

**EASTERN UNIVERSITY, SRI LANKA  
FACULTY OF COMMERCE AND MANAGEMENT  
POSTGRADUATE STUDIES UNIT**

**Second Year, 1<sup>st</sup> Semester Examination in Master of Business Administration  
Programme -2016/2017 (September-2018)  
MBA 2033 Critical Thinking**

**Answer All Questions**

**Time: 03 Hours**

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**Q1. Read the following information and answer the questions given below.**

A constant theme of those questioning the notion of children being rights holders concerns their relationship with their parents. These doubts are often rooted in the assumption that the concept of children's rights revolves solely around children's autonomy as strongly suggested by the children's liberationists. Such an assumption is false, children have a whole range of rights and many such as the right to care and protection, have little to do with making decisions. Acknowledging these may be much more important to young children than acknowledging any claimed right to autonomy. Nevertheless, children soon move out of dependence and into a developmental stage where their capacity for taking responsibility for their lives needs encouraging. Indeed there is a growing view in wealthy nations that teenagers should be provided with far greater opportunities for developing their decisions making capacities and their sense of responsibility, not only for their own sake, but also for the sake of the communities in which they live. Industrialized societies expect children to emerge from minority immediately ready to take their place as newly minted citizens. In truth, childhood is short and it is unrealistic to argue that a child who is protected throughout from responsibility and from participation in important decisions regarding his or her upbringing will become a confident young person and responsible citizen.

Schools undoubtedly play an important part in producing confident young people, but most writers agree that the parent's role is infinitely more important. Whilst in Victorian times it might have suited society well to promote the idea that children should be seen and not heard and that parents could treat their children with some

disdain, today such ideas have lost their appeal, quite simply because society needs more sophisticated children. 'Good' parents should help their children develop 'the ability to conceive, evaluate alternatives, and act on a life plan-to pursue, in other words, a self-given systems of ends that has at least rough internal consistency. However mature, they will be unable to make a successful transition to adulthood unless they are given opportunities for practicing their decision making skills and are provided with 'a dry run' at adulthood. Indeed, contemporary society may have contrived a situation whereby its children can only thrive if they are able to take on more responsibility for their own lives at an earlier age than before and in more complex situations.

### Questions

- (a) What is the false assumption that is referred to, in the paragraph?
- (b) According to the writer's view what is more important to young children than recognizing their right to autonomy?
- (c) What is the unrealistic view discussed in this paragraph?
- (d) Explain the emerging view about teenagers in some countries?
- (e) The paragraph refers to a conservative idea about children. What is this conservative view?
- (f) What is expected from parents in the modern time?
- (g) The writer speaks about a pre-condition for successful transition to adulthood. Clarify this pre-condition.
- (h) According to the author, how can the present society improve the lives of children?

(Total 20 Marks)

- Q2. (a) Explain how you would assess the 'quality of thinking' of a person by using certain standards.

(05 Marks)

- (b) The following Table describes five major barriers to Critical Thinking. Identify and name each barriers.

#	Description	Which type of barrier?
1.	..... is believing something because it makes one feel good, not because there is good reason for thinking that it is true.	
2.	.....is thinking that is based on the idea that there is no “objective” or “absolute” truth because truth is simply a matter of opinion.	
3.	.....are things we take for granted without good reason.	
4.	.....is group-centered thinking. Two common varieties of it are group bias and conformism.	
5.	.....is the tendency to see reality as centered on oneself. Two common forms of this are self-interested thinking and self-serving bias.	

(05 Marks)

- (c) How would you identify whether your boss or manager is a ‘Critical Thinker’ or not by using some of the key intellectual traits?

(05 Marks)

- (d) List out five types of nonargumentative discourse that are sometimes confused with arguments.

(05 Marks)

(Total 20 Marks)

**Q3. Read the following information and answer the questions given below.**

The severe labour shortage experienced in key sectors of the economy will have adverse social and economic repercussions and immediate remedial action is necessary to mitigate this situation, leading Chamber chiefs who face the problem, told the Business Observer. Sri Lanka will face a severe labour shortage in the near future and it is evident

that in key industries such as tourism, construction, garment, plantation and services there is a shortage even at present, National Chamber of Exports (NCE) President Ramal Jasinghe said. The export sector, in particular the garment industries are facing the labour problem where there are large vacancies for jobs such as machine operators and pattern designers. According to available data, some of the factories in Koggala Free Trade Zone are forced to close down due to labour shortages. The boat building industry also faces the same situation, he said. "We also need to have a mechanism in place for the migrant workers who return to the country. They need to be absorb in to the workforce. The job profile needs careful consideration and society needs to recognize the labour force and re-examine the value given to the job titles," he said.

The NCE is taking up the challenge of finding solutions to the mis-match in the labour market and consider long term planning to overcome the labour issue. The young generation needs to be educated on the career prospects and provide guidance in this regard, he said. "This labour shortage will lead to adverse economic and social repercussions and we need to take measures to mitigate the negative effect without further delay. One of the priority areas will be the skill development initiatives in this regard," he said. The NCE has taken steps to conduct skill development program with the Ministry of Skills Development and other government institutions as a remedial measure. "We need to recognise the 'dignity of labour', be it a white collar job or a blue colour job. It is essential that we treat all spectrum of labour in the same manner without any division. This will encourage the youth to seek employment in the sectors where there are huge number of vacancies at present," he said. While stressing the importance to groom the young talents to fill the labour market vacancies within the country, he said that importing labour is not the solution for this acute labour shortage.

"The country needs a change in the mind set and the attitudes towards employment. It is not that we do not have jobs, but there are no takers. This gap should be met and for that positive attitude of the society is essential," he said. The mis-match in the labour market has been the hot topic at various fora conducted by the chamber and many industrialists have been affected by this. Our education system is not geared to produce the youth that

required to fill the existing vacancies and this needs to be corrected, Ceylon National Chamber of Industries Secretary General Abeyratne Mutugala said. "There are five categories of job seekers namely, youth from universities, other professional institutions, A/L and O/L drop-outs and unskilled labour. They join the external job market of the country every year. The problem is whether they are qualified to accept the available jobs or not. There are few areas of work where it is easy to find human resources, but not in the fields such as of IT and technical," he said.

The country needs to have a strategy to attract early retired people to related job segments where vacancies exist. We also need to take measures to stop the brain drain where a large number of professionals leave the country regularly. We need to have a systematic approach to tackle this issue, he said. Emphasising the fact that youth, especially the unskilled labour attracted to drive trishaws, is a huge social problem, he said that they engage in this vocation due to many reasons such as freedom, easy money and response from the customers. "The labour shortage in the construction sector is skill related shortage and immediate measure should be taken to address this issue. There are short term and long term steps that could be taken to overcome the skill labour shortage," Chamber of Construction Industries Sri Lanka (CCISL) President Ranjith Gunatilleke said. One of the short term measures would be to convert unskilled labour to skill labour by providing training, guidance and assistance. The government and the private sector could provide this training by way of a private-public partnership (PPP) basis, he said.

"The construction industry in the country is booming and there are a need for skilled labour. Therefore, it is important to produce this category of labour to the market. With regard to the Chinese investments, most of the construction related jobs are done by Chinese labourers because it is cost effective and their productivity is high. Therefore, these construction sites do not have labour problems," he said. Where the BOI approved projects are concerned, they are allowed to bring down people through the CCISL. The approval is given to import labour from Nepal and Myanmar. However, labour is exported only from Nepal at present with the Chamber recommendation, he said adding that it cannot be continued in the long run.

“Our people should improve their skills. The concessions and incentives in the construction industry are attractive. There is a good future for the skill labour in this sector. However, the environment and the field of work may not be comfortable as in other professions,” he said. The workers in the construction industry will be looking for more benefits in terms of permanency in the employment, possibility of a pension scheme and sustainability. They may also be looking forward for job security and the industry needs to assure this. It is advisable, if possible to discourage youth seeking non-productive jobs as in the fields of providing security and working in restaurants, he said.

“As a long term measure we should re-think about our education system where skill development is not given priority. It should introduce skill trades such as hand craft as a subject and create interest among the youth to improve their skills in the chosen vocation. It is also necessary to have a monitoring system to ensure that the school drop-outs are given the required skills to start a livelihood in a productive manner which will support to address the skill labour shortage in the country,” he said. According to the Census and Statistics Department data, labour force participation rate in Sri Lanka for the 2017, Q3 was 53.6 out of which 73.6 was male and 36.6 was female. The unemployment rate for 2017, Q3 was 4.2 out of which 2.7 was male and 6.8 was female. The total employed population for 2017, Q3 was a total of 8,163,869. There were 5,237,350 males and 2,926,489 females were employed in 2017, Q3.

**Questions:**

- (a) Based on this text, develop two arguments.
- (b) Indicate the main conclusion of the writer (use tips on finding the conclusion of an argument).
- (c) Can you consider this text as a nonargumentative discourse? Why? (whether your answer is yes or no).
- (d) Based on this text, develop one deductive and one inductive argument.
- (e) Based on this text, develop a hypothetical syllogism.
- (f) Can you identify any types of logical fallacies in this text? If yes, give two such logical fallacies with examples.

- (g) Can you identify any unsupported claims as true in this Article? If yes, give two such claims with examples.
- (h) Which is the most appropriate method to analyze the arguments of this Article? Why?

(Total 20 Marks)

**Q4. MCQ: Select most suitable answer for the following questions:**

01. Which of the following is an example of a **conditional statement**?
- (A) If George maintains his present popularity, he will be a shoe-in for the Republican Nomination.
  - (B) George will choose either Dick or Jeb as his running mate.
  - (C) The President should not pander to public opinion.
  - (D) No President has ever been re-elected during a recession.
02. According to the **Principle of Charity**, one should
- (A) always attribute to an arguer a stronger argument when they have failed to provide sufficient reasons in support of their conclusion.
  - (B) never attribute to an arguer a weaker argument when the evidence reasonably permits us to attribute to him or her a stronger one.
  - (C) attempt to fix the errors we find in the arguments of others in order to make them stronger.
  - (D) accept the arguments of others unless we have absolute proof that their conclusions are false.
03. Identify the main conclusion in the following argument: Every year, innocent people are released from prison when new evidence arises proving they are not guilty of the crimes they were convicted of. This alone is good reason to reject the death penalty. But that's not the only reason. The death penalty is also ineffective as a deterrent. Besides, the number of appeals and

other safeguards required in death penalty cases are an astronomical cost to the system.

- (A) Innocent people are often convicted of crimes they did not commit.
- (B) The death penalty is ineffective as a deterrent.
- (C) The death penalty is too expensive.
- (D) The death penalty should be rejected.

04. "Abortion is murder plain and simple, and anyone who doesn't believe it is just ignorant," is an example of a/an

- (A) argument.
- (B) explanation.
- (C) unsupported statement of belief or opinion.
- (D) illustration.

05. Which of the following is not one of the intellectual traits of critical thinkers?

- (A) Critical thinkers love truth and are curious about a wide range of issues.
- (B) Critical thinkers are intellectually honest with themselves, acknowledging what they don't know and recognizing their limitations.
- (C) Critical thinkers never back down from a good argument, pursuing victory in every dispute they are engaged in.
- (D) Critical thinkers are aware of the biases and preconceptions that shape the way they perceive the world.

06. Which of the following is not true about **assumptions**?

- (A) The practice of thinking critically demands that we become aware of our own thinking, including our assumptions.
- (B) Unwarranted assumptions are unreasonable.
- (C) Some assumptions are reasonable.
- (D) It is both possible and beneficial to uncover every assumption that informs our thinking.

07. An argument in which the conclusion does not follow necessarily from the premises should nonetheless be treated as **deductive** if
- (A) the conclusion in the argument is clearly true.
  - (B) it is physically impossible for the premises to be true and the conclusion false.
  - (C) the language or the context makes clear that the arguer intended to offer a logically conclusive argument.
  - (D) the premises are true and would make the conclusion likely to be true.
08. Which of the following argument patterns is *not* deductive?
- (A) modus ponens
  - (B) argument by elimination
  - (C) statistical argument
  - (D) argument from definition
09. Which of the following is not true of a valid **deductive argument**?
- (A) If the premises are true, then the conclusion must be true.
  - (B) The truth of the premises guarantee the truth of the conclusion.
  - (C) If the premises are false, then the conclusion must be false.
  - (D) It is logically inconsistent to assert all the premises as true and deny the conclusion.
10. Which of the following is *not* true of a **strong inductive argument**?
- (A) If the premises are true, then the conclusion is probably true.
  - (B) If the premises are false, then the conclusion is false.
  - (C) The premises provide probable, but not logically conclusive, grounds for the truth of the conclusion.
  - (D) The premises, if true, make the conclusion likely.

**True or False Questions: Underline for the appropriate answer.**

11. In order to determine whether an argument is valid, one must first determine whether the premises are true.  
(A) True (B) False
12. According to the **strict necessity test**, if it is *physically impossible* for a conclusion to be false when the premises are true, then the argument is definitely deductive.  
(A) True (B) False
13. All sound arguments have true premises.  
(A) True (B) False
14. A deductive argument with true premises and a true conclusion is always valid.  
(A) True (B) False
15. All sound arguments have true premises.  
(A) True (B) False
16. According to the **principle of charity test**, it is sometimes preferable to treat an argument as inductive even when the arguer uses deductive indicators such as "it is certain that."  
(A) True (B) False
17. An argument that fails the **strict necessity test** should still be treated as deductive when the argument has a **pattern of reasoning** that is characteristically deductive, and nothing else about the argument indicates clearly that the argument is meant to be inductive.  
(A) True (B) False

18. A statement is **logically irrelevant** to another statement when it counts against that statement.  
(A) True (B) False
19. A statement is **positively relevant** to another statement if it counts in favor of that statement.  
(A) True (B) False
20. Every personal attack is a fallacy, even when such an attack is not intended to provide a reason for rejecting a claim or argument.  
(A) True (B) False

(Total 20 Marks)

- Q5. (a) Define the concept of 'Analyzing Argument'.  
(02 Marks)
- (b) List out five key questions we should ask in evaluating arguments.  
(05 Marks)
- (c) "A good argument does not mean three aspects". List out such three aspects.  
(03 Marks)
- (d) List out the six (6) stages of development in Critical Thinking.  
(06 Marks)
- (e) Briefly explain the key aspects the 21<sup>st</sup> Century Critical Thinkers must have or possess.

(04 Marks)

(Total 20 Marks)