LESSON SUBJECT (21st Century Skill, Lesson Number: Topic)

Analysis/Solution Mindset, Lesson 1: Solving Problems

Written By: Rajinder Gill, Co-Creator of the New World of Work Series

Enhancements By: Shannon Wells, Statewide TAP Employability Skills; Sheila Redoutey, Columbia College; Casey Schurig, Shasta College; Lisa Gardiner, Lassen College

ACADEMIC LEARNING GOALS (OUTCOMES/OBJECTIVES) FOR THIS LESSON:
(What learners should know or be able to do as a result of the lesson.)

The four primary attributes of Analysis/Solution Mindset covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 1 & 2:

1. **Considers different viewpoints and puts effort into understanding why information may be presented in a certain way.**
2. **Looks at the bigger picture of the work situation, community, or society when solving problems.**
3. Examines information and data using critical thinking skills.
4. Takes time to think about different ways of solving a problem and tests out ideas to see which one is best.

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:
(What elements of the lesson allow learners to utilize critical thinking techniques.)

- Using facilitation strategies in addition to instruction will encourage learner participation and opportunities to exercise critical thinking.
- In this lesson, the facilitation strategies are discussion/interaction prior to “Popcorn Share-Out” and practice exercise handout.
- Think of the 80-20 rule. 80% of this lesson is ready for use, 20% can be enhanced by interactive activities and examples you come up with as an instructor. After using this lesson, you can provide your feedback and enhancements through the www.newworldofwork.org website.
MEDIA, HANDOUTS, OR EXTRA MATERIALS: (What media is used in addition to lesson plan.)

The skills lessons have been designed to go along with the New World of Work/CreatorUp video content. All the Lesson 1’s can incorporate the “What Not to Do” videos and all Lesson 2’s can utilize the 21st Century Skills Video Assessments. These videos can also assist in hybrid/online courses. Gauge student interest in the videos and play throughout the course as needed.

This lesson uses:

New World of Work “What Not to Do” Analysis/Solution Mindset video:
www.youtube.com/watch?v=zJLYITrTGo0

Dr. Tina Seelig Reframing video:
www.youtube.com/watch?v=vPIFE_fcKb4

Problem Solving Exercise Handout

INSTRUCTION: (List of reproducible steps for the lesson.)

Instructor Notes (General):

To allow for greater flexibility of delivery, lessons can be shortened to fit into a 45min class period. They can be expanded, with more time for facilitated activities and examples, up to a 90min session.

PPT presentation slides have been kept basic to avoid copyright infringement on images hosted open source. Feel free to add your own images when presenting the slides to your learners.

Instructor Notes (Lesson-Specific):

If you are covering the skills in a series, the Analysis/Solution Mindset lessons can follow the Empathy lessons because attentive listening and being able to understand outside perspectives are also core elements to problem solving.

For the major concepts presented in this lesson, there are supplementary sources of information provided if you or your students would like to do more research.
1. **PPT Slides 1 & 2:** Introduce the lesson and the concept of Analysis/Solution Mindset. Let students know this lesson will primarily focus on the first two traits of the four listed on Slide 2.

2. **PPT Slide 3:** Play the Analysis/Solution Mindset “What Not to Do” Video: www.youtube.com/watch?v=zJLYITrTEn0

   Ask students if they have experienced a time during college working on a project or in their workplace/internship where someone encountered a problem and just gave up rather than trying to develop solutions? Specific examples, without names, are better.

3. **PPT Slide 4 & 5:** Review the concept of reframing as a means to analyze a situation from a different perspective to come up with solutions. Play the Dr. Tina Seelig video: www.youtube.com/watch?v=vPIFE_fcKh4

   For more on Reframing, visit: www.fastcodesign.com/1672354/how-reframing-a-problem-unlocks-innovation

4. **PPT Slide 6:** Run through the scenario with the class and have them comment on what perspectives they should take into account and why, what information is needed, and what some of the possible solutions are. If you have time, you can ask students to provide real examples from their work experiences that could benefit from reframing.

5. **PPT Slide 7:** Remind students reframing can go both ways: stepping back to see the larger context or focusing in on smaller parts of a bigger issue.

6. **PPT Slide 8 & 9:** It is important to emphasize the need to collect information to help make decisions during the problem solving process. The way information is presented can be flawed/biased. Modern workers are bombarded with information on a daily basis, so they must be able to understand how the sources of information can represent subjective opinions, limited points of view, and even inaccurate “facts.”

   References:

7. **PPT Slide 10 & 11:** Use the guiding questions on the slide to step students through the major categories of critical thinking as applied to the way information is presented, especially in the media. Pull up the website and have students analyze the site. What is the core message, the tone, is there marketing/sponsorship that could create bias, etc.?


   The Power of Habit: Why We Do What We Do in Life and Business Paperback- January 7, 2014 by Charles Duhigg
8. **PPT Slide 12 & 13:** To build a sense of motivation around having a solution mindset, share examples of contemporary solutions. Follow up with the idea of how solutions can have an impact on others and the ethics involved.

   a. Christopher Gray struggled to find scholarships when he was putting himself through college. Afterward, he volunteered with low-income students like himself to help them find financial aid options. This lead him, at age 24, to develop the website and app, Scholly, that links students to scholarships they are eligible to apply for. [myscholly.com](https://myscholly.com)

   b. Ellen Grealish, Sheila Murphy, and Gwenn Rosener, a trio of mothers who were experiencing difficulties re-entering the workforce after taking time off to raise their families, decided to start Flex Professionals. The organization helps connect businesses with working mothers seeking part time employment. [www.flexprofessionalsllc.com](http://www.flexprofessionalsllc.com)

   c. Former NFL player David Vobra, retired due to a debilitating shoulder injury, decided to start a training facility called the Performance Vault. He began working with retired Army Staff Sgt. Travis Mills, a quadruple amputee. Vobra realized there was a need for gyms to serve individuals with disabilities, so he established the Adaptive Training Foundation to work with people with disabilities and restore their confidence through athletic movement. [adaptivetrainingfoundation.org](http://adaptivetrainingfoundation.org)

   d. Provide an example of your own, or have your students come up with examples.

9. **PPT Slide 14:** Have students practice a “Popcorn Share” for ideas on how to solve problems. Give each student the Problem Solving Exercise Handout. Have them work independently or in pairs, and then share problems/solutions with the class.

See next page for Class Closure ➔
**CLASS CLOSURE:** (How the information relates to students’ life experiences/academic goals and/or the intro. for the next session of instruction.)

LinkedIn and New World of Work have partnered to provide suggested next steps after each of NWoW’s 21st Century Skills lessons. Learners can go through self-paced, online video courses through LinkedIn Learning’s Lynda.com platform to build on their knowledge and application of employability skills. **This can be done within the class, assigned as homework, and/or hosted online if you are incorporating a hybrid format.** Learners earn certificates of completion, which can be showcased on their LinkedIn profiles along with digital badges and skills verifications.

Go to: [www.linkedin.com/learning](http://www.linkedin.com/learning)

**Suggested Courses and Videos for Analysis/Solution Mindset at the Postsecondary Education Level**

- Problem solving techniques: [www.linkedin.com/learning/problem-solving-techniques](http://www.linkedin.com/learning/problem-solving-techniques)
- Critical thinking: [www.linkedin.com/learning/critical-thinking](http://www.linkedin.com/learning/critical-thinking)

- Learn how to solve problems: [www.linkedin.com/learning/project-management-foundations/learn-how-to-solve-problems](http://www.linkedin.com/learning/project-management-foundations/learn-how-to-solve-problems)
- Engage students in higher-order thinking: [www.linkedin.com/learning/keynote-for-educators/engage-students-in-higher-order-thinking](http://www.linkedin.com/learning/keynote-for-educators/engage-students-in-higher-order-thinking)

*Videos are hyperlinked and can also be accessed through the NWoW-LinkedIn Crosswalk*