Problem-Solving

Name: Anne Elisa Hanson   **Grade: /16 Points**

1. Statement of the problem (2 points):
    What method will work best for potty training my 4 year old nephew?

2. Describe the group you helped to solve a problem. Please do not use names of the individuals. (2 points):
    Mother of Child (29 yrs. old)
    Aunt of Child (30 yrs. old)
    Father of Child (45 yrs. old)
    Uncle of Child (32 yrs. old)
    Family Friend/Advisor (55 yrs. old)
    Child (4 yrs. old)

3. Affinity Diagram: (4 points):
    Using the Crawford Slip Brainstorming method we were each given sticky index cards and were asked to write down on sticky notes all the different methods that could be used to help potty train my nephew. Once all ideas were written down, we placed the index cards into the center of the table. Each member of the group took turns grouping the index cards into categories. No members of the group were allowed to talk during the sorting. Once all members of the group were done sorting the index cards, we read out loud the different stacks of cards. The group discussed and agreed on the name that was to be given to each of these stacks.

These were the ideas we came up with: (some were humorous, but I decided to leave them in because it was all part of the brainstorming exercise.)

- rub his nose in it
- let him wear "big boy" underpants
- find out why? (attention? self-control?)
- reward system
- hold practice sessions
- chart progress
- use potty training doll
- read a related "potty training" story every night before bed
- spanking
- let child be naked all day with an accessible potty nearby
- watch video on potty training
- have sibling help
- buy a "potty pet" as a motivational tool
- musical potty
- place a "target" in the potty that will motivate child to aim
- Sesame Street potty seat
- let him watch Daddy pee
- explain why "Big Boys" don't pee on themselves

These are the categories we made:

Motivational	Consequential	Psychological
▪ reward system ▪ chart progress ▪ use potty training doll ▪ buy a "potty pet" as a motivational tool ▪ musical potty ▪ place a "target" in the potty that will motivate child to aim ▪ Sesame Street potty seat	▪ rub his nose in it ▪ spanking	▪ let him wear "big boy" underpants ▪ find out why? (attention? self-control?) ▪ hold practice sessions ▪ read a related "potty training" story every night before bed ▪ let child be naked all day with an accessible potty nearby ▪ watch video on potty training ▪ have sibling help ▪ let him watch Daddy pee ▪ explain why "Big Boys" don't pee on themselves

4. Matrix Diagram: (4 points):

	Time Needed to Implement	Frequency of Use	Cost	Available Resources	Effect on Nephew	Total
Motivational:						
▪ reward system	9	9	9	9	9	45
▪ chart progress	9	9	9	9	9	45
▪ use potty training doll	3	9	3	1	3	19
▪ buy a "potty pet" as a motivational tool	3	9	3	1	3	19
▪ musical potty	3	9	3	1	1	18
▪ place a "target" in the potty that will motivate child to aim	3	9	3	1	9	25
▪ Sesame Street potty seat	3	9	3	1	3	19
Consequential:						
▪ rub his nose in it	9	1	9	3	0	22
▪ spanking	9	3	9	3	0	24
Psychological:						
▪ let him wear "big boy" underpants	9	9	9	9	3	39
▪ find out why? (attention? self-control?)	3	3	9	9	3	27
▪ hold practice sessions	9	3	9	9	3	33
▪ read a related "potty training" story every night before bed	3	1	3	1	3	11
▪ let child be naked all day with an accessible potty nearby	9	3	9	9	1	31
▪ watch video on potty training	3	1	3	1	3	11
▪ have sibling help	3	3	9	9	3	27
▪ let him watch Daddy pee	9	3	9	9	3	33
▪ explain why "Big Boys" don't pee on themselves	9	3	9	9	3	33

5. Your reaction and analysis of the problem-solving process including the participants reactions. (4 points):

As the group was doing this exercise, we were lighthearted and silly. I got the impression that the rest of the group was not taking this very seriously and had low expectations for the results. This attitude changed gradually at first and then drastically once we began making the Matrix Diagram.

During the brainstorming part of the exercise, members of the group were just quickly writing and throwing ideas out on the table. Once we started putting the ideas into categories, the group members began to take the exercise much more seriously. It was initially hard to put the index cards into groups because everyone had differing points of view, but after a few minutes, all the cards fell into place and the categories were named.

The real enthusiasm began when trying to assess each idea and assign points to it. There were a few disagreements on what the specific values of each item and criteria should be. (Sometimes the loudest protests came from my nephew!) Once the values were all in place, everyone was surprised by the outcome. The general consensus was that Matrix Diagrams really work! The results showed that the methods that were most likely to work were the methods that required little cost and more intrinsic motivation. We all assumed that some of the "gadgets" would be the most motivational.

The Crawford Slip Brainstorming along with the Affinity Diagram and Matrix Diagrams allowed everyone to pitch in and feel like their input was important. The whole process was organized and efficient with little arguing or fighting. The results were easy to read once the totals were calculated. It was also clear what steps were to be taken and how in order to solve the problem.