UNESCO/APC MULTIMEDIA TRAINING KIT

Trainers' notes: Cooperative Problem Solving Introduction to CPS

Developed by: Search for Common Ground

Introduction	Unit messages: o We don't have a choice about whether we will have conflicts in our lives, but we can choose how we will respond to them: flight, fight, or unite. o Effective cooperative problem solvers must be skilled at two-way communication and distinguishing between positions and interests. o Cooperative problem solving aims to achieve two goals that we all hope for: good agreements and good relationships.
Timing/Duration	2 hours and 15 minutes, if done as part of complete module.

Content outline and main topics covered	o Groups negotiate to find a way to divide a scarce resource using "The Ugli Orange Exercise."
	o Guided discussion to bring out:
	    o The difference between adversarial and cooperative problem solving; and
	    o The essence of CPS: two-way communication and distinguishing between positions and interests.
	o An exercise to explore our hopes and fears around trying to resolve conflict.
	o A guided discussion to summarize what people have learned.
	o If the entire CPS workshop is being conducted, participants will create personal scenarios that they will use throughout the workshop to practice the CPS approach.
	o Orientation to the CPS "Map"
	
	See the expanded outline at the end of this document.

Target audience	General.

Prerequisite skills/Knowledge	None. Unit 1 is recommended if entire module will be used.
Unit objectives/Expected outcomes	Upon completion of this unit, participants should understand the following: o We have a tendency to assume that conflict situations must be addressed in an adversarial manner. o Importance of understanding the difference between positions and interests in order to resolve problems cooperatively. o Importance of effective communication in CPS. o In interpersonal conflicts, the parties usually want two results: an acceptable solution and positive relationships. Components of the CPS process. o Benefits of CPS. o The participants also should have identified a situation in their personal lives that they want to resolve cooperatively.
Pre-workshop activities	-
Notes on using exercises	See detailed outline below.
Resources included with unit	o Trainers' notes o Copyright statement Use the general CPS guide as a handout.
Additional trainer resources	Read Chapter 2 of the CPS guide.
Equipment needed	o At least two blackboards or chalkboards, with chalk/dry erase markers; or at least two flipcharts with markers and tape o Arrange for breakout rooms, if possible
Comments	Before conducting this unit: o It is a good idea to make a large poster of the "Map of Cooperative Problem Solving" (handout p.6) o Arrange for space where the participants, in pairs, can work through the Ugli Orange exercise.

Expanded outline	1. Introduction (1 minute): it is normal for people to live and work well together. But it is also normal for us to have differences from time to time. We disagree with each other because we see the world differently and we have different ideas about what we want and how to do things. To be human is to have conflicts. If we all agreed on everything, life would be boring! But we can choose how we respond to conflicts. And our choices come down to three: flight, fight, or unite. We call the last "Cooperative Problem Solving". There are two "secrets of success" to Cooperative Problem Solving. We will begin with an exercise that demonstrates the importance of these "secrets."
	2. "Ugli Orange" Exercise (45 minutes): Exercise 2-1 Handout: " Confidential Instructions: Dr. Jones" (for half of the participants) Handout: " Confidential instructions: Dr Roland" (for other half of the participants)
	3. Discuss Choices in responding to conflict: (refer to the CPS Guide section 2). We mentioned earlier that we have three choices in how we respond to conflict: flight, fight, and unite. Each of these responses has advantages and disadvantages:
	Flight: we can avoid dealing with a conflict. Sometimes the wisest thing to do may be to let the other person have his or her way to get something more important. But if we ignore conflicts that hurt others, our relationships, or ourselves, the conflict is likely to continue and grow.
	Fight: in other situations, we may decide to address the conflict through confrontation. This can take many forms: the justice system, arbitrators, an argument, or force. These approaches give one party victory but the other defeat.
	Unite: there are times when we want to address a conflict in a way that both solves the problem and improves our relationship with the other person. While this requires self-discipline and time, it has the benefit of increasing long-term cooperation and mutual respect. We call this approach Cooperative Problem Solving or CPS.
	4. Summary and transition: we are now going to explore the cooperative problem solving process. [If the entire CPS workshop is being presented]: you will then have an opportunity to identify a situation in your life that you would like to solve in a cooperative manner.
	5. "Hopes and Fears" Exercise (25 minutes):

	6. Problem Solving styles (2 minutes): sometimes we decide to work out a problem cooperatively, but we slip into an adversarial style. [Lead a discussion on the differences - See "Problem-Solving Styles", CPS Guide p. 4] 7. Walk through the CPS "Map" (10 minutes): the process for conducting Cooperative Problem Solving is shown on the "CPS Map". [refer the participants to the "map" in the CPS Guide, p. 6 or use the overheads for this unit, and briefly describe the map: Principles: 1. Treat conflict as a natural resource 2. Respect people; attack problems 3. Imagine success Steps: 4. Raise the issue 5. Discover mutual interests 6. Generate options 7. Develop agreements Guidelines: 8. Manage emotions 9. Discover mutual interests 10. Listen Each part of the map will be explored in detail in the subsequent units of this module. 8. The Benefits of CPS (5 minutes): there are a number of benefits to using CPS. [Point out the benefits of CPS - CPS Guide p.7; or in the overheads with this unit]: The parties consider the solution to be fair; They tend to be committed to the agreements that they have made; The process encourages mutual understanding and respect; and In the long run, it involves less time and lower costs than adversarial methods of problem solving. 9. Evaluation: if you are conducting this unit as a stand-alone mini-workshop, please proceed to Unit 12, "Evaluation" for instructions. If you are conducting the unit as part of the full CPS workshop, proceed to the next section, "Individuals create personal scenarios" 10. Individuals create personal scenarios (15 minutes): [to be done only if this unit is being conducted as part of the whole CPS module]

	Instructions (5 minutes): this workshop will provide you with the opportunity to practice applying CPS to a situation that is important to you. Think about a situation that you know about, or may be involved in, where there is a problem between you and one other person, and where it is important that you resolve the problem in a way that develops a good agreement and a good relationship. We will be using these "personal scenarios" during the workshop to practice on, so pick one that you are willing to talk about. Using the Problem Analysis Form included with the core CPS materials as your format write down the following: 1. The issue or problem to be solved 2. Party A's position - what they want 3. Party B's position - what they want Individuals write their scenarios (10 minutes). 11. Conclusion: we will be using your scenarios at different points in the workshop to practice cooperative problem solving. The first step in conducting Cooperative Problem Solving is raising the issue. That is the topic of our next unit.