The Outline

Preparation

Make yourself familiar with the teaching and principles of problem solving to fulfill this aim:
To allow the Mentee to discover principles for good problem solving and put them into practice.

Experience It
Set a goal for the problem solving experience.
Here are some suggestions for the experience you can take your mentee on. Remember the key is do it *with* them.

Mentoring Directors:	Solve not having enough supporters, not raising enough recruits etc.
Mentoring Team Leaders:	Solve not finding enough schools, not integrating enough students etc.
Mentoring Team Members:	Solve not having enough mentees, struggling with a project etc.
Mentoring Students:	Solve not communicating faith well, not having good invites to clubs etc.

Question It

Progress through Question it continuing to use the specific questions and activities listed in the Flow Template pack.

Understand It

Use the teaching provided to unpack the principles associated with problem solving.

Multiply It

Progress through 'Multiply It' continuing to use the specific questions and activities listed in the Flow Template pack.

Please use The Flow Template questions and diagram as you go through this session.

Teaching Notes
Use these notes in the 'Understand It' section, to re-teach the mentee what they have learned through the experience, and fill in gaps in their understanding.

Main Aim: Discover how to think and act in a way that solves problems.

Think Creatively about your Problem.
- Sometimes the solutions presented are not solving the real problem, they might just be solving a symptom.
- Use the following activity as an illustration of this point.
- *A New Skyscraper appeared to not have enough elevators even though the engineering research said it did. Yet still people were complaining about how long they had to wait. The following two solutions were provided: First: Speed up the elevators, or arrange for them to stop at certain floors during rush periods. Second: Stagger working hours to reduce elevator demand at either end of the day. However it was understood that neither would work as the problem lay elsewhere. Please give your and solution.*
  Answer: They actually built mirrors so people could look around them and not notice the passing of time.

Ask, what parts of the problem have already been solved.
- Ask and learn from others in a similar circumstance about what has already been solved.
- Learn to identify what hasn't been solved yet and spend your time only on that.

Ask what would I do if I could not do what I normally do.
- Take away your usual method of working, now ask what you will do to tackle the issue.
- If you can not think of a new way, then ask someone for suggestions.

Ask what is the answer you are avoiding.
- Often we're uncomfortable with what we might have to do so we avoid confronting it.
- If there is something you are uncomfortable with then make a decision to face up to it.

Failure can hold the seeds to future success
- You can learn from every failure. If you don't succeed make note of principles you learned.
- Make your future plans while keeping in mind the principles you have learned.

Don't allow the problem to define your success.
- Remember this failure is in one area. It does not define who you are.
- Your success depends upon your current and future actions, not the past.

When you do succeed. Acknowledge who helped you.

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