

***“The person who does the work does the learning”***

Phone: 0274 80 79 80
Email: terry@terrywilliamstrainer.com
**Learn more online at**: <http://terrywilliamstrainer.com/>

**Creative Problem Solving Course Outline**

**COURSE LENGTH: HALF DAY**

**OUTCOMES**

* Purposefully Creating an Activated/Proactive Team
* Recognising Growth and Fixed Mindsets
* Learning How to Train Your Brain to be Growth Oriented
* Reframing for Optimism to Develop a Better Culture, and Outcome Orientation
* The 3 P's and the ABCDE Models to Re-approach Situations Through a Different Lens
* Cultivating a Curious Approach to Situations and Problems
* Using the Ladder of Inference
* Developing Action Orientation
* Decision Making
* Innovation and Creativity
* Engagement and Performance

You’ll see a variety of learning strategies: cooperative / collaborative, constructive, experiential, Socratic, accelerated learning. Participants will experience rotation of paired / small group work, the creation or completion of partial existing content to adapt it to their own situations, the tactical use of purposeful questions to guide people to self-discovery rather than just telling, intermittent problem-solving team-based challenges, a welcoming learning environment that gets the learners and their brains ready to learn.

As part of addressing ever-diverse groups, as well as being generally wise principles of learning, I also draw on principles from the field of Maori education:

* Ako (Learners also learn when they teach others)
* Poutama (Like a ladder, learning needs to climb on previous learning)
* Te Whare Tapa Wha (The learner’s needs need to be met across multiple dimensions: physical, mental, emotional, social)
* Tuakana Teina (‘buddy system’)

People are different and some topics lend themselves to being best delivered by particular styles. Therefore, what you get is *variety*, and a professional, experienced facilitator able to take examples and scenarios from the real-world of the participants and workshop them together in real-time, as opposed to didactic linear delivery of generic content. These methods ensure a productive, effective, and efficient balance between the delivery of academic content, and a practical and relevant session that is engaging, memorable, and interactive.