



ERASMUS+

Project no. 2018-1-R001-KA204-049335



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

Pack 1 - Problem solving



Barnga. A game about how to face conflicts

- Players are dealt 5 cards each.
- Whoever wins the most tricks will move clockwise to the next table and whoever loses the most tricks will move counter clockwise to the next table.
- After the initial round, players will not be allowed to see the rules or speak to each other. Gestures and pictures are allowed, but players are not allowed to use words.
- The winner will be the person who has won the most tricks in total.
- The first player for each trick may play any suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- If a player does not have that suit, a card of any suit must be played. If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

Problem Solving on a Team

What would you say to or do about a team member in the following situations?

1. Is always late.
2. Whispers to others or starts side conversations during discussions.
3. Gets upset when his/her recommendations are not followed.
4. Hogs the conversation/discussion.
5. Leaves before the job/work is done.
6. Constantly tells jokes and gets people off track.
7. Refuses to work with another “certain” team member.
8. Won't share in the leadership role.
9. Falls asleep.
10. Just sits there.



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

Perception vs. Reality

Read the following short paragraphs aloud.

1. Bob's daughter is on the basketball team, but she doesn't get to play much. His daughter works hard and never complains, but Bob believes this is yet another injustice in his life and his daughter is not getting a fair shake. Bob becomes annoyed and irritated. He angrily confronts the coach, embarrassing his daughter.
2. John's daughter is on the basketball team, but she doesn't get to play much. His daughter works hard and never complains. John believes that the coach wants to win and most likely plays the girls that will help him reach that goal. John feels proud of his daughter's commitment to the team despite not getting to play very much. John offers to help his daughter improve her basketball skills.



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

Perception vs. Reality

Is there any difference in the events as they were described?

What is the critical factor in the different ways each person reacted?

Why might each person perceive the situation differently?



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

Tell Me About a Time When...

- ...did not agree with a teacher or supervisor? How did you handle the situation?
- ...were able to use persuasion to successfully convince someone to see things your way.
- ...were faced with a stressful situation that demonstrated your coping skills.
- ...used good judgment and logic to solve a problem.
- ...set a goal and were able to meet or achieve it.
- ...had to conform to a policy with which you did not agree.
- ...had too many things to do and were required to prioritize your tasks.
- ...were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
- ...tried to accomplish something and failed.
- ...had to deal with a very upset customer or co-worker.
- ...you motivated others



**“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”**

STAR technique

Situation (or Task): Describe the situation that you were in or the task that needed to be accomplished. Be specific and give enough detail so that the interviewer understands. The situation could be from a previous job, a volunteer experience, school, or another relevant environment.

Action you took: Describe the action you took. Be sure to keep the focus on you! Even if you're discussing a group project or effort, talk about what YOU did – not the efforts of the entire team. Don't say what you might do or what you might have done. Say what you DID.

Results you achieved: What happened? How did the event end? What did you accomplish? What did you learn?