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ADULTS' PROBLEM-SOLVING SKILLS ENHANCEMENT STRATEGIES ENABLING TO IMPROVE PERSONAL RESILIENCE

Italy, Avellino, November 27, 2018

**The most popular methods and techniques
in Latvia to assess the situation, create ideas,
set goals and plans**

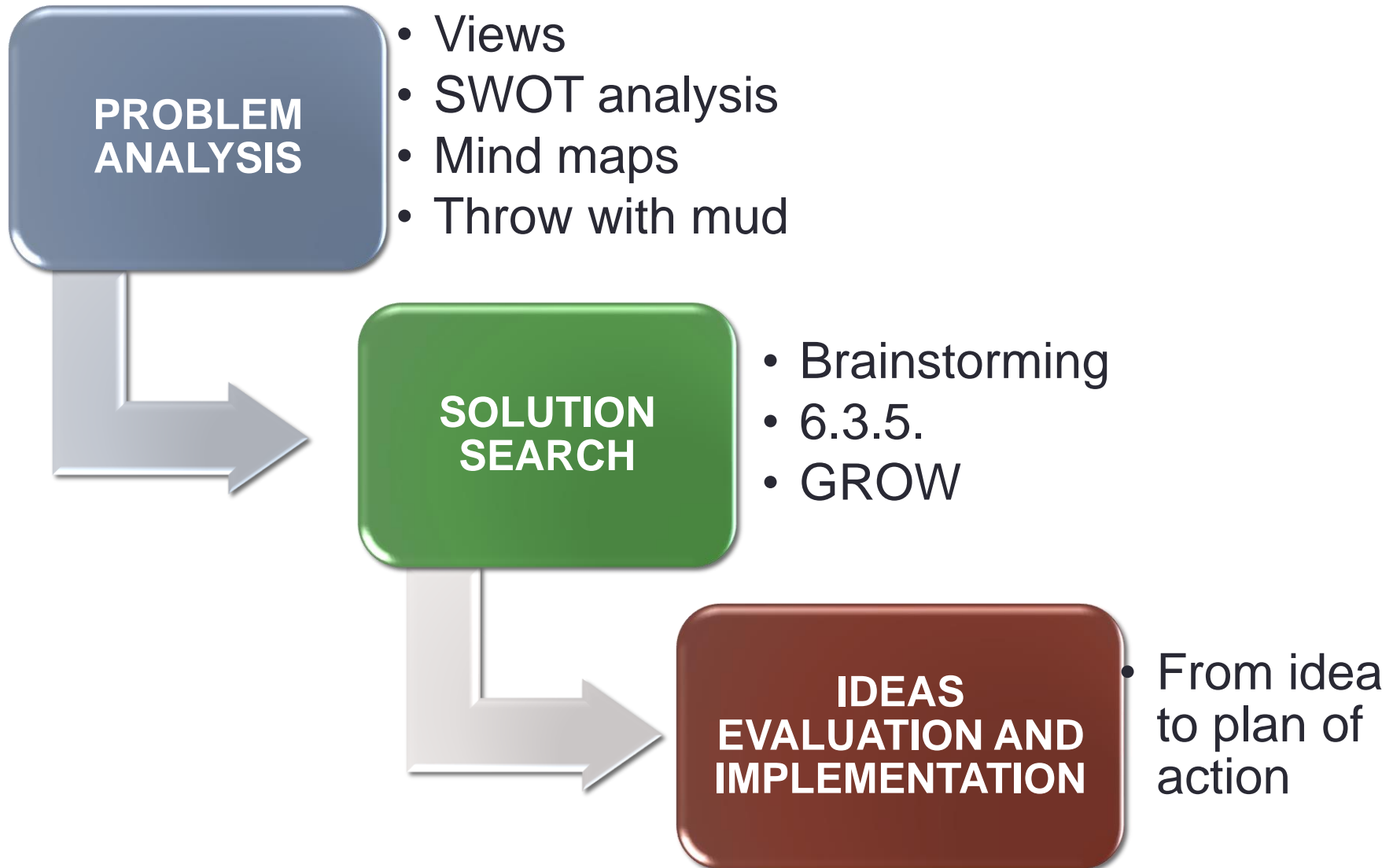


Structure of this presentation

- ❑ **3-steps problem-solving techniques:**
structuring any problem-solving process in three steps:
 - ❑ problem analysis
 - ❑ solution search
 - ❑ ideas evaluation and implementation
- ❑ **Techniques for time management**
- ❑ **Effective learning techniques and strategies**



3-steps problem-solving techniques









Problem analysis techniques







Problem analysis techniques (I)

|  VIEWS |  |  |  |
|--|---|---|--|
| <p><i>This technique lets to look at a problem from a variety of points of view</i></p> <p>In the first stage, the manifestation of the problem is being reviewed from the point of view of all parties involved (affected). <i>You can create groups and assign responsibility for one affected party to each group.</i></p> <p>In the second stage, different levels are considered, in which the problems are manifested, for example, financially, socially, ecologically and aesthetically. <i>Group work can also be organized for this stage.</i></p> | any | 30 min | <ul style="list-style-type: none">• A1 paper sheets or sticky notes• Pens, pencils, markers |







Problem analysis techniques (II)

|  SWOT analysis |  |  |  |
|--|---|---|---|
| <p><i>The method helps to analyse various alternatives and make a decision</i></p> <p>The SWOT analysis methods includes four steps:</p> <ol style="list-style-type: none">1. Clearly defines the evaluation objects: possible problem solutions2. Creates a table with four sections: Strengths, Weaknesses, Opportunities and Threats3. Participants individually record, in their opinion, the most significant points in each field4. Summarizes the opinions of the participants and creates a common table | any | 45-90 min | <ul style="list-style-type: none">• Sticky notes and whiteboard / A1 sheet for attachment of information• Pens, pencils, markers |



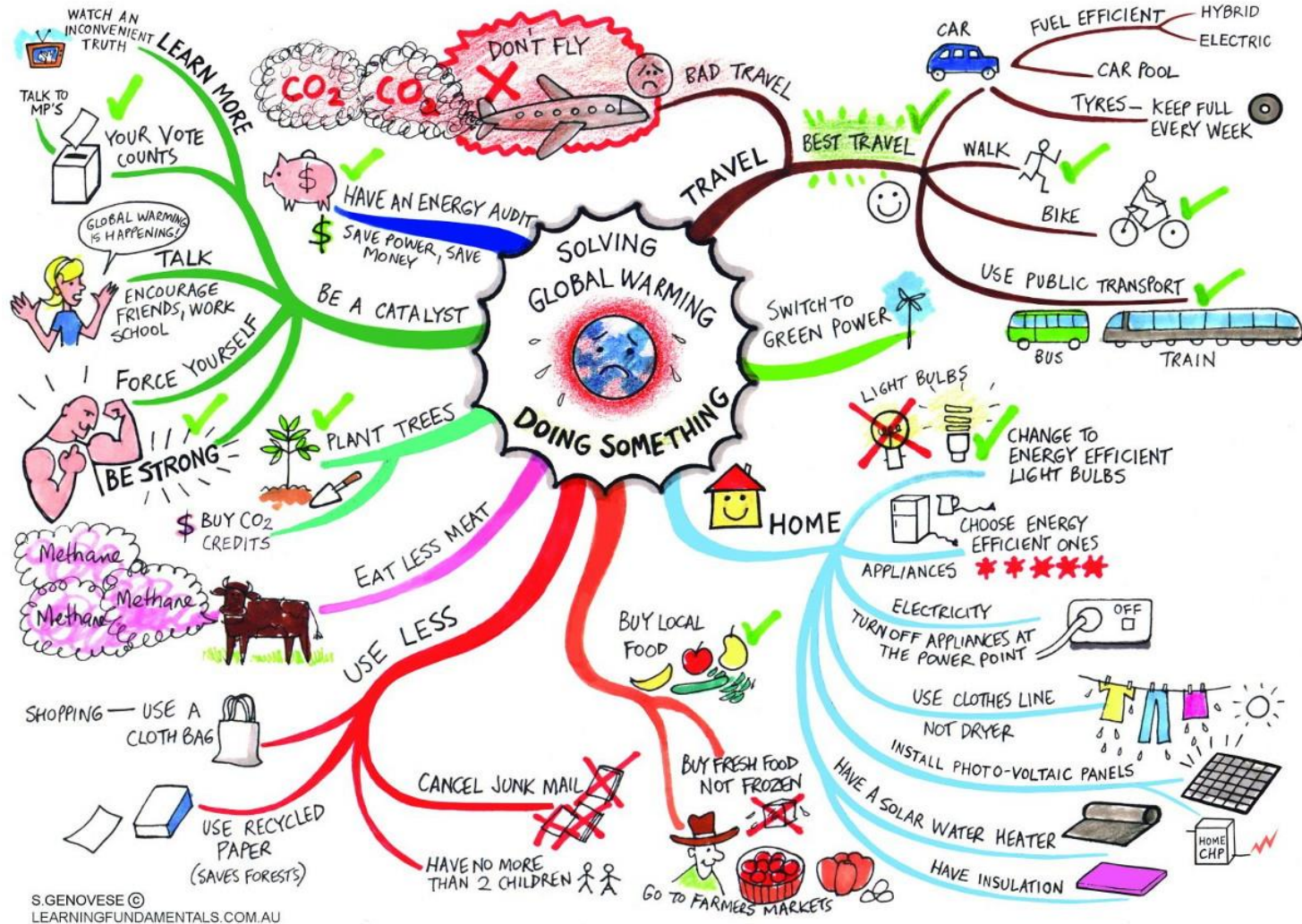
Problem analysis techniques (III)^A

|  MIND MAPS |  |  |  |
|---|---|---|--|
| <p><i>Technique lets to gather information and put own ideas / thoughts on paper in a visible way</i></p> <p><i>Mind map help structure thoughts: start with the general (topic), move on to the specific (sub-themes) and only then go into detail (branches).</i></p> <p>It is often created around a single concept (general), drawn as an image in the centre of a paper sheet, to which associated representations of ideas (sub-themes) such as images, words and parts of words are added.</p> <p><i>The method can be used in workgroups or as a visualization tool for presentation.</i></p> | any | 45-90 min | <ul style="list-style-type: none">• A1 paper sheets• Pens or markers <p><i>(if the method is used in a group)</i></p> |







Problem analysis techniques (III)^B

Example: MIND MAPS





Problem analysis techniques (IV)





|  THROW WITH MUD |  |  |  |
|--|---|---|---|
| <p><i>This technique can be used to improve ideas or processes, as well as to obtain feedback</i></p> <p>First, select the service, product or situation to analyse.</p> <p>Next, look for as many as possible things as you do not like. Things are written on sticky notes (they symbolize mud lengths) and stick them to wall / whiteboard.</p> <p><i>The number of cases raised will be higher if the participants perform these tasks individually.</i></p> <p>The next step is to discuss which aspects need to be addressed and agree on further steps to address / improve situation / things.</p> | <p>< 30 people</p> | <p>45-90 min</p> | <ul style="list-style-type: none"> • A1 paper sheets / whiteboard • Sticky notes • Pens or markers |



Solution search techniques







Solution search techniques (I)

|  BRAINSTORMING |  |  |  |
|---|---|---|---|
| <p><i>The essence - generation of new ideas in order to get as many ideas as possible to have a wider choice when choosing the best solution</i></p> <p>First, select the service, product or situation to analyse.</p> <p>Next, look for as many as possible things as you do not like. Things are written on sticky notes (they symbolize mud lengths) and stick them to wall / whiteboard.</p> <p><i>The number of cases raised will be higher if the participants perform these tasks individually.</i></p> <p>The next step is to discuss which aspects need to be addressed and agree on further steps to address / improve situation / things.</p> | <p>< 24 people</p> | <p>30 min</p> | <ul style="list-style-type: none"> • A1 paper sheets / whiteboard • Sticky notes or markers • Pens |



Solution search techniques (II)^B

|  6.3.5. |  |  |  |
|--|---|---|--|
| <p><i>A written "Brainstorming" that generates a large number of ideas in a short time involving all the participants in the process</i></p> <p>Participants are divided into groups of six people. Each participant receives the worksheet "6.3.5" - 6 participants, 3 ideas, 5 minutes.</p> <p>Each member of the group records three ideas in the first line (1.1, 1.2, 1.3).</p> <p>After five minutes, the driver gives a signal, and members of the group give their pages to their neighbour.</p> <p>Group members read the ideas written by their neighbours and enter the three new ideas in the second line or add / develop the ideas already written.</p> <p>After five minutes, the worksheets change again ...</p> | <p>< 24 people</p> | <p>45 min</p> | <ul style="list-style-type: none"> • 6.3.5. worksheet • pen for each participant |







Solution search techniques (II)^A

6.3.5. worksheet

| | | |
|------|------|------|
| 1.1. | 1.2. | 1.3. |
| 2.1. | 2.2. | 2.3. |
| 3.1. | 3.2. | 3.3. |
| 4.1. | 4.2. | 4.3. |
| 5.1. | 5.2. | 5.3. |
| 6.1. | 6.2. | 6.3. |



Solution search techniques (III)





|  GROW |  |  |  |
|---|---|---|--|
| <p><i>Method offers to create a vision of the desired situation, and then to plan actions to move towards to the goal</i></p> <p>The GROW model - as a table of four columns:</p> <ul style="list-style-type: none"> • Reality - The desired situation is compared to the existing • Obstacles - Think about the obstacles that need to be overcome in order to get from the current situation to the desired • Further action - Determines the actions to overcome obstacles • Vision - Imagine how the desired situation looks like in the future <p>The visions are visualized by creating a painting, a sculpture, a story or a collage.</p> <p>Then groups present their visions and participants are contemplating what to take from each presentation and agree on common goals.</p> | <p>< 24 people</p> | <p>90-120 min</p> | <p>Materials for creative work: <i>for example,</i></p> <ul style="list-style-type: none"> • magazines and scissors for creating collage • brushes and paint for drawing or • foil paper for creating sculptures • A1 paper or sticky notes • pens, markers |



Ideas evaluation and implementation



Ideas evaluation and implementation

|  From idea to plan of action |  |  |  |
|--|---|---|--|
| <p><i>A written "Brainstorming" that generates a large number of ideas in a short time involving all the participants in the process</i></p> <p>Participants are divided into groups of six people. Each participant receives the worksheet "6.3.5" - 6 participants, 3 ideas, 5 minutes.</p> <p>Each member of the group records three ideas in the first line (1.1, 1.2, 1.3).</p> <p>After five minutes, the driver gives a signal, and members of the group give their pages to their neighbour.</p> <p>Group members read the ideas written by their neighbours and enter the three new ideas in the second line or add / develop the ideas already written.</p> <p>After five minutes, the worksheets change again ...</p> | <p>< 24 people</p> | <p>45 min</p> | <ul style="list-style-type: none"> • 6.3.5. worksheet • pen for each participant |



Techniques for time management



Tools for prioritization (I)^A

The story of a cucumber jar

< 20 people, 30 min

Empty cucumber jar;
large stones or table-tennis balls; small stones; sand; water; coloured sticky notes or A1 paper

Participants are divided into groups of 4 to 6 people.

Actions corresponding to "large stones", "small stones", "sand" and "water" are written on coloured paper or A1 paper.

When discussing the action, fill in the the cucumber jar (= that is to use effectively the time available to you). After 20 minutes, the group presents reflection.

The idea is that, filling a jar with stones, there are still gaps that can be filled with sand, and finally, it can still find a place for water. You can always find time!

Important or urgent

< 20 people, 20-30 min

Worksheet "Important or urgent"

The tool helps to prioritize the works.

Our actions can be divided into urgent and important tasks:

- ▶ Important activities contribute to our personal and company goals;
- ▶ Urgent actions require immediate action, they usually promote the goals of other people.

Greater attention is paid to urgent tasks, because their failure has immediate consequences.

First, all the actions you have to take are written on paper, then they are listed in the table, evaluating the importance and urgency.



Tools for prioritization (I)^B

Worksheet “Important and urgent”

| | |
|--|--|
| 1. Important and urgent | |
| 2. Important, but not urgent | |
| 3. Not important, but urgent | |
| 4. Not important and not urgent | |



Effective learning techniques and strategies

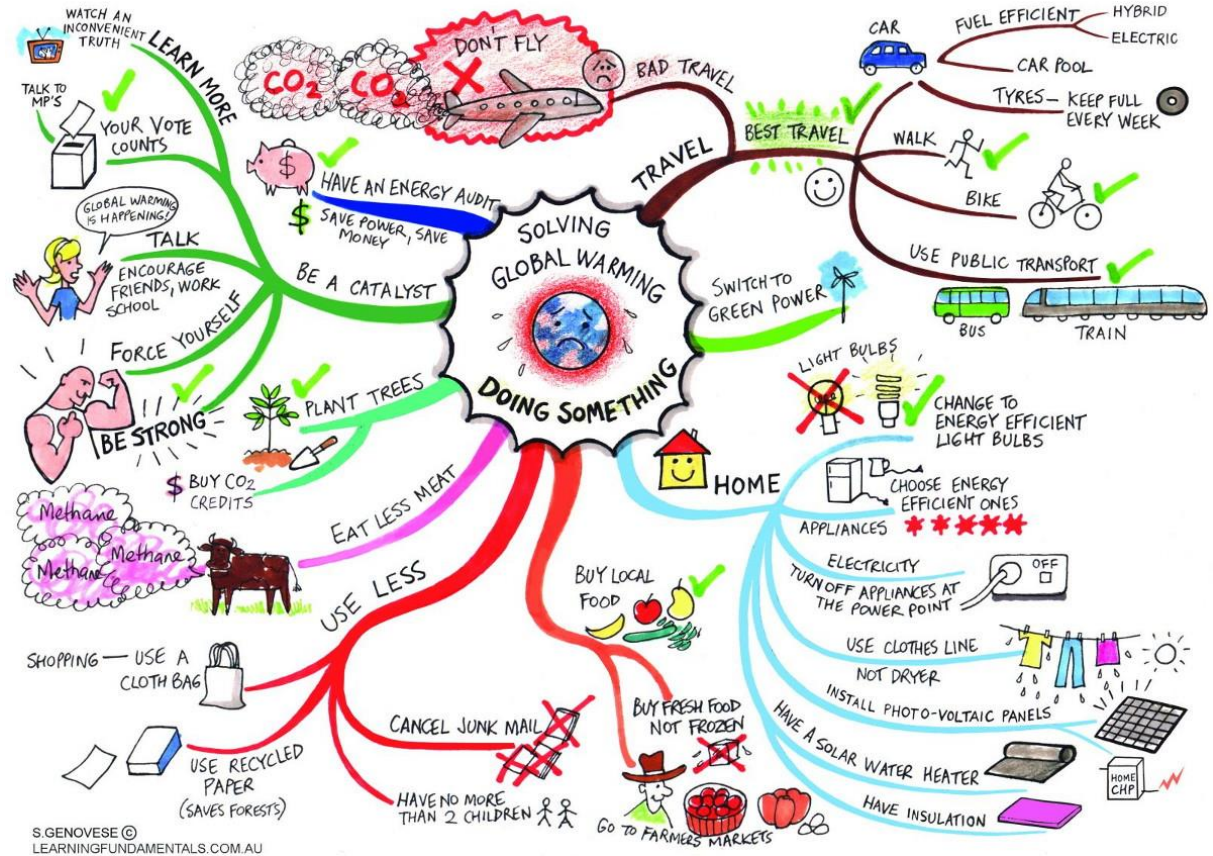


Techniques and strategy for effective learning

- ❑ Mind maps
- ❑ Cornell notes writing technique
- ❑ Targets' Pyramid
- ❑ Active reading: SQ3R - 5 steps strategy



Mind maps



With this method, it is possible to do both gather information and put your ideas / thoughts on paper in a visible way.

It can be used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.



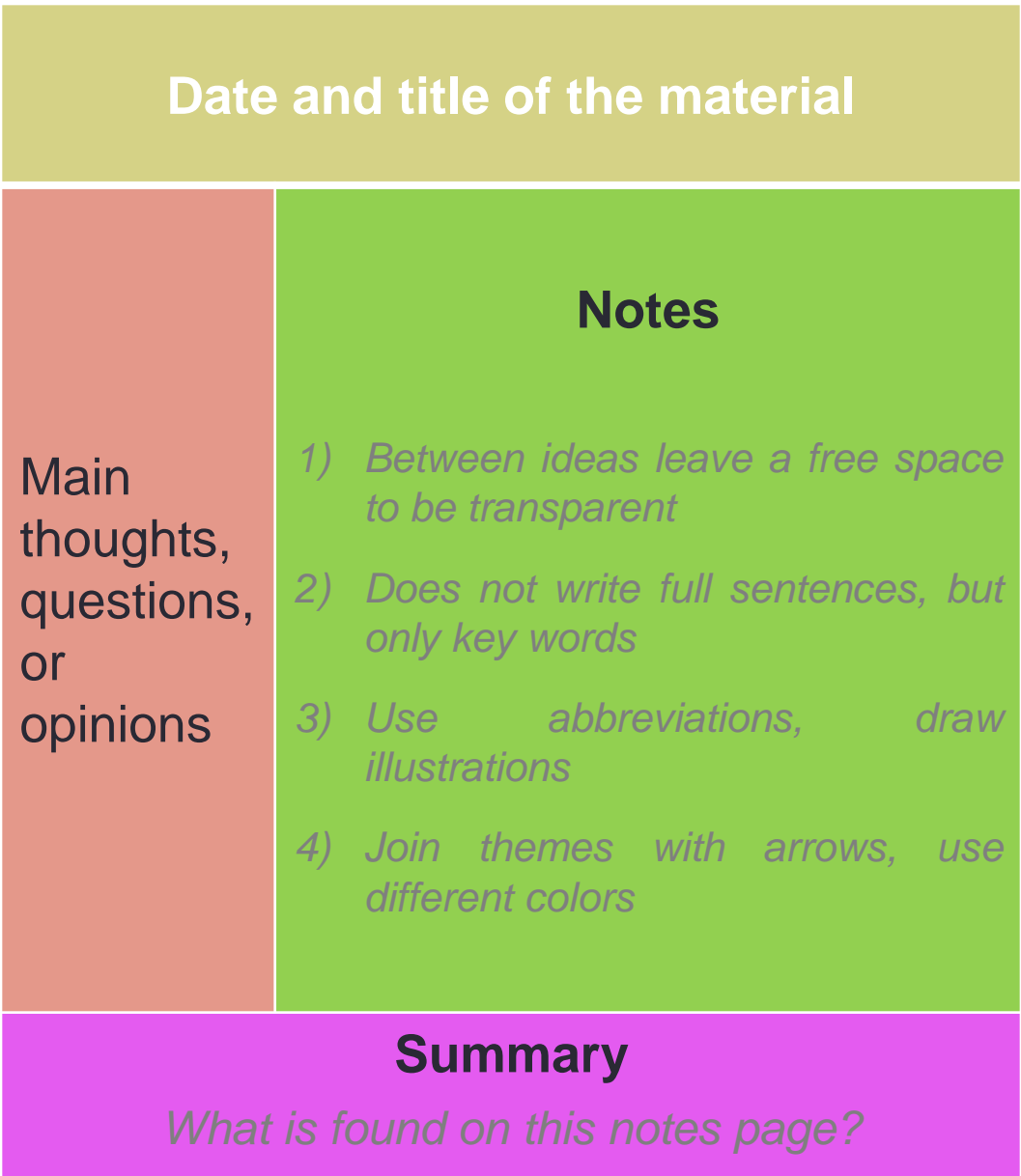
Cornell notes writing technique (I)

Cornell University recommends this method for taking notes during the lectures.

- The A4 page is divided into four fields:
 - In the top row, record the date and title of the material (lecture, article, video, interview name ...)
 - Write your own notes in the note field.
 - After writing notes, immediately review it and record the main thoughts, questions, or opinions in the left bar
 - At the bottom of the page, write a summary of what's found on this notes page.
- For learning purposes, can focus on the box of conclusions and summary.



Cornell notes writing technique (II)



Video instruction in English:

https://www.youtube.com/watch?time_continue=15&v=WtW9IyE04OQ



Cornell notes writing technique (I)

Cornell University recommends this method for taking notes during the lectures.

- The A4 page is divided into four fields:
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Targets' Pyramid (I)

Preparing for the changes can be compared to a trip - the first step is to determine where you want to get.

The method is also suitable for learning to set goals.

- Draw a pyramid and divide it into three parts.
- The top of the pyramid records what you want to reach.
- In the middle of the pyramid, intermediate goals are recorded - the steps to be taken to reach the final destination - goal.
- The bottom of the pyramid records short-term goals - the tasks to be fulfilled for the implementation of the milestones.
- **Variation:** *You can determine with the targets' pyramid what to do to promote your goal.*



Targets' Pyramid (II)





Active reading: SQ3R - 5-steps strategy

Active reading makes the process of perceiving and processing information much more effective.

It binds the topic with the existing knowledge and helps to purposefully find useful information.

