your reaction to the situation. In other words, state what was really going on in your thinking and your behavior. Why did you react the way you did? Was your behavior reasonable in the circumstances?

**4. Implications.** What can you learn from your analysis? Is there something you should do differently in the future to avoid a similar reaction in a similar situation? In short, what did you learn from this analysis that will help you in the future?

**Week 3-4**

Write a journal entry focused on your awareness of the Elements of Reasoning and their applications in your daily life.

1. Situation

Extremely unethical behavior, plagiarism and transfer (of know-how) to a competing company (breach of contract) have occurred in our coaching community. After analyzing the entire situation, I decided to present it in some detail to all community members. We don't have the opportunity to meet live very often because we are scattered all over Poland, so I described this situation in a post on our closed FB group.

In my report, I tried to base my report only on facts, without presenting my opinion, let alone emotions (I even waited over a week after the event to get rid of these strongest emotions). I also presented the consequences of these actions - for the people who committed them and for our entire community.

I expected a lively discussion about the ethics of behavior in our community, questions seeking understanding of the whole situation, or maybe even some reflections and conclusions. I received silence... 3-4 people reacted with upset emoticons, 2-3 wrote that it was sad.

1. Response

I felt very disappointed, disappointed... I thought that no one took our actions seriously. After a few days, in anger, I returned to the topic, commenting on my post and calling on everyone to take a stand.

1. Analysis

I made the wrong assumption that coaches (who are teachers) would feel the same anger towards unethical behavior in our community. It annoyed me that as people who practice critical thinking, they do not have the need or courage to take a stand on such an important issue. I didn't expect a public "lynching" of the people who were at fault, and perhaps such expectations/assumptions arose in the minds of the other coaches (and, wanting to maintain coaching solidarity, they decided to keep silent about the matter).

1. Implications

Next time, in such or a similar situation, I will make sure to provide not only facts and data regarding this situation, but also clearly and precisely define the purpose of my message, present the situation from different perspectives, share my assumptions and ask questions that we will they had to work together to understand the full picture of the problem.

**Week 7**

Complete a journal entry focused on asking quality questions in your daily life.

1. Situation

About a year and a half ago, my husband and I decided to have a child. We analyzed our situation and looked at it from many perspectives - our health, family situation, professional and economic situation. We asked ourselves a lot of questions and established an action plan, primarily aimed at improving our health and stabilizing the situation in our company, developing procedures and mechanisms that will allow me (as the director) to gradually reduce my involvement in the company.

We chose the "perfect time" to get pregnant, planned professional activities for the whole year, and optimistically added development activities (CT800) - feeling that everything was under control. We got pregnant on the date planned by us and, according to the plan, we started implementing professional activities (trainings, conferences, preparation of online courses, marketing and networking activities, work on the methodology of our large project for schools) and development activities.

Already in the third month of pregnancy, the first serious crisis appeared - lack of strength, no prospects for holidays, a multitude of tasks, misunderstandings with colleagues (communication problems).

1. Response

I felt completely torn - between the need to cut myself off from the company and take care of myself, and the need to be 300% involved in the company (because it suddenly turned out that nothing had a chance of working or being completed without me). My frustration grew more and more, which turned into open conflicts with my partner and assistant. My nerves made me feel guilty for putting my baby in danger. I felt like I was in a vicious circle. I was constantly upset and embittered, full of grudges against my husband that it wasn't supposed to be like this, and on top of that, I was getting weaker physically and mentally.

1. Analysis

Now I know that we made a lot of wrong assumptions about the operation of our company (based on previous experience), and overly optimistic assumptions about my condition during pregnancy (based on my always excellent physical condition). We asked ourselves a lot of questions, but most of them were system or no-system. The situation we faced (and still face) is definitely a situation that requires us to ask ourselves questions about conflicting systems, because that's what we definitely face.

4.Implications

Next time I will stop for a longer time, checking whether I correctly perceive the complexity of the situation and how many systems I have to deal with. I will spend a lot more time asking a lot of conflicting-systems questions. This will definitely help me see whether my reasoning is based on adequate assumptions.

**Week 8**

Complete a journal entry focused on the role of close reading in your daily life.

1. Situation

The organization I co-create is regulated by procedures (written down in one document, the "Trainer's Guide") and a license agreement. When creating these documents, I did not know such advanced tools as those I learned during the course. I used other tools aimed at providing clarity and understanding. I verified the provisions of the "Guide" and their precision by consulting them with selected trainers. I handed over the license agreement to a lawyer who made sure all the provisions were correct.

The effect is that there is not a month in which there is no violation of the procedures specified in the "Trainer's Guide" or violation of the provisions of the contract.

1. Response

My main reaction right now is helplessness. I try to seek understanding, I ask questions about the origins of this problem, but the answers I receive are even more depressing ("I didn't think about it", "it worked out that way", "I didn't know it was in the contract", "I thought the arrangements were other"). I try to build a culture of error in the organization - describe situations that have occurred, publicly analyze them, show the consequences and ask for common conclusions. So far, with poor results. Słuszne.

3.Analysis

I'm having a huge difficulty here, analyzing this situation is starting to overwhelm and terrify me. It's terrifying mainly because I feel that I made a very wrong assumption that teachers can read and understand, that they read the documents they sign and on the basis of which they commit to act.

4.Implications

This is a big area for development for me - primarily towards finding the right tools that will allow me to fully understand this situation.

**Week 9**

Complete a Journal Entry focused on the role of substantive writing in your daily life.

1. Situation

My work in the area of promoting critical thinking in Poland mainly involves learning from foreign educational centers and transferring the most valuable content, methods and tools creating the culture of thinking methodology to the Polish educational environment.

At the beginning, it seemed to me that the mere translation from English into Polish would be sufficient to allow Polish teachers to understand the essence of thinking tools. An example of one of my thought routines showed me that I was wrong.

I translated the routine into Polish, I even developed it graphically to make it easier to understand and I passed it on to the trainers during the training so that they could find an application for it and demonstrate its operation to the other training participants. Failed to. They were unable to understand the mechanism of its operation, they did not see the entire process. The situation with this tool repeated itself for 2 years in a row. Only after 2 years of development, the trainers were able to understand the mechanism of this routine, saw the entire process and easily showed its practical application.

1. Response

I must admit that I was disappointed with the lack of understanding of the tool among trainers. I tried to understand what part of the translations they couldn't understand. I even showed them the original description of the tool and asked for support from people who knew English, so that together we could find the problem in the translation and any inaccuracies. However, it had no effect.

1. Analysis

This situation was bothering me and after many conversations with Maciej, we came to the conclusion that it was primarily a cultural issue. The level of critical thinking in Poland differs drastically from the level of CT in the United States or, in general, English-speaking countries. Our trainers do not yet have the ability to see the whole, to indicate the complexity of systems and processes, so such tasks are very abstract for them. The fact that after two years of development in the CT area, the tool was no longer so enigmatic for them showed us that our conclusions were right.

1. Implications

I already know that the introduction of new tools, processes and methodological elements requires not only good translation of the content. The most important thing here is to describe them properly - to translate understanding and to indicate examples in Polish culture. This requires localizing this content in the culture of critical thinking, adapting it to the level of thinking advancement, so as to convey it clearly and make it easier for recipients to understand. The “word load” alone when translated into a second language cannot convey the entire concept.

I see an exciting area for development here - the 4-stage substantive writing process learned at FCT will help me a lot in this. It will be a great tool to improve communication within my team and with external audiences.

**Week 10-11**

Complete an additional journal entry focused on the role of group-think in your daily life.

1. Situation

I can't think of a situation where we, as a group, fell into the trap of sociocentrism and groupthink caused us problems. However, as a group we have recently experienced the negative consequences of sociocentrism from a different, one might say competitive, group.

We participated in a webinar on critical thinking tools, in which the presenter committed plagiarism - she used entire slides of a presentation that belongs to us, was created by us and did not provide the source of the content she presented. We couldn't leave it without a reaction, so we started asking about the sources on which it was based, about its development in the area of critical thinking (what approach, what organizations), we asked questioning questions when it presented activities contrary to the assumptions of the creators of the presented tools, distorted the procedures , made thought processes shallower.

1. Response

The presenter and the organizer of the webinar assumed that our goal was to attack them, act in unfair competition, and want to discredit the presenter, so they immediately launched a strong attack on our organization. They blocked us as participants (fortunately, we had strong representation at the event), deleted our comments, and threatened us with legal consequences.

Only when we shared our original presentation (on which the presenter was based) with the organizer, he changed his rhetoric, admitted plagiarism, stopped blocking us, and after the event removed all the content so that it would not be available for re-watching.

1. Analysis

The mechanism of feeling that they were attacked and naturally had to repel the attack by escalating negative actions on their part was stronger than rational thinking. The assumption that the leader they hired to perform the activity was an honest and competent person meant that they did not attempt to verify the materials she presented, nor did they ask about her sources or her education in the area of critical thinking. The tight ranks defending against a common enemy did not allow them to stop and ask themselves: "Maybe there is something wrong here, since so many people so clearly question the leader's actions?"

1. Implications

This event shows how easy it is to fall into the trap of sociocentrism, especially in emotional situations and situations of feeling threatened. This sensitizes me to identifying such situations faster and adapting my action strategy to prevent the escalation of emotions on both sides.

It will also help me point out to our community the real threat of sociocentrism and jointly look for strategies to deal with it and not succumb to it.