UNESCO/APC MULTIMEDIA TRAINING KIT

Trainers' notes: Cooperative Problem Solving Discovering Interests

Developed by: Search for Common Ground

Introduction	Unit message: by understanding the difference between positions and interests, you greatly increase your ability to find common ground.
Timing/Duration	1.5 Hours
Content outline and main topics covered	o Guided discussion about the difference between positions and interests. o Brief exercises to identify possible interests in various situations. o Application of the distinction to some of the participants' scenarios (if this unit is being conducted in conjunction with Unit 2, "Introduction to CPS"). o Orientation to different *types* of interests (shared, different, conflicting), and the predictable interests we all share – generally, and in the workplace.
Target audience	General.
Prerequisite skills/Knowledge	Recommended: o Unit 2: Introduction to CPS o Unit 3: Raising An Issue
Unit objectives/Expected outcomes	Upon completion, participants should be able to: o Understand how positions and interests are related o Distinguish between positions and interests in sample situations o Identify the positions and possible interests involved in their individual "back-home" scenarios (if this unit is being conducted in conjunction with Unit 2, "Introduction to CPS"). o Distinguish among shared, different, and conflicting interests o Understand the major interests that people normally share, both in general and at work
Pre-workshop activities	-
Notes on using exercises	See extended outline below.

Resources included with unit	o Trainers' notes o Overheads o Copyright statement Use the general CPS handout with this unit.
Additional trainer resources	o Read Chapter 5 of CPS Guide. o *Getting to Yes* by Fisher and Ury
Equipment needed	o Blackboard/whiteboard and chalk/dry erase markers or flipchart, markers, and tape o Arrange for breakout rooms, if possible o "Definitions" poster (made from overhead included with this unit) o "Map" poster (made from overhead included with this unit)
Comments	-
Expanded outline	1. **Introduction:** This unit is about the importance of discovering interests when trying resolve a conflict. o [If the participants have completed Unit 2, "Introduction to CPS"]: You have learned from the Ugli Orange exercise the importance of distinguishing between positions and interests. In this unit, we will explore those differences and see how they apply to a personal scenario. o [If this Unit is being conducted as a stand-alone workshop]: One of the keys to success in cooperative problem solving is to distinguish between positions and interests. In this unit, we will explore the differences. 2. **Guided Discussion – Difference Between Positions and Interests (10 min.):** What do the words "positions and interests" mean to you? (Brainstorm/discuss) Points to cover: o Discuss "Iceberg" (CPS Guide p. 13; overhead with this unit) o Discuss how positions and interests are inter-related (CPS Guide p. 13; overhead with this unit) o Review definitions of "positions" and "interests" (Glossary, overhead with this unit) o Ask: What is important about the differences between positions and interests? o (CPS Guide p. 13; overhead with this unit)

3. **Practice Distinguishing between Positions and Interests (15 min.):**

o Tell the library/window example (*Getting to Yes,* page 40) – brainstorm possible interests.

"Consider the story of two men quarrelling in a library. One wants the window open and the other wants it closed. They bicker back and forth about how much to leave it open: a crack, halfway, three quarters of the way. No solution satisfies them both. "Enter the librarian. She asks one why he wants the window open: 'To get fresh air.' She asks the other why he wants it closed: 'To avoid the draft.' After thinking a minute, she opens wide a window in the next room, bringing in fresh air without a draft."

o Read the following position statements and have everyone brainstorm possible interests, then discuss together:

Restaurant customer: "I want my money back. I will no longer eat in this establishment."

Member of a work group: "Why should I have to write the report when all of us were at the meeting and know exactly what happened?"

City planner responsible for the development of a new shopping mall: "I cannot understand why the community is not interested in the new shopping mall. I spent a lot of money on the feasibility study and I will not proceed with the project unless I get the consensus support of the community."

4. **Whole Group Demonstration (10 min.):** ask group to volunteer a scenario. Together, write out the names of the parties and their positions on a flipchart, and brainstorm about the possible interests of each of those parties. (Use the format from the "Problem Analysis Form" included with the core materials)

5. **Small Group Demonstrations (30 min.):** each group does the same with one of their scenarios. Report back. Discuss (Easy? Difficult? Tend to empathize with one party more than the other?)

6. **Guided Discussion – Types of Interests (20 min.):**

o Discuss "Types of Interests" (CPS Guide p. 13; overhead with this unit)
o Apply it to the scenario we did as a group.
o Each table applies it to the scenario they are working on.
o Table groups report out the number of Shared, Different, and Conflicting interests.
o Discuss

	7. **Guided Discussion – Predictable Interests (5 Min.):** o Discuss "Maslow's Hierarchy of Needs" (CPS Guide p. 13; overhead with this unit) o Discuss Workplace Interests (CPS Guide p. 13; overhead with this unit) 8. **Evaluation:** If you are presenting this unit separately (not as part of the whole Cooperative Problem Solving workshop), please refer to Unit 14, "Workshop Evaluation" for guidance on how to conduct an evaluation of an individual unit. 9. **Conclusion**: Review the major points covered in this unit. If the entire module is being taught, introduce the next unit, "Working with Perceptions".