



# A Maze of Problems

**A Model for Getting Unstuck  
and Finding Your Way to a Solution**

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**Teleseminar  
Preview**



# A Maze of Problems!

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A Model for Getting Unstuck and Finding Your Way to a Solution

Teleseminar Preview



## What You Get in Your Ready2Go Teleseminar® Program

With the Ready2Go Teleseminar, your package includes:

**Fully developed teleseminar** with:

- Agenda, teleseminar flow, all necessary content, instructions, and scripting
- Participant exercises;
- Activity Sheets for the participants to be emailed or used in a webinar; and
- Follow-up plan which includes:
  - Homework and coaching sessions

**Marketing Guide** with recommendations on how to effectively market your teleseminar including:

- Logistics on how to coordinate a seamless and successful program
- Marketing timeline, and
- Teleseminar checklist.

**Facilitation Guide** which includes facilitation instructions for conducting a successful teleseminar including:

- Knowing your role and moving past initial fears;
- Tips on how to lead a successful teleseminar;
- Connecting with the participants; and
- Preparation for the teleseminar.

**Ready2Go Promotional Guide** with professionally crafted promotional materials including:

- Promotional emails
  - 2 Email invitations;
  - Reminder email; and
  - Follow-up email.

## Teleseminar Schedule

The following agenda is meant to be a guideline and not a hard and fast schedule to keep.




Topic	Time Estimate
Starting the Training	5 min
Introductory Activity – Getting Organized	7 min
Good Problem-Solving Skills	10 min
The STEP Problem Solving Model	10 min
Step 1 – State the Problem	15 min
Step 2 – Think of Possible Solutions	10 min
Step 3 – Edit Down to One	10 min
Step 4 – Plan and Act	10 min
<b>Make Your Offer Here</b>	<b>5-8 min</b>
Application – What’s at Stake?	5 min
Total Time	90 Minutes

# A Maze of Problems!

## A Model for Getting Unstuck and Finding Your Way to a Solution

### Teleseminar Script

(This is a partial script and includes two segments of this 90-minute training)

Time	Content	Notes
5 minutes	<p><b>Starting the Training</b></p>  <p>Directions:</p> <p style="text-align: center;">[Show <i>title</i> slide]</p> <ol style="list-style-type: none"> <li>Begin the training with energy and enthusiasm and have the title slide up on the screen.</li> <li>Welcome the participants to the training by saying something like:           <p style="margin-left: 40px;">“HELLO EVERYONE! And welcome to today’s training on “A Maze of Problems – A Model for Getting Unstuck and Finding Your Way to a Solution.”</p> </li> <li>Introduce yourself.           <p style="margin-left: 40px;">For example, “I’m Sally Smith, the President of Best Life Ever Coaching, and your facilitator for today’s training. I am very excited about this topic that we will be exploring today.”</p> <p style="text-align: center;">[Show <i>agenda</i> slide. Click through each item one at a time.]</p> </li> </ol>	<p>Materials Needed: Pen or pencil, note paper.</p> 
Facilitator Says:	<ol style="list-style-type: none"> <li>Review with participants the agenda for the training, highlighting what will be covered.           <p style="margin-left: 40px;">“Today we are going to explore several key concepts around problem solving. During the training we will:</p> <ul style="list-style-type: none"> <li>▪ Explore a four-step problem solving model to</li> </ul> </li> </ol>	

help you clearly identify your problems and create solutions to solve them.


- Identify the two key traits of all good problem solvers.
- Uncover the root cause of any problem using one simple technique.
- Discover the eight ingredients of good decision-making.
- Recognize the importance of taking action and use a creative tool to formulate a sure-fire plan for implementing the solution to your problem.
- (If you are making an offer, mention it here, such as “Learn how you can use better problem-solving skills to optimize your levels of performance in your business and create more success.”)”

**Facilitator  
Says:**

5. Briefly cover participant protocol:

- Say, “Before we jump in, let’s take a minute to do some housekeeping to ensure that we have a successful training.”
- Tell participants to:
  - Please be respectful of others on the line and keep their background noise to a minimum. It’s best to be in a place where there is no noise so they can focus on the discussion at hand.
  - Tell participants how to mute and unmute their line so they can keep their line quiet during the training should they have background noise.
  - Ask participants to say their name before they speak. We always like to know who we are hearing from.
  - Be participative. These trainings are much more valuable and fun when everyone gets involved.”

6. Say: “O.K., so let’s begin our discovery.”

Time	Content	Notes
<p data-bbox="201 310 362 348">7 minutes</p> <p data-bbox="212 625 383 705"><b>Facilitator Says:</b></p>	<p data-bbox="402 310 1068 348"><b>Introductory Activity – Getting Organized</b></p> <p data-bbox="472 499 1149 571">[Show PowerPoint slide of <i>woman weighed down by her problems</i>]</p> <p data-bbox="402 646 1154 789">“Most of us deal with problems every day in our lives, whether at work or at home, and whether dealing with our own or someone else’s problems. But how effective do we feel at solving them?”</p> <p data-bbox="402 831 1117 936">Most people have never been properly equipped to deal with the numerous challenges, both big and small, that arise every day.</p> <p data-bbox="402 978 1117 1083">And so, we find ourselves making decisions on instinct, not thoroughly thinking through the problem or its root cause.</p> <p data-bbox="402 1125 1143 1230">Or we fall back on patterns or thought processes modeled by others in our families, community, school and workplace.</p> <p data-bbox="402 1272 1101 1339">It is probably safe to say that most of us don’t think of using a systematic approach to solving our problems.</p> <p data-bbox="402 1381 1149 1486">But by using a problem-solving process, you can address the challenges in your life quicker and easier by getting to the root cause and developing a well thought out solution.</p> <p data-bbox="402 1528 1143 1671">Without a process, your solutions may be ineffective, or you’ll get confused, overwhelmed and stuck. And then you may choose to do nothing, which only makes matters worse.</p> <p data-bbox="402 1713 1138 1780">No need to struggle this way when some simple practices can make a big difference!</p> <p data-bbox="402 1822 1101 1890">All it really takes is approaching your problems with a little organization.</p>	<p data-bbox="1192 310 1425 487">Materials Needed: Reference Sheet – “The STEP Problem Solving Model”</p> <p data-bbox="1208 499 1289 516">Facing Problems</p> 

So, let's start today's training by getting organized."

**Learners Do:** Activity: "Taming the Junk Drawer"

**Activity Objective:** Participants share whether they have unorganized spaces in their homes and how this clutter affects their ability to get things done.



Directions:

[Show PowerPoint slide displaying a *messy junk drawer*.]



1. Ask participants if they have a junk drawer or junk closet in their homes.

If they do, ask for volunteers to share what we would find in them.

- Solicit several responses.
2. Ask participants:
    - Why do people have junk drawers or closets?
    - Why are they difficult to eliminate?
  3. Tell participants to imagine that they have been asked to organize their junk drawer or closet.
  4. Ask:
    - How would you go about tackling this task? What system, process, or steps would you use?
    - Likely responses will be around the following...



- Empty the drawer - get a good look at what I have in it.
- Toss what I don't need – identify all the unnecessary items taking up space.
- Toss what no longer works such as pens and toss those that don't work; same goes for liquid paper.
- Sort items by creating categories for the remaining items.
- Create ways to divide items by adding dividers needed to organize the drawer



and keep it that way.

5. Solicit several responses.

[Show PowerPoint slide displaying an *organized drawer*.]



6. Make the following key points:

**Facilitator Says:**



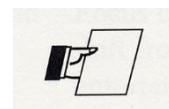
**Key Points to Make:**

- “Not only do we have junk drawers and closets, but we also have junk in our minds, especially when it comes to problem solving.
- Our problems often feel like junk drawers - cluttered, unorganized, unnecessary, and something that doesn’t go away.
- And because of this, we don’t feel like tackling them; instead we just shut them away and keep the mess out of sight.
- If you have been experiencing a maze of problems and don’t know how to get out, using a problem solving process – like the steps you just mentioned for organizing your junk drawer – can allow you to see problems and their solutions more clearly.”

[Show PowerPoint slide of *empty Problem-Solving Conceptual Model*.]

- Say, “Take out the “STEP Problem Solving Model” Reference Sheet.
- In this training, I am going to teach you a problem-solving process called the STEP Problem Solving Model. We will explore each step in this model as we move through the training.
- With each step, I will also offer you a technique to help you perform that step.

The STEP Problem Solving Model





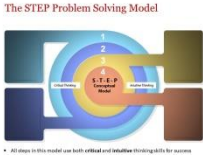
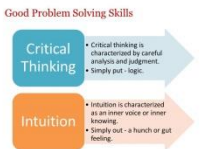
Reference Sheet –  
“The STEP  
Problem Solving  
Model”



**Facilitator  
Says:**

- So, keep this reference sheet handy as we will refer to it often throughout this training.”

**Transition to Next Topic:**

- “Before we dive into the STEP Model, let’s briefly explore two critical skills we naturally use when solving problems.”

Time	Content	Notes
10 minutes	<b>Good Problem-Solving Skills</b>	Materials Needed: Pen or pencil
	<p>[Show PowerPoint slide of <i>person in maze with a flashlight</i>]</p>	
<b>Facilitator Says:</b>	<p>“Effective problem solvers use a combination of critical thinking and intuition when looking for solutions.</p> <p>Let’s define these two concepts and see why both are needed.”</p>	
<b>Learners Do:</b>	<p><b>Activity: “The Need for Critical Thinking and Intuition Skills”</b></p> <p><b>Activity Objective: Participants are introduced to the idea that both critical thinking and intuition are needed for problem solving.</b></p>  <p>Directions:</p> <p>[Show PowerPoint slide of <i>STEP Problem Solving Model with two skills added.</i>]</p>  <ol style="list-style-type: none"> <li>Say to participants:           <ul style="list-style-type: none"> <li>“Many people say problem solving requires the use of critical thinking skills;</li> <li>Others say problem solving relies on intuition.</li> <li>Both are true.”</li> </ul> </li> <li>Show PowerPoint slide of <i>good problem-solving skills</i>.</li> <li>Continue with:           <ul style="list-style-type: none"> <li>“Critical thinking is characterized by careful analysis and judgment.</li> </ul> </li> </ol>	

Time	Content	Notes
	<ul style="list-style-type: none"> <li>○ Simply put – it is based on logic.</li> <li>○ Intuition is characterized as an inner voice or inner knowing.</li> <li>○ Simply put – it relies on a hunch or gut feeling.”</li> </ul> <p>4. Next, make the following key points:</p>	
<p><b>Facilitator Says:</b></p>	 <p><b>Key Points to Make:</b></p> <p>[Show PowerPoint slide of <i>quotes</i>]</p> <ul style="list-style-type: none"> <li>▪ “In reality, it is difficult to use only one or the other when addressing our problems.</li> <li>▪ These experts explain it best.               <ul style="list-style-type: none"> <li>○ Robert Heller says, “Never ignore a gut feeling, but never believe that is enough.”</li> <li>○ And Dr. Jonas Salk says, “The intuitive mind tells the logical mind where to look next.”</li> </ul> </li> <li>▪ “The point here is that since both critical thinking and intuition skills play off one another, it is important to consider both when solving our problems.”</li> </ul>	
<p><b>Facilitator Says:</b></p>	<p><b>Transition to Next Topic:</b></p> <ul style="list-style-type: none"> <li>▪ “Now it’s time to dig into the STEP problem Solving Model.</li> <li>▪ These steps will provide you with a way of moving through your problems toward solutions that you</li> </ul>	

**Time**

**Content**

**Notes**

[Redacted]

can act upon.”



## **Step #3 – Course Review & Application**

Reviewing what has been learned is critical for long-term retention by participants. This step is the culmination, the fulfillment, of all the learning that has taken place during the training.

**(This is a partial script and includes two segments of this 90-minute training)**

# Activity Sheets

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(This is one of 6 worksheets in this training)

# “The STEP Problem Solving Model” Reference Sheet

A systematic process for problem solving

