Transversal Model
for Migrants

Erasmus +

TRAINING CURRICULUM

Unit a) PROBLEM SOLVING

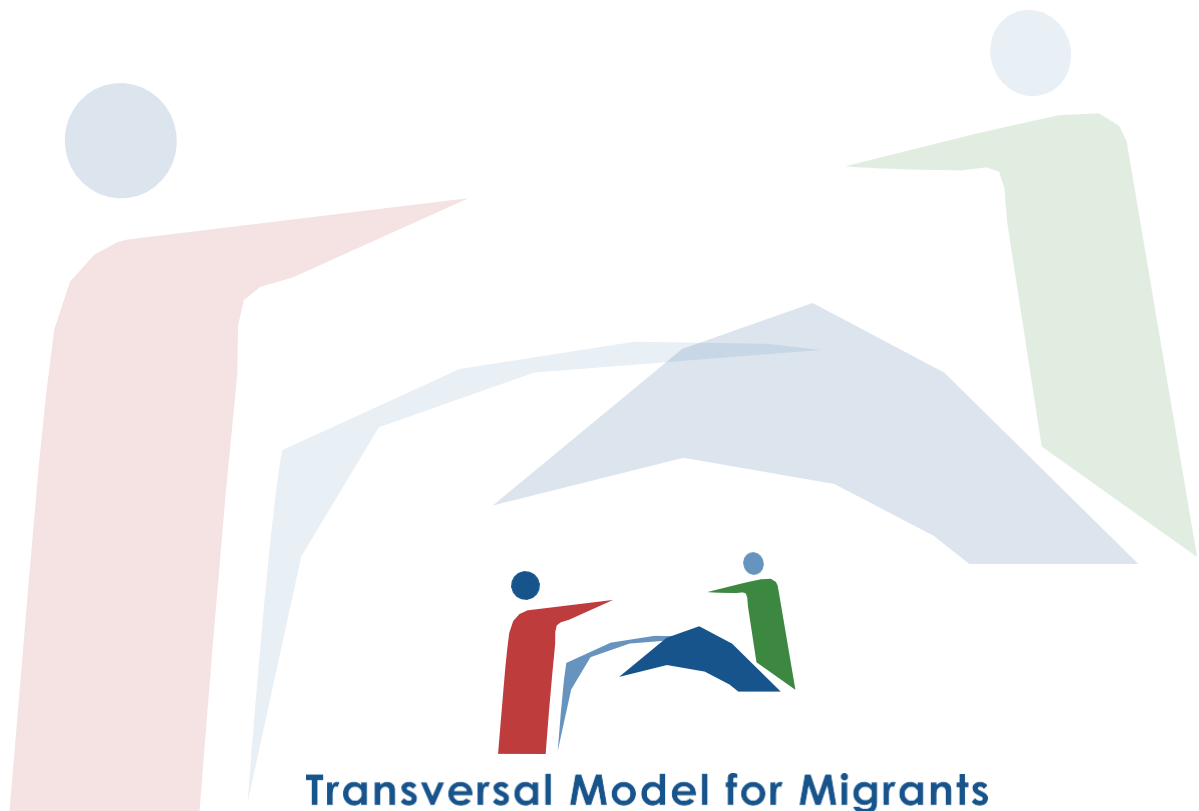# TRANSVERSAL MODEL FOR MIGRANTS

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Transversal Model for Migrants

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EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved, and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

Unit a) PROBLEM SOLVING

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UNIT a	PROBLEM SOLVING		
HINTS	To understand and turn around a problem or a context into an opportunity to improve work processes.		
LEARNING HOURS	6 hours	**TYPE OF TRAINING** Face-to-face	**TARGET GROUP** Trainers/Coaches
SUB-UNIT	After completing this module, the migrant's trainers and coaches will be able to…		

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
ANALYTICAL THINKING	▪ define a problem correctly ▪ outline the problem by breaking down into smaller and manageable parts ▪ recognise and clarify information and ideas ▪ relate and process information using logic and reasoning ▪ list conclusions and design a course of action	▪ generate and evaluate alternative solutions ▪ apply knowledge, facts, and data to effectively solve problems ▪ apply vertical thinking ▪ use the concepts of active listening, teamwork, collaboration, pay attention to details, take initiative, be persistent	▪ decide on the best alternative to a problem ▪ be responsible for one decision and its consequences ▪ involve others appropriately in developing solutions to resolve new problems ▪ overcome obstacles
TRAINING RESOURCE	*Key concepts in problem solving*	*Role play: The noisy room*	*Tips: Effective problem solving in the workplace*
TIME	*60 minutes*	*90 minutes*	*30 minutes*

	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
CREATIVE THINKING	▪ recognise personal conceptual blocks ▪ proactive look for possibilities and connect ideas ▪ arrange alternatives	▪ apply creative problem solving ▪ explore lateral and critical thinking ▪ redefine how to communicate to organise, to apply order and discipline; curiosity, open-minded skills	▪ foster creativity in others ▪ offer creativity solutions to problems ▪ seek solutions and put ideas into action ▪ evaluate procedures and outcomes
TRAINING RESOURCE	*Key concepts in problem solving*	*On-the job training: The six stages of creativity*	*Tips: Effective problem solving in the workplace*
TIME	*60 minutes*	*90 minutes*	*30 minutes*

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Key concepts in problem solving

Analytical thinking	Analytical thinking is the ability to identify and define problems, extract key information from data and develop workable solutions for the problems. Ability to scrutinize and break down facts and thoughts into their strengths and weaknesses and developing the capacity to think in a thoughtful, discerning way, to solve problems, analyse data, and recall and use information.
Basic steps of the problem solving process	1. Define the problem 2. Generate alternative solutions 3. Evaluate and select an alternative 4. Implement and follow on the solution
Brainstorming	Method in which a group of people meet to suggest a lot of new ideas for possible development.
Creative thinking	Ability to look at something in a new way. It is the very definition of "thinking outside the box." Ability to perceive patterns that are not obvious. Ability to consider something – a conflict between employees, a data set, a group project, for example – in a new way.
Critical Thinking	Critical thinking is the ability to actively and skilfully conceptualise, apply, analyse, synthesise, and/or evaluate information and determine how to interpret it in order to make a sound judgment using various sources of information including a person's own existing knowledge.
Lateral Thinking	Lateral thinking is the ability to use imagination to look at a problem in a fresh way and come up with a creative solution. It involves ideas that may not be obtainable using only traditional step-by-step logic, but using techniques such as brainstorming, random association (think about a word and try to use it as an idea for a problem), provoking ideas, etc.
Problem	A problem is a situation that is unsatisfactory and causes difficulties for people. It's a question raised for inquiry, consideration, or solution
Problem solving	Act of defining a problem, determining the cause of the problem, identifying, prioritizing and selecting alternatives for a solution, and implementing a solution.
Vertical thinking	Vertical thinking is a method of problem solving that refers to a way of analysing, processing, and using information in a logical, patterned, or direct way. It also involves the analysis of past information to figure out how a current situation may have come about. An example is the use of sequences.

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Role play: The noisy room

Introduction	A client arrives at the hotel reception complaining about the noisy pub right under her/his room that made him/her couldn´t sleep the night before. The person is very angry and is pushing the receptionist to give him/her a quick solution because s/he has booked for two more nights. The hotel is fully booked and there are other people waiting at the reception to check-in.
Scenario	Steps 1. Introduction of the situation to play. 2. Preparation of people involved and the scene. The trainer will provide a description of the different characters and their roles. The gender of each character is random and independent of the assigned role. The trainer will also give enough information about attitudes, motivations, goals and anything considered relevant for the situation. Regarding to the preparation of the scene, if possible, with the available resources, the trainer will encourage participants to use some table or chair to simulate a hotel's reception and set where the fictional character 1 (receptionist) and fictional character 2 (client) are placed. Participants acting as other clients will be placed behind the character 2 (a waiting line can be simulated as well). They can take their bags as luggage for doing it more real. Each participant will use their skills for the elaboration of their accessories, scenography, etc. Observers will be placed in front of the scene or surrounding it in a semicircle to have different perspectives and take notes with paper and pen. 3. Development of the role play: With the information they have, the participants will perform the scene proposed while observers collect information. 4. To motivate participants to generate more alternatives to overcome the situation, it's possible to introduce the "freezing technique" which consist in stopping the scene ("freeze)" in a moment and ask people not involved in the scene (observers) to analyse it and propose different alternatives. Some of them can also take the place of the characters and play a new scene. 5. Conclusive phase: At the end, the trainer will make reflective questions to analyse the scene, the problem and the different solutions. Brainstorming can be used to generate ideas and alternatives. 6. Meta-cognitive phase: Participants will be asked for drawing the main conclusions and/or make a summary about what they have learnt from this exercise.
Roles	Fictional character 1: Receptionist S/he works in the hotel after a training course that s/he accomplished with a lot of effort, and now s/he is in trial period. S/he has an extended family and the job is the main livelihood, so s/he is trying to do it her/his best to keep this job. S/he is a migrant and s/he has a good level in the host country language but s/he doesn't master it. Fictional character 2: Very angry client S/he is in a business trip and need to have a good sleep; her/his job requires a lot of concentration. Fictional character 3: Someone who is waiting in the line right after the angry client and wants to check-in S/he speaks a foreign language and has some problems to express her/himself.

	Fictional character 4: <u>Someone who is also waiting in the line and wants to check-in.</u> S/he needs to leave his heavy baggage before visiting the city. S/he is getting nervous because of the time spent waiting to be served Fictional character 5: <u>Possibly other characters will be proposed by participants as an alternative and part of the solution of the problem</u> For example, the manager/director of the hotel. In this case, participants will decide their characteristics. <u>Rest of participants</u> They will act as observers and they will take notes about: - The development of the scene - Elements of the problem - Feelings, attitudes and stands of characters - Verbal and non-verbal communication of characters - Overcame problems - Barriers to solve the problem - Solutions and alternatives proposed during the role play - If applicable, consequences of the chosen alternatives - Own reflections
Reflective questions	At the end of the role play the trainer will make reflective questions to analyse the scene, the problem and the different solutions proposed. Participants are firstly asked to answer the questions individually and then in group. - Which are the problem/s that aroused during the play? - What are the elements/parts of the problem? - What attitudes, stands have appeared? - Did characters experience any type of discrimination? - Did attitudes, stands influenced the problem? How? - What barriers need to be solved? - Which are the priorities for the main character? - Which were the different alternatives generated during the role play to overcome the situation? - Do you find any other alternatives/solutions to solve the problem(s)? - Which were the strengthens and weakness of participants during the scene? When working in groups, creative problem solving techniques as brainstorming can be used to generate ideas and alternatives. Ideas and alternatives will be written down in a whiteboard to later analyse and evaluate each one and make a group decision about the most appropriate one and ask the following questions: - What do you think there are the positive and negative consequences of applying the chosen alternative/s to solve the problem/s? - What are the advantages and the risks? - What skills do you think are needed for an effective problem solving? Afterwards, participants will be asked to draw the main conclusions and/or make a summary about what they have learnt from this exercise.

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On-the job training: The six stages of creativity

Introduction	Problem solving at the workplace usually entails creativity, finding new ways for developing a process, tasks or creating a business idea. Creative thinking is a way of looking at problems or situations from a fresh perspective by perceiving patterns that are not obvious; to this end, it is important to count with a path which will structure the creative thinking process.
Work task	Participants will act as entrepreneurs in the commercial sector. They will have to come over a solution of a problem, such as lack of funds, inadequate service—providing facilities, lack of knowledge about consumers' needs, etc. but they don't know where to start. These six stages of creativity will help them to articulate the process:

1-Notice a problem

Participants will formulate the problem in a structured manner, i.e. a word, a phrase. Then, they will have to decide what they want to achieve, and think about the time horizon they want to look at. This will be driven by the scale of the plans and scenarios they want to test.

2-Preparation

In this stage participants will start finding information about the problem, doing a research on what has been done before in the topic, in order to absorb as much information as possible. This is very relevant, since that information will be kept in the sub-consciousness. Here it is important to allocate time for thinking about different approaches. It is important set aside time for team working but also give time to reflect individually on the problem. Below are some ideas for making group workshops in order to enhance the creativity process:

- Mind Mapping: brainstorming or spider diagrams
- Checklists: why, where, when, who, what, how.
- Use lateral thinking: move from one known idea applied to solve one problem to creating new ideas apparently not so obvious.
- Random Word and Picture Association: to enable imagine association
- Change Perspective: put in other people's shoes

It is important to keep ideating: the first idea is almost never the best.

3-Incubation

In this stage, participants begin to process -individually- their ideas, beginning to synthesise them using his imagination and begins to construct a creation. It is important to let the mind wander: participants are not trying a find a solution directly, but they continue to mull over the idea in the back of his head. During this period some of the ideas that were interfering with the solution will tend to fade.

4-Insight/Illumination

Following the period of incubation, the creative ideas occur suddenly. This sudden flash of solution is known as illumination experience, and it happens unexpectedly. For example, an individual with the task of finding a new funding path may have an idea for a theme while driving home from work or during leisure time.

5-Evaluation/Verification

The solution needs to be verified with participants, or by consulting with peers or supervisors regarding her/his insights during this step before pursuing it further. This stage requires self-criticism and reflection. The solution may be modified after this stage, and before its elaboration.

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	6-Elaboration The implementation of an idea or solution in the creative process is the moment when thoughts are converted into a final product. There are three keys to guide the Creative Thinking Process: - In-the-box: This applies knowledge accumulation and critical thinking to the problem. Based on their expertise, innovators can generate many relevant ideas and make connections later. - Out-of-the-box: This is a wide-angle and unfocused thinking process. It allows the innovators to imagine an entire universe of possibilities. - New-box: Once ideas are evaluated, they need to be synthesised by rearranging and reconstructing through dot-connecting, then refined and put into place in a new context.
Reflective questions	- Do you find useful to use a structured way for creating innovative solutions for a business? - The idea you found: is this a new idea or is it one that has been done before? - Could you give us an example of lateral thinking? - Which other methods would you use to enhance the creativity process? - What abilities have you used (or do you think are needed) to generate creative solutions to the problem?
Action plan	- How would you apply the "Six Stages of Creativity" method for your business ideas? - Can you give me an example of In-the-box and out-of-the-box thinking process in your daily life?

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Tips: Effective problem solving in the workplace

Try it	Avoid it
☑ When identifying the problem/s, focus on behaviours Example: "The problem is that I was doing things very fast and carelessly"	☒ When identifying the problem, avoid to focus on yourself or on a person Example: "The problem is that I'm stupid"
☑ Define realistic and attainable goals Example: "I want to improve my beats per minute working with the computer"	☒ Define poor or broad goals Example: "I want to be happy"
☑ Use active listening to understand everyone's interests	☒ Don't ignore true interests and needs and don`t be attached to a particular solutions
☑ When looking for alternatives to a problem, write down all ideas even the ones that seem absurd or bizarre	☒ Don´t run in the process of finding ways to solve a problem
☑ Analyse the alternatives to solve the problem and focus both in positive and negative consequences	☒ When analysing alternatives don´t focus only in advantages and benefits, don´t skip disadvantages and risks
☑ Take notes about the problem solving process and write note all the ideas generated	☒ Don´t rely on memory
☑ Conditions may change so create opportunities to evaluate the chosen alternative/s	☒ Don't consider the chosen alternative/s as irrevocable
☑ Evaluate a creative idea with others to verify its potential to solve a problem.	☒ Don't provide a solution in 5 minutes: the use of analytical and creative thinking for solving a problem takes time.
☑ Use structured tools and resources to enhance the creativity process	☒ Don't use the first idea that comes to your mind: almost never is the most accurate.

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