

**Skill development:**

1. Develop care in defining the problem or setting the goal or identifying the real problem.
2. Start simply and carefully by identifying the stated goal, constraints, criteria and the system.
3. Be willing to spend time with this task.
4. Learn how to extract the task from all the other information.
5. Application of classification skill, from MPS 6, to the given information in a problem.
6. More practice on applying the strategy, introduced in MPS 4, to solve problems.
7. Further nurture an attitude of being patient with the problem solving process; not jumping into the problem solving process.
8. Skill with the second of three stages in **Defining a problem**.
9. Further application of skill in criteria and goals that was developed in MPS 3.
10. On the one hand, you will develop a better understanding of your personal style; on the other hand, for much of the task, everyone will do it the same.
11. Learn more about target skills for problem solving.
12. Through the *everybody-share* technique, build more skill in giving and receiving feedback.
13. Through the *everybody-share* technique, acquire skill in extracting common ideas.

**Applicability:** High school and university students, educators.

**Time required:** 2 to 6 hours.

**Brief description:** Unsuccessful problem solvers misread, misinterpret and often select the wrong problem to solve. The pervasiveness and degree of difficulty are for both faculty, students and professionals to comprehend. Participants will experience, assess and get practice acting as facilitators in the *everybody-share* technique we developed to polish these skills.

**Prerequisites:** MPS 2, Awareness, MPS 4, Strategy, MPS 3, Self-assessment and MPS 6, Classification..

**Recommended:** after units on strategy and stress management ( that included Engage, the first of three-steps used to define the real problem).

**Experience with this workshop:** Given about a dozen times with educators and annually with the course at McMaster. For groups larger than about 10 participants a fish-bowl technique is used. Total of about 50 workshops. .

**Discipline:** independent but I prefer to do this workshop in the context of a discipline-rich course.