C. How to...

run the enrichment "processing" skills workshops

C.1 Mini-workshop on "Issues and goal setting"

Time: 60 to 90 min.

Theme: Goals are critical:

For **problem solving,** "a problem well-defined is a problem half solved; the problem definition component should take about ½ the time available". Add other favourite quote to emphasize the importance of defining problems.

For **learning,** the key activity is to define the learning goals. Without the goals, we don't know what we are doing. The key to learning is the definition of the goal!

For **assessment** and judgement, unless you have goals for the assessment or decision or judgement, you can't do it.

For **time management** and for **coping effectively with change,** we need to have goals.

Having "good goals" is common to most of the five processing skills.

What do we mean by "good goals"?

- must be the **real** goal, p. 3-14 **HTGTM.**

- unambiguous and observable p. 9-3 **HTGTM.**

- related to measurable criteria, p. 9-7 **HTGTM.**

A workshop on this topic could take several approaches:

- mini-workshop on brainstorming and creativity to help students become comfortable generating a "rich" description of the problem situation.
> - We use a six hour workshop MPS Unit 7 on creativity. Workshop notes and a teacher's guide are available.

> - add to this, the use of triggers to generate a "rich-point-of view". Some triggers are given in Table 3-5 in **HTGTM.** You might give them practice, especially with Why? Why? Why? Alternatively, *for your context* create your list of perspectives to add to those in Table 3-5, **HTGTM.** In English, what triggers or points-of-view do you use? This is not a trivial task. When I ask tutors (in the various schools and programs where I have given workshops) to describe how they "help a student group identify all the key issues" they describe activities they use in different contexts; however, few are able to verbalize what they do. You might work with the tutors in your program and create a "checklist" like the one given in Table 3-5, **HTGTM.** Recall our role is not to give our students "fish"; it is to teach them "how to fish". As long as we intuitively provide the skill and insight into how a group can identify issues, they remain dependent on us. They are not empowered to do the task themselves. Try to make explicit "what you do". Then give the students many chances to do it, with feedback and reflection.

- mini-workshop on creating observable and unambiguous goals. MPS Units 3, 3a.

- mini-workshop on creating criteria. This is an extremely difficult task. Students have trouble understanding the concept of criteria, let alone being able to create them. The material suggested in **HTGTM** leads to resources, rather than provides much detail. Contact me if you need more details.
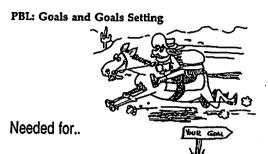
Table C-1 gives the timing sheets. Table C-2 gives the suggested transparencies.

Table C-1 Timing sheets for Issues and Goal setting

Topic: Mini-workshop on Issues	Transparency no.	Elapsed time, min	total time	comments
Goals are needed for	1	0.8 min		
Initial self-test	2	0.2 min	1	
Characteristics of goal setting	11	2	3	
How "defining problems" varies with situation	12	2	5	
7 characteristics of "real" goals	6	3	8	
Visual illustration of "contexts"	7	2	10	
Checklist from HTGTM to help develop different contexts	7B	3	13	
Mission and vision context	8	2	15	
Broadening context via Why? why? why?	cartoon	0.3		
Illustration of Why? why? why? keys locked in car and must get to the airport on time	11A	0.7	16	
An answer illustrating process	12A	4	20	
Activity the float controlling the lubricant no longer has buoyancy. Harry Bloggs is to correct the fault. Do a why? why? why?	13	10	30	
Summarize answers	14	5	35	
Illustrate an answer	15	3	38	
Activity repeat task for your goal	16	10	48	
Once you have a tentative goal statement, convert actions to results; p 31-53 handout, Table C-3	26	3	51	
Activity convert your goal statement	27 top	10	61	
Activity are goals observable? p. 31-56 handout, Table C-3	27 bottom	3	64	
Guidelines about being observable	28, 29	4	68	
Activity convert your goals	30	8	76	
Activity adding criteria, in general, p. 31-61 handout, Table C-3	31	5	81	
Activity creating criteria for your goals	31	9	90	

Table C-2 Transparencies for issues and goals.

PBL: Goals and Goals Setting

Needed for..

1. **Problem solving:** must solve the correct problem.

2. **For Learning:** must identify what we need to learn

3. **For Assessment:** must identify goals

4. **For Time Management:** must identify personal goals

5. **For Change Management:** must identify opportunities & goals
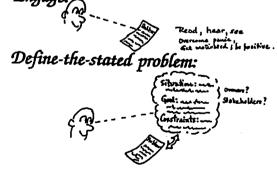
1

PBL: Goals and Goals Setting

Activity
Rate your awareness and skills in doing this task.
Use scale 0 (low) to 10 (high)
TIME ____ FINISH BY _____

2

31: Defining Problems: Overview:
The Mental Process for Defining Problems & Setting Goals:

Engage:

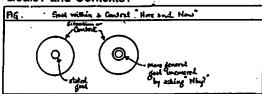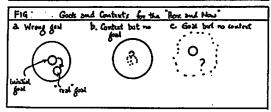*Define-the-stated problem:*

Explore:
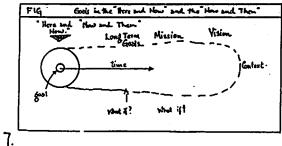
31: Defining Problems: Overview
Situations

Process Step:	Well-stated	Ill-stated or "fuzzy"	Situation given but no goal	Goal but no stated situation
1 *Engage*	Carefully, ally, work	systematic through.	usually trivial.	relatively
2. *Define-the-stated problem*	Carefully, ally, work ground	systematic through as work.	usually trivial.	relatively
3. *Explore*	Challenge is to create model of stated situation.	Major task is to identify the "real" problem and then <—	Major task is to identify range of goals and select the "best" and then <———	Major task is to develop a rich descriptio n of the current situation & then <———
Examples:	"Compare/ contrast.."	"Which car do I buy?"	"What do I do?"	"Make better use of my time."

II.

12.

31: Goals, Mission & Vision

Goals? and Contexts?

FIG. · Goal within a Context "Here and Now"

FIG: · Goals and Contexts for the "Here and Now"
a. Wrong goal   b. Context but no goal   c. Goal but no context

FIG: Goals in the "Here and Now" and the "Now and Then"
"Here and Now"   "Now and Then"   Long Term Goals   Mission   Vision

7.

31: Goals, Mission & Vision:
Characteristics of Goals or Well-defined Problems

1. are written.

2. are in context of "Here & now".
   of "Now & then"
   of constraints.
3. are "problems", not symptoms.

4. have owners

5. have stakeholders.

6. have three parts: objectives/targets
   criteria
   resources
   and
   self-consistent & good word choice
   "results" not actions
   observable words
   with measurable criteria
   can be accomplished with resources
7. flexible.

Targets, Objectives / Resources / Criteria

6.

Table 3-5 Triggers for "points-of-view" and "issues"

Purpose or context:	Trigger questions or perspectives to consider:	Example or elaboration
broaden viewpoint; put a problem in context:	Ask "Why?" "Why?" "Why?" until reach "happiness and bliss"	How might I determine the best price? why? so I don't feel cheated? How might I keep from feeling cheated? why? so that I have I good self image. How might I have a good self image? why? so that I ...
sharpen perspectives:	Ask "What's stopping you?"	How might I determine the best price? WSY? I'm afraid to ask.
prioritize issues:	Guess the solution; and then work backwards.	When we have many competing issues, trying to visualize the final product and the key components in that product may help prioritize the issues.
completeness, identifying the "system":	5Ws & H; IS and IS NOT; on and by	What is in the system, what is not? what is being done on me? what is being done by me? who is in the system, who is not? what on me? what is being done by me?
PBL in medical school	biological perspective: (structure, function and pharmacology) behavioral perspective: population perspective:	
PBL in technology	scientific underpinnings: technological: operability and maintainability: financial: financial attractiveness: safety: ethical and legal: environmental: value to society:	
PBL in history	social: cultural/intellectual: political: diplomatic economic: environmental: psychological:	

7B.   Duplicated from HTGTM, p. 3-18

31: Goals, Mission & Vision

Types of Goals:

Goals,   Mission   Visions

short term   long term

How we
do it:
Culture, values,
guiding principles

What we do

Goals

Targets, Objectives / Resources / Criteria

8

31: Goals, Mission & Vision

Pickles cartoon

4-19.

Why? why? why?

re TV

31: Goals, Mission & Vision

Goals and Contexts: "here and now"

Broaden context by asking Why? Why? Why? Why? Why?

until reach *Happiness & Bliss*

> Example: Read situation p 31-20 white
>
> ++"How might I get to the airport on time?"++
>
> broaden "here & now"

Stated Goal → Contexts

11. A

31: Goals, Mission & Vision
Goals and Contexts: "here and now"
Happiness & Bliss

How might I get happiness and bliss?

How might I pay off my debts and go on the trip I promised my spouse?

How might I get a salary increase this year and keep my job?

How might I be seen as helping our company makes a profit?

How might I ensure that my boss can keep the customers/client happy?

How might I get the material to my boss, receive the material and talk to my boss

How might I meet my boss?

+++ How might I get to the airport on time? +++++

How might I get into my car and drive it to the airport?

How might I open the door?

How might I find a gadget to lift the lock?

How might I locate a coat hanger?

How might I ...

12. A

31: Goals, Mission & Vision

Goals and Contexts: "here and now"

Broaden context by asking "Why? Why? Why? Why? Why?"..... So that ....

until reach *Happiness & Bliss*

> broaden "here & now"
> for Harry Bloggs
>
> Worksheet **3104** green
>
> TIME ____ FINISH BY ____

13.

3104
31: Goals, Mission & Vision

Goals and Contexts: "here and now"
Happiness & Bliss

+++"How might I restore buoyancy?" ++++

14.

31: Goals, Mission & Vision

Goals and Contexts: "here and now"
Happiness & Bliss

How might I make a profit?

How might I build sales volume?

How might I satisfy customers?

How might I meet the shipping schedule?

How might I get production going?

How might I get the machine running?

+++"How might I restore buoyancy?" +++

How might I repair the leak?

How might I find the leak?

How might I make the leak more visible?

15.

31: Goals, Mission & Vision

Goals and Contexts: "here and now"

Broaden context by asking Why? Why? Why? Why? Why?

until reach *Happiness & Bliss*

broaden "here & now"
for your goal

Worksheet 3101 green

TIME _____ FINISH BY _____

16.

31: Goals, Mission & Vision

Wording of goal statements:

RESULTS	vs Actions
Product What hope to achieve Nouns	Process How hope to achieve Verbs
Preferred	Usually restrictive
Example:	
Forget about work? relax?	Go to the movies?
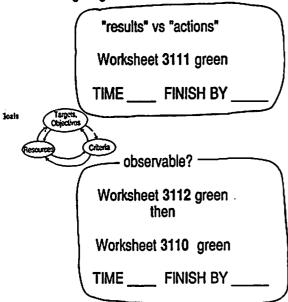
26

31: Goals, Mission & Vision

Wording of goal statements:

"results" vs "actions"

Worksheet 3111 green

TIME _____ FINISH BY _____

Goals · Targets, Objectives · Resources · Criteria

observable?

Worksheet 3112 green .
then

Worksheet 3110 green

TIME _____ FINISH BY _____

27

31: Goals, Mission & Vision

Wording of goal statements:

observable?

manage time well	Given..., list the time required....
be decisive	Given......, select option satisfies all criteria "correctly"
know how to define problems	Given...,

To be observable, should identify performance conditions *"Given..."* & a task that can be seen.

28

31: Goals, Mission & Vision

Wording of goal statements:
observable?

DO NOT USE	PREFER
know	describe
feel	point to
understand	construct
be aware	calculate
plan	list
interpret	show how to
solve	estimate
size	

29

31: Goals, Mission & Vision

Wording of goal statements:

"results" vs "actions"
&
observable?

Repeat activity for your goal
Worksheet 3110 green

TIME _____ FINISH BY _____

Goals · Targets, Objectives · Resources · Criteria

30

C-8

31: Goals, Mission & Vision

Wording of goal statements:

criteria for achieving?

Worksheet 3113 green

TIME _____ FINISH BY _____

criteria for your goals?

Worksheet 3110 green

TIME _____ FINISH BY _____

Goals Targets, Objectives Resources Criteria

31

Table C-3 Handouts/ worksheets for Issues and Goals

31-53

Table 31-15: Results or Actions?

Which of the following decisions are worded in terms of actions to be taken? which in terms of results to be achieved? If pertinent, reword the decision in terms of results to be achieved.

Target Decision:	A	R	Can't Tell	Rephrase it:
1. What is wrong with the thermocouple, it seems to be reading low.				
2. Should I go to the party tonight?				
3. What clothes should I wear today?				
4. Which car should I buy?				
5. Which experiment should I do to check the mass balance over the unit?				
6. What control valve should I replace?				
7. Which samples should I take?				

31-56

Table 31-17: Identifying Well-stated Goals:
Circle the appropriate answer to identify whether or not the gaol is unambiguous and observable.
Can you observe Joe achieving the goal? Is there any room for disagreement or misunderstanding
between an observer and Joe? Can you measure Joe's success?

Joe's Goal.	Unambiguous and observable	
1. "to know calculus"	Yes	No
2. "to become aware of what a Chemical Engineer does"	Yes	No
3. "to select the longest string"	Yes	No
4. "to be creative"	Yes	No
5. "to be able to think in terms of thermodynamics"	Yes	No
6. "to write down three causes for the malfunction"	Yes	No
7. "to write down three good causes for the malfunction"	Yes	No.

31-61

Table 31-20: Criterion:
What is the criterion used in deciding on the following?

Question:	Evaluation criterion (How do you tell?)
1. Who is the tallest?	
2. Who is the biggest in the room?	
3. Who is the fastest writer?	
4. Do the data agree with the hypothesis that this is a first order reaction?	
5. Do you know the ideal gas law?	
6. Can you write the Equation of Continuity in vector form?	
7. What is the best or most useful object in the room?	

C.2 Mini-workshop on "Coping creatively with conflict"

Time: 60 to 90 min

Theme: Understanding conflict and learning how to cope

Many groups encounter conflict. If the tutor is present, it may not emerge in full force; it may lurk behind the scenes. If the groups are tutorless, then it will be apparent. Many are unprepared to cope with this.

This mini-workshop is meant to help participants understand
   - some causes of disagreement,
   - the reasons why conflict is a growing experience,
   - 7 criteria we use to decide how to respond, in general, and, specifically, how to respond to conflict,

   - practice applying the criteria.

This workshop enriches MPS 11 on personal uniqueness in that it uses Jungian typology and Johnson's conflict inventory to help participants understand themselves better. You can also add Deborah Tannen's research on men and women in conversation. The workshop also is helped if the key ideas from MPS 52, interpersonal skills, are included. See Section B.4.

A related workshop is on Self-talk and anger, described in Section C.4.

References

Johnson, D.W. (1986) "Reaching Out," 3rd edition, Prentice Hall, Englewood Cliffs, NJ., p. 206.

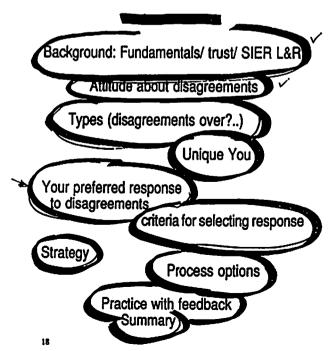Tannen, D. (1990) "Women and Men in Conversation," Ballantine Books, New York, NY

Table C-4 Timing sheets for Coping creatively with conflict

Topic: Mini-workshop on Coping creatively with conflict	Transparency no.	Elapsed time, min	total time	comments
Cartoon Calvin and Hobbes, 1992, 5-12	1A	0.4		
Overview, definition	1B	0.6	1	
the route ahead	18	2	3	
Conflicts are healthy	28	1	4	
Option: ask each to complete Jungian typology and discuss how this might lead to apparent disagreements				nice addition if time available
Activity complete Johnson's inventory and get guidance about personal style of coping with conflict	17A, 17 B	10	14	
Share results	27A	2	16	
The 7 criteria we use to decide how we respond:	40	5	21	
Some response options	41	2	23	
Effect of context and content	42	2	25	
Effect of time, place and complexity	44	4	29	
Effect of trust	45	2	31	
Effect of your style	46, 27A, 49	4	35	
Effect of you/them	51, 52	2	37	
Putting it all together	53, 54	8	45	
Activity for the PBL scenario, which response? Table C-6	56	10	55	
Share results	63	5	60	
Extend, other topics: difficult behaviours	55	5	65	
Others	64	3	68	
Summary, Discovery	66, 67	10	78	
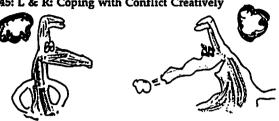
Table C-5 Transparencies for Conflict

Calvin and Hobbes

Cartoon.
5-12 '92

1A.

45: L & R: Coping with Conflict Creatively

Def: Handling disagreements because of differences so as to improve interpersonal relationships and get things done effectively & efficiently.

WHY IMPORTANT?
1. Needed for effective teams.
2. Helps develop trust.
3. Needed often for everyday.
4. Response needed in L & R.
5. Some training makes major impact.
6. Develops your confidence.
7. Needed for interpersonal skills.

1B

Background: Fundamentals/ trust/ SIER L&R ✓
Attitude about disagreements ✓
Types (disagreements over?..)
Unique You
Your preferred response to disagreements
criteria for selecting response
Strategy
Process options
Practice with feedback
Summary

18

45: L & R: Coping with Conflict Creatively

Disagreements are Healthy
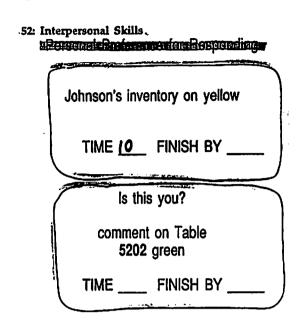
opportunities to
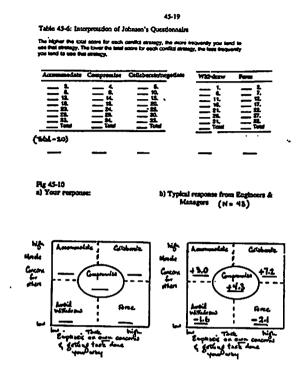
BLT:

Beliefs Learned & Trusted

Build Love & Trust

Build Lively Teams

28

52: Interpersonal Skills

~~a Personal Preference for Responding~~

Johnson's inventory on yellow
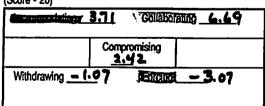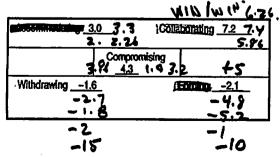
TIME _10_ FINISH BY ____

Is this you?

comment on Table
5202 green

TIME ____ FINISH BY ____

17.A

Table 45-6: Interpretation of Johnson's Questionnaire

The higher the total score for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

Accommodate	Compromise	Collaborate/negotiate		Withdraw	Force
__ 2.	__ 4.	__ 6.		__ 1.	__ 3.
__ 8.	__ 8.	__ 10.		__ 7.	__ 9.
__ 13.	__ 14.	__ 15.		__ 11.	__ 12.
__ 19.	__ 20.	__ 21.		__ 16.	__ 17.
__ 23.	__ 24.	__ 25.		__ 22.	__ 27.
__ 29.	__ 28.	__ 30.		__ 28.	__ 28.
__ 32.				__ 31.	
__ Total	__ Total	__ Total		__ Total	__ Total

(Tbl - 20)

____   ____   ____   ____   ____

Fig 45-10
a) Your response:

b) Typical response from Engineers &
Managers (N = 43)

3:00   17B

52: Interpersonal Skills

~~Utilities~~ context & content; your goals; time, ~~place & c~~omplexity; trust; needs of others; (your style) for responding to controversy; ~~you/them.~~

Feedback: Johnson's
(Score - 20)

~~Accommodating~~ 3.71		Collaborating 6.69
	Compromising 2.42	
Withdrawing -1.07		Forcing -3.07

Win/win 6.26

~~Accommodating~~ 3.0 3.3 2. 2.26		Collaborating 7.2 7.4 5.96
	Compromising 3.94 4.3 1.4 3.2 +5	
Withdrawing -1.6 -2.7 -1.8 -2 -15		Forcing -2.1 -4.8 -5.2 -1 -10

3:04

45: L & R: Coping with Conflict Creatively
Action: _Sense_ differences,
Interpret disagreement/conflict,

context & content; topic
your goals;
time, place & complexity;
trust;
your style
needs of others
you/them

?

Action:

45: I & R: Coping with Conflict Creatively
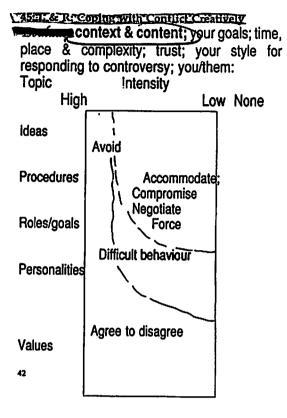
Respond: many options

Force W/L "Persuade?"
Withdraw L/W
Accommodate L/W
Compromise W/W or L/L "Persuade?"
Get even L/L
Negotiate W/W "Persuade?"
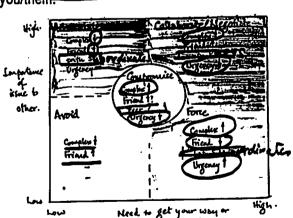Agree to Disagree

all have their use;

some ultimately are just more desirable.

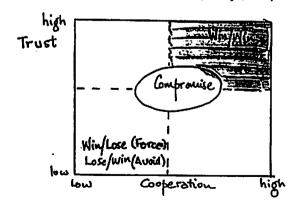May need: coping with Difficult behaviours

41

45: I & R: Coping with Conflict Creatively

Evaluate context & content; your goals; time, place & complexity; trust; your style for responding to controversy; you/them:

Topic   Intensity

Topic	High		Low	None
Ideas	Avoid			
Procedures		Accommodate;		
		Compromise		
		Negotiate		
Roles/goals		Force		
	Difficult behaviour			
Personalities				
	Agree to disagree			
Values				

42

45: I & R: Coping with Conflict Creatively

Evaluate context & content; your goals; time, place & complexity; trust; your style; you/them:
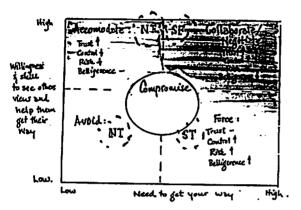

44

45: I & R: Coping with Conflict Creatively

Evaluate context & content; your goals; time, place & complexity; trust; your style; you/them:

Trust and Cooperation (Covey ,1989)

high Trust

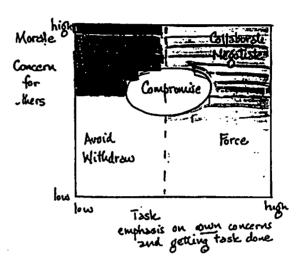Compromise

Win/Lose (Force)
Lose/Win (Avoid)

low Cooperation high

45: L & R: Coping with Conflict Creatively

context & content; your goals; time, place & complexity; trust your **Jungian style**, you/them:

High

Accomodate : NF SF Collaborate

Trust ↑
Control ↓
Risk ↓
Belligerence –

Willingness
& skill
to see others
view and
help them
get their
way

Compromise

Avoid :
NT

Force :
Trust –
Control ↑
Risk ↑
Belligerence ↑

ST

Low.

Low   Need to get your way   High.

46

45: L & R: Coping with Conflict Creatively

Evaluate context & content; your goals; time, place & complexity; trust **your style** or responding to controversy; you/them:

high

Morale

Concern
for
others

Collaborate
Negotiate

Compromise

Avoid
Withdraw

Force

low

low   Task   high

emphasis on own concerns
and getting task done

49

45: L & R: Coping with Conflict Creatively

context & content; your goals; time, place & complexity; trust your style for responding to controversy; **you/them:**

What does the mood meter say?

YOU

your mood today? control of your anger?
bad mood? difficult behaviour day?
out of it?

THEM

are they having a bad day? how responsive
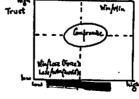are they? out of it? belligerent? uncooperative?
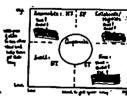
51

45: L & R: Coping with Conflict Creatively

context & content; your goals; time, place & complexity; trust your style for responding to controversy; **you/them:**

Them:

uncooperative, belligerent, unresponsive

Fig 45-7 Trust and Cooperation (Covey .1989) Fig 45-8: Trust & Style (reprint of Fig 51-7)

high
Trust

Win/Win

Compromise

Win/Lose (lose)
Lose/win (win?)

low

low   high

Accomodate : NF SF Collaborate/
Negotiate

Compromise

Avoid :
NT

Force :

ST

52

Application: IF

content context		trivial or values	NB you	trivial you NB them, or learn
your goal		morale or no go for goal	give your view	morale or trust or "credits"
time		short or no info	short	short
complexity		others resolve		
trust				
your style				
you/them	they: difficult	either bad mood	OK	you X
needs				
THEN	Difficult behaviour	~~Assert~~	Assert	(Accomm odate)

p 45-24

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Application: IF

content context	NB you & them	NB you & them, values	NB you & them	rules, safety, trivial
your goal	not fight		task, morale, "buy-in"	task;
time	short		long	short
complexity	temp soln	need info		
trust			high	
your style				
you/them	OK	OK	OK	unrespons ive
needs				unsure
THEN	Comprom ise	Agree to Disagree	(Negotiate	(Force)

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As individual for the situations & cases

Cases 1, 2, 3, 4, ~~5 more~~.

indicate which mode of coping with conflict would you use?
W.. Avoid, withdraw
A.. Accommodate
C.. Compromise
N.. Negotiate, collaborate
F..Force
DB.. difficult behaviour
Assert
AtD.. Agree to disagree

TIME 7 min FINISH BY _____

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Evaluate

Case	W	A	C	N	F	
1						
2						
3						
4						
5						

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45: L & R: Coping with Conflict Creatively

Difficult Behaviour: consistently used to get own way

Grenades · — · — · know it alls
Hostile · Yes
Evasive Empty
Accommodating Smoothing | Collaborating
Passivist · Silent one
Compromising
Little Empty
Withdraw | Force
Chronic Complainer · — · — · Grenades · — · — ·
Sniper · Tanks
Passive | Aggressive
Task.

Skills: Assertiveness; understanding of basis of behaviour tactics specific to type, practice with feedback

What else?

● Identify personal uniqueness (Jungian)

● Being Assertive...
not passive or aggressive.

● Dealing with "difficult behaviours"

● Strengthen use of 7 fundamentals & Shangri La

● More practice understanding & using criteria

● Triad personal activity

● Listening & responding/Body language

● Negotiation/ getting a Buy-in

● Consensus building

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45: L & R: Coping with Conflict Creatively
Evaluate

LEADER SUMMARY

DISCOVERY

Topic	Discovered	Application

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Table C-6 work sheet for conflict

Table 45-8: Coping with Conflict Creatively: Scenarios and Cases: (based on ideas from P. Blumberg & J. Fox-Threlkeld, McMaster University, 1995)

Scenarios	W	A	C	N	F
Scenario 1: Time: at the end of the time allotted for this problem; Trust: moderate from your perspective; Goals: you feel strongly that you really must know the fundamentals in depth because professional practice is changing so rapidly. You explain "For this problem, I don't think I understand the basic principles. I know what to do but I don't really understand why! I want to learn more of the underlying fundamentals. Elaine explains patiently, "But we know enough; we know what to do and we know the three top reason why. This case is finished. Besides, we've spent our allotted time on this case." "Yea, don't you know the principle of optimum sloppiness? We learn these ideas gradually. You can't learn everything all from one case." added Michelle. "But, if we can only meet on Saturday for 3 more hours we'd be able to really know why," you suggest. "Sorry, can't," say four voices simultaneously. How do you respond?					
Scenario 2: Time: near the beginning or the time allotted to this case. Trust: high, you have worked well together Context: You have a good balance of basics and clinical practice because Della is a post RN in your group. You have found that she has brought a lot of good clinical reality to your group. Goals: you really need to increase your personal understanding of the fundamentals in this whole unit. "This case of Harry Anginopoulos that we have just started is pretty straightforward. I like the sense of humour "Harry Anginopoulos!" Those pains in the chest. He has angina. Give him nitro." said Della. Sue responded, "Great, Della. Let's spend a bit more time on learning issues: I want to learn why nitro works. This is vascular dilation isn't it?" You suggest, "Let's get a broad list of learning issues. Couldn't a pain in the chest be a symptom of something other than angina? "Not with a name like Harry Anginopoulos!" chuckled Della. "Look, in my 10 years of experience, I never needed to know more than "give nitro!" I've been very patient with you all in the previous cases while you explored all that fundamental stuff. I have been right in the past with what to do. Please don't waste my time on this case now. Let's get on with another case." Your response is..					

C.3 Mini-workshop on "Awareness and monitoring"

The key fundamentals we share here are:

- Successful problem solvers monitor their thought processes about once per minute.

- Donald Schon emphasizes the importance of reflection, thinking about what and why you are doing things.

- HTGTM has a series of Feedback forms to help guide the reflection. Start using these for all activities. Revise the forms to meet your needs. Consider creating a "participation" feedback form as given in Exercise 1.4, **HTGTM**.

Before you do a strategy workshop, you might do an Awareness workshop. Details are given TAPPS described by D.R. Woods, PS Corner, J of College Science Teaching, 13, May, 469-472, (1984).

Awareness activities for Pharmacy are given in Table A-3. Table A-4 and -5 provides TAPPS activities for nursing and engineering, respectively.

C.4 Mini-workshop on "Self-talk"

Time: flexible

Theme: What we say to ourself

Too often we focus on the cognitive dimensions of the processes and neglect the attitudinal ones. In PBL, students usually encounter stress and uncertainty about sessions 6 and 7, after the initial enthusiasm has dwindled and they may feel unsure as to how much they are learning, how well they are learning and feel that they are being very superficial in their learning.

They issues, and other motivational issues, often need to be addressed (perhaps readdressed) explicitly again about Activity 3, as given in Table 10-3, in **HTGTM.**

Self-talk: by this we mean "what we say to ourself".

The **negative** self-talk, affects our self-esteem. "I'm no good." "I can't pull my weight with this group, I'm too dumb." One activity is to ask students to monitor their self talk for a week.

negative self-talk (the blamers and shoulds) encourage anger in your group members. Adele says to herself, "But she should have tried to make me understand the stuff. What a twit!" By using this strong language and by internalizing it, she is stirring her anger and resentment and is not proactively doing anything to help the situation.

negative self-talk (in brainstorming sessions) means that the brainstorming session flops. "I can't think of any more ideas." Silences from the group are just as devastating.

negative self-talk increase stress. Indeed, one of the more effective ways of handling stress is having positive self-talk. See Table 1-5 **HTGTM.**

Your workshop on this can:
- ask for monitoring during a week;
- show positively how to overcome negative feelings and silences in brainstorming;
- use Jungian typology and other instruments to help students become aware of different approaches and to be proud of their own approach. For more see Section **A.4.**
- have anger activities related to "shoulds" and "blamers".
- have workshops on time management and pairs activity related to "Saying No!" to other commitments when we are overloaded.