HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT

**INNOVATIVE WORKPLACE - SATISFYING PLACE TO WORK**
*(training programme)*

Marzena Grzesiak

Magdalena Olczyk

Anita Richert-Kaźmierska

# INNOVATIVE WORKPLACE - SATISFYING PLACE TO WORK

## *(training programme)*

**Authors:**

**Marzena Grzesiak**
**Magdalena Olczyk**
**Anita Richert-Kaźmierska**

Publication Date: 31.01.2020

# Contents

## 1. Aim of training and target group

This training is dedicated to employees and middle-level managers.

The aim of the training to improve personal productivity, enhance a professional reputation and enable employees to apply innovative work practices. It will be achieved by:

- to increase creativity among employees (workers will be more likely to think critically about tasks, stay engaged with their work, and share their ideas with the rest of the company)
- to prepare companies, how to manage and profit from age diversity in the workplace
- to inspire employee about design thinking methodologies, to inject workers with a customer-centric mindset to make sure products and services meet your customers' needs and to adopt a structured approach to uncovering the needs of clients.

This course will feature:

- creating an agenda to take full responsibility for your life and your success
- creating value to the organization through increased personal productivity
- fostering a collaborative culture
- building a personalized blueprint
- being proactive to lead and initiative action

By the end of this course, employees will be able to:

- recognize individual personality traits & apply strategies that will enhance personal & collaborative success
- apply interpersonal strategies that will generate productive outcomes
- appraise current team performance & diagnose action to generate improvement
- appreciate the value that initiative has in the leadership role
- synthesize ideas to construct an agenda for company development.

## 2. Content of the training INNOVATIVE WORKPLACE - SATISFYING PLACE TO WORK

| Parts of the training | Substantive scope | Forms | | Duration |
|---|---|---|---|---|
| 2-days for knowledge sharing (I phase) | **Organization culture** | Introduction – presentation | ~1h | |
| | | Workshop | 3h | |
| | **Employees' role in enterprises** | Introduction – presentation | 1h | |
| | | Workshop | 3h | |
| | **Design thinking** | Introduction – presentation | 1h | |
| | | Workshop | 5h | |
| 12-18 weeks for projects realization (II phase) | Project planning | Activities in the companies Possibility of getting the coach's support | | 12-18 weeks |
| | Project implementation | | | |
| | Project evaluation | | | |
| 1-day workshop for summarizing the projects (III phase) | Projects' presentation | Interactive presentations | | 6h |
| | Final summary (what went perfect/wrong and why?) | Discussion | | 2h |

### I Phase - training

| Organizational culture | ~4h |
|---|---|
| **Aim of the course** | The main aim of the course is to show participants (employees and co-entrepreneurs) how important in modern enterprises are the employees: their knowledge, skills, experience, and commitment to the company. |
| **Acquired knowledge and skills** | Knowledge about the employees' roles in modern enterprises. Skills of working creatively, independently, and taking over the leadership. Skills of own career management. |
| **Main themes** | We are different but we are the team (between individualism and collectivism) - 1h Different generations at the workplace (opportunities and threats) - 2h The modern employee: between muscle strength and power of the mind - 1 h |
| **Special requirements** | A small group of course participants (max 10 persons) Case studies A room that allows working in small groups Multimedia equipment Stationery |

| Employees' role in enterprises | ~4h (4x45min) |
|---|---|
| **Aim of the course** | The main aim of the course is to show participants how important enterprises are "modern employees" holding social, integrative, and hybrid skills, as well as age-diverse teams and team working. |
| **Acquired knowledge and skills** | 1. Knowledge about the employees' roles in modern enterprises. 2. Knowledge about the potential of age-diverse teams. 3. Skills of working creatively, independently, and taking over the leadership. 4. Skills of team building and team working. |
| **Main themes** | 1. We are different but we are the team (between individualism and collectivism) – 60-90 minutes 2. Different generations at the workplace (opportunities and threats) – 90-120 minutes 3. The modern employee: between muscle strength and power of the mind – 30-45 minutes |
| **Special requirements** | A small group of course participants (max 20 persons) Movie presentation A room that allows working in small groups Multimedia equipment Stationery |

| Design thinking | 6h (6x45min) |
|---|---|
| **Aim of the course** | The main aim of the course is to show participants benefits and challenges regarding the design thinking usage in the company. |
| **Acquired knowledge and skills** | 1. Knowledge about the application design thinking method into the enterprise. 2. Methods of problem identification and solving. 3. Practical skills in defining the problem and find the solution. |
| **Main themes** | 1. Design Thinking concept: creators of the DT approach, the essence of the concept, stages, added value, practical use of DT. 2. Defining the task (practical everyday problem) that should be solved by creating a new solution or improving the current one. Brainstorming method within the whole group. 3. Defining the person - potential users of the final prototype and empathy map, allowing them to diagnose their emotions and the state that will accompany them during the "challenge". Work in groups of 2-3 people. 4. Identifying problems within the specific 'challenge'. Trying to answer the question: What is the problem for the person? Work in groups of 2-3 people. |
| **Special requirements** | A room that allows working in small groups Multimedia equipment Stationery |

**Summary session**

At the end of the training summary session should be planned. This is an opportunity to discuss/exchange ideas for innovative solutions to improve comfort in the workplace.

The coach should discuss with every company's representatives discuss further activities including:

➨ 12-18 weeks - projects realization in the enterprises (**II phase**)

➨ Summary workshop (**III phase**).

This project should be concerning the innovative solutions for the organization:

➨ It could be something small – NOT REVOLUTION

➨ At least 1 project.

Therefore it must be noted for the second part that the topic etc. of the project work must be discussed and agreed with the lecturers within the first 14 days of that phase.

**Summary workshop**

This workshop should be planned for approx. 6 hours and include as follow:

➨ <u>Projects presentation</u>

➨ <u>Discussion</u> – What succeeded? What were the problems? What elements of the training were useful?

Every company is obliged to prepare the implementation report (suggested template - in the attachment).

**The methodology of the project's management**

Usually – for the better projects management – the following question should be determined:

➨ The aim and scope of the project.

➨ How to build up the project's team?

➨ Project's documentation.

➨ Work schedule and project's plan for the use of resources.

➨ Risks of the project's implementation.

➨ Monitoring and control of project implementation.

➨ Assessment of project achievements and preparation of a report/presentation summarizing the project.

**Useful links:**

https://www.projectmanagement.com/

https://www.researchgate.net/publication/320101542_PROJECT_MANAGEMENT_HANDB OOK/link/59ce1dce0f7e9b22563b27b0/download

https://www.researchgate.net/publication/320101542_PROJECT_MANAGEMENT_HANDB OOK/link/59ce1dce0f7e9b22563b27b0/download

# Appendix 1

**Template of the implementation report**

## Project implementation report and evaluation

**Part I (before realization)**

*Project description*

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

*Place of implementation*

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

*The main aim of the project*

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

*Schedule*

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

*Team/ Leader*

……………………………………………………………………………………………………
……………………………………………………………………………………………………

*Necessary resources*

……………………………………………………………………………………………………
………………………………………………………………………………*Training*………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

## *Risk analysis*

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

## *Monitoring/ control (tools, time, procedures, etc.)*

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

## *Consultation (with a coach if needed)*

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

## Part II (after realization)

### *Please asses*

| Questions | (0) | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|---|
| Does the project' aim was defined precisely? (according to SMART methodology) | | | | | | |
| Does the project' team was formally stated? | | | | | | |
| Does the project schedule was kept? | | | | | | |
| Did the resources were properly calculated and assigned? | | | | | | |
| Did the monitoring and control tools were prepared? | | | | | | |
| Did the project aim was achieved? | | | | | | |
| | | | | | | |

*Describe the biggest success.*

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

*Describe the biggest failure.*

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

*How do you asses the consultation process? (consultant competency, communicativeness, etc.)* …………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

*What you suggest adding the initial training? (for better project realization)*

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

*Other suggestions (tips for future)*

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

# Training aim

➡ It will be achieved by:

➡ to increase creativity among employees (workers will be more likely to think critically about tasks, stay engaged with their work, and share their ideas with the rest of the company)

➡ to prepare companies, how to manage and profit from age diversity in the workplace

➡ to inspire employee about design thinking methodologies, to inject workers with a customer-centric mindset to make sure products and services meet your customers' needs and to adopt a structured approach to uncovering the needs of clients.

# Training programme

- **Module I**
  - *Determinants of innovative behavior: A path model of individual innovation in the workplace*
- **Module II**
  - **Employees' role in enterprise**
- **Module III**
  - **Design thinking**

# Module I Employees Creativity:
## Module I. 1. How to obtain a competitive advantage and an innovative edge within organizations via employees creativity

<u>Objective</u>

generation a list of highly creative ideas; creative thinking skills

<u>Time</u> : 65 minutes

<u>Methods</u>

Interactive lecture with presentation

ABC Avalanche, Scamper, COCD Box,  PPCO

Group's discussion

<u>Number of participants</u> up to 20

# Module I Employees & Motivation
# Module I.2 The role of motivation in innovative behavior of employees

<u>Objective</u>

the key factors of motivation; creating a motivational organization & job

<u>Time</u> : 65 minutes

<u>Methods</u>

Interactive lecture with presentation

Group discussion

Group games

<u>Number of participants</u> up to 20

# Module I Employees & Communication
# Module I.3 Communication as a factor of innovation fostering

**Objective**

active listening, communication skills

**Time** : 65 minutes

**Methods**

Interactive lecture with presentation

Group games

**Number of participants** up to 20

## Module II Employees' role in enterpreises
## Module II.1: We are different but we are the team (between individualism and collectivism)

Objective

build up employees' awareness about the role of teamwork in the company; conditions for building effective teams

Time 60-90 minutes

Methods

Interactive lecture with presentation

Group's discussion

Excercise–OddCouples

Number of participants 6-20

# Module II Employees' role in enterpreises
# Module II.2: Different generations at the workplace (opportunities and threats)

<u>Objective</u>

characteristics of different generations and analysis of their impact for organization and management at the workplace

<u>Time</u> 90-120 minutes

<u>Methods</u>

Interactive lecture with presentation

Watching the movies

Work in small groups; group's discussion

<u>Number of participants</u> 10-20

# Module II Employees' role in enterpreises
# Module II. 3: The modern employee: between muscle strength and power of the mind

<u>Objective</u>

modern employees' skills identification; analysis of specificity of modern workplaces

<u>Time</u> 30-45 minutes

<u>Methods</u>

Interactive lecture with presentation

Watching the movie

Group's discussion

<u>Number of participants</u> up to 20

# Module III Design thinking

**Objective**

Aim of the workshop: Introducing the Design Thinking methodology to participants through its practical application. Due to the limited time of the workshop - presenting three of the five stages of the methodology (Empathy, Defining the Problem, Generating Ideas)

**Time** 6x 45 minutes

**Methods**

Lecture with presentation

Watching the movie                    (45min)

Workshop

**Number of participants** up to 20

# After training

➡ At the end of training - the opportunity to discuss / exchange ideas for innovative solutions to improve comfort in the workplace

# How we will work?

- Training (2 days)
- 12-18 weeks - projects realization in the enterprises
  - Innovative solutions for the organization
    - It could be something small – NOT REVOLUTION
    - At least 1 project
- Summary workshop
  - Projects presentation
  - Disscussion – co się udało? Jakie były problemy? Jakie elementy ze szkolenia na początku zostały wykorzystane?
- Implementation report
- Evaluation
  - Training
  - Project realization/ implementation

# Methodology of project's management.

- The aim and the scope of the project.
- How to build up the project's team?
- Project's documentation.
- Work schedule and project's plan for the use of resources.
- Risks of project's implementation.
- Monitoring and control of project implementation.
- Assessment of project achievements and preparation of a report / presentation summarizing the project.
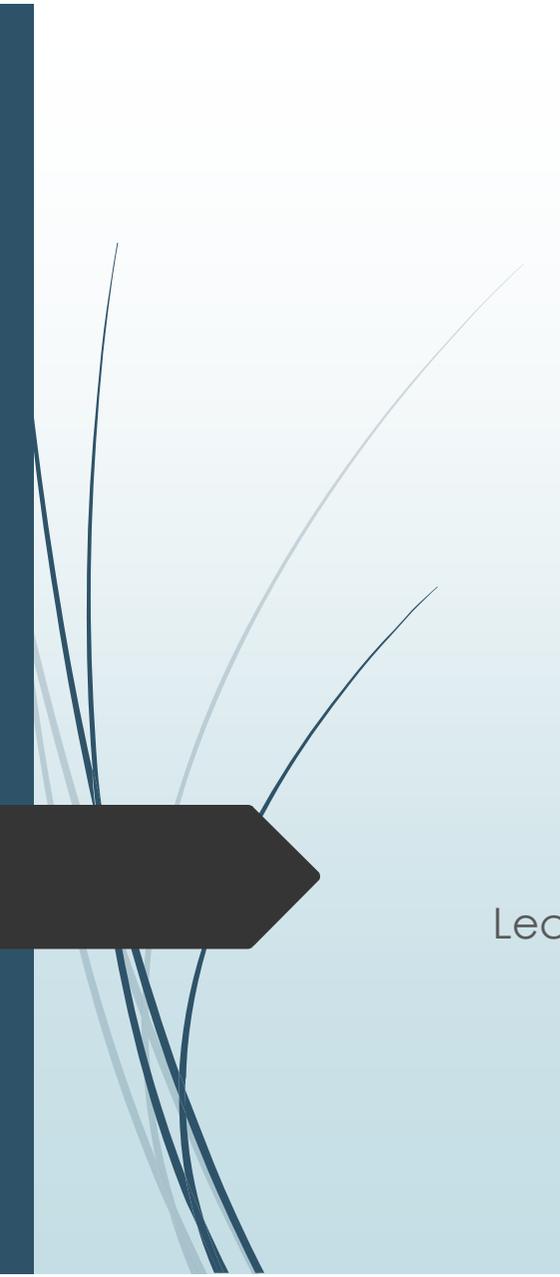
# Organizational culture

Lectures & Workshops

# Content of Modul I

- Employees Creativity course: Lecture (20 minutes), Workshop (45 minutes)
- Employees motivations (Lecture (20 minutes), Workshop (45 minutes)
- Employees communications (Lecture (20 minutes), Workshop (45 minutes)

# How to improve a employees creativity

Lecture and Workshop

Lecture  (20 minutes)

# Creativity is defined as:

the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others

# Characteristics of the creative personality
## Creative individuals:

- have a great deal of energy, but they are also often quiet and at rest
- tend to be smart, yet also naive at the same time
- have a combination of playfulness and discipline, or responsibility and irresponsibility
- alternate between imagination and fantasy ant one end, and rooted sense of reality at the other
- seem to harbor opposite tendencies on the continuum between extroversion and introversion.
- are also remarkable humble and proud at the same time
- to a certain extent escape rigid gender role stereotyping and have a tendency toward androgyny
- are thought to be rebellious and independent
- are very passionate about their work, yet they can be extremely objective about it as well

# Why creativity is so important in enterprises?



Creativity and innovation in entrepreneurship

Opportunity
(Problem, gap, changing environment, new need)

Idea
(new way, alternative process, combination)

Invention
(Product, service, process, combination)

Commercialise
(Resource acquisition, Convert into profitable venture, line)

Creativity
(Cognitive process of overcoming gap, 1$^{st}$ creation through thinking )

Innovation
(Action, execution, 2$^{nd}$ creation through implementation)
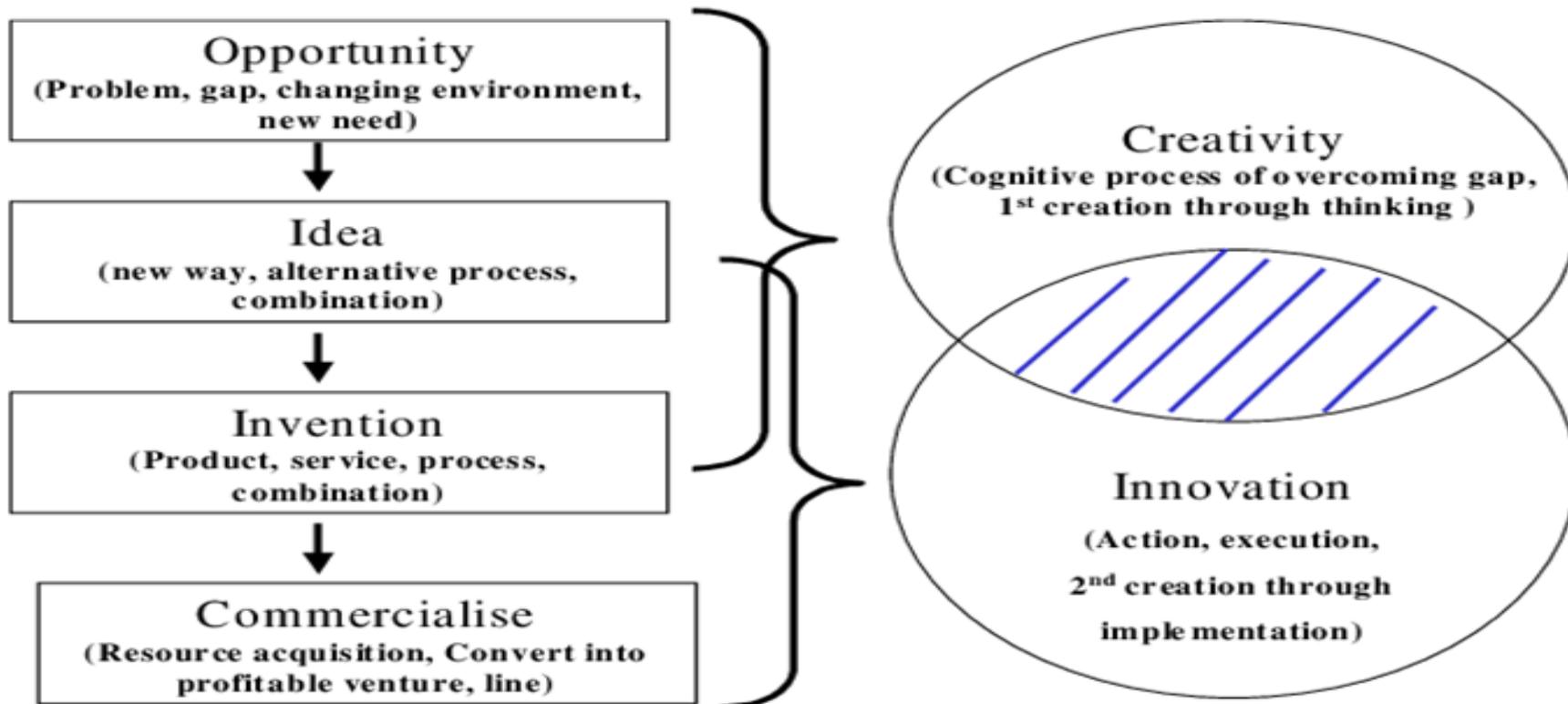
# Ways to Enhance Employees' Creativity and Innovation in the Workplace

➡ **Defining the Creative Environment**

innovation isn't something that occurs naturally. It will require effective strategies and the right framework in which to be successful. However, when your organization's employees feel comfortable enough to freely exchange ideas with one another, they'll feel inspired – the first step towards creating an innovative workplace.

## ➥ Allow Flexible Work Schedules

Today, it's growing increasingly more important for businesses to no longer mandate the typical 9 – 5 workday. Instead, flexibility (including work from home options and unlimited vacations) are important ways to accommodate employees.

Studies demonstrate that these schedules help increase employee productivity and overall job satisfaction.

These schedules also lead employees to be much more creative because they're not fixated on precise punctuality, focused on a clock, or rushing around from place to place. They can decompress better and, in turn, they're also able to "think outside of the box."

# Ways to Enhance Employees' Creativity and Innovation in the Workplace

➡ **Encourage Breaks**

It's important to build breaks into your workday so that you can be more productive while also enjoying your job more. This is also another great way to improve your creative thinking because you'll no longer feel as though you have your nose to the grindstone.

Instead, you'll feel like you have more of an active choice in the work that you do because you're no longer under pressure to complete a job. When this happens, you can feel more relaxed and give things more thought – even if you need to walk away for a while so you can come up with a solution you deem appropriate.

# Ways to Enhance Employees' Creativity and Innovation in the Workplace

➥ **Provide Training and Learning Opportunities**

Another great way to encourage your employees to be creative is to offer them opportunities whereby they're able to learn how to do so. Some ways of doing this include training seminars, lectures, and hands-on lessons. You may surprise yourself by seeing how these things will help each employee be innovative in their own work, too.

# Workshop (45 minutes)

Source: workshopbank.com

Tools proposed by

Erik op ten Berg

# Objectives

- To generate a list of highly creative ideas to a shared challenge

- To systematically select the best ideas and conduct initial feasibility studies

- To help people mobilize their creative thinking skills

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# When would you use it?

- When you're looking for breakthrough thinking or the 'next big thing'

- When you want to help people to postpone their judgments and look for alternative ideas

- When you want to stop people thinking too seriously about a particular challenge

**A** ----------------------

**B** ----------------------

**C** ----------------------

**D** ----------------------

**E** ----------------------

**F** ----------------------

**G** ----------------------

**H** ----------------------

**I** ----------------------

**J** ----------------------

**K** ----------------------

**L** ----------------------

**M** ----------------------

**N** ----------------------

**O** ----------------------

**P** ----------------------

**Q** ----------------------

**R** ----------------------

**S** ----------------------

**T** ----------------------

**U** ----------------------

**V** ----------------------

**W** ----------------------

**X** ----------------------

**Y** ----------------------

**Z** ----------------------

# ABC AVALANCHE

1. Write down the central question

2. Write down the letters of the alphabet in two columns.

3. Generate many ideas

4. Sort them by their first letters

5. Complete the alphabet

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# BREAKING ASSUMPTIONS

1. List 5 assumptions present in the question or in the list of ideas

2. Take the opposite of each assumption

3. Imagine new solutions that run opposite to the initial assumptions

4. Add these to your list of ideas

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVESITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# ASSOCIATION FLOWER

1. Write keyword in center of piece of paper (see template on next page).

2. Write around this keyword four associations

3. Make at each word a chain of 5 associations

4. Focus on one word and make a force-to-fit to the initial question; write down your new ideas

5. Take other words and do the same

6. Make the list of ideas as large as possible.

# ASSOCIATION FLOWER (TEMPLATE)
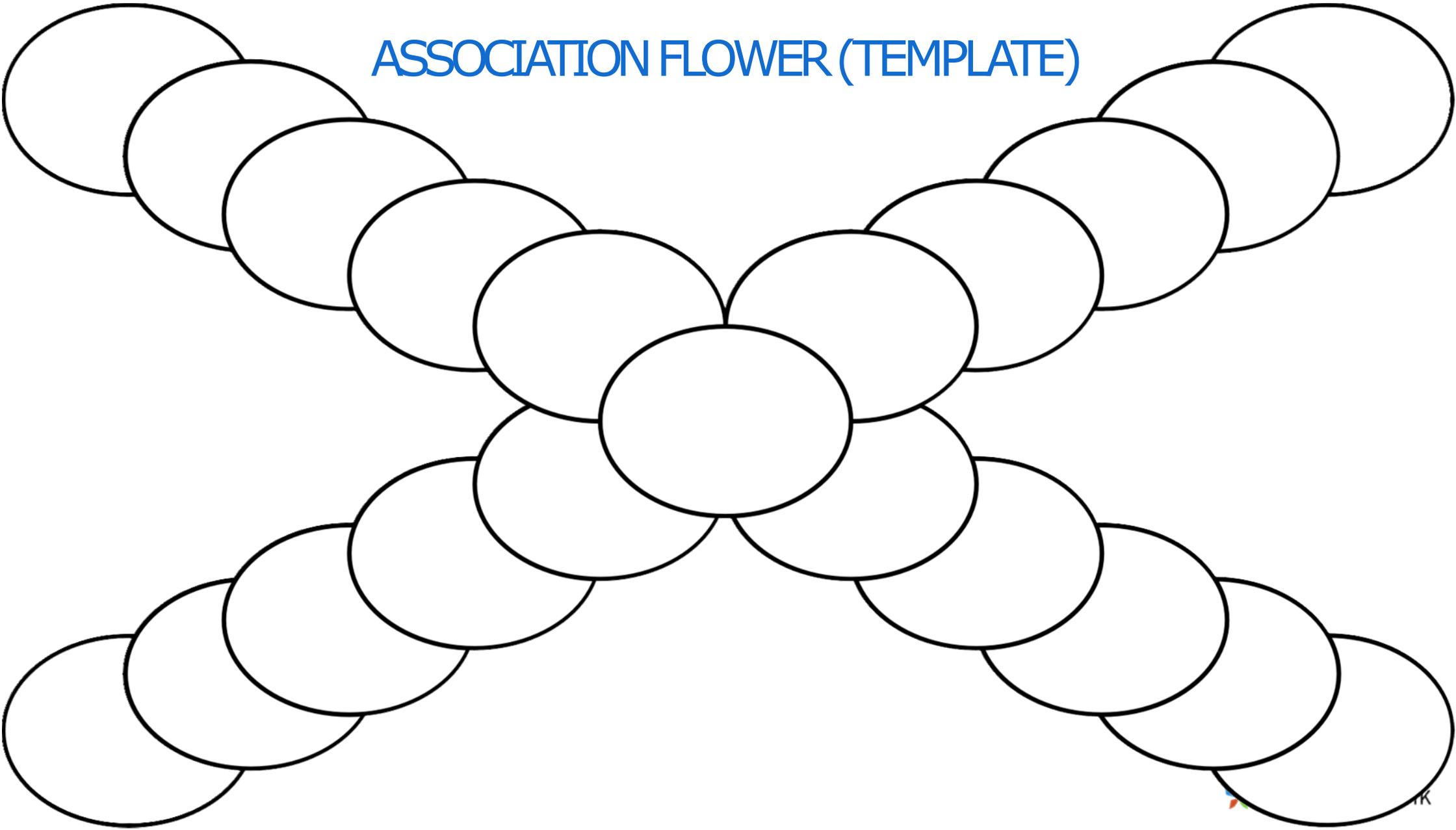
ASSOCIATION FLOWER EXAMPLE

Spain

Arena

Boxing

Laughing

Pleasure

Present

# VISUAL CONNECTIONS

1. Focus on an interesting object, picture or an article in a newspaper

2. Write down your thoughts, reactions, impressions and observations

3. Make connections to the central topic and write these down as new ideas

4. Repeat this several times and expand your list of ideas

GDAŃSK UNIVERSITY OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# SCAMPER

1. SUBSTITUTE - parts, the whole, material...

2. COMBINE - functions, material, just different...

3. ADAPT - other color, place, use, form, timing...

4. MAXIMIZE - bigger, stronger, longer, more time, macro level, use more often...

5. MINIMIZE - smaller, lighter, shorter, micro level, less important...

6. PUT TO OTHER USES - other context...

7. ELIMINATE - parts, functions, material...

8. REVERSE - sequence, upside down, inside out...

# ANALOGY WITH NATURE

1. List several names of animals

2. Choose a special animal with no link to the problem

3. List 10 characteristics about this animal

4. Use each characteristic as a stimulus for new ideas

5. Make a force-to-fit to the problem and boost your list of ideas

# SELECTING IDEAS

- 5-15 IDEAS: everybody selects his or her 1-3 favorite hits; make out of these a top 3.

- 15-40 IDEAS: 5 sparkling ideas per person; focus on these and define an overall top 5 using dots or hits.

- >40 IDEAS: select individually 5-8 blue-red-yellow ideas (COCD-box); define the BIG 5 in each color.

GDAŃSK UNIVERSITY OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# COCD BOX

1. Select individually 4-8 favorite blue, red and yellow ideas

   (now-wow- how)

2. Mark your selected ideas on the idea lists.

3. Put the 10-15 most favorite ideas into the COCD-box.

   Check if these are really the best ideas.

4. Try to combine these 10-15 ideas into a few powerful

   concepts.

COD-BOX ®

|  | | |
|---|---|---|
| | | **YELLOW IDEAS**<br><br>• future ideas<br>• dreams<br>• challenges<br><br>• visionary<br>• red ideas for tomorrow **HOW?** |
| **BLUE IDEAS**<br><br>• easy to implement<br>• previous examples<br>• high acceptability<br><br>• low risk<br>• quick wins **NOW.** | | **RED IDEAS**<br><br>• innovative ideas<br>• potential breakthroughs<br>• exciting ideas<br><br>• make a distinction<br>• can be implemented **WOW!** |

not (yet) feasible

feasibl

common ideas          original ideas
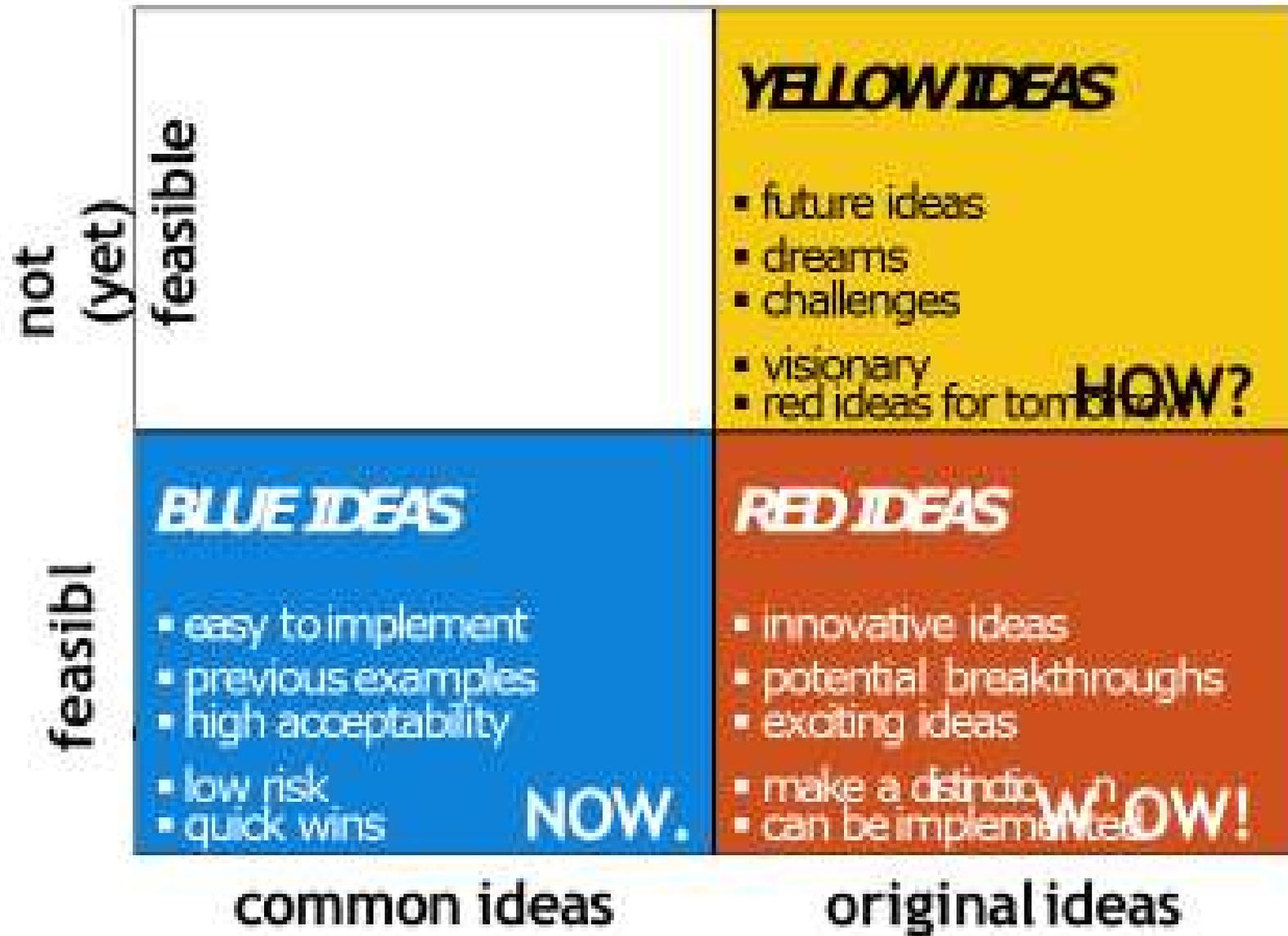
# CONCEPTING

1. Focus on the selected ideas

2. Take one idea and add on different ideas (with and without  dots) from the idea list, to enrich the original idea.

3. Do this for all the selected ideas

4. Give the enriched ideas an attractive title

5. Go on with these results

The
end

# Bibliography

- Beheshtifar M. and Kamani-Fard F.B. (2013). 'Organizational creativity: A substantial factor to growth'. International Journal of Academic Research in Business & Social Sciences 3: 3 98-104

- Çokpekin Ö. and Knudsen M.P. (2012). 'Does organizing for creativity really lead to innovation?' Creativity and Innovation Management 21: 3 304-314.

- Lewis T. and Wright G.A. (2012). 'How does creativity complement today's currency of innovation?'. Journal of Strategic Innovation and Sustainability 7: 3

- Martins E. and Terblanche F. (2003). 'Building organisational culture that stimulates creativity and innovation'. European Journal of Innovation Management 6: 1 64-74.

# Employees & Motivation

Lecture (20 minut) & Workshop (45 minutes)

# Lecture (20 minutes)

Hints

➧ spend about 20 minutes for defining employees motivation, to show importance of motivating staff and to describe internal & external motivation

# Defining Employees Motivation

➥ Experts have not yet agreed on a single definition of motivation. Perhaps this is because every person is motivated differently.

➥ Motivation is defined as a willingness of an individual to put forth high levels of effort toward organization goals while simultaneously satisfying his or her needs

➥ Motivation is related to both performance and enjoyment of one's work life

➥ Different things motivate different people. Some people are motivated by praise. Others are motivated by knowing they did a good job. Still others are highly motivated by being able to cross off all of the items on their to-do list at the end of each week.

➥ Motivation can be an internal process, or it may come from external sources.

# Importance of Motivating Staff

- Motivation is a cornerstone in each employee's success within an organization. If an employee is not motivated to do a good job or to deliver high-quality services to supported individuals, everyone suffers, including the employee.

- An employee who meets the workday with enthusiasm and vigor can also meet the needs of a supported individual who has challenging behaviors or can face the occasional disappointment of unmet goals

- A highly motivated employee performs his or her job duties in a manner that promotes the mission of the organization.

- A highly motivated staff can influence numerous stakeholders to effect change and to create an overall positive environment.

# Internal Motivation

- Internal motivation is based on job satisfaction elements: hygiene, needs fulfillment, and expectancy.

- Hygiene and needs fulfillment theories are based on Maslow's hierarchy of needs and how they influence job satisfaction.

- Maslow's theory identifies human needs and presents them in order of their importance for humans. Two of the most basic needs according to Maslow's theory are physiological and safety needs; these represent the most fundamental of all human needs. At the top of Maslow's hierarchy is self-actualization, which all humans desire but do not necessarily need inorder to survive.

# Internal Motivation

- In the work environment, the basic elements that employees need in order to survive relate to aspects of the job such as supervision, policy and administration, working conditions, interpersonal relationships, status, job security, and salary

- Hygiene theory suggests that good supervision, working conditions, and positive relationships with co-workers and supervisors influence motivation

- Needs fulfillment theory suggests that work satisfaction is also associated with the highest three levels of Maslow's hierarchy: belongingness, esteem, and selfactualization. An employee's satisfaction and ultimately motivation depends on recognition, task completion, level of responsibility, advancement, and growth potential. According to needs fulfillment theory, people will be internally motivated if they are recognized for their accomplishments and have opportunities for growth and advancement.

# External Motivation

- External motivation theory says that the key to an employee's satisfaction is controlled outside of the individual

- Three external motivation theories include reinforcement,goal setting, and equity.

- reinforcement approach to motivating staff is rewarding the person for desirable performance and punishing him or her for undesirable performance

For example, employees who show up to work every day on time and as scheduled are given the chance to be randomly selected to get dinner for two at a local restaurant. However, if they are late, they may be disciplined, and if they do not show up, they may be fired.

# External Motivation

- **Goal-setting** theory is based on the use of written performance goals to motivate the employees. Employees may be increasingly motivated if they participate in the goal setting and receive supervisory feedback during their process of achieving the goal

- **Equity** theory is based on the idea of fairness. Equity theory is based on the idea of fairness. Often employee morale suffers and turnover rates are affected when employees do not perceive that their supervisor is fair. For example, if one staff member feels as though another is treated better or is given additional rewards that are not given to all employees, he or she may feel frustration, anger, or burnout, all of which can lead to the employee quitting the job.

# Bibliography

➥ Beheshtifar M. and Kamani-Fard F.B. (2013). 'Organizational creativity: A substantial factor to growth'. International Journal of Academic Research in Business & Social Sciences 3: 3 98-104

➥ Çokpekin Ö. and Knudsen M.P. (2012). 'Does organizing for creativity really lead to innovation?' Creativity and Innovation Management 21: 3 304-314.

➥ Lewis T. and Wright G.A. (2012). 'How does creativity complement today's currency of innovation?'. Journal of Strategic Innovation and Sustainability 7: 3

➥ Martins E. and Terblanche F. (2003). 'Building organisational culture that stimulates creativity and innovation'. European Journal of Innovation Management 6: 1 64-74.

# Workshop (45 minutes)

➥ this workshop we have looked at various factors in motivation, and philosophies of motivation as put forward by great minds of the business world

# The Key Factors (15 minutes)

- **Topic Objective -** to be able to identify the key factors of motivation.

- **Topic Summary :** we are all motivated by different things, and it is important to recognize that what motivates you will not always motivate others. You should consider before you implement any motivational plan how it might affect everyone in the group.

- **Materials required:** Flipchart

- **Planning Checklist:** take a page of the flipchart to brainstorm what motivates different members of the group.

- **Recommended Activity:** ask people their wildest ambition – something that they could yet do, but only if all obstacles were removed. Find out what it is about that thing that motivates them.

- **Delivery Tips:** this activity is best performed in pairs.

**Sample Worksheet: Ambition**

Ask people their wildest ambition – something that they could do, but only if all obstacles were removed. Find out what it is about that thing that motivates them.

Ambition:

_____

_____

Obstacles:

_____

_____

# Creating a Motivtional Organization (15 minutes)

- **Topic Objective:** to understand how a business which prioritizes motivation can have greater success.

- **Topic Summary:** motivated people will work best in motivated businesses. It is beneficial to us all to have the encouragement of others to do a good job, and motivational organizations do not build themselves overnight.

- **Materials Required:** flipchart

- **Planning Checklist:** take a page of the flipchart to write contributions from participants.

- **Recommended Activity:** ask participants what they consider to be the most important elements of a motivational organization, and where they have worked before that failed to be motivational.

- **Delivery Tips**   This activity is best performed in large groups.

# Creating a Motivational Job (15 minutes)

- ➥ **Topic Objective:** to understand how people who have motivational jobs can keep themselves motivated at all times.

- ➥ **Topic Summary:** An individual with a high level of motivation will do their best work in a motivational job. It is important to retain as many motivational features in a job description as possible, in order to get the right individual

- ➥ **Materials Required:** flipchart, paper, pens.

- ➥ **Planning Checklist:** take a page of the flipchart on which to write contributions from participants.

- ➥ **Recommended Activity:** get participants working in pairs to create an ideal "job description"/advertisement looking for a motivated individual? Being concise, the ad should still feature as many motivational factors as possible.

- ➥ **Delivery Tips:** this activity is best performed in large groups.

- ➥ **Review Questions:** do motivated people make motivational jobs, or vice versa?

# Bibliography

- Danish, R. Q., & Usman, A., (2010). Impact of Reward and Recognition on job Satisfaction and Motivation: An Empirical Study from Pakistan. *International Journal of Business and Management*, 5 (2), 159-167

- Latt, K. A., (2008). Motivating People on the way towards Organizational Performance. Victoria University(Australia), intern analyst, Covalence SA, Geneva

- Oluseyi, S., & Ayo, H. T., (2009). Influence of Work Motivation, Leadership Effectiveness and time Management on Employees' Performance in some Selected Industries in Ibadan, Oyo State, Nigeria. *European journal of Economics, Finance and Administrative Sciences*, 16, 7-23.

- Tella, A., Ayeni, C. O., & Popoola, S. O., (2007). Work Motivation, Job Satisfaction and Organizational commitment of Library Personel in Academic and Research Libraries in Oyo State, Nigeria. Library Philosophy and Practice, 1-16.
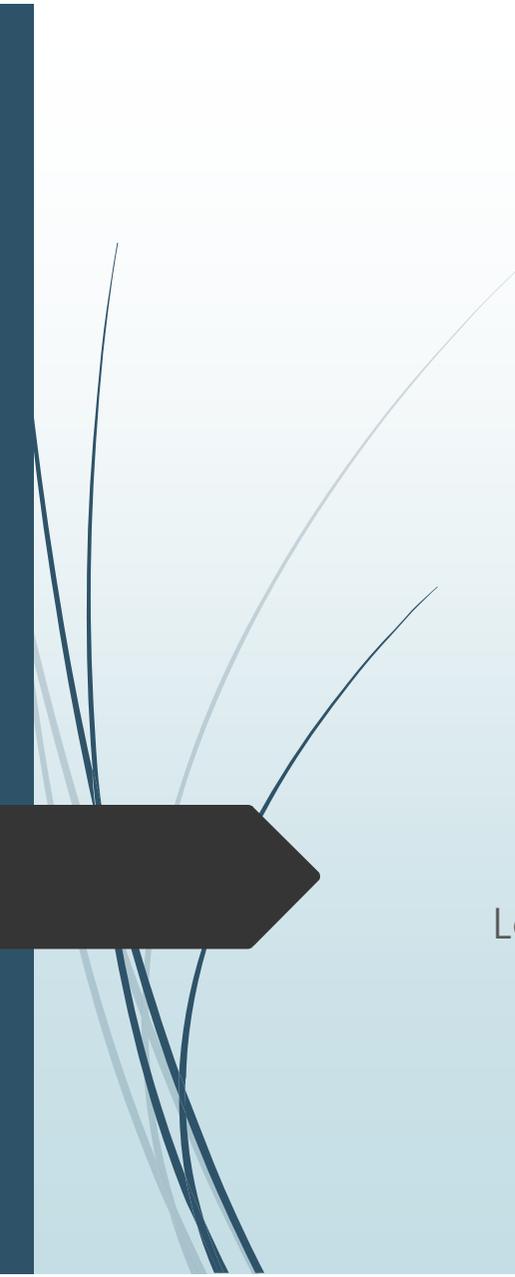
# Employees & Communications

Lecture & Workshop

# Lecture (20 minutes)

Hints

➧ spend about 20 minutes for characterizing definitions, types and forms of organizational communication and describe the most important principles of successful internal communications

➧ For lecture you can use the following useful links

➧ https://instituteforpr.org/employee-organizational-communications/

➧ https://www.predictiveindex.com/blog/five-steps-to-improving-organizational-communication/

➧ https://oer2go.org/mods/en-oya/business-101/Quiz/Chapter12/4-organizational-communication-QUIZ.html

# Organizational communication

➥ remains a vital and critical tool when trying to create and maintain a competitive advantage.

➥ without organizational communication, it would be extremely difficult to know what an organization stands for, why it exists, who its customers are, how work is completed, who has authority over others and so on.

➥ organizational communication serves as the glue that holds everything together while, at the same time, acting as a magnifying glass by making this more clear.

# Two types of communication businesses

➥ **External communication** includes those communications between organizational members and external parties.

➥ **Internal organizational communication** facilitates the flow of information among members of the organization. The flow can be upward, horizontal or downward depending on the organization's structure, chain-of-command and culture.

*Employee/organizational communications* refer to communications and interactions among employees or members of an organization. I use the terms *internal communications* and *organizational communications* to mean the same thing. Internal communications also have been called *internal relations* and *internal public relations*

# Formal Communication Channels

➨ **Upward communication** is *all about feedback*, namely, subordinates providing feedback to their managers

➨ **Downward communication** includes *communication that goes from top to bottom*, or from manager to subordinate. Things such as performance feedback, training, delegation, policy statements, directions or orders are all examples of downward communication

➨ **Horizontal communication** occurs between *organizational members who are on the same level in the managerial hierarchy* of the organization. Some examples of horizontal communication would include collaborating on a task, coordinating resources or peer mentoring a new team member

# Informal Communication Channels

➡ Not all information that is communicated in an organization is formal. The **grapevine** includes all the *informal conversations that occur between organizational members that are not officially sanctioned*.

➡ This social network of employees does not discriminate against individuals' organizational titles or authority; rather it can facilitate information upward, downward and horizontal. Like most rumors or gossip, the grapevine is often spontaneous, moves quickly and, once started, is difficult to stop. While the grapevine is important to give employees a release from organizational pressures, a manager must be sure to monitor the grapevine and intervene when incorrect or damaging information is being transmitted

# Why Internal Communication Matters

- relationships grow out of communication, and the functioning and survival of organizations is based on effective relationships among individuals and groups.

- Organizational capabilities are developed and enacted through "intensely social and communicative processes" Communication helps individuals and groups coordinate activities to achieve goals, and it's vital in socialization, decision-making, problem-solving and change-management processes.

- Internal communication also provides employees with important information about their jobs, organization, environment and each other.

- Communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments.

# Principles of Successful Internal Communications

➥ *Timeliness and Content*

Providing timely and relevant information to individuals, through channels they use and trust, and in language they understand, remains the basis for successful and strategic internal communications.

Communication content should provide context and rationale for changes or new initiatives as they relate to the organization, but especially to the relative performance or requirements of employees in local work units. This underlines the importance of the supervisor's front-line role in communication.

# Principles of Successful Internal Communications

➡ *Channels*

Face-to-face communication is the richest medium. It should be emphasized in internal communications, especially to resolve conflicts or crises, communicate major changes and celebrate accomplishments.

Excellent listening skills reduce errors and misunderstanding, help uncover problems, save time, improve evaluations and facilitate relationship building. Development of excellent listening skills among leaders at all levels in organizations is crucial.

Social media are fast and powerful dialogue-creating channels which can empower and engage employees and members. They influence and alter traditional media and their uses, but don't eliminate them. Communicators should blend new and traditional media in ways that help organizations best achieve their goals and enhance relationships with internal and external publics

# Principles of Successful Internal Communications

➡ *Leadership Roles*

The CEO or senior leader(s) must be a visible and open champion for internal communication. Visibility is the first and most basic form of non-verbal communication for leaders.

The communication style of leaders should invite open, ongoing and transparent discussion so that people are willing to voice their opinions and suggestions.

The actions of leaders at all levels must match their words. This has everything to do with credibility and the extent to which employees will trust, commit to and follow leaders. As author Carolyn Wells said, "Actions lie louder than words."

# Principles of Successful Internal Communications

➡ *Professional Communicator Roles*

Professional communicators must see themselves as internal experts on communication who serve as facilitators and counselors to executives and managers and provide strategic support for business plans.

Communicators must also be organizational experts. They must possess knowledge of the organization's structures, challenges and objectives, as well as understand employee issues and needs and marketplace requirements and realities.

# Principles of Successful Internal Communications

➡ *Participation and Recognition*

Encouraging employee participation in decision making builds loyalty and commitment and improves the overall climate for communication. Participative decision making also often improves the quality of decisions.

Recognizing and celebrating achievements at all levels helps build shared values and organizational identity. Similar social events, rites and rituals contribute to and reflect an organization's distinctive culture.

# Principles of Successful Internal Communications

➥ **Measurement**

Measurement is a key to successful communication in any organization. Through diverse forms and approaches, measurement helps define problems, determine the status quo, record progress, assess value and provide a factual basis for future direction and action. Improving measurement knowledge and practice is an ongoing professional requirement.

# Principles of Successful Internal Communications

➠ *Culture*

Ongoing two-way communication is the foundation for employee motivation and organizational success. Two-way (now every-way) communication provides continuous feedback, which is crucial to learning and to processing organizational change.

# Workshop (45 minutes)

- Face-to-face communication is sill the richest medium in internal communications

- Excellent listening skills reduce errors and misunderstanding

- We propose a set of activities to show the importance of tha active listening and giving participants a chance to practice their skills.

# 1. Communication Origami (10 minutes)

- This is a exercise to help employees understand that we all hear and interpret things differently, even if we are given the exact same information.

- Here's how it works:

- Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.

- Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape.

- Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.

- Give the group your instructions on how to fold the paper into the origami shape of your choice.

- Once the instructions have all been given, have everyone open their eyes and compare their shape with the intended shape.

# Communication Origami (2)

➥ You will likely find that each shape is a little bit different! To hit the point home, refer to these discussion points and questions:

➥ Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

➥ Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions.

➥ Communicating clearly is not easy, we all interpret the information we get differently that's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

# 2. The Guessing Game (10 minutes)

- another fun exercise that can boost communication skills.

- To start, separate the group into two teams of equal (or roughly equal) size. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard).

- When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.

- Take the last 10 minutes or so to discuss and debrief. Use the following points and questions to guide it:

- Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?

- The question would be "What is the object?" which is an open-ended question.

- Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer

# 3. Listener and Talker Activity (10 minutes)

Activty for showing the importance of active listening and giving participants a chance to practice their skills

- Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker's job is to describe what he or she wants from a vacation without specifying a destination. The listener's job is to listen attentively to what is being said (and what is not being said) and to demonstrate their listening through their behavior.

- After a few minutes of active listening, the listener should summarize the three or main criteria the talker is considering when it comes to enjoying their vacation. Finally, the listener should try to sell the talker on a destination for their vacation. After a quick debrief on how well the listener listened, the two should switch roles and try the exercise again.

- This exercise gives each participant a chance to practice talking about their wants and needs, as well as an opportunity to engage in active listening and use the knowledge they gained to understand and relate to the speaker.

# 4. Listen and Draw (15 minutes)

- This exercise is easy to play but not so easy to "win." It requires participants' full attention and active listening.

- Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.

- For example, you might give them instructions like:

1. Draw a square, measuring 5 inches on each side.

2. Draw a circle within the square, such that it fits exactly in the middle of the square.

3. Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

- As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won.

- For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).

# Bibliography

➡ Bibliography

1. https://positivepsychology.com

2. www.united.non-profit.nl/pages/info10.htm

3. www.sdcn.org/webworks/strategies/engaging.htm

4. gov.uk/od/employee_communication/index.html

5. www.sdcn.org/webworks/strategies/integrating.htm

6. www.sdcn.org/webworks/strategies/reflecting.htm

# Employees' role in entrepreises

MODULE II. 1: We are different but we are the team (between individualism and collectivism)

60-90 minutes

# A group versus a work team

**Group -** two or more people with common interests, objectives, and continuing interaction

**Work Team -** a group of people with complementary skills who are committed to a common mission, performance goals, and approach for which they hold themselves mutually accountable

# What is an effective team?

An effective team has certain characteristics that allow the team members to function more efficiently and productively.

They develop ways to share leadership roles and ways to share accountability for their work products, shifting the emphasis from the individual to several individuals within the team

| Team members share leadership roles | They develop their own scope of work | The team schedules work to be done and commits to taking time allotted to do work |
|---|---|---|
| They develop tangible work products | They are mutually accountable for work products | Individual performance is based on achieving team products |

Problems are discussed and resolved by the team

# What does help to build up an effective team?

| Relaxed, comfortable, informal atmosphere | Conflict & disagreement center around ideas or methods |
|---|---|
| Task well understood & accepted | Group aware of its operation & function |
| Members listen well & participate | Consensus decision making |
| People express feelings & ideas | Clear assignments made & accepted |

# Team's environment – how it has changed?

| New Team Environment | Old Work Environment |
|---|---|
| Person generates initiatives | Person follows orders |
| Team charts its own steps | Manager charts course |
| Right to think for oneself. People rock boat; work together | People conformed to manager's direction. No one rocked the boat. |
| People cooperate using thoughts and feelings; direct talk | People cooperated by suppressing thoughts and feelings; wanted to get along |

SOURCE: *Managing in the New Team Environment*, by Hirschhorn, © 1991. Reprinted by permission of Prentice-Hall, Inc.,Upper Saddle River, N. J.

# Team building

It is the process by which organizations enable individuals to come together and form a cohesive team

It is about managing people. Any team is composed of two relationship-types - the relationships between individual team members, and the relationship between individuals and the team as a whole.

# How to build up the team?

Process-focused tactics such as developing communication protocols, using project management software, etc.

Specific tactics such as taking part in team building games and activities.

Organizations that are successful at team building will usually use team-focused tools and protocols across the entire organizations. They'll complement this with targeted team building activities for individual teams

A team with a clear goal is a team that knows what it must do to be successful

1. Identify roles that align with their skills and personalities
2. Develop communication channels with regards to their respective roles
3. Intersect with team members in complementary roles
4. Divide responsibilities while also emphasizing the importance of each role
5. Develop the skills necessary to fulfill a role

**Approaches to Team Building**

**01 GOAL SETTING**

Setting clear goals for the entire team and individual team members

**02 ROLE CLARIFICATION**

Clarifying the roles of individual team members and of the team as a whole

**03 PROBLEM-SOLVING**

Developing skills and approaches for solving problems

**04 INTERPERSONAL-RELATIONSHIPS**

Developing skills and approaches for solving problems

A team is an organic and ever-evolving entity. How team members relate to each other has a distinct impact on how well they perform. A team that lacks trust and open communication will usually suffer from performance issues.

# Why is it worth to build the teams?

Good when performing complicated, complex, interrelated and/or more voluminous work than one person can handle

Good when knowledge, talent, skills, & abilities are dispersed across organizational members

Empowerment and collaboration; not power and competition

Basis for total quality efforts

*"Team building has a positive moderate effect across all team outcomes"*.

Klein et al. 2009

# Excercise – Odd Couples

**Number of participants:** 6-20 people

**Duration:** 45-60 minutes

**Objective:** Improve team bonding and communication skills

# Employees' role in entrepreises

MODULE II. 2: Different generations at the workplace (opportunities and threats)

90-120 minutes

# What is the generation?

Group of people born in same timeframe – typically about 20 years

Share a common context of experiences – shape beliefs, values and preferences

"In addition to coincidence of birth year grouping, a generation is also defined by common tastes, attitudes, and experience…. Those times encompass a myriad of circumstances – economic, social, sociological, and, of course, demographic" (Zemke, Raines, Filipczak, 2010)



Source: How generational shifts will impact business and innovation, http://www.wildespark.com/how-generational-shifts-will-impact-business-and-innovation-part-2

# Generations

Traditionalists/Silent Generation/Matures

 1925 – 1945  (89 – 69 years of age)

Baby Boomers

 1946 – 1964 (68 – 50 years of age)

Generation X/Baby Busters/13<sup>th</sup> Generation

 1965 – 1981 (49 – 33 years of age)

Millennials/Generation Y

 1982 – 2000 (32 – 14 years of age)

Nexters/ Generation Z

 2001 – 2015 (19 – 5 years of age)

Alpha Generation

 2016 – present (4 – 0 years of age)



Five Generations Working Side by Side in 2020

TRADITIONALISTS — Born 1900-1945
BOOMERS — Born 1946-1964
GEN X — Born 1965-1976
MILLENNIAL — Born 1977-1997
GEN 2020 — After 1997

# Traditionalists


WHAT IS THE TRADITIONALIST GENERATION?

Surce: https://study.com/academy/lesson/traditionalist-generation-definition-characteristics-quiz.html
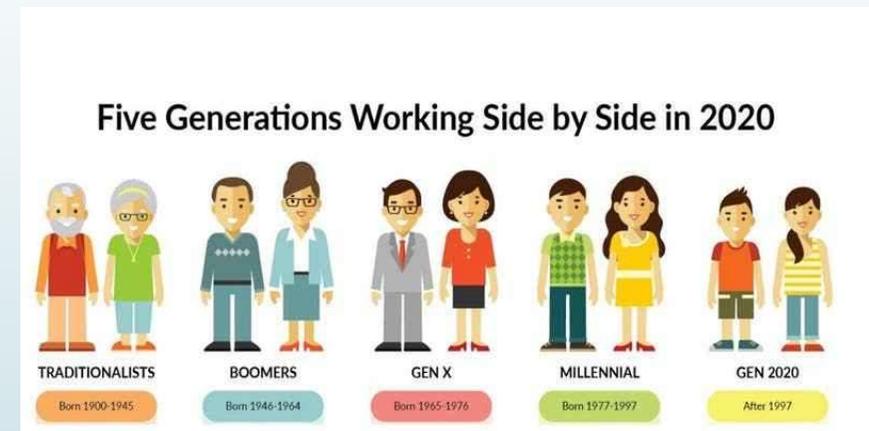
| Defining Events | Characteristics |
|---|---|
| Great Depression | Loyalty |
| The New Deal | Duty |
| World War I | Patriotism |
| World War II | Delayed gratification |
| Penicillin and Polio Vaccine | Save for a rainy day – No social safety net |
| | Personal sacrifice |

# Baby boomers

## Defining Events

End of World War II

Vietnam War begins

First human in space

Assassination of JFK

Women's Right's Movement

Television

Traditional parents – Mom stays home – Financially secure

## Characteristics

Optimism

Idealism

Devotion

Competitive – People to job ratio

"Me" generation

Want to leave their mark

# Generation X



Surce: https://www.vanityfair.com/style/2017/08/why-generation-x-might-be-our-last-best-hope

## Defining Events

End of Vietnam War

Watergate Scandal

Religious scandals – Jim Baker, Catholic priests

AIDS

Technology explosion

Latchkey kids – Many with divorced parents

## Characteristics

Skepticism

Disillusionment

Self-reliant and competent

Demand work/life balance

**Watch the movie: The truth of Generation X**

# Generation Y

**Watch the movie: Why Millenials are killing everything?**

## Defining Events

End of Cold War

Space Shuttle Challenger

Cloning Dolly the Sheep

"Surfing the Net"

Surce: https://www.citywatchla.com/index.php/2016-01-01-13-17-00/los-angeles/18930-millennials-and-others-are-not-homeowners-is-that-a-good-thing

## Characteristics

Digital natives – Explorative, experiential, hands-on learners – Multi-taskers – Highly developed ability to sort through data – Ability to move easily between real and virtual – Most connected/most isolated

Collaborators: crave interactivity – Gravitate toward social interaction – Expect and embrace diversity – Often more comfortable in group activities than flying solo – Respectful of, but not awed by, authority

Achievement oriented – Want clearly defined objectives – Focused on reward (grades) – Want constant feedback – Consumerist Attitude – Expect accountability from institutions

Mindset is NOT work/life balance it is one that only things that are interesting or worthwhile fit into my life

**Have you listened about Millenials?**

# Traditionalists at the workplace

➡ Strict adherence to rules and directives and a strong respect for authority.

➡ Hard working and loyal to the institution, believing that duty and responsibility takes precedence over personal leisure pursuits.

➡ Promotions in a traditionalist workplace may be based upon time served and seniority.

# What other generations (sometimes) say about Traditionalists

Baby Boomers
- They're dictatorial
- They're technological dinosaurs

Generation X
- They've got all the money
- They're too set in their ways

Nexters/Millenials
- They are trustworthy
- They are brave

# Boomers at the workplace

➥ Continues to be the majority generational group in the workplace due to their sheer numbers and representation.

➥ Occupies many of the upper management and executive positions in an organization exerting strong influence over the cultural characteristics of the workplace.

➥ Values hard work, demonstrated by long hours on the job.

➥ Members of this generation are considered workaholics, particularly by younger generations who value work-life balance.

➥ Place value on education and require a high-quality work product; emphasis on teamwork, with regular face-to-face meetings.

# What other generations (sometimes) say about Baby Boomers

Veterans/Traditionalists

- They talk about things they ought to keep private
- They are self-absorbed

Generation X

- They're clueless
- Lighten up; it's only a job

Millenials

- They work too much

# Generation X at the workplace

➡ Has been skeptical of authority and tends to not respect hierarchy, status or title emphasizing flattened hierarchy.

➡ Seeks work-life balance and prefer an informal, fun workplace.

➡ Focus on self-reliance, individual projects and minimal supervision.

➡ This generation is not interested in spending hours in meetings.

➡ Demands high productivity; prefers to complete tasks as quickly to free up more personal time.

# What other generations (sometimes) say about Generation Xers

Veterans/Traditionalists

- ➡ They don't respect experience
- ➡ They don't know what hard work is

Baby Boomers

- ➡ They're slackers
- ➡ They spend too much time on the Internet and e-mail

Millenials

- ➡ Cheer up!

# Generation Y (Millennials) at the workplace

➡ Now well-established within the organization, this generation is the most diverse of all the generational groups.

➡ Those in generation Y are optimistic, confident, civic-minded and fully committed to moral and ethical principles.

➡ Expects full communication, speedy decision-making and requires information to be available immediately. constant email or texting communications, multitasking and a recognition that work is a means to an end.

# What other generations (sometimes) say about Millennials

Veterans/Traditionalists

- They have good manners
- They watch too much TV...with crude language and violence

Baby Boomers

- They're cute
- Can they do my web page for me?

Generation X

- Neo Boomers
- Can't live un-plugged

# Generational challenges at the workplace

Poor communication

Decreased productivity, quality, & innovation

Misunderstood attitudes, relationships & working environments

Less engaged volunteers & coworkers

Lack of motivation, initiative, and team work

Generation Gaps have always existed.

Each generation brings it's own set of values, approaches, beliefs, ethics, life experiences and attitudes to the workplace.

No generation is right or wrong.

Understanding each other can be the competitive advantage.

## For all employees

Appreciate differences

Acknowledge your interdependency

Appreciate what you have in common

Accept and appreciate another's perspective

Take responsibility for making your relationships better

Discuss expectations

Inquire about immediate tasks

Look for ways to cut bureaucracy and red tape

Keep up with technology

## For managers

Focus on goals

Make everyone feel included

Break the bonds of tradition

Show employees the future

Encourage balance

Small groups discussion

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

MODULE II. 3: The modern employee: between muscle strength and power of the mind

Additional materials

1. Instruction for Group discussion

**Number of participants:** no more than 20 people

**Duration:** 10-15 minutes

**Objective:** Recognize the challenges regarding modern jobs and modern employees

**How to organize**

1. Initiate and coordinate the discussion on the forum

2. Involve all participants

3. Topics to use in the discussion:

   a. What are the most important skills needed to succeed in the workforce of the future?

   b. Which of these skills can be taught effectively via online systems – especially those that are self-directed – and other nontraditional settings?

   c. Which skills will be most difficult to teach at scale?

   d. Will employers be accepting of applicants who rely on new types of credentialing systems, or will they be viewed as less qualified than those who have attended traditional four-year and graduate programs?

   e. Is your organization ready for the future employees?

4. Trainer makes the final conclusions.

2. **Further reading**

J. Morgan (2013), The 5 Must-Have Qualities Of The Modern Employee,

https://www.forbes.com/sites/jacobmorgan/2013/08/27/5-must-have-qualities-modern-employee/#243b5c902829

S. Frasard, F. Prasuhn (ed.) (2017),Training Initiatives and Strategies for the Modern Workforce, IGI Global, Hershey.

Co-funded by the
Erasmus+ Programme
of the European Union

10 Job Skills You'll Need in 2020 and Beyond, https://www.hrvisionevent.com/content-hub/10-job-skills-youll-need-in-2020-and-beyond/

Modern Workplace – the all-round solution for IT workplaces, https://www.bechtle.com/de-en/it-solutions/modern-workplace

C. Cudahy (2018), Millennials and the modern workplace: Reno companies cultivate new era of employee culture through flexibility, perks,

https://www.theunion.com/news/business/millennials-and-the-modern-workplace-reno-companies-cultivate-new-era-of-employee-culture-through-flexibility-perks/

The Future of Jobs and Jobs Training, https://www.pewresearch.org/internet/2017/05/03/the-future-of-jobs-and-jobs-training/

The Future of Jobs Report 2018,

https://kometa.edu.pl/uploads/publication/755/e6bc_AA_WEF_Future_of_Jobs_2018.pdf?v2.8

# Employees' role in entrepreises

MODULE II 3: The modern employee: between muscle strength and power of the mind

30-45 minutes

# The emergency for modern employees

There is a growing number of employees who are starting to question the traditional paradigms of where, when and how they work.

Employees who have a more values led approach to work, are more socially conscious and embrace technology.

47% of today's jobs will be gone in 10 years

Co-funded by the
Erasmus+ Programme
of the European Union

# New technologies, AI, robotics

41% of companies have fully implemented or have made significant progress in adopting cognitive, AI and Robotics

77% of these companies believe technology is creating "better jobs", and only 20% see job reductions

50% are retraining workers to work side by side with machines

67% of employees believe they must continuously reskill themselves to stay in their career, and 58% believe they will have a new career within five years

Source: Deloitte Human Capital Trends 2017

# The need of social, integrative, and hybrid skills

❖ Cognitive flexibility - how quickly (and easily) someone can swing, leap and twirl back and forth between different systems of thought

❖ Negotiations

❖ Service orientation - involves stepping into the minds of users and thinking about what they value, fear, and dislike; and developing new products or adapting services to future proof of company or brand

❖ Judgement and decision-making

❖ Emotional intelligence - affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve positive results

❖ Coordinating with others

❖ People management

❖ Creativity

❖ Critical thinking

❖ Complex problem-solving

# Modern employee – modern workplace

Networks of teams

Focus on culture and employee experience

Learning and personal reinvention

Redefining "career"

Design thinking in jobs and work



Source: https://www.theunion.com/news/business/millennials-and-the-modern-workplace-reno-companies-cultivate-new-era-of-employee-culture-through-flexibility-perks/



Source: https://tfliving.com/4-modern-workplace-trends-in-2019/

# What will future jobs look like?
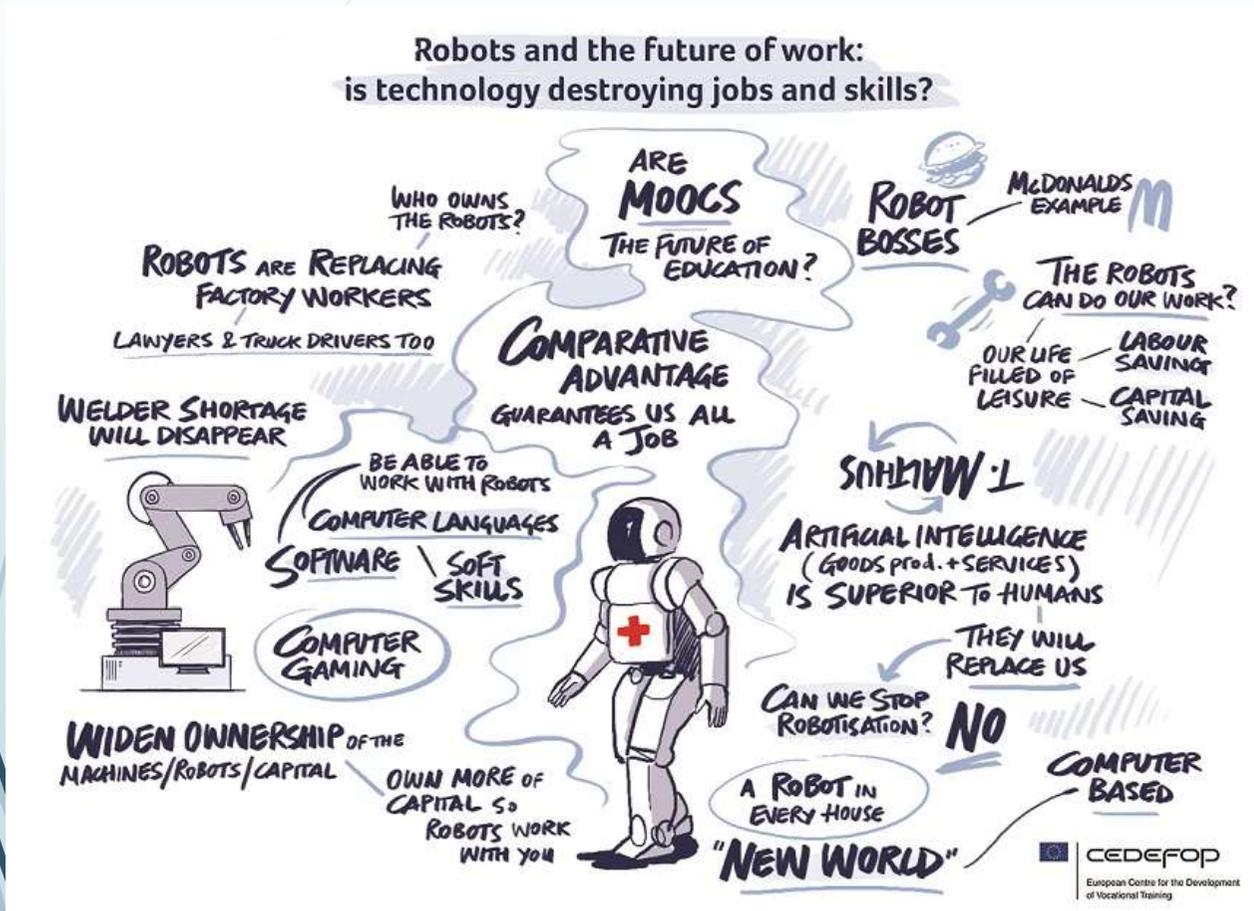


Watch the movie: Future jobs

# How can we prepare the organization for the future needs?

Open group's discussion

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

MODULE II.1: We are different but we are the team (between individualism and collectivism)

Additional materials

1. Instruction for the excercise: Odd Couples

On any team, you'll have people with different personalities. But sometimes, these different personalities actually have things in common. Getting these team members to appreciate their differences and similarities can improve team bonding.

**Number of participants:** 6-20 people

**Duration:** 45-60 minutes

**Objective:** Improve team bonding and communication skills

**How to play**

1. Create a list of odd pairs of objects that, for some reason, go well together. Like "Peanut butter & jelly", "chocolate & coffee", "salt & pepper", etc.

2. Write down the names of objects from each pair on separate sheets of paper.

3. Tape a sheet of paper to a participant's back. Do this for all participants. Try to tape opposing pairs on people with opposing personalities, though this is isn't necessary.

4. Ask participants to mingle with the group. Their objective is to figure out what's written on their backs. The trick is: they can only ask yes/no questions ("Do I add flavor to food? Do I make the food spicy?").

5. Once participants figure out what's written on their backs, they have to find the other half of their pair.

6. After they've found their pairs, participants have to find three things they share in common with their opposing pair.

**Strategy**

In any team building event, one of your biggest challenges is bringing different people together. An exercise like this can give participants a reason to sit down and share experiences with people they might not mingle with otherwise. The focus on yes/no questions also improves communication skills.

## 2. Other possible games

If you look for the inspiration of other team building games you can use:

— 30 Team-building games, activities, and ideas, https://www.sd13.org/Downloads/team-buildinggamesactivitiesideas%20(2).pdf

— Team-building workshop bank, https://workshopbank.com/team-building-workshops

## 3. Further reading

P.B. Carr, G.M. Walton (2014), Cues of working together fuel intrinsic motivation, Journal of Experimental Social Psychology, Vol. 53, p. 169-184

L. Gratton (2007), Eight ways to build collaborative teams, Harvard Business Review, https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams

C. Klein et al. (2009), Does team building work? Small Group Research, Vol. 40(2)

R.S. Huckman, B. Staats (2013), The hidden benefits of keeping teams intact, Harvard Business Review, https://hbr.org/2013/12/the-hidden-benefits-of-keeping-teams-intact

W.S. Sherma, M.Y. Lacey (1999), Teambuilding for competitive advantage, Graziadio Busienss Review, Vol. 2(4).

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

MODULE II.2: Different generations at the workplace (opportunities and threats)

Additional materials

## 1. Instruction for Small groups discussion

On any team, you'll have people representing different generations and/or responsible for managing employees representing different generations. It's important to get team members to appreciate their differences and recognize them as opportunities (strengths) for the organization..

**Number of participants:** 10-20 people

**Duration:** 30-45 minutes

**Objective:** Understand the employees generational differences as organization's opportunities (strengths)

## How to organize

1. Divide the group onto small groups of 2-4 persons (multigenerational if possible)

2. Each group gets the topic to discuss and make notes (each group get the white paper sheet and markers) – app. 10-20 minutes

3. Topics

   a) It's beneficial for the company to have employees representing different generations, because…..

   b) It can be easy to make efficient communication between generations. Let's present some practical solutions….

   c) I like working in multigenerational team, because…

   d) What can we learn from Y generations and form Baby Boomers? How can they teach/train us?

   e) Different generations – different motivations. What do motivate Baby boomers/X/Y generations?

4. Each group presents the results and discuss with the others.

5. Trainer makes the final conclusions.

## 2. Further reading

Generational differences, The National Business Ethics Survey (2013),

https://rsp.uni.edu/sites/default/files/ERC%20Generational%20Differences.pdf

M. Kleinsmith, Generation Z Characteristics (2019),

https://www.visioncritical.com/blog/generation-z-infographics

M. Lister, Generational Marketing: How to Target Millennials, Gen X, & Boomers (2016),

https://www.wordstream.com/blog/ws/2016/09/28/generational-marketing-tactics

How generational shifts will impact business and innovation,

http://www.wildespark.com/how-generational-shifts-will-impact-business-and-innovation-part-2

Generational Differences Chart,

http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf

Pitt-Catsouphes M., Matz-Costa Ch., Besen E. (2009), Age & generations: Understanding Experiences at the Workplace, Research Highlight 6,

https://www.bc.edu/content/dam/files/research_sites/agingandwork/pdf/publications/RH06_Age_Generations.pdf

# Design thinking

Workshop

# The module aim

Introducing the Design Thinking methodology to participants through its practical application.

# What is Design Thinking?

# Design Thinking - definition

- Creating innovative products and services based on a **deep understanding of the problems and needs of users**



Creation

**innovative products and services**

based on

**deep understanding of the problems and needs of users**
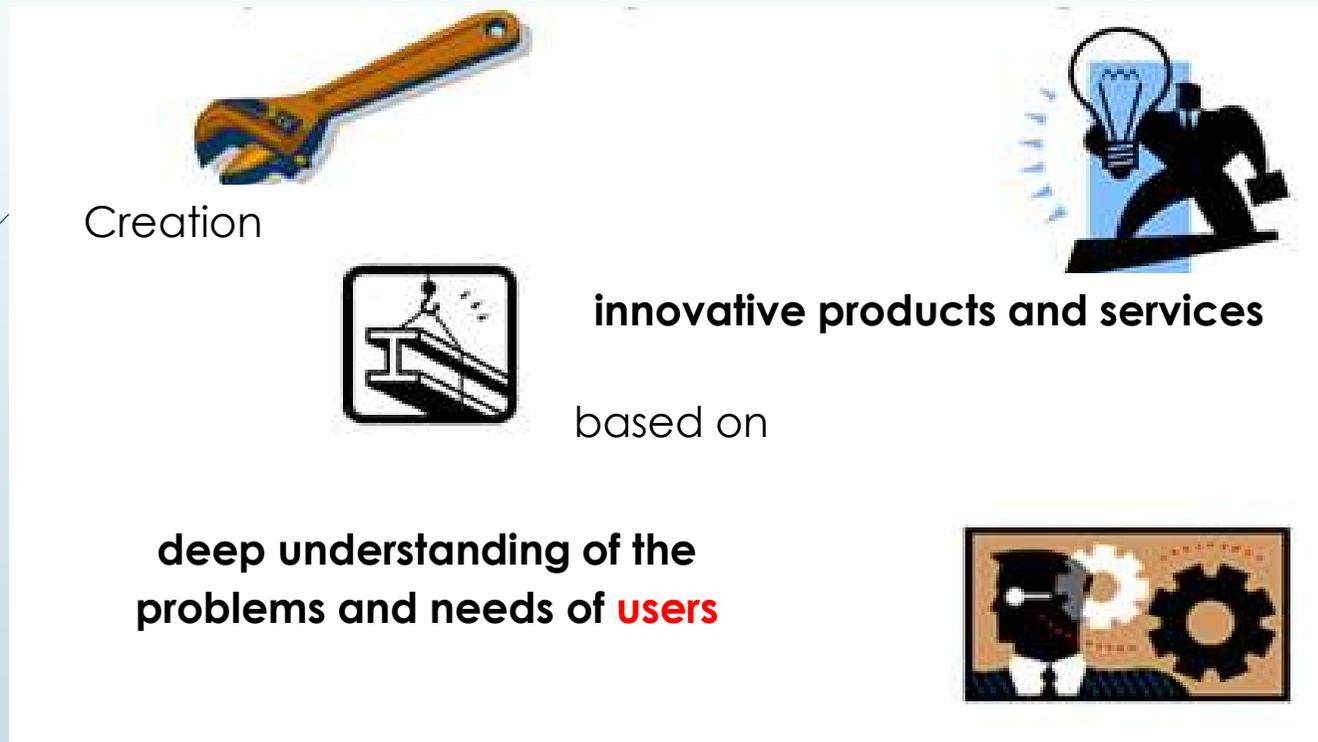
# *Design Thinking - usage*

➡ Design Thinking is creating and implementing:

- ➡ educational programs

- ➡ new products

- ➡ strategy

- ➡ business models

- ➡ new services

- ➡ innovative technologies

What else, in your opinion, could be created and implemented with the using of this methodology?

# What do we need for the Design Thinking methodology?

➥ **People** - creative, diverse and specialists to create unusual solutions, stimulate creativity and look at the problem from different perspectives.

➥ **A set of techniques and tools** enabling the implementation of the next stages of Design Thinking in order to develop the best possible solutions to implement the problem.

# Design Thinking - origin



**David M. Kelley**, professor at Stanford University, one of the creators of DT and co-founder of the IDEO design office, which creates innovative products and services for various companies. It is interesting to note that in 2005, 2006, 2007 and 2008 IDEO office services were used, among others, by Apple, winning the title of the most innovative company in the world (according to the Businessweek ranking).

# Design Thinking - phases

- Empathize

- Define

- Ideate

- Prototype

- Test

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

GDAŃSK UNIVERSITY
OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Design Thinking - empathize

➡ that is, entering the user's skin

At this stage, the most popular techniques used are the **PERSON** technique

and **EMPATHY MAP**. At this stage, you can also observe potential users,

conduct ethnographic interviews with them, as well as use surveys with a

thorough analysis of the environment (hit the street).

# Design Thinking – define (the problem)

➥  the stage of defining the proper, deep problem of the user

At this stage, techniques such as **5WHY** are used? or re-fraiming problem. It is necessary to synthesize the information from the previous stage and break the mental framework and habits.

GDAŃSK UNIVERSITY OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Design Thinking - ideate

➡ defining as many ideas as possible

The most popular technique used at this stage is **BRAIN STORM**. The most important here is to refrain from assessing and criticizing your and other ideas, proposing unconventional solutions, and courage in creating new ones. The stage ends with a democratic choice of the best (according to the team) idea. You can use the technique of **SIX THOUGHT HATS** by Edward de Bono as well as the technique of Walt Disney.

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Design Thinking - prototype

➥ visual presentation of the solution

It is about creating a fast, cheap prototype. Prototyping aims to reduce the

risk of failure. The most common prototypes are prototypes using materials

such as paper, cardboard, glue, scissors, plastic cups, straws, balloons, strings,

etc.

# Design Thinking - test

➥ testing the solution in the user's environment

A very important aspect at the level of test execution is the definition of acceptance criteria so that you can clearly identify the result of these tests.

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Workshop arrangation

- selection of teams

- rearrangation the place (tables, chairs, additional materials: sheets, pisaki, kredki itd.)

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

GDAŃSK UNIVERSITY
OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Exercise – warm up;)

- Invent as many objects as possible with only three geometrical shapes at your disposal:
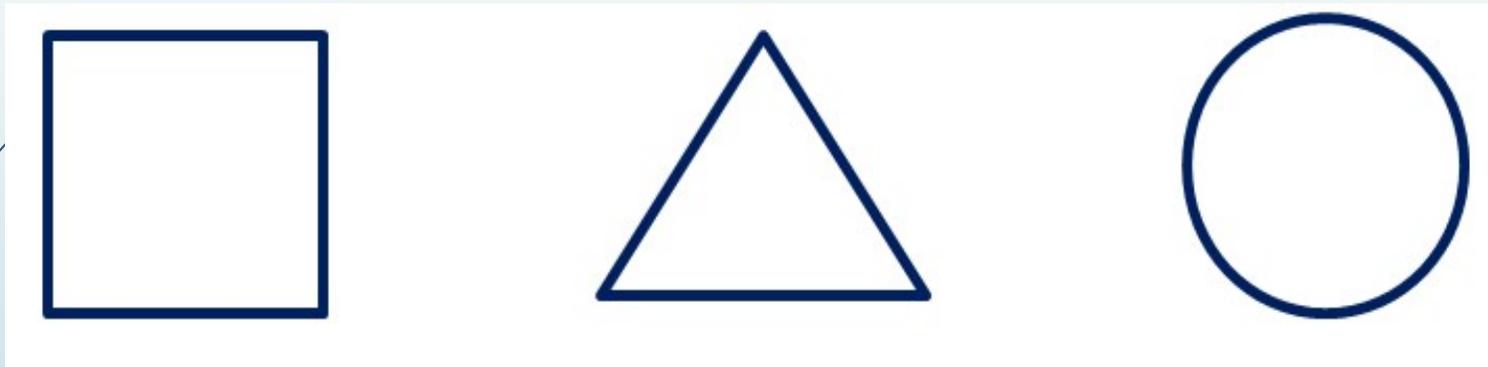


- *Sign its*

# Exercise – area of design

- e.g. "Innovative solution for people riding a tram"

# Phase 1 - empathize

➥ ***Person creation*** - defining representatives of market segments for which a solution is created. Persons should be described in detail to reflect the end user of the solution as closely as possible.

# Phase 1 - empathize
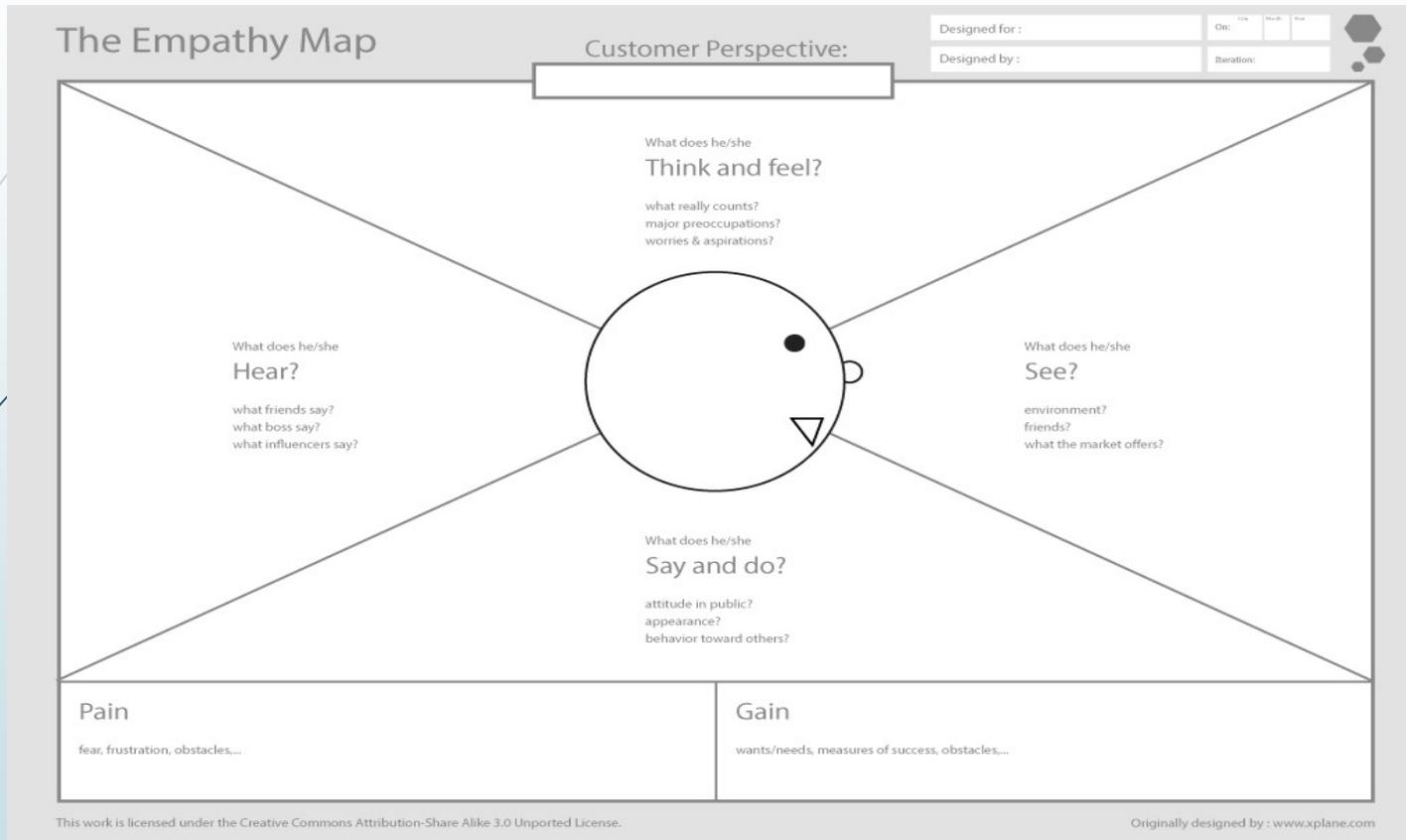


Source: https://www.tuzzit.com/en/canvas/empathy_map

# Phase 1 – empathize – example of Empathy Map

GDAŃSK UNIVERSITY OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Phase 2 – define (the problem)

**5WHY technique**

➧ Developed by Sakichi Toyoda - it was a tool used in industrial enterprises

➧ **Aim**: to find the root cause of the problem by asking the same question several times

➧ Understanding the nature of the studied issue

➧ **Benefits**: Identifying the real causes of the problem

➧ Asking "Why?" five times

# Example



Action

| | |
|---|---|
| There is a puddle of oil in the hall WHY? #1 | → Wipe off oil |
| Oil is leaking from the machine WHY? #2 | → Repair the machine |
| The seal has worn out WHY? #3 | → Replace the gasket |
| A gasket made of poor material was bought WHY? #4 | → Change the specification |
| Small savings were made by buying cheap seals WHY? #5 | → Change the rules |
| The procurement department is assessed on the basis of short-term savings | → Change the evaluation rules |

*Source: based on Kosieradzak A. (2015), Metody i techniki pobudzania kreatywności w organizacji i zarządzaniu.*

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

# Phase 3 – ideate

**Brainstorming**

- The main challenge is to follow the basic principles of brainstorming:

- As many ideas as possible should be described, also those bold and completely crazy;

- You should not judge what has been said (this will be time later);

- Listen carefully and improve the ideas of others - borrowing, modifying and improving someone  else's ideas is highly recommended;

- It is also worth drawing solutions because it stimulates creativity.

# Phase 3 – ideate

**Brainstorming** - *types*

- Variant of the craziest idea

- Variant with stop and go - several sessions of 3 to 5 minutes

- Brainstorming using mind maps

- Reverse brainstorming - "crushing" method - highlighting as many defects as possible of a given object

- Paradoxical brainstorming - plus, minus (redefining the problem), plus phase

# Brainstorming – warm up exercises

*Exercise1 – Classical brainstrorming*

➥ <u>How can you save money?</u>

*Exercise1 2 – Reverse brainstrorming*

➥ <u>How to improve traditional door keys?</u>

*Exercise1 3 - Paradoxical brainstrorming*

➥ <u>How can you improve your health?</u>
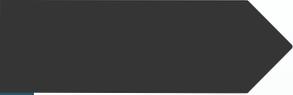
# Phase 3 – ideate

**HOW?**

# Phase 3 - evaluate and choose the best idea
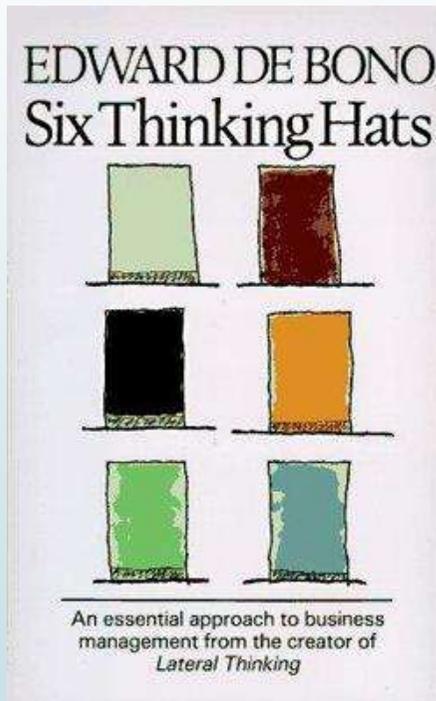
EDWARD DE BONO
Six Thinking Hats

An essential approach to business management from the creator of *Lateral Thinking*

"You put on a hat and play a role associated with it. You follow yourself while playing this role. You play your role as best you can. When you change your thought hat, you must change the role you play with it. Each role should be clearly defined.

Edward de Bono "

By Source, Fair use, https://en.wikipedia.org/w/index.php?curid=58680104

# Phase 3 - evaluate and choose the best idea

**White hat:**

➡ Thinking from under a white hat is thinking about facts. Check the facts about the solution that you plan to implement. It is advisable to use reports, statistics and internet sources.

**Red hat:**

➡ Thinking from under a red hat is thinking in emotions. We talk about all the feelings that accompany us when thinking about an idea. We record the feelings of all team members.

**Black hat:**

➡ Thinking from under a black hat is negative thinking, but not related to emotions. The negative aspects of our solution should be supported by logical arguments, often facts and substantiated information. Negative thoughts should be conscious and controlled.

**Yellow hat:**

➡ *Thinking from under the yellow hat is positive thinking and speculation. Optimistic features of the solution should be sought here. His chances and strengths.*

**Green hat:**

➡ *Green hat is creativity. Putting on a green hat, we wonder how our solution could be more creative, we are looking for a new approach, a better alternative. We wonder how this could be done differently?*

**Blue hat:**

➡ *The last hat is a blue thought hat. The blue hat is a synthesizing hat. We consider under it everything that we thought under other hats. We combine a black hat with a yellow hat, we consider whether, despite the the negative elements, the positive ones are more important, we look at the facts. We make decisions.*

# Sources and links for use

- https://en.wikipedia.org/wiki/Design_thinking

- https://en.wikipedia.org/wiki/Six_Thinking_Hats

- https://en.wikipedia.org/wiki/Design_thinking

- https://www.interaction-design.org/literature/topics/design-thinking

- https://www.designkit.org/

# Thank you

< Information about the traineer>

# Preparing the second phase – projects design and implementation

- ???

# Content

# Description of the workshop

Aim of the workshop: Introducing the Design Thinking methodology to participants through its practical application. Due to the limited time of the workshop - presenting three of the five stages of the methodology (Empathy, Defining the Problem, Generating Ideas).

Time: 6 x 45 min
Theoretical part: 45 min
Empathy Stage: Persona - 30 min, Empathy Map - 45 min, Stage Overview - 15 min
Problem definition stage: 5xWhy? - 45 min, Stage overview - 15 min
Idea Generation Stage: Brainstorming - 15 min, Idea Selection and Evaluation - 45 min, Stage Overview - 15 min

Materials:
1. One set of crayons / highlighters per team
2. One stack of sticky notes per assembly
3. A4 white sheets (several per team)
4. A3 white sheets (several per team)
5. Ideally - flipchart cards (one per team)
6. Markers (1 per team)

Teams: three or four people.

Place: a room with adjustable benches and chairs

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

# Theoretical introduction - presenting the ideas and subsequent stages of the Design Thinking methodology

The first part should familiarize participants with the basic assumptions of the methodology. To this end, we display / save the question:

"What is Design Thinking?"

We encourage participants to speak, while displaying pictures that will help in formulating the correct answers:

**"What is Design Thinking?"**

Then, after hearing a few answers, we display the definition of the Design Thinking methodology: "Creating innovative products and services based on a deep understanding of the problems and needs of users", emphasizing that the last part of this sentence is very important - a product or service for each they were created with the user in mind.

"What is Design Thinking?"

Creation

**innovative products and** services

based on

**deep understanding of the problems and needs of users**

The next step is to present the possibilities of applying the methodology: Design Thinking is creating and implementing:

• educational programs,

• new products,

• strategy,

• business models,

• new services,

• innovative technologies.

Finally, we ask the question: "What else, in your opinion, can be created and implemented with the help of this methodology?"

Answer: "We can apply the methodology wherever we have users whose problems we want to solve using our product / service and for the needs of which our solution will suit."

The next question is: "What do we need for the Design Thinking methodology?"

Reply:

1. People - creative, diverse and specialists to create unusual solutions, stimulate creativity and look at the problem from different perspectives

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

2. A set of techniques and tools enabling the implementation of the next stages of Design Thinking in order to develop the best possible solutions to implement the problem. (Here we strongly emphasize the words "possible to implement")

Then we present the origins of Design Thinking, first of all presenting the silhouette of the main co-creator of the methodology:



David M. Kelley, professor at Stanford University, one of the creators of DT and co-founder of the IDEO design office, which creates innovative products and services for various companies. It is interesting to note that in 2005, 2006, 2007 and 2008 IDEO office services were used, among others, by Apple, winning the title of the most innovative company in the world (according to the Businessweek ranking).

In order to better present the idea of the methodology, we present to participants video:

https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence?language=en#t-37106

https://www.youtube.com/watch?time_continue=12&v=UAinLaT42xY&feature=emb_logo

After displaying the presentation of David Kelley, we refer to the steps referred to in the displayed material, presenting the next stages of the methodology:

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test

Then, we discuss each of these stages in turn, showing the techniques that can be used in their implementation:

Co-funded by the
Erasmus+ Programme
of the European Union

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

1. Empathize - that is, entering the user's skin. At this stage, the most popular techniques used are the PERSON technique and EMPATHY MAP. At this stage, you can also observe potential users, conduct ethnographic interviews with them, as well as use surveys with a thorough analysis of the environment (hit the street).

2. Define the problem - the stage of defining the proper, deep problem of the user. At this stage, techniques such as 5x WHY are used? or re-fraiming problem. It is necessary to synthesize the information from the previous stage and break the mental framework and habits.

3. Ideate - defining as many ideas as possible. The most popular technique used at this stage is BRAIN STORM. The most important here is to refrain from assessing and criticizing your and other ideas, proposing unconventional solutions, and courage in creating new ones. The stage ends with a democratic choice of the best (according to the team) idea. You can use the technique of SIX THOUGHT HATS by Edward de Bono as well as the technique of Walt Disney.

4. Prototype- visual presentation of the solution. It is about creating a fast, cheap prototype. Prototyping aims to reduce the risk of failure. The most common prototypes are prototypes using materials such as paper, cardboard, glue, scissors, plastic cups, straws, balloons, strings, etc.

5. Test - testing the solution in the user's environment. A very important aspect at the level of test execution is the definition of acceptance criteria so that you can clearly identify the result of these tests.

Co-funded by the
Erasmus+ Programme
of the European Union

# Application of the Design Thinking methodology - workshop

The practical part begins with the selection of teams (preferably three or four people) and preparation of the place to work (that's why the best will be a room with tables and chairs that can be rearranged), and then we ask the teams to take the name.

The next step is to warm up, which aims to stimulate the creativity of participants and help them communicate with each other, the so-called "breaking the first ice cream".

We give away one white A4 sheet per team, prepare a stopwatch (you can use the online stopwatch, additionally presenting it to the participants on the projector so that they can control the time on a regular basis), and then display the task:

"Invent as many objects as possible with only three geometrical shapes at your disposal:
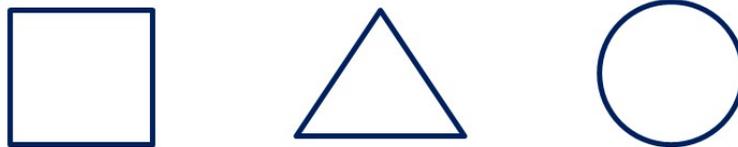
Sign them.

WARNING! Each figure, on one item, can be used only once."

Then we give participants 5 minutes to complete the task.

The most frequently asked questions are:

1.  Can you change the size of the figures? Answer: Yes you can.
2.  2. Does the subject must contain all three figures? Answer: No, they don't have to.

After 5 minutes, we collect cards, count items, verify names and announce the winning team.

We can also show the best, most creative items on the board

After the warm-up, you can go to the main part of the workshop. We tell participants that now is the time to create something innovative and display the area to which the next stages of the methodology will relate.

The presentation of the area can be started with the words:

"Innovative solution for <end user>" (e.g. "Innovative solution for people riding a tram")

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

# EMPATHIZE

We display the name of the first stage: "EMPATHIZE" and we give the teams one white A3 sheet and one white A4 sheet as well as a set of crayons and / or felt-tip pens. We explain that the PERSON technique will now be used. We explain how this technique works:

"Person creation is defining representatives of market segments for which a solution is created. Persons should be described in detail to reflect the end user of the solution as closely as possible. "

We then give the components of the Persona description:

Each Persona should have: Name, Surname, Age, Area of residence, Hobbies, Interests, Daily life, Work, Family ... etc. We emphasize that Persona is a single, specific person with specific, specific "parameters" (it may happen that participants give, for example, age range instead of a specific age, which is obviously a mistake) and the more detailed it is described, the better.

We ask users to put a description on the A4 sheet, while on the A3 sheet, vertically, draw the full form of their Persona.

After completing the task, we ask teams to present their Person. Then, stick the description and Person cards to the wall, near the team.

Now it's the turn to complement the Person technique - the Empathy Map. We give out to participants large, white cards (two A3 cards stuck together with tape, though cards will be better than flipcharts), one marker and rectangular, self-adhesive cards cut into rectangles.

We present the Empathy Map canvas:

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY
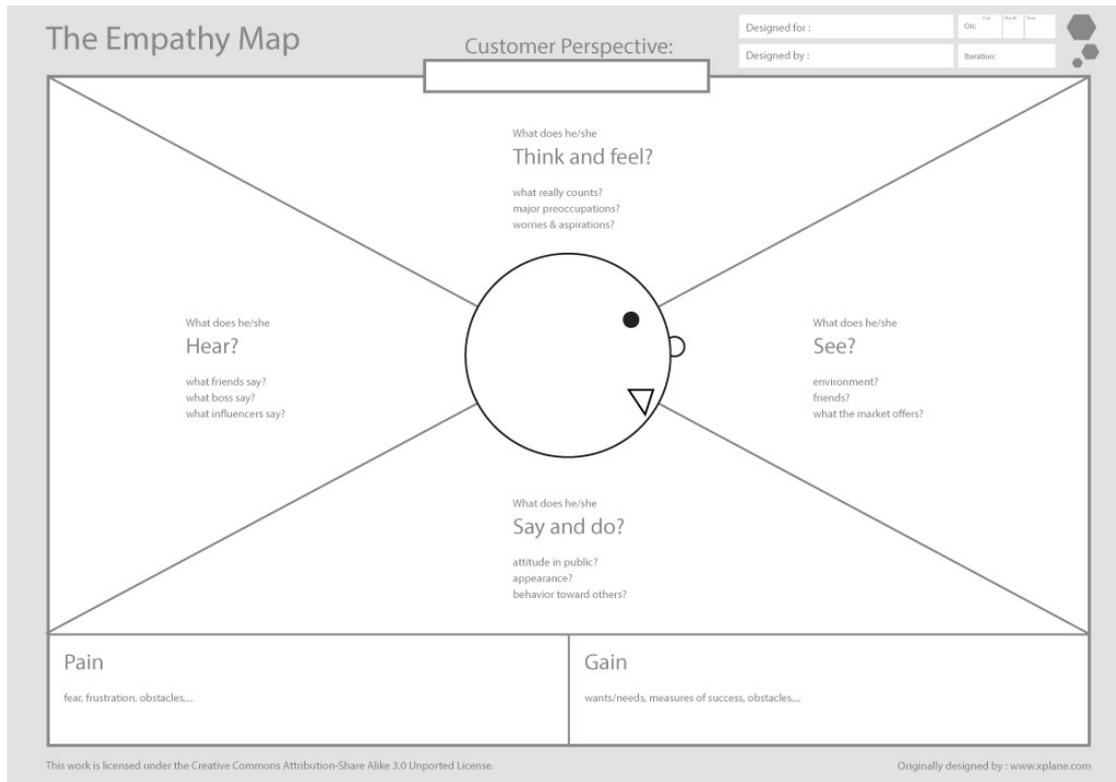
https://www.tuzzit.com/en/canvas/empathy_map

And please redraw this canvas, and then fill its individual parts using sticky notes.

An example of a completed Empathy Map:



https://www.pinterest.ca/pin/595249275726033712/

Co-funded by the
Erasmus+ Programme
of the European Union

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY
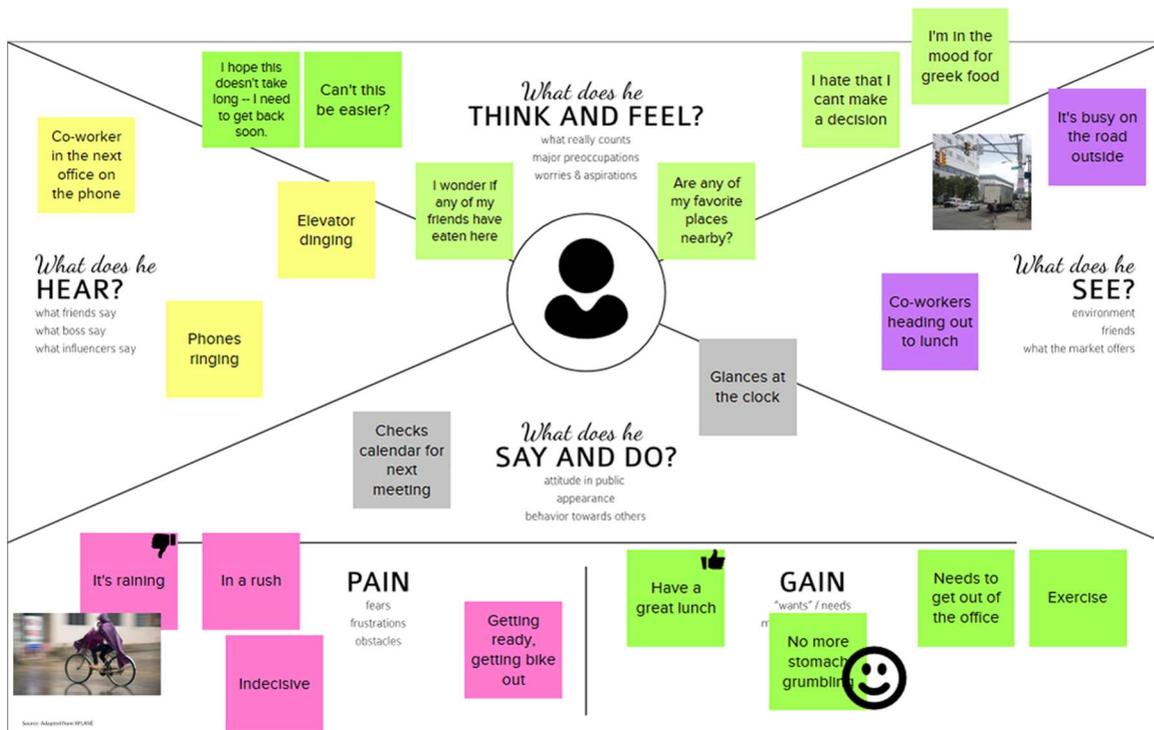
After the Empathy Maps teams complete, we hang them on the wall, next to the appropriate Person.

We move to the second stage - Defining the problem.

# DEFINE (A PROBLEM)

We ask teams to identify three Persona problems based on the synthesis of information from the Empathize phase. Now the 5WHY technique will be used. We explain how this technique works:

**5Why**

• Developed by Sakichi Toyoda - it was a tool used in industrial enterprises

• Goal: to find the root cause of the problem by asking the same question several times

• Understanding the nature of the studied issue

• Benefits: Identifying the real causes of the problem

• Asking "Why?" Five times

We present an example of its use:

EXAMPLE:



Action

| There is a puddle of oil in the hall WHY? #1 | → Wipe off oil |
| Oil is leaking from the machine WHY? #2 | → Repair the machine |
| The seal has worn out WHY? #3 | → Replace the gasket |
| A gasket made of poor material was bought WHY? #4 | → Change the specification |
| Small savings were made by buying cheap seals WHY? #5 | → Change the rules |
| The procurement department is assessed on the basis of short-term savings | → Change the evaluation rules |

*Source: based on Kosieradzak A. (2015), Metody i techniki pobudzania kreatywności w organizacji i zarządzaniu.*

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

Here's an example Toyota offers of a potential 5 Whys that might be used at one of their plants.

1. **"Why did the robot stop?"**
   The circuit has overloaded, causing a fuse to blow.

2. **"Why is the circuit overloaded?"**
   There was insufficient lubrication on the bearings, so they locked up.

3. **"Why was there insufficient lubrication on the bearings?"**
   The oil pump on the robot is not circulating sufficient oil.

4. **"Why is the pump not circulating sufficient oil?"**
   The pump intake is clogged with metal shavings.

5. **"Why is the intake clogged with metal shavings?"**
   Because there is no filter on the pump.

**5 Whys**

1. Why did we go down?
   a. Because the database became locked
2. Why did it become locked?
   a. Because there were too many db writes
3. Why were we doing too many database writes?
   a. Because this was not foreseen and it wasn't load tested
4. Why wasn't the change load tested?
   a. Because we don't have a development process set up for when we should load test changes
5. Why don't we have a development process for when to load test?
   a. We've never done too much load testing and are hitting new levels of scale

And the corrective actions that resulted:

**Corrective Actions**

1. Investigate with mongostat the database locking (**Sunil/Colin**)
2. Stop the digest worker and kill all db operations (**Sunil/Colin**)
3. Label High Volume and Sunil involved with those (**Brian/Sunil**)
   a. Create Trello label for high volume tasks for Sunil to easily sort
4. Sunil and Colin work on when it makes sense to load test. (**Sunil/Colin**)
5. Educate and learn more about working in a high scale environment.
   a. Share via email and read more
   b. Teach new comers the level of scale we're at.

https://open.buffer.com/5-whys-process/

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

It is worth emphasizing in this example that action IS NOT the target solution. The target solution will be invented in the next stage. Here, the action is a kind of "ideal situation", to which the next question will be asked "HOW? How to do it to ... "

For example: action - wipe off oil. How to do it? -> hire a cleaning crew, use a mop, special machine etc.

It is important for the trainer to watch over the participants so that at this stage (or at the stage of empathy) they do not think about a specific solution, because then they will close themselves to other ones that they could come up with at the intended stage - the stage of generating ideas.

Then we give teams three sheets (preferably A3) with three diagrams ready to be completed:

Co-funded by the
Erasmus+ Programme
of the European Union

PROBLEM: ………………………………………………………………………………………………………………………………….

WHY?

Action

……………………………………………………………………… ………………………………………………………………

WHY?

Action

……………………………………………………………………… ………………………………………………………………

WHY?

Action

……………………………………………………………………… ………………………………………………………………

WHY?

Action

……………………………………………………………………… ………………………………………………………………

WHY?

Action

……………………………………………………………………… ………………………………………………………………

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

This technique, seemingly easy, requires practice in its efficient use. Some causes may not be eliminated because the team may not have an effect. That is why it is so important to always think about the cause before the team puts it on the diagram.

The next stage - Ideate.

# IDEATE

At this stage, we use information from the previous stage. You can choose one reason (response and action after the fifth "WHY?") or consider whether one solution can affect all three causes - the choice is up to the participants.

We give the participants a few A4 sheets on which they will write their ideas. We explain that the technique that will be used here is a brainstorming technique - known to most, but not everyone knows that it has several rules that must be followed to perform it correctly. We present these principles to teams:

Brainstorming

The main challenge is to follow the basic principles of brainstorming:

• As many ideas as possible should be described, also those bold and completely crazy;

• You should not judge what has been said (this will be time later);

• Listen carefully and improve the ideas of others - borrowing, modifying and improving someone else's ideas is highly recommended;

• It is also worth drawing solutions because it stimulates creativity.

We also present types of brainstorming.


Types of brainstorming:

1. Variant of the craziest idea
2. Variant with stop and go - several sessions of 3 to 5 minutes
3. Brainstorming using mind maps
4. Reverse brainstorming - "crushing" method - highlighting as many defects as possible of a given object
5. Paradoxical brainstorming - plus, minus (redefining the problem), plus phase

You can do three short exercises:

Exercise 1 - Classic brainstorming

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

How can you save money?

Exercise 2 - Reverse brainstorming

How to improve traditional door keys?

In this exercise, participants generate ideas about door key defects.

Exercise 3 - Paradoxical brainstorming
How can you improve your health?

In this exercise, participants in the first phase consider how they can improve their health, in the second phase - how they can worsen health, and in the third - the minuses from the second phase transform into pluses.

Now, returning to the 5WHY technique?, using the last reason, we ask the question "HOW?" For the action assigned to it. We allow participants to choose the type of brainstorming they want to use, then write down the question on one of the cards and we carry out the brainstorming.

The final step in the idea generation step is to choose and evaluate the best idea. The choice of team should be democratic, so each participant can receive three notes: 1 point, 2 points and 3 points, allocate these points separately to three, in his opinion the best ideas. Then the points for each idea are added up and the idea which has received the most points is selected.

To evaluate the idea, you can use the technique of SIX THOUGHT HATS, Edward de Bono. We introduce participants to the principles of technology:

"You put on a hat and play a role associated with it. You follow yourself while playing this role. You play your role as best you can. When you change your thought hat, you must change the role you play with it. Each role should be clearly defined.

Edward de Bono "

We give each team 6 sheets. Each of these cards should be marked with a different color (in the corner of the cards you can draw, for example, a hat of the appropriate color) - white, yellow, red, green, black and blue.

Co-funded by the
Erasmus+ Programme
of the European Union

By Source, Fair use, https://en.wikipedia.org/w/index.php?curid=58680104
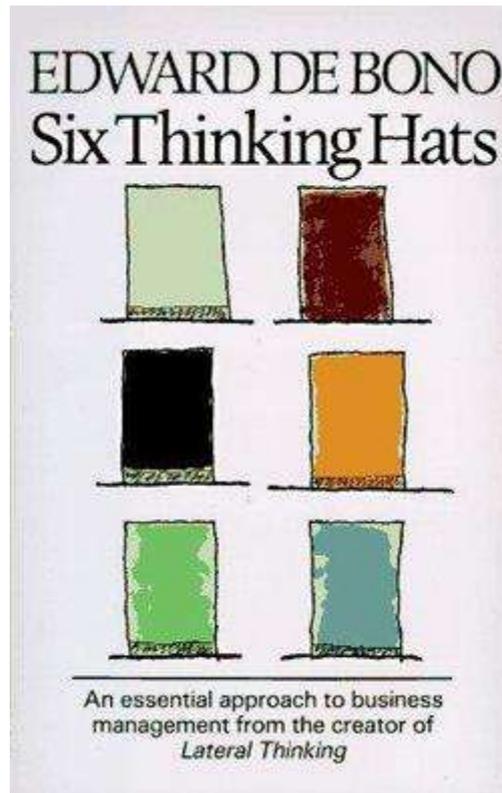
Then we discuss the principles of thinking of individual hats:

**White hat:**

Thinking from under a white hat is thinking about facts. Check the facts about the solution that you plan to implement. It is advisable to use reports, statistics and internet sources.

**Red hat:**

Thinking from under a red hat is thinking in emotions. We talk about all the feelings that accompany us when thinking about an idea. We record the feelings of all team members.

**Black hat:**

Thinking from under a black hat is negative thinking, but not related to emotions. The negative aspects of our solution should be supported by logical arguments, often facts and substantiated information. Negative thoughts should be conscious and controlled.

HUMAN RESOURCES AND
ORGANIZATIONAL DEVELOPMENT
KAforHR

GDAŃSK UNIVERSITY
OF TECHNOLOGY

FACULTY OF MANAGEMENT AND ECONOMICS
GDAŃSK UNIVERSITY OF TECHNOLOGY

**Yellow hat:**

Thinking from under the yellow hat is positive thinking and speculation. Optimistic features of the solution should be sought here. His chances and strengths.

**Green hat:**

Green hat is creativity. Putting on a green hat, we wonder how our solution could be more creative, we are looking for a new approach, a better alternative. We wonder how this could be done differently?

**Blue hat:**

The last hat is a blue thought hat. The blue hat is a synthesizing hat. We consider under it everything that we thought under other hats. We combine a black hat with a yellow hat, we consider whether, despite the negative elements, the positive ones are more important, we look at the facts. We make decisions.

We ask teams to complete the cards they have received.

Sources and links for use:

- https://en.wikipedia.org/wiki/Design_thinking

- https://en.wikipedia.org/wiki/Six_Thinking_Hats

- https://en.wikipedia.org/wiki/Design_thinking

- https://www.interaction-design.org/literature/topics/design-thinking

- https://www.designkit.org/

Co-funded by the
Erasmus+ Programme
of the European Union