COOP-IN

EXERCISES & GUIDE

IO3 OFFLINE CO-WORKING TRAINING TOOLKIT

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INTRODUCTION

This OFFLINE CO-WORKING TRAINING TOOLKIT contains the supplementary offline training material – exercises & guide - to the Coop-in Training Kit, enhancing social innovation skills in corporate environments. The development of the training materials took place in the framework of an Erasmus Plus project[1] between 2017 and 2019, which resulted in 3 main outcomes:

- **CurioCity** – an online **serious game** for organisations and companies, including educational minigames about social innovation;
- **Methodology** - **knowledge bases** embracing the main aspects of social innovation in 6 modules, completed with glossaries and case studies. The document is downloadable in pdf format from the website of the serious game. The six modules are:
  1. What is social innovation?
  2. Bringing the future forward
  3. Developing networks and relationships
  4. Collaborating with others and collaboration management
  5. Assessing the impact of social innovation
  6. Module - Moving from opportunity to idea
- **Guide and Exercises** – **offline training kit** including 24 exercises relating to the 6 modules, suitable for face-to-face training. The offline toolkit complements the online serious game with easily applicable group dynamics for different learning and training environments. The 3 key aspects of this material are:
  - Collaboration
  - Practicability
  - Innovativeness
- Self-assessment tool for companies – to gain a brief overview about the state of art of innovation/social innovation in their organisation. The tool is downloadable from Coop-in project´s website.

OFFLINE CO-WORKING TRAINING TOOLKIT:

Cooperation is one of the most important features of innovation. Therefore, by elaborating the present OFFLINE CO-WORKING TRAINING TOOLKIT, the authors wanted to create practical situations where cooperation can be experienced in the 'moment', among colleagues, in a professional environment. Furthermore, they wanted to enhance its in depth understanding by including the

[1] Project number: 2017 – 1 – UK01 – KA202 – 036640, Project website: http://coopinproject.eu/

consideration and practical adaptation of CEN/TS 16555-5 EU Innovation Management Standard on "Collaboration Management" in the toolbox's exercises.

PEDAGOGICAL APPROACH

When developing the exercises, the authors focused on applying an innovative and practical approach. In the rest of this section, 12 different training methods will be presented. These provide the methodological framework of the offline toolkit´s 28 exercises (see the next part of this guide). The authors also provide a brief insight to each of their application.

1. Problem-based learning
2. Micro learning
3. Cooperative learning
4. Bring your own device (BYOD)
5. Action learning
6. Experiential learning
7. Teaching through Simulations
8. Active learning through technology
9. Gamification of learning
10. Learning by playing
11. Photo-language
12. Icebreaker

1. Problem-based learning

What is it?

PBL is a training method in which learners gain knowledge and skills actively, by working in groups for an extended period of time analysing, investigating and finding solution to an authentic, engaging and complex question/problem/challenge. It focuses on the process itself of discovering a solution, rather than explaining the theory first and then practicing the application. The outcome of this method is an "aha moment", preceding the learning about a specific topic from books, or being taught by teacher. Instead of starting at the bottom of the pyramid - *understanding* and *remembering* - focusing on the learning of content; PBL considers

flipping this by starting at the top, *creating* solutions. E.g. by asking learners to create an authentic social innovation product, with a strong Driving Question.

Learn more:
https://www.maastrichtuniversity.nl/education/why-um/problem-based-learning
https://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer
http://www.slideshare.net/drswaroopsoumya/problem-based-learning-38568683
https://www.youtube.com/watch?v=cMtLXXf9Sko

2. Micro learning

What is it?

Micro-learning is a learning process based on subsequent, "bit-sized" learning activities. The short, thus more digestible units represent a better fit to the needs of today´s accelerated business rhythm and to the preferences of the new generations.

"Micro-learning" processes can cover a time span from few seconds (e.g. in mobile learning) up to 15 minutes or more. It derives from interaction with micro-contents, which takes place either in designed settings (e-learning, media) or in emergent micro-content structures (like weblog postings, videos, social bookmark) (Mosel 2005).

In a wider sense, Micro-learning is a term that can be used to describe the way more and more people are actually doing informal learning and gaining knowledge in micro-content, micro-media or multitasking environments. In this wider sense, the borders between micro-learning and the complementary concept of micro-knowledge are blurring.

Learn More
http://www.allencomm.com/blog/2015/12/7-awesome-microlearning-examples/
https://elearningindustry.com/most-important-microlearning-features

3. Cooperative learning

What is it?

Cooperative learning implies the instructional use of small groups, so that students work together to maximize their own and each other's learning efficiency. It goes beyond learning together by doing the same things individually, as it happens in a library. Learners have to contribute by playing their fair part to a common process. Depending on the way students' learning goals are achieved and structured, cooperative learning may be contrasted with competitive and individualistic learning. It can be efficiently used to develop team spirit and cooperation as well as to bridge over/balance out

diverse skills and competences. Student efforts have to be evaluated on pre-set criteria-referenced basis, thus ensuring that everybody knows what are the key aspects of good performance.

Learn More
https://www.teachervision.com/professional-development/cooperative-learning
http://www.behavioradvisor.com/CoopLearning.html

4. Bring your own device (BYOD)

What is it?

BYOD — or bring your own technology (BYOT), bring your own phone (BYOP), and bring your own Personal Computer (BYOPC)— refers to the policy of permitting employees their personal devices to their workplace, and use those devices to access privileged company information and applications. The phenomenon is commonly referred to as 'IT consumerization'. Although the present collection of exercise is primarily offline, this method still deserves to be mentioned, in the sense of applying technology in face-to-face training sessions. BYOD makes it possible for students to interact with each other along the training, ask questions, vote or evaluate anonymously. There are great free and easy to use online platforms facilitating such interactions, e.g. Kahoot or SOCRATIVE for online voting, Quizizz for quizzes. It can also be used to guide the students to recourses in their subject.

Learn More
https://www.lifewire.com/bring-your-own-device-impact-on-education-2373101
https://kahoot.com
https://www.socrative.com/

5. Action learning

What is it?

Action learning is a process through which participants learn with and from each other as they work on real issues or practical problems, in real conditions. The method was developed by professor Reginald Revans in the 1940s. He noted the importance for group members to identify their own knowledge gaps, to share their experiences and to reflect on their learning processes. He expressed this with a formula: L (learning) = P (Programmed learning) + Q (questioning insight). Programmed learning is knowledge codified in formal fonts, like books, magazines and experts. Questioning insight is the ability to analyze, to ask the right questions, to create an insight into what people see, hear or feel. He even considered that asking the right question is more important than giving the right answer. The team learning dimension in crucial: the action learning is recommended to stable groups or teams, who has been or will be working together for a longer period of time.

Learn More
https://wial.org/action-learning/
https://corporatefinanceinstitute.com/resources/knowledge/other/action-learning/

6. Experiential learning

What is it?

This method leads trainees through the cycle of action-reflection and observation/generalization/theorizing-application, to enable them not only to grasp the practical and theoretical aspects of the intended objectives, but also to experience them in practice.[2] Experiential Learning is most effective when there are opportunities to apply what has already been learned. Many kinds of experiential learning achieve their potential value most effectively in the context of a series of related opportunities or, at the very least, a reasonably sustained period of engagement.

Learn More
https://www.simplypsychology.org/learning-kolb.html

7. Teaching through Simulations

What is it?

Simulated learning is connected to role-playing and hands-on learning, bringing it close to the key principles which govern active learning. In the contemporary classroom environment, the prevailing teaching methodology addresses the individual learner needs. Here, on the contrary, the collaborative factor is crucial. The aim is to ensure that learners are systematically provided with opportunities to put into practice what they were taught, replicate real-life situations and experiment with those through simulations.

Learn More
https://www.nap.edu/read/13078/chapter/5
https://www.teachthought.com/technology/6-important-questions-answered-about-learning-simulations/

8. Active learning through technology

What is it?

Instructional strategies which promote technology assisted active learning include draft writing, role-playing, gaming, simulating, observing, and discussing. The length of active learning instructional

[2] The method is based David Kolb's work: Experiential Learning: Experience as the Source of Learning and Development (1984).

strategies may vary from a few minutes to whole sessions, and they can be an integral component of a lecture or of an interactive seminar and workshop.

Learn More:
https://tophat.com/blog/active-learning-guide/
https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/
https://www.prodigygame.com/blog/active-learning-strategies-examples/

9. Gamification of learning

What is it?

Gamification, broadly defined, is the process of identifying game elements that make those games fun and motivate players to continue playing, and using those same elements in a non-game context to influence behaviour. In educational contexts, examples of desired student behaviour which gamification can potentially influence, include the followings: intrinsic learning motivation, dedication to attend training, focuse on meaningful learning tasks, and taking initiative. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning. Gamification of learning does not involve students in designing and creating their own games, or in playing commercially produced video games. Some elements of games that may be used to motivate learners and facilitate learning include:

- ✓ Progress mechanics (points/badges/leader boards, or PBL's)
- ✓ Narrative – overarching storyline
- ✓ Player control - clear rules, references
- ✓ Immediate feedback – positive tone
- ✓ Opportunities for collaborative problem solving
- ✓ Scaffolder learning with increasing challenges
- ✓ Opportunities for mastery and levelling up – feeling the progress
- ✓ Social connection – interaction with other players
- ✓ Fun, humours – reducing stress and seriousness, thus enhancing boldness, flow of experimenting
- ✓ Learning to apply trial-error attitude and coping with mistakes – useful in new fields and uncertain situations, such as innovation
- ✓ Challenges – to see them as opportunity of growth. Awake curiosity and spirit of adventure.
- ✓ Music – relaxing, motivating.

Learn More:
https://yukaichou.com/gamification-examples/top-10-education-gamification-examples/
https://elearningindustry.com/6-killer-examples-gamification-in-elearning
https://elearningindustry.com/subjects/elearning-concepts/gamification-education

10. Learning by playing

What is it?

The practice of the game (playing) is widespread in training of adults. The educational game can be performed in many ways even in a conventional classroom-based format (role-playing game, quiz, trivial pursuits, etc). The objective is not to win anything or jut to entertain, but to participate in a structured interactive activity which has a specific purpose, and which allows to achieve a goal. What are the key features of a good education game/play session?

- must be related to what is studied and a content that is meaningful to the participants,
- contain clear objectives (training objectives or other) and an understandable goal,
- have a pleasant and friendly appearance,
- having clear rules and concise instructions,
- be playable within an hour and almost without cost,
- involve all participants at the same time,
- give participants the opportunity to make interesting decisions,
- contain elements of surprise,
- might include physical activity or movement,
- easy to explain, easily understandable rules.

Learn more:
https://psychcentral.com/blog/the-importance-of-play-for-adults/
https://www.revuecliopsy.fr/wp-content/uploads/2015/12/RevueCliopsy06-Cartlidge-053.pdf

11. Photo-language

What is it?

A photo-language is a collection of varied photographs, picture cards or drawings put at the disposal of the trainees as "intermediate object" to facilitate the speech on a given subject (The author of this method is Alain BAPTISTE). The pictures could be general as well as specific. They must be as diverse as possible. It is necessary to have a sufficiently large number of pictures, which depends mainly on the number of trainees and the type of planned exercises. Ideally, you should have at least 4 or 5 photos per trainee.

How does it work? The question, "what would I like to achieve this summer" can serve as an example. In a first step, a picture is chosen and associations evoked by the picture are stated. In a

second step, a second question is raised, such as "What could help me to achieve this goal?" The card is flipped and the person in question tries to answer with the help of this card. This way, focus is deliberately set on the solution or the available resources. Learners will answer based on a chosen card, by highlighting certain details, attributes that the card evoked in the learner (self-reflection). This way the picture will act as an extension of oneself (the voice of our subconscious or intuitive part) while remaining focused on solving a question. This process will allow speaker to speak about the topic in a focused but personal way.

Learn more:
https://joe.org/joe/2009june/iw1.php
https://www.webqda.net/the-use-of-photos-as-an-educational-tool-reflective-photography-technique-as-an-example/?lang=en

12. Icebreaker

What is it?

Last, but not least, this exercise collection contains some icebreakers as well, focused on our core topic. An icebreaker is a short activity, a warm-up game, or event that is used to welcome and kick off the conversation among participants in a training.

TABLE OF OFFLINE CO-WORKING EXERCISES

The above methodologies served as inspiration and guidance for the development of "off-line" exercises. We encourage each trainer to pick those exercises that fit to the needs of the organisation/company and their trainees most. The below table will help trainers to choose exercise based on training method, thus helping them to bring variety and new inspirations to the classroom. Each module contains 4 exercises, except the Networks and Relationships module, which has 8. The numbers of the table indicate which specific exercises of the given module apply one method or the other.

MODULES / METHODS	**What is SI?**	**Bringing the future forward**	**Networks, relationships**	**Collaboration management**	**Impact measurement**	**From opportunity to idea**
	The numbers indicate which exercises of the modules build on a specific method					
Problem based learning	2., 3., 4.	2., 4.	1.			
Micro learning			4.			
Cooperative learning	1., 2., 3., 4.	3., 4.	3., 5., 6.	1., 2.	3., 4.	1., 2., 3., 4.
BYOD						
Action learning	1., 3., 4.	4.	2.	1., 2., 4.		1., 2., 3., 4.
Experimental learning			1.			
Simulations		2.	6., 7., 8.	2., 3., 4.		
Active learning through technology			4.			
Gamification			3., 4. 5.	1.		
Playing					2.	
Photo language		1.			2.	
Icebreaker				3.	1.	

EXERCISES
Module 1: Introduction to Social Innovation

M1.1 EXERCISE	To the core: What is social innovation?
UNIT ADDRESSED	**Introduction to Social Innovation**
LEARNING OBJECTIVES	• To understand what is social innovation and why it is important for individuals and for organisations as well.
TRAINING METHOD(S)	Action-based learning, cooperative learning
TIME/ DURATION	Overall duration: 45 minutes 10 minutes – ice-breaker activity 15 minutes for participants to define what social innovation means to them and how it is represented 15 minutes for the facilitator to explain what social innovation is and introduce a range of possible definitions 5 minutes at the end to reflect on the learning of the activity and close the exercise.
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shaped Equipment: Post-it notes, pens, images of social innovation, social innovation definition handouts, flipchart.
DESCRIPTION	1. Workshop participations must interview the person next to them and find out the following information (post it notes may be required): • What is their name? • What they do? • What is their favourite innovation? 2. They then present that person to the rest of the group as well as their favourite innovation and why (Innovation suggestions include: internet, mobile phones etc.). Acknowledge if there are any themes that emerge and the importance of innovation and how it might be utilised to tackle social issues. 3. Circulate some images that demonstrate social innovation in action. These can vary according to your location. Examples include photos of a Wikipedia page, Open University, FoodCloud, Grameen Bank etc. (See Handout 1 as an example). Ask each participant to choose a photo that represents social innovation to them and why, note this on a Post-it note. 4. Form groups of three and discuss each other's choice of social innovation. Why did they choose their photo and what issue do they think inspired the creation of this social innovation? Why do they think that this issue is an important one to be tackled? What are the traits of the social innovations that they have chosen?

	5. Participants return to the larger group and discuss the defining characteristics of the social innovations that they chose. The larger group then works together to define social innovation. 6. The trainer will display some other definitions of social innovation and the group can look over each definition to compare to their own definition. Have they included all the important aspects of what constitutes social innovation? The group completes the session with a question and answer session.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Prepare some flipchart displays in advance to make sure that the workshop flows well. Use the photos in Social Innovation in Action Handout as prompts for social innovation in practice.
LEVELS & VARIATION	Mixed abilities

Handouts:

8 Popular Social Innovation Definitions
On this occasion we illustrate 8 popular social innovation definitions. Social innovation has gained and retained a lot of interest throughout the years. Policymakers, academics and researchers, foundations and organisations and generally individuals share mutual interest on expanding their knowledge to address social issues. Despite the interest and the increasing consideration of the term, there is a growing need for shared or common definitions of social innovation. Are you feeling that social innovation is something fluffy, a fad even? Or are you one of those who talk about social innovation yourself? Either way, keep on reading as this blog post presents 8 popular social innovation definitions – helpful if you want to build a concrete understanding of social innovation and even take it one step further.
A pragmatic approach
Social innovation as "innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organizations whose primary purposes are social". (Mulgan et al. (2007) Social Innovation, What It Is, Why It Matters, and How it Can Be Accelerated).
A systemic approach
Social innovation as a "complex process through which new products, processes or programmes are introduced, leading to a deep change in daily routines, resources' streams, power relations or values within the system affected by the innovation". (Westley (2010) Making a Difference - Strategies for Scaling Social Innovation for Greater Impact).
A managerial stance
Social innovation as a "new solution to a social problem which is more effective, efficient, sustainable or fairer compared to existing solutions, and which generates value primarily for society instead of single individuals or organisations". (Phills et al. (2008) Rediscovering Social Innovation).

A critical approach
Social innovation is conceived as a process of “empowerment and political mobilisation” targeting a bottom-up transformation of the functioning of a social system, in terms of stakeholders and in terms of distribution of material and immaterial resources. (Moulaert et al. (2009) Social Innovation and Territorial Development).
An economic approach
Social innovation defined as “conceptual, process or product change, organisational change and changes in financing, and new relationships with stakeholders and territories”. (OECD (2009) Transforming innovation to address social challenge).
A comparative approach
Social innovation perceived as being “distinctive both in its outcomes and in its relationships, in the new forms of cooperation and collaboration that it brings. As a result, the processes, metrics, models and methods used in innovation in the commercial or technological fields, for example, are not always directly transferable to the social economy”. (Murray et al. (2010) The Open Book of Social Innovation).
A universal approach
Social innovations are defined as “new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society’s capacity to act”. (The Young Foundation (2012) Defining Social Innovation).
A short approach
We like keeping things simple so for us, social innovation is innovation that is social both in its ends and its means (Murray et al. (2010) The Open Book of Social Innovation).
However you define it, social innovation has been increasingly perceived as the answer to the rising number of European societal challenges (Nicholls & Murdock, 2012) such as refugee crisis, growing social disparities and exclusion, youth issues, unemployment, poverty or evolving demographics, to name just a few. While the European authorities, leading academics, policy experts, business people and activists agree that social innovation is the key to better future for Europe and the world, it is extremely difficult for professionals to obtain high quality training on what social innovation actually offers and, more importantly, how it can be done in practice. Social Innovation has been increasingly perceived as the answer to the rising number of European societal challenges. While the European authorities, leading academics, policy experts, business people and activists agree that social innovation is the key to better future for Europe and the world – as can be clearly seen from the presented reports – it is extremely difficult for professionals to obtain high quality training on what social innovation offers and, more importantly, how it can be done in practice. The Social Innovation Academy aims to change this situation in Europe and you can subscribe to their newsletter, or follow it on social media (LinkedIn, Twitter and Facebook). To tackle this issue, Limitless together with four other partners has recently started a project aiming

to develop the first online Social Innovation Academy in Europe. The Social Innovation Academy provides an online management training programme focusing exclusively on social innovation. http://www.socialinnovationacademy.eu/8-popular-social-innovation-definitions/

SOCIAL INNOVATION IN ACTION
Ask each participant to choose an image below (or to choose their own) that represents social innovation to them and why?

M1.2 EXERCISE	Six stages of innovation[3]
UNIT ADDRESSED	**Introduction to Social Innovation**
LEARNING OBJECTIVES	• To receive an overview about the various stages of social innovation, and helping learners to see innovation as a process.
TRAINING METHOD(S)	Co-operative learning, problem-based learning
TIME/ DURATION	Overall duration: 45 minutes 20 minutes – the facilitator leads the activity introducing the six stages of innovation and participants begin to understand the connectivity of the stages 20 minutes for participants to define the barriers to social innovation from their experience and in groups begin to identify solutions 5 minutes at the end to reflect on the learning of the activity and close the exercise.
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shape Equipment: Post-it notes, pens, diagram of stages of social innovation, flipchart
DESCRIPTION	2. 6 stages of innovation. The trainer displays the six stages of social innovation without numbering the stages. In groups of three, participants are asked to plot the stages. Each group will be given a flipchart sheet to map their group's thoughts. The smaller groups return to the larger group to discuss their findings. By completing this exercise, it will demonstrate that social innovations are not always sequential because some innovations jump straight into 'practice' or even 'scaling.' (Murray et al. (2010) The Open Book of Social Innovation, pp. 11-12). It is not always a linear journey. The trainer will display the stages of social innovation diagram in full for all participants to compare. 3. Barriers to social innovation. As a group, can they identify some barriers to social innovation? There are always barriers stopping you achieving your desired outcomes. The natural reaction can be to categorize every barrier as something factual that is difficult to change. The objective of this activity is to acknowledge potential barriers and process them in a way that leads to confidence in our ability to overcome them. Once the group have identified a number of barriers, divide the group into smaller groups in order to create two strategies/actions to overcome this barrier. The participants are then asked to take each of the identified barriers, and on large pieces of paper, split them into their component parts to form a spider diagram. The barriers should be broken down until they reached a collection of

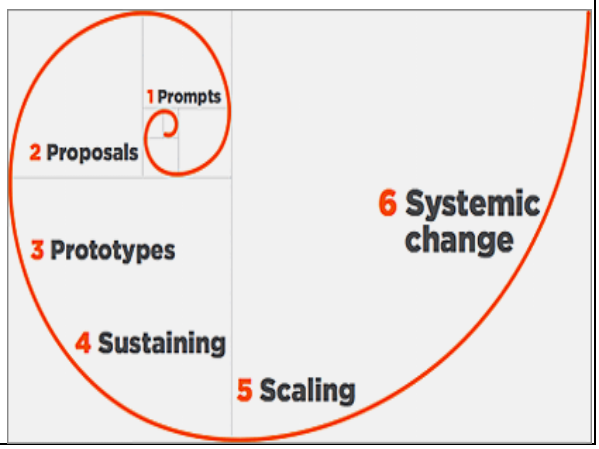
[3]The Youth Foundation and its partners outlined within the TEPSIE[3] project six stages of innovation – also known as a Social Innovation Model. These stages of the process of social innovation are often iterative and overlapping.

	singular, discrete problems. Once participants have got to this stage, they are asked to think creatively about a solution – imagining that apart from this one issue, there were no other barriers faced. Participants are then asked to circle the solutions that could be achieved, in a different colour. Most participants may be surprised to see that in fact, the majority of their solutions are realistic in the present and can be achieved.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Considerable time will need to go into explaining the stages so the first part of the activity may take up more time than expected.
LEVELS & VARIATION	Mixed abilities

The Six Stages of Social Innovation

The Youth Foundation and its partners outlined within the TEPSIE project six stages of innovation – also known as a Social Innovation Model. These stages of the process of social innovation are often iterative and overlapping. The six stages of Social Innovation are:

1. Prompts – which highlight the need for social innovation;
2. Proposals – where ideas are developed;
3. Prototyping –where ideas get tested in practice;
4. Sustaining – when the idea becomes everyday practice;
5. Scaling – growing and spreading social innovations;
6. Systemic change – involves re-designing and introducing entire systems and will usually involve all sectors over time



M1.3 EXERCISE	Bees and Trees: Importance of social innovation
UNIT ADDRESSED	**Introduction to Social Innovation**
LEARNING OBJECTIVES	• To inspire thoughts about the way of functioning of social innovation and its importance • To understand the process of social innovation • To grasp, who are the main actors of social innovation
TRAINING METHOD(S)	Co-operative learning, problem-based learning, action-based learning
TIME/ DURATION	Overall duration: 45 minutes 20 minutes for participants to begin to identify why and where social innovation is important 20 minutes allocated for participants to identify the actors and people in their organisations that promote social innovation and define their characteristics 5 minutes at the end to reflect on the learning of the activity and close the exercise.
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shape Equipment: Bees and trees activity sheet, Post-it notes, pens, markers, Flipchart.
DESCRIPTION	6. Why social innovation is important? This question is posed to the participants of the training session in the larger group and this is noted by the facilitator on a flipchart. Social Innovation creates Prosperous Societies. It enriches many spheres of society: • Health • Education and development (children, youth, seniors, marginalised and deprived groups) • Reduction of social differences, social mobility, social inclusion (co-housing, housing first etc.) • (Un)Employment services, support for entrepreneurs • Environment, regional development • Public sector, culture, creativity, community development • Effective government, public services • Technology development, knowledge management (data mining) • Work life balance, quality of life • Financial literacy etc. Political and social changes do not have to be left solely in the hands of big companies and governments. Change is now realisable by means of social innovation in the hands of every organisation, institution or business. The impulse for social innovation tends to manifest from grassroots or bottom-up activities, however to achieve real change, solutions often require the active collaboration of constituents across government, business, and the non-profit world. 7. Who are the central actors in the social innovation process?

	The bees are the innovators, those with great ideas. The trees are the environment that the innovators are working in, the structures that the innovators operate it. The group splits into pairs and discuss what 'structures' or what is the best environment for bees/innovators to co-pollinate and flourish. These small groups write out their thoughts on post it notes and attach to the branches on activity sheet provided. All ideas are fed back into the larger group where the group can identify common threads amongst their responses. The bees are the small organisations, individuals and groups who have the new ideas, and are mobile, quick and able to cross-pollinate. The trees are the big organisations – governments, companies or large NGOs – which are poor at creativity but generally good at implementation, and which have the resilience, roots and scale to make things happen. Both need each other, and most social change comes from alliances between the two, just as most change within organisations depends on alliances between leaders and groups well down the formal hierarchy.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Visual aids may assist in helping participants to understand the Activity.
LEVELS & VARIATION	Mixed abilities

Bees & Trees

M1.4 EXERCISE	On the spot: Identify areas where social innovation can be adopted in your organisation
UNIT ADDRESSED	**Introduction to Social Innovation**
LEARNING OBJECTIVES	• To be able to identify areas where social innovation can be adopted in relation to other societal issues • To be able to develop ideas how this can be transferred into practice within in learner's own organisation.
TRAINING METHOD(S)	Action-based learning, problem-based learning, cooperative learning
TIME/ DURATION	Overall duration: 45 minutes 15 minutes participants are given the opportunity to identify where social innovation can be used to address mega-trends and societal issues 25 minutes the facilitator leads a group discussion on how participants can encourage the exchange of new ideas and solutions across their organisations to identify solutions 5 minutes at the end to reflect on the learning of the activity and close the exercise.
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set up: U shaped Handouts included in the notes Equipment: Post-it notes, pens
DESCRIPTION	1. Break the group into three groups of participants and revisit the six stages of social innovation. The below handout can be circulated as a reminder. 2. Utilising the six stages of social innovation, each group to tackle one of the following topics: Climate Change, Poverty, Lack of economic opportunity and unemployment. Suggestions of potential social innovations for each topic included below: a. Climate change/destruction of nature:[4] • wood recycling social enterprises; • organic gardening cooperatives; • low-impact housing developments; • farmers markets; • car-sharing schemes; • renewable energy co-operatives and community composting schemes; • eco-innovation; • technological changes; • new policymaking; etc. b. Lack of economic opportunity and unemployment: • technological innovation;

[4] Examples of possible social innovations (Seyfang & Smith, 2007)

	• product creation; • new production processes; • new organizations of production; • new markets; • new source of raw material or energy; • new types of businesses; • new management models; • education and training; etc. c. Poverty • social enterprises; • job creation; • foodbanks; • newly developed social services; • community entrepreneurship; • vocational training; • childcare services; etc. 3. Activity. In a larger group, the trainer poses the question of how can you encourage the exchange of new ideas and solutions across your organisation? (Often innovation comes from adapting an existing approach to a new context.) Document these on a flipchart to record all inputs. Notes: How do we create the right climate for innovation? An effective climate for innovation involves individuals feeling an optimal degree of challenge and autonomy, support for new ideas and innovative behaviour, leaders taking risks to implement progressive ideas, and cross-departmental collaboration. Organisations that want to innovate require strategic intent, dedicated leadership and a reconfiguring of organisational resources to achieve this. The cultures of organisations that will thrive in the coming decade will be different to those that thrived in the last decade because the rate of change is increasing. They will be highly collaborative across disciplines, flatter, highly connected, open to experimentation and learning, open to considered risk-taking, very outward facing and able to co-create value with other organisations.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Finish with Q&A session
LEVELS & VARIATION	Mixed abilities

EXERCISES
Module 2: Bringing the future forward

M2.1. EXERCISE	Past, Present and Future
UNIT ADDRESSED	**Bringing the Future Forward**
LEARNING OBJECTIVES	• To understand the drivers to change in the economy and society • To understand how a business responds to change in the economy and society through being innovative • To understand the relationship between the past, present and the future • To be able to communicate to others through the use of images
TRAINING METHOD(S)	Photo-Language – The exercise recognises that all participants have different learning styles and this one uses images rather than words as a way of communicating understanding. This is also useful for a diverse group of individuals where there might not be one common language
TIME/ DURATION	Overall duration: 1 hour – 1 hour 10 minutes 10 minutes to introduce the concept 20 -30 minutes for participants to design, develop and physically create their photo story for display 10-20 minutes for participants to view each other's story to see if they understand what it is conveying 10 minutes to draw out the learning, wrap up and close the session
GROUP SIZE	About 10-15 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Space enough for groups to work comfortably in their own spaces with some distance from each other Resources required: Pens, coloured pens or felts, scissors, glue, blue tack, space in the room for each group to lay out on a table or stick up their story. Access to a colour printer, depending on size of group maybe 2 colour printers. Internet connection to access on-line images
DESCRIPTION	1. The trainer introduces the subject by showing an image of a product that is known for being a technology leader, explaining that things that are common place today would have once been unheard of. The trainer then shares a few examples of some good products and identifies the key social innovations that led to the products becoming common place. 2. The trainer then introduces the exercise and asks all participants to work by themselves and think about a product/service that is common place now that wasn't 20 or 30 years ago and what led to its acceptance? (Note Trainer should say they can't use mobile phones or the internet as

	these are too easy) Once they have identified a product/service they want to use, each participant has to create a photo story line using no words and about 5-10 images to explain the changes that took place that led to that product/service becoming common place.(It might be good to have an example of a photo story to share) 3. At the end of the 30 minutes, the trainer asks everyone to stop what they are doing and to display their photo story 4. All participants walk round and view the photo stories ands see what they learn from the stories that have been displayed 5. The trainer than sums up the learning from the exercise This exercise helps us to • See the opportunities in the future and develop our understanding of the connection between the past, present and future. • It also helps to bring the future forward to gain acceptance
CONCERNS AND IMPLEMENTATION SUGGESTIONS	The key concern for this activity is likely to be at the beginning some individuals might feel stuck for an idea, or be uncertain of how to depict in a photo the social changes. The trainer's role during the half hour is to ensure that all individuals are on track and understand what is expected of them, provide help to those that appear a bit stuck to help unlock their ideas. Some examples that the trainer could use are (Fridge, Watch or Calculator)
LEVELS & VARIATION	The use of photos to tell a story, overcomes any potential barriers there might be in a group where everyone might not be using the same language to communicate It is important that participants do understand what is being asked of them, so an example of a photo story will be useful for the trainer to use The activity can be varied or made more specific for an experienced participant perhaps by narrowing down the products and services by sector, or timeframe.

M2. 2. EXERCISE	Navigating the changing workplace
UNIT ADDRESSED	**Bringing the future forward**
LEARNING OBJECTIVES	• To understand how to use problem based learning to explore inter-generational issues in the workplace and to be able to plan a session using problem-based learning.
TRAINING METHOD(S)	Problem Based Learning Scenario based learning Divergent and convergent thinking approaches as variations
TIME/ DURATION	1 hour 10 minutes to introduce the problem 30 minutes to discuss within small groups and develop proposed solutions 10 minutes to come together to share the solutions 10 minutes for shared learning, reflection and wrap up
GROUP SIZE	Groups of 6-8 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Training room that allows space for groups to work separately without disturbing each other.
DESCRIPTION	1. The trainer introduces the exercise by providing a detailed scenario of a situation that has developed within the workplace. For example, an Engineering Company employing 100 people is receiving internal complaints from younger staff about persistent bullying by older workers. The issue has got serious as it is impacting on the performance of the business. 2. As the exercise the Trainer will ask each of the groups of 4-5 to come up with a series of suggested solutions for the Chief Executive of the organisation. 3. At the end of the allocated time, all groups are brought back together and invited to share their solutions 4. The trainer, then invites the group to share their reflections on the learning. For example, the solution needs to address and understand the underlying problem. Some solutions might have addressed the immediate problem but not the wider one. Etc. Summary and conclusions The key issues here are the use of problem based learning to uncover the problem as opposed to the manifestation, the value of both divergent and convergent thinking in problem-based learning, how changes in society (such as ageing and increasing socio-cultural diversity) are presenting opportunities and challenges which cannot be addressed through traditional approaches and solutions Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions. When engaging in divergent thinking it is important to not be judgemental and critical and allow all ideas to be expressed, quantity is better than quality,

	allow repetition and ensure all ideas are recorded. Convergent thinking is a problem solving technique. It enables a group to concentrate and focus on finding the best or correct solution to a problem. The focus is on logic and accuracy. It can be described as the opposite of divergent thinking.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	One concern might be a lack of ideas within the group and in this instance, it might be useful to consider the variation for divergent thinking suggested below.
LEVELS & VARIATION	For the more experienced participants, a variation to this exercise can involve individuals within each group assuming different roles, e.g. HR Manager, Trainer, Older worker, younger member of staff to provide their different perspectives. The identification of a relevant focus problem can be tricky if the trainer is external. In this case the session could start with the identification of the problem itself. Further variation might involve using divergent thinking for the first 5 minutes, where all groups are requested to generate as many ideas as they can. Then the session is paused whilst these are shared with the group and then the groups are free to use any of the suggestions to shared to develop a solution for the business for the next 20 minutes. This might require an extension of time too.

M2. 3. EXERCISE	Planning for the future
UNIT ADDRESSED	**Bringing the future forward**
LEARNING OBJECTIVES	• Understanding that you cannot predict the future but you can plan for it • Understanding that there a range of different future scenarios • Thinking about these different options will help you to plan for the future, by understanding benefits and negative aspects of these futures • To understand that some futures are possible but may not be preferable • Understanding how to use scenario planning as a tool for strategizing about the future
TRAINING METHOD(S)	Co-operative learning Scenario planning a good example of co-operative learning,
TIME/ DURATION	Overall Duration: 1 hour 10 minutes 10 minutes to introduce the exercise 40 minutes to do the exercise and develop the 4 scenarios 10 minutes powerpoint presentation from each group 10 minutes to reflect on learning
GROUP SIZE	Group size not larger than 6-8 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	A Training room that allows groups to work comfortably as separate groups and then come together again for reflections Access to the internet via laptops would be useful An Overhead projector is required for the groups to do a powerpoint presentation at thened
DESCRIPTION	1. The trainer introduces the concept of scenario planning, with the basic concept of not being able to predict the future. The trainer can provide examples drawing from their own experience or using examples in the on-line tool on this unit to demonstrate you can't predict the future. The trainer will then introduce the concept of scenario planning and how it has been used in different ways. For example the "Mont Fleur" scenario planning exercise for South Africa's future created four scenarios of what the future could look like. https://reospartners.com/wp-content/uploads/old/Mont%20Fleur.pdf 2. In preparation for the session the trainer could plan a guide to "scenario planning" as a handout. 3. The trainer then asks each of the groups to pick a scenario to work on. Eg. What is the future for enterprise and skills learning in 2030. It is important that there is a time frame for the scenario that is not far into the future but close enough to imagine what that future might be like and requests the groups to come up with four different scenarios for each future similar to the Mont Fleur example. The trainer informs the group that at the end of the exercise, each group will be

	required to present their four scenarios to everyone using a powerpoint slide. 4. After the powerpoint presentations there will be a 10 minute wrap up and reflection of the learning. A key to the learning is to demonstrate that you can't predict the future but you can plan for it.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Initially the groups might be uncertain what to area to pick and the trainer's role will be to help facilitate that discussion within the group if they are stuck or have different views on what to focus on.
LEVELS & VARIATION	For inexperienced learners, it might be advisable to provide a scenario to plan around.

M2. 4. EXERCISE	Action Learning Sets: Working through social innovation with others
UNIT ADDRESSED	**Bringing the future forward**
LEARNING OBJECTIVES	• To understand how to use Action Learning techniques and apply this to problem solving and future planning • To provide participants with and understanding of how to utilise a diverse range of perspectives to develop future solutions • To understand the principles of action learning as a training method • To develop skills to effectively facilitate an action learning set
TRAINING METHOD(S)	Action Learning Problem based learning Collaborative learning
TIME/ DURATION	Duration of exercise is approximately 50 minutes to an hour 10 minutes to introduce the technique and identify the issue 30 minutes for the group to use how and why techniques to understand the issue 10 minutes to reflect on learning starting with the issue bringer and with input from the group
GROUP SIZE	Group size not larger than 6-8 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	A Training room that allows groups to work comfortably as separate groups and then come together again for reflections
DESCRIPTION	• The trainer introduces the concept of action learning and how it can be used to help address current and future issues within an organisation. • It is important within Action Learning to set some boundaries for the group, for example confidentiality, anything anyone hears within the group is not discussed outside the group, this is crucial in order to gain trust and for the people to feel comfortable with sharing the problem. • The trainer then asks the group if there is any individual that has a particular problem they are struggling with that relates to one of three themes:- 1. An idea they have about doing something different in the workplace that is being met with resistance 2. A worker they are managing or a colleague, that they feel is resistant to change; 3. Socio-cultural change that is making them feel unsure and uncomfortable about how to behave e.g. change to gender neutral toilets in the work place for everyone; • It is important right from the start that the trainer sets the tone of the environment so that the individual who is bringing the issue does not feel uncomfortable with the questions. The environment needs to be friendly and exploratory. The

	group will then ask the individual a series of questions which start with How? or Why? which the individual will respond to. • At the end of the session, the individual will be able to reflect on what they have learned during the process and the group can also share their thoughts. • The trainer will also share their observations on the process and summarise the learning..
CONCERNS AND IMPLEMENTATION SUGGESTIONS	The tone must be set prior to the exercise happening to thank the issue bringer for sharing the problem and to recognise that this is a difficult thing to do. The group must agree to ask questions using a friendly tone, challenging with empathy. If the trainer observes that these initial rules are not being followed, they should pause the session at any point and remind the group of this. A circle style set up might be the best for this exercise, with the individual still remaining a part of the group rather than sitting alone opposite the group.
LEVELS & VARIATION	This exercise requires more experienced trainers but mangers/leaders at different levels can engage with Action Learning Sets

EXERCISES

Module 3: Developing networks and relationships

M3.1. EXERCISE	Training for effectiveness
UNIT ADDRESSED	**Developing networks and relationships**
LEARNING OBJECTIVES	• To understand how to effectively manage your networks; • To discover different strategies for networking; • To be able to adapt real situations into the learning practice; • To synthesize a variety of ideas into a formal proposal of actions;
TRAINING METHOD(S)	PBL (Problem based learning) Experiential learning
TIME/ DURATION	One hour and 15 minutes (depending on the size of the group) 5 minutes to share a problem with the whole group 15 minutes to discuss in small groups 10 minutes to share the conclusion of discussion from the small group with everyone 5 minutes to introduce an additional component to the shared problem which complicates the issue further, requiring more discussion 15 minutes to discuss in small groups. 10 minutes to share the conclusion of discussion from the small group with everyone 15 minutes for final discussion, wrap up and summary
GROUP SIZE	20 people at most; the subgroups should not be more than 5 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop)
DESCRIPTION	1. The trainer raises a specific problem related to the topic of managing relationships in a business context. The trainer can facilitate the identification of a specific problems on the spot or use an example. One example is shown below: *"Maria is the Manager of three teams within a Marketing company: Sales, Advertising, and Brand & Logo design. The teams are based in three different levels of the same building. Currently communication between the teams is not good and the staff only tends to speak to each other when things are going wrong. The business has been losing some important customers and the evidence form customer complaints indicate that the problem lies between the three teams. At present each team is blaming the other one and Maria has been asked by Managers to improve the communication between the teams. As a group, discuss what strategies Maria could put in place to improve communication within her teams."*

	2. After that, the trainer clarifies what methods or strategies tend to work by using examples which help participants to understand the exposed situation. For example, a common task with which managers often have to deal with is how to support appropriate and effective communication between people from the organization. 3. The trainees, in small groups, will ask questions and offer solutions to the conflict. For this task they will use flipcharts to reflect their purposed actions. 4. The trainer should facilitate the debate, firstly between the small group (paying attention to what it is being discussed on each one of the groups) and then when they explain to all the participants the findings reached. 5. The trainer then provides an additional component to the situation. In the above example the additional issue could be that: *"The business has just won a new corporate client that would like the company to take on an integrated marketing, advertising and sales campaign. The Chief Executive has told Maria that it is very important to the business to deliver this contract successfully and Maria needs to find a solution that will improve communication between the teams as soon as possible."* It means that the small groups probably reach some findings but the trainer may have to be able to complicate the situation, proposing further pressures which may occur in everyday business life. For example, this may relate to a key employee going off sick or leaving the business or a problem emerging with an existing client which requires an urgent response 6. The small groups work again on the resolution and identify different ways to undertake the situation proposed. 7. Finally, the trainer has to select the final recommendations to resolve and improve the situation.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	The trainer hast to plan the group dynamics previously, taking account: - Different situations to start the task. - What can be the different solutions that the group can raise? - To prepare, after these possible responses, the second part (possible complications derived from their proposed solutions) The trainer should not be too concerned if the group doesn't find the same ideas and possible solutions. He/she must be prepared and have sufficient capacity to create a response to continue the dynamic.
LEVELS & VARIATION	- Adapt your language to the level of participants. - Select different situations depending on what do you want to work with (we use the effective communication

	in this example, but there are other tasks you can implemented: to promote the creativity between memberships, to break barriers and promote the right climate of trust, etc.)

M3. 2.EXERCISE	Understanding the value of networks
UNIT ADDRESSED	**Developing networks and relationships**
LEARNING OBJECTIVES	• Be aware about different types of networks implied in a company/business. • Be aware about the importance of networks in the working environment. • Be able to identify the map of proper relations: not just who are involved but in which way they are. • Be capable to develop strategies for networking plans. • To build networking plan within a practical perspective.
TRAINING METHOD(S)	Action learning
TIME/ DURATION	One hour and a half 15 minutes for the brief theoretical explanation. 10 minutes for the first ideas. 15 minutes for the public exposition 30 minutes for the team works. 20 minutes for the final presentations and the debate.
GROUP SIZE	15 people at maximum
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Flipcharts, markers, sheets to take notes, pens... Every material shall take into account the number of participants (must be prepared previously the workshop)
DESCRIPTION	1. Introduction: the trainer introduces and describes to participants the different connections and relationships that occur in the business environment. (Formal and informal; personal, operational and strategic networking). 2. The trainer then asks each of the participants to think about their own work situation and the kinds of relationships they have established which benefit their workplace. (Formal, informal, personal, operational and strategic networking) 3. At the end of this period, each of the participants will be asked to present their work. The participants will then be asked by the trainer to get into small groups, there is an opportunity for the trainer to suggest which groups might be beneficial, for example participants from similar sectors, in similar occupations or complementary occupations and sectors. 4. The small groups will work together, looking at individual's networks and relationships in turn. They will look at gaps in relationships and generate ideas on how to address the gaps. 5. The participants create a strategy for each one of the cases: all together providing ideas on how to develop further networks. Every person must create their own outline using the flipchart paper. 6. Finally, participants share their plans and all of them are able to introduce new ideas and comments. 7. After the sharing of their plans, the group can reflect upon the importance and the difficulty of this task: the creation of the networking links.
CONCERNS AND	The trainer must ensure that everyone understands the tasks in

IMPLEMENTATION SUGGESTIONS	hand and understands the types of relationships and networks they are looking for and how these ensure the company operates successfully
LEVELS & VARIATION	- The trainer must think of timing and structuring the activity. For example, if it is a large group, the subgroups tasks could be removed and after the exposition of each situation they propose solutions using the brainstorming technic and, at the end, create a short number of strategies directed at each type of networks. - It would be an interesting second step to generate a group conversation about the possible ways/hints and tricks of maintaining the relationships alive. It is a big challenge especially for those who are introverted, or favour few close/deep relationship to extended/superficial acquaintances. The trainer should prepare with best practices.

M3.3. EXERCISE	How to network strategically
UNIT ADDRESSED	**Developing networks and relationships**
LEARNING OBJECTIVES	• To understand what makes good strategic networking • To understand the key competences for networking. • To develop skills in strategic team networking
TRAINING METHOD(S)	Cooperative learning Gamification
TIME/ DURATION	One hour
GROUP SIZE	Small groups of 4 or 5
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Puzzles, jigsaws (for example, IQ puzzler Smart game, or you can use an online tool https://www.smartgames.eu/uk)
DESCRIPTION	1. Divide all participants into small groups with the same number of members. Alternatively, where appropriate, the participants can chose their own groups or the trainer can choose group leaders who select their own participants. 2. Each group is provided with a different puzzle with the same level of difficulty. The objective is to see which group can complete its puzzle faster. 3. Some pieces are mixed with those of the puzzles of other groups. It is up to each team to decide a way to recover those pieces, either through negotiation, barter, exchange of team members, etc. Decide what they decide, they will have to do it as a group. 4. At the end, they must be able to identify these strategies which have allowed them to complete the game in the team context: between its group and with the others. They also need to identify team barriers to success. They also need to identify team barriers to success.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	This exercise should be undertaken in a training room with space to move around so that participants can engage comfortably in the activity.
LEVELS & VARIATION	The selected game must be adapted at the group skills. A more developed group, more difficult game.

M3.4. EXERCISE NAME	Planning by mapping
UNIT ADDRESSED	**Developing networks and relationships**
LEARNING OBJECTIVES	• To develop a need analysis about the competencies of participants to create and develop a RAP (Relationship Action Plan). • To understand the key characteristics of a RAP • Be able to create a RAP (using an outline template provided by the trainer).
TRAINING METHOD(S)	Active learning
TIME/ DURATION	One hour 5 minutes to explain the dynamic of the activity (distributing the cards to each participant and calibrating them with the tool) 15 minutes to play the test. 40 minutes to analyse the results and discuss the responses
GROUP SIZE	20 participant maximum
SETUP (ENVIRONMENT) & NECESSARY TOOLS	The exercise requires the trainer to use a free on-line assessment tool such as Plickers, Quizezz.com , which enables them to design a proper questionnaire to check participant's understanding of a particular topic, on the spot. Prior to the exercise the trainer should use develop the online quiz on the topic. https://get.plickers.com/ Tutorials: https://www.youtube.com/watch?v=mPoAdUkNWmk (18:37 min) https://www.youtube.com/watch?v=KE3Sgw4fiQ4 (4:28 min) Example of questionnaire (the correct answers are marked in bold): 1. *A business does not need a written action plan – it is OK to have action plans agreed verbally* *True* *False* 2. *An action plan is a useful tool as it provides a focus on the ways of achieving the objectives and goals of the business* *True* *False* 3. *SMART objectives are focused on the clarity and measurability of the objectives* *True* *False* 4. *SMART means: Specific, Measurable, Achievable, Relevant and...* *Temporary* *Tidy* *Time-related* *Trusting* 5. *The actions don't need to have a specific date – ongoing is OK*

	True *False* 6. *How important is 'know-how' in addressing actions within the action plan* *Not at all important* *Unimportant* *Important* *Very important* 7. *It is important to map networks and relationships on a regular basis as a way of identifying how others can assist you in addressing your actions* *True* *False* 8. *It is important to invest time in developing your networks and relationships as a way of acquiring resources required to address your actions* *True* *False* 9. *Networking and relationship building is an end in itself* *True* *False* 10. *Networking and relationships can be used to acquire more than the resources required to action your actions* *True* *False* 11. *It is not important to define clearly what the individuals can do for you – most people can do the same thing* *True* *False*
DESCRIPTION	1. The trainer must have prepared a questionnaire using Plickers. This questionnaire should be created from the Knowledge Base (you can use the example on the previous section). 2. The trainer presents the questions and the participants will answer using the cards that the trainer will have given them at the beginning of the session. 3. At the end of the test, the trainer will go through the answers, with a discussion on possible challenges, opportunities and actions 4. The trainer can also identify those aspects that participants should work on for the implementation of an action plan.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Questionnaire must be well defined and clear on each sentence, avoiding misconceptions.
LEVELS & VARIATION	- The trainer should have some knowledge of how comfortable participants are with technology. The instructions about how Plickers or other online assessment tools work should be clear and comprehensive by all the trainees.

EXERCISES
Module 4: Collaborating with others and collaboration management

M4.1 EXERCISE	Make your own movie
UNIT ADDRESSED	**Collaborating with others and collaboration management**
LEARNING OBJECTIVES	• To be able to apply creativity and develop ideas • To engage in teamwork and apply collaboration skills • To be able to work in big groups
TRAINING METHOD(S)	Action learning
TIME/ DURATION	Overall duration: 2 – 8 hours
GROUP SIZE	Any
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Preparation: Ask participants to bring the necessary equipment – camera, tripods and a laptop – or provide them with these tools and download a film editing program (e.g. Windows Movie Maker, iMovie, or any other free program that can be found online).
DESCRIPTION	What a better way to stimulate creativity than to get your team to make their own little movie? This is a fun activity, and it can be done indoors or outdoors as well. Your team will love it! After all who does not love movies? It can take place indoors or outdoors 1. Divide the group into large teams, ideally with minimum 8 people and ask each individual to take a responsibility. Suggested responsibilities: screenwriter, director, camera operator, assistants, and actors. 2. There may be an already existing movie theme to build on. If that seems too constricting, teams should be encouraged to pick their own topic/ theme (One movie recommendation would be Ocean's eleven). 3. Ask teams to write their own movie script of about 4-7 minutes maximum. Note. A page translates into a minute of film. 4. Each team will create movies based on their script. Equipment can be borrowed when needed. 5. All finished movies are screened at the end of the exercise. Awarding prizes to the top movie. 6. Participants should discuss and reflect on the importance of collaboration, how it was managed, and how collaboration evolved from the beginning to the end of the production of a movie (how the dynamics between the team members were at the beginning and how they were by the end of the activity). What were the lessons learned? How was the experience? What are the best practices and common mistakes?
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Making a movie is definitely an exercise in teamwork. You need every part of the 'studio' working together seamlessly to pull off a successful movie. Since you are working in a limited environment, teams will also have to be creative to get the narrative and effects they want. This can

	promote lateral, unconventional thinking.
LEVELS & VARIATION	The trainer can adjust the structure of the exercise to fit the needs and expertise of the participants.

M4.2 EXERCISE	Magazine story
UNIT ADDRESSED	**Collaborating with others and collaboration management**
LEARNING OBJECTIVES	• By the end of this exercise, participants should be able to visualize the team in larger tasks • Ability to manage collaboration and resolve any issues collaboratively • To get experience in inspiring each other to think bigger
TRAINING METHOD(S)	Action learning
TIME/ DURATION	Overall duration: 60-90 minutes
GROUP SIZE	Any
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Templates, maskers, pens. Note: The organizer should provide templates for different elements of the magazine story (e.g. Magazine cover, cover story headline, quotes from leaders and teams members, sidebars about highlights and images).
DESCRIPTION	Who wouldn't want to be featured on a magazine cover? This activity, each team has to create an imaginary magazine cover story about a successful project or business achievement. 1. Learners will be divided into teams of 3-6 players. Share the goal: Each team should create a magazine cover story about their company/ organization or project in order to advertise their activities around social innovation. The participants don't have to write the complete story, they only have to write the headlines and create images, quotes and sidebars that relate to social innovation in order to "sell them". 2. Distribute templates, maskers, pens and anything else they might need to create a fictional magazine cover. Ask teams to create a magazine story, filling each template and focusing on the project or business innovation/innovative aspect of the company – or the lack of it, a problem that requires solution. 3. Choose the best magazine cover. The criteria should be set based on creativity, and relatedness to social innovation. Teams can vote, or there can be a 'decision committee. Optional: You can offer a prize for the most creative magazine cover.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	See your project, business or organization's success features in a magazine is the high-point of any organization. This creative exercise helps-point of any organization. This creative exercise helps your team members think big and visualize their future success. It can also be a powerful motivational tool.
LEVELS & VARIATION	The trainer can adjust the structure of the exercise to fit the needs and expertise of the participants.

M4.3 EXERCISE NAME	Odd couples
UNIT ADDRESSED	**Collaborating with others and collaboration management**
LEARNING OBJECTIVES	• To be able to practice tolerance within teams • To become conscious about developing bonds with teammates • To be able to identify fields where to improve communication skills • To become conscious about each other´s positive sides and strengths, differences and similarities
TRAINING METHOD(S)	Icebreaker
TIME/ DURATION	Overall duration: 1-2 hours
GROUP SIZE	6 to 20 individuals
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Create a list of odd pairs of objects that, for some reason, go well together (e.g. 'Orange and chocolate', 'chocolate and coffee', salt and pepper', 'sugar and spice' etc.). Then write down the names of objects from each pair on separate sheets of papers.
DESCRIPTION	All people are different in one way or another, and so are their personalities. Still no matter how different each person is, actually we all have things in common. 1. Ask participants to form a circle. Explain the overall goal of the exercise to them. Tape a sheet of paper to each participant's back. Note - try to tape opposing pairs on people with opposing personalities, though this is not always necessary. 2. Then ask participants to mingle with the group. Their mission is to figure out what's written on their backs. The trick is that they can ask ONLY yes and no questions (e.g. do I have flavour to food? do I make the food spill? etc). 3. Once participants have figured out what is written on their backs, they have to find the other half of their text. 4. As soon as they have found their pairs, participants have to find three things they share in common with their opposing pair/partner. 5. At the end of the exercise participants should form a circle once again, and the 3 things in common will be presented to the rest of the group by each pair.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	In any management and collaborative project, a big challenge is to bring different people together. This is an exercise that can give all participants the reasons to sit down and share experiences with people they might not mingle with otherwise. The focus on yes and no questions also improves communication skills.
LEVELS & VARIATION	Invite participants to reflect: what is their general attitude, do they tend to focus on finding similarities - what do they have in common with others - or differentiating things – in what ways are they special, different from the others? You could reflect on the intercultural aspects: in Oriental cultures people tend to focus on the common points while in Western cultures on the individual aspects.

M4.4 EXERCISE	Build bridges not walls
UNIT ADDRESSED	**Collaborating with others and collaboration management**
LEARNING OBJECTIVES	• To become conscious about proper and team collaboration patterns • To engage in developing problem solving skills and improve communication
TRAINING METHOD(S)	Action learning
TIME/ DURATION	Overall duration: 60 minutes
GROUP SIZE	8 to 20 individuals
SETUP (ENVIRONMENT) & NECESSARY TOOLS	It can be any of the below materials or all: Cardboard, Lego, building blocks, straws, paper, rulers and tape
DESCRIPTION	Two teams build separate halves of a bridge using the material provided. Once finished, they have to work together to make the halves fit. This is a symbolic game for building collaboration and enhancing creative skills. 1. Divide all participants into two equally sized teams. Separate them into two different sections of the room or in different rooms in a way that they cannot see what the other team is doing. Use a paravan/sheet to make the separation if you have to. 2. Ask each team to build one-half of a bridge. A team cannot see what the other is doing. They can, however communicate verbally and exchange ideas about the bridge design. 3. Teams have free access to whatever materials they need to build the bridge. Timeframe: • 10 minutes for each team to come with an idea and a sketch of the bridge. • 30 minutes to actually build the bridge • The teams can communicate verbally across the room though out this period. 4. After the 30 minutes ask the two teams to meet together and see whether their bridges were actually similar or not. Optional: If there is a larger group, it can this can become competitive by dividing the group into 2 or more pairs of teams. The team-pair that gets closest a complete bridge wins.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Building bridges is fun, but when you have to build only one half and ensure that the opposing team does the same, it brings in interesting dynamics. Teams have to communicate clearly though verbal instruments to be successful. They also have to be good at solving problems, teamwork and collaborating on a design – again, without actually seeing each other – something that happens a lot in modern remote offices.
LEVELS & VARIATION	The trainer can adjust the structure of the exercise to fit the needs and expertise of the participants.

M4.5 EXERCISE	What is what?
UNIT ADDRESSED	**These exercises focus on the key points of collaboration management based on the Standard CEN/TS 16555-5, relating Innovation.**
LEARNING OBJECTIVES	• To understand the importance of the intellectual property rights relating innovation • To get to know some examples related to the intellectual property
TRAINING METHOD(S)	Cooperative learning
TIME/ DURATION	Overall duration: 20 minutes
GROUP SIZE	Small groups, 2-3 people/group
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Task sheet
DESCRIPTION	1. Preparation: the task sheets (see below)have to be cut into pieces in advance. Each piece will contain a concept, a definition or an example. 2. Each group gets a task sheet (which is cut into pieces). They have to match the concepts with the relevant definitions and examples. 3. Teams have 10 minutes to complete the task. Each matching pair is worth a point. The team who managed to make the most points, wins. In case of equal number of points at the end, the finalist teams have 60 seconds to come up with new examples. Who proves to be more productive, takes the trophy.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Some preliminary knowledge about IPR (intellectual property rights) is useful.
LEVELS & VARIATION	The examples can be eventually replaced with others.

Supporting task sheet:

What is What?		
Concept	**Definition**	**Example**
Patent	The legal protection of a new industrial- technical solution resulting from an inventive activity, which represents a novelty in that field worldwide.	Ballpoint pen.
Trademark	A word, phrase, symbol, and/or design that identifies and distinguishes the products or services of a manufacturer from the products or services of others.	The slogan: ”Just do it” (from Nike)
Invention	The result of creative activity, when new things are created in the field of technical science and / or technology.	Telephone
Knowhow	Detailed knowledge / description of a procedure or technology.	Coca-Cola recipe

Copyright	Legal protection given to the originator of literary, artistic, software and scientific works.	New software for more accurate measurement of emissions
Geographic indications	It is a collective term for all markings used in sales to identify the geographic origin of products.	Roquefort Cheese
Utility model	It protects new structural design or technical function of a product. This is also known as “small patents”.	MugMuscles (special mug designed for Octoberfest that builds your muscles with every sip)
Industrial design	It protects the external configuration or appearance (e.g. lines, colours, shape, etc.) of industrial and handicraft products.	Coca-Cola contour bottle

M4.6 EXERCISE	My group
UNIT ADDRESSED	**Standard CEN/TS 16555-5 on Collaboration Management relating Innovation**
LEARNING OBJECTIVES	• To be able to take conscious decisions • To practice effective reasoning and influencing • To become aware of about the different roles in the group • To understand the importance of different skills and attitudes favouring collaboration
TRAINING METHOD(S)	Cooperative Learning, Simulation
TIME/ DURATION	Overall duration: 45 minutes 5 minutes for individual work to define the team preference 5-10 minutes for group work to come to agreement on the group's team selection 10-20 to explain their decision to the other teams 10 minutes for questions and feedbacks, conclusions
GROUP SIZE	Small groups, max. 3 people / group
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Task sheet, pen, board/flipchart
DESCRIPTION	1. The trainer will introduce the situation to the group (see below). *"You are a Team Leader in the Innovation Department of a large Corporate Business. Your manager assigns you to a new project with 4 months duration. You need to set up your team from the following colleagues who are currently available at the department. (Name and details of possible team members are on the task sheet)."* 2. Task sheets will be distributed to the participants. Each participant has 5 minutes to come up with a list of preferred team members (at this stage they work alone). 3. After this the trainer divides participants into groups (max 3-4 person per group) and they have a further 5-10 minutes to set up the group's team preference. 4. All groups will have to share their decision and the chosen team setup with the other teams; the trainer writes it on a board/flipchart. Meanwhile, each group is asked by the trainer: "Is everybody in the group satisfied with the final team selection?" "If not, why?" "What were the most important characteristics along their decision process?" 5. At the end the trainer summarizes the results, they discuss who got the most votes and the least votes and why (based to the whole group's answers). Open discussion about characteristics of a good team member and an efficient team.
CONCERNS AND IMPLEMENTATION	The formation of small groups can be gamified: Participants are asked to create a queue/line according their birthday (day and month). Whose

SUGGESTIONS	birthday is on 01.01 stands at the begging of the queue/line and whose birthday is on 31.12, will stand at the end of the queue/line, the others among them. The first two/three people will form one group, the next two/three persons form an another group, etc.
LEVELS & VARIATION	

Supporting task sheet:
You are a Team Leader in the Innovation Department of a large Corporate Business. Your manager assigns you to a new project with 4 months duration. You need to set up your team from the following colleagues who are currently available at the department.

	Number of ideas in the last 6 months	**Number of ideas implemented**	**How much profit did the ideas bring to the company?**	**Characteristics**
Adam	50	8	50 000 Euro	He is extremely creative, has plenty of great ideas, but always misses deadlines and his ideas are rarely implemented/realized.
Bem	30	20	20 000 Euro	He is earnest, hard-working, works overtime a lot and has many ideas which he usually puts into practice. Still, his ideas don't bring lot of profit for the company, they rather improve the working conditions and make the colleagues happy.
Charlie	20	10	80 000 Euro	He has many good ideas, but he is not a good teamworker, he tends to develop and implement his ideas on his own, often without consulting the management. He has conflicts with other colleagues frequently.
Dorothy	20	5	100 000 Euro	From her ideas she can select wonderfully those, which will bring a huge profit to the company. She is the perfect workforce, it is a pity that she is leaving the company in 3 months to work abroad.
Esther	5	5	80 000 Euro	Mother of 2 children, she has just returned from maternity leave. All her ideas are good and she implements them as well, besides, she works thoroughly and precisely, but sometimes she is a little slow.
Florence	12	1	5 000 Euro	She is a student at a university and trainee at your company. She has been working at your company for 2 months, but she has very fresh knowledge. She is very motivated, but she works only 20 hours per week. Moreover, her exams will be in the next 2 months

M4.7 EXERCISE NAME	Disaster
UNIT ADDRESSED	**Standard CEN/TS 16555-5 on Collaboration Management relating Innovation**
LEARNING OBJECTIVES	• To become aware of the conscious management of relations • To get familiar with the practice the active listening • To understand personal strengths and weakness relating conflict management • To be able to identify ways to enhance effective collaboration in a team
TRAINING METHOD(S)	Teaching through Simulations
TIME/ DURATION	Overall duration: 40 minutes 20 minutes to read the task sheets + negotiation 10 minutes to share the solution with the other pairs 10 minutes for the answers and feedbacks
GROUP SIZE	Work in pairs
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Exercise sheet to each participant
DESCRIPTION	1. Learners will be divided into pair. Each group will receive a mission, described on a task sheet. There are two types of task sheet: Mrs Cook's sheet and Mr Parker's (each pair gets one of each sheet). 2. The goal is to convince each other through negotiation and eventually reach a consensus, within a given time. 3. Once the time is over, the trainer will ask the following questions from the groups: "Has any group reached an agreement?", "What is your solution?" In cases where the pair cannot reach agreement at all, the trainer explains the solution of the task. Learners should discuss about their experiences and reflect on their feelings. 4. The solution: Mrs. Cook needs the egg yolks of the stained ostrich, and Mr. Parker needs the shells of the eggs, so indeed they can share the total amount of the eggs[5]
CONCERNS AND IMPLEMENTATION SUGGESTIONS	The trainer should be careful not to have too much noise in the room.
LEVELS & VARIATION	

[5] Source: Kommunikációs és csoportépítő tréning; Módszertani kézikönyv (TÁMOP 5.3.1.-08.2.2009. 0037) https://docplayer.hu/1281515-Kommunikacios-es-csoportepito-trening-modszertani-kezikonyv.html

Supporting task sheets:

Mr Cook

You are Mrs. Cook, the Chief Pharmacist of the Ministry of Health.

You develop medicines which can cure rare diseases. Recently, a smallpox epidemic broke out and spread on several continents. This is an infectious disease that also causes a fetal disorder. Emergency emerged worldwide. If the smallpox epidemics is not stopped in time, the health of thousands of unborn children may be put to danger and their families and the state will have to care for them for decades. According to economists, it will destroy millions of families and eventually may result in a worldwide financial crisis. Psychologists warn that the emotional impact of this process will be serious and will effect almost every family in these countries.

Your ministry has supported smallpox research and found a serum that prevents the disease. The serum is made from egg yolk of a very rare type of ostrich. These ostriches live only in Balahar. They ostrich lays eggs once a year in July. Eggs are sold to gourmet restaurants to prepare special soups. Last year, the price of an egg was on average $15. The sole owner of domesticated ostriches from this type lives in a remote part of Balahar. According to the news, the person has underworld connections and he is allegedly involved in terrorist actions as well. He probably doesn't know what kind of medicine can be produced from the eggs. The Ministry of Health will need all the eggs available this year so as to be able to produce the required amount of medicine. Your task is to get as many spotted ostrich eggs as you can. The Ministry provides you with up to $500,000 if needed. However, someone else wants to get eggs on behalf of Ministry of Chemicals. Your ministry is in competition with the Ministry of Chemicals. Apart from them, other companies may appear in Balahar as well.

You are authorized to compete with the Ministry of Chemicals for the eggs, you can spend all the money available to get more of them. You are now flying to Balahar to buy the whole amount of the eggs. You are surprised to see that you are sitting on the plane with the representative of the Ministry of Chemical. You are trying to convince the representative of the Ministry of Chemical that your need for eggs is very large, so you have to get the whole yearly amount of the eggs. If it succeeds, you will surely be rewarded at the Ministry, get a higher position and five times bigger salary than now.

Mr. Parker

You are Mr. Parker, the chief chemist of the Ministry of Chemical, specializing in the development of insecticides that destroy insects that are dangerous to agricultural crops.

Recently, reports from all over the world have reported a moth attack which destroys trees. This moth, if it is not stopped, can destroy entire forests. It engenders extremely quickly and causes irreparable damage in vast areas. The only way to stop this type of moth is to spray infected forests with a recently tested/developed insecticide.

The insecticide is made from the shell of the egg of a spotted ostrich which is living in the Balahar Islands. There are very few of this bird, and they only lay eggs once a year. Now is the month of laying eggs. Eggs are carefully stored every year and then sold to gourmet restaurants to prepare special soups. Last year, the price of an egg was on average $15.

The sole owner of domesticated spotted ostriches lives in a remote part of Balahar.

According to the news, the person has underworld connections, allegedly he is involved in terrorist actions as well. You think the owner does not know what kind of insecticide can be produced from the eggs.

For the production of the insecticide needed to stop the disaster, you need the total amount of this year´s egg production, the all ten thousand pieces. Your task is to get as many ostrich eggs as possible. You are authorized by the Ministry to spend up to $500,000 for the eggs.

However, other competitors seem to be interested in eggs. According to news, the Ministry of Health also needs the eggs. Your ministry is not in good relation with the Ministry of Health, and you are worried about that they are trying to outbid you.

You are now flying to Balahar to buy the whole amount of the eggs. You notice that you are sitting on the airplane with a representative of the Ministry of Health. You try to convince him that your need for eggs is extremely high, so you have to get the whole year´s full amount of the eggs. If you defend the interests of your ministry, you are sure to be placed in a higher position, with more than five times bigger the salary than now.

M4.8 EXERCISE	Tower
UNIT ADDRESSED	**Standard CEN/TS 16555-5 on Collaboration Management relating Innovation**
LEARNING OBJECTIVES	• To become aware of one´s own communication style • To be able to observe other people´s communication style in order to find a bridge in communication • To be able to apply creativity and share ideas with others • To be able to practice external collaboration
TRAINING METHOD(S)	Teaching through simulations
TIME/ DURATION	Overall duration: 30-40 minutes
GROUP SIZE	2 groups (6-8 people maximum in each group)
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Lots of paper (A4), scissors, glues, tape measure, 2 rooms
DESCRIPTION	1. The trainer will choose two people as company representatives (A and B) and divides the rest of the participants into two groups (A and B). Company representative A and Group A will be asked to go to another room with the trainer. The trainer reads the following instructions: *"You are colleagues in the same company. Your company has been working with other companies on several projects for a long time. This morning your company got an email from a very important partner. Company Representative A is the representative from your important partner, and (s)he is going to read out loud the content of the email."* 2. The trainer will give an "email" to representative A who has to reads it out loudly. This group has no chance to ask questions, they will have to start working based on the instructions straight away. The trainer launches the clock and leaves the room. The trainer follows the same process in case of team B and gives them their respective email. 3. Each team will have 15 minutes to build a tower. The winner team is whose tower is higher. 4. At the end of the task, the following questions can be discussed: • Who was the leader of the group? • Did you have design department? • How was the collaboration? • Did the team have a leader? • What do you think about the time pressure? • Everybody's ideas were implemented? If no, why. • How did you plan the „construction"? • How did you design the tower?
CONCERNS AND	If there is no chance to implement this exercise in 2 rooms, it can be

IMPLEMENTATION SUGGESTIONS	solved in the same room, just the two groups have to be separated by something (for instance by a board, a blanket, etc.)
LEVELS & VARIATION	

Supporting task sheet

TEAM A - Cooperative relationship

Title of game	**Building a paper tower**
Type of game	Problem-solving, communication, cooperation
Required time	20-30 min
Necessary tools	A4 size paper sheets for the teams (as much as they want), cellutape
Game description	The task is to create the highest possible paper tower within a given timeframe (15 min). Teams are allowed to use as many paper sheets as they want. The tower needs to stand by itself, without any support it is not allowed to lean it or glue it to something and no one can hold it).
Indicators	Height of the tower: .... cm Please rate the answers for the questions between 1 and 5. • How stressful was the task for you? 1-5 • Did you expect to successfully solve the task? 1-5 How do you rate your own work?
Introduction of the task to the teams	Dear Partners, We would like to ask you to participate in the development of our new solar panels, which will allow the building owners to minimise energy costs. We would like to ask you to build the highest tower possible (It has to be higher than 2.5 m) using our flexible sonar panels. We will also help out in any way we can (by giving as many A4 sheets of paper and cellutape as you want). Our partnership/cooperation is very important for us and we are confident that together we will find the perfect solution to make this project successful. The owner of Evergreen Consulting.

TEAM B - Inferior-superior relationship

Title of game	**Building a paper tower**
Type of game	Problem-solving, communication, cooperation

Required time	20-30 min
Necessary tools	A4 size paper sheets for the teams (as much as they want), cellutape
Game description	The task is to create the highest possible paper tower within a given timeframe (15 min). They are allowed to use as many paper as they want. The tower needs to stand by itself, without any support (it is not allowed to lean it or glue it to something and no one can hold it).
Indicators	Height of the tower: .... cm Please rate the answers for the questions between 1 and 5. • How stressful was the task for you? 1-5 • Did you expect to successfully solve the task? 1-5 How do you rate your own work
Introduction of the task to the teams	Dear Partner, We order you to construct a building with the following parameters: **Design:** made of paper, at least 2.5m high, tower shape **Materials to use for construction:** A4 paper sheets, cellutape The construction cannot be glued to any surface, otherwise it won't comply with quality expectations. **Deadline:** in 15 minutes In case the taks is not completed on time, you will be expected to pay 1000 Euros penalty per minute. The owner of Evergreen Consulting.

EXERCISES
Module 5: Measuring the impact of social innovation

M5.1 EXERCISE	Present me
UNIT ADDRESSED	**Measuring the impact of investing in Social Innovation**
LEARNING OBJECTIVES	• To be able to start conversation in a new environment • To be able to find common points between participants of group • To be able to practice openness and curiosity in a new situation • To become aware of a playful way of co-creation
TRAINING METHOD(S)	Icebreaking
TIME/ DURATION	Overall duration: 30 minutes (depending the group size)
GROUP SIZE	8 people at least (recommended)
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Paper with a frame – 1 per person Pens – 1 per person Joyful music List of questions
DESCRIPTION	1. The trainer will distribute paper, one to each trainee. Trainees will write their name on the top of the paper. 2. The trainer launches a cheerful music and askes the group members to dance/move around the room while exchanging papers between them, randomly. 3. The trainer will spontaneously stop the music. At this point each participant holds a paper with someone`s name on it; they have to search for the person with the name written on the paper. The randomly made pair will have a short task to undertake together. 4. Interaction: Step 1: Each trainee draws the shape of the face/head of the person in front (the person who´s name is written on the paper). Each trainee will have to addresses question number 1 to the partner (find the list of questions below) and writes the answer on the paper. 5. The music starts again and trainees exchange papers once again. The music stops: each trainee searches for the person with the name written on the paper and engages in the above described interaction. This time the next question on row will have to be asked and each trainee will draw the eyes of the partner (meaning, the person whose name written on the paper). 6. In the following interaction rounds: the same procedure for the rest of the elements of the face: nose, ears, hair, mouth… to each part, corresponds a new question that must be written on each paper.

	7. The last step is to exchange the papers one last time. Each trainee will present the person according to the paper that they have and shows the collaborative "portrait". Question 1 – choose only 1 of the below questions variations. Option a (general) - What do you do for a living? Option b (SI) - Do you love to follow rules and set routes? Is it difficult for you to leave your safe harbour/comfort zone? What inspires or makes you leave the well- known ports? Question 2 Option a (general) - What is your academic background? Why did you choose it? Option b (SI) - In which fields of your life are you (the most) innovative? (e.g. cooking, working, raising the children, relationships, hobby, etc.) Question 3 Option a (general) - What hobbies do you have? Option b (SI) - How do you discover new things? (e.g. information, people, ideas?) Do you consciously look for it? How? Question 4 Why you are here? What are your expectations? Question 5 What would make you feel that the LA was successful? Name concrete outcomes (e.g. well established next tasks), outputs (e.g. new O3 exercises) and impact (people will learn about SI using our very well applicable training toolkit, and start making a difference in their workplaces). Question 6 What is the impact of participating in this project on your life? And on your organization? On your family?
CONCERNS AND IMPLEMENTATION SUGGESTIONS	If you have a large group and short time, to accelerate the process and, to diminish the number of questions, more than one element can be draw at the same time. This is an engaging way to warm up the class, get to know each other's and, teasing the class for the leisure.
LEVELS & VARIATION	You can ask about personal questions, such as academic framework, hobbies, something peculiar about their personality and; questions related to the subject of the leisure. This is the way to introduce the trainees to the work that will be developed next. Depending on the subject, target group and learning objectives you can ask more general questions, related to the topic, or their position about it.

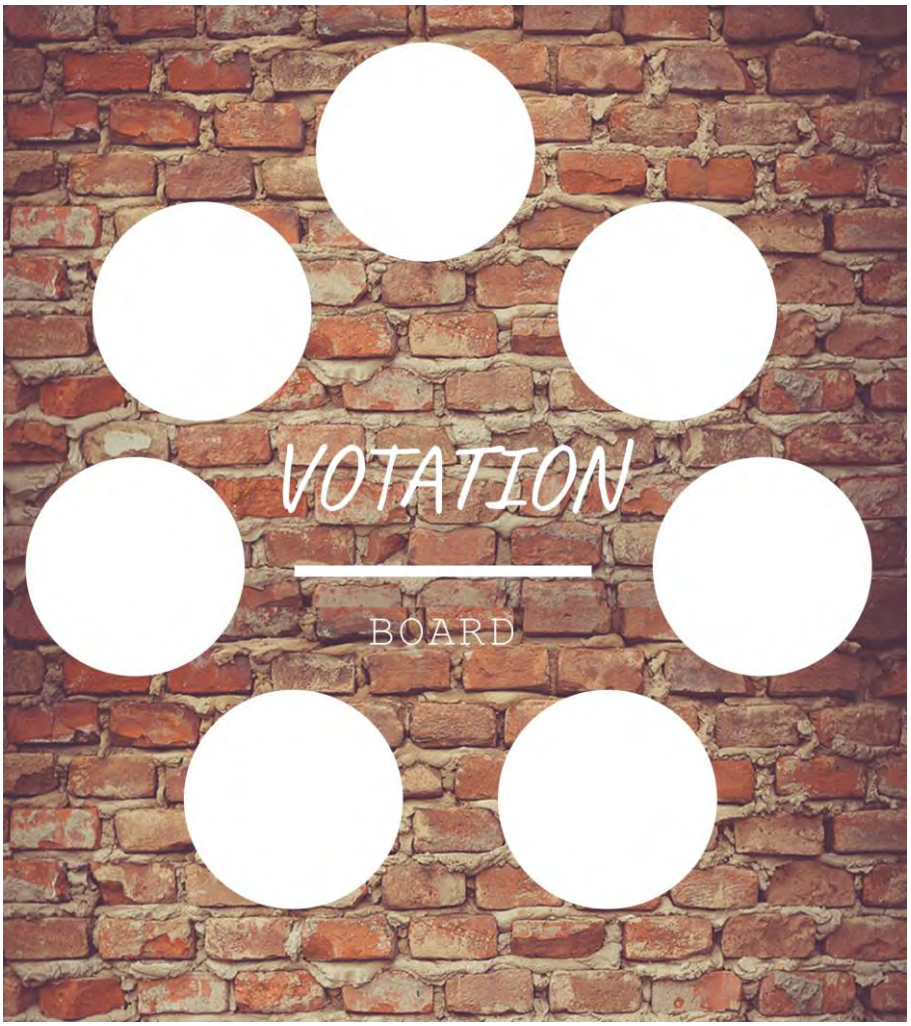
M5.2 EXERCISE	impACT Card Game
UNIT ADDRESSED	**Measuring the impact of Social Innovation**
LEARNING OBJECTIVES	• To become aware of the possible impacts of an idea • Practice developing an idea from beginning to the end • To be able to cooperate with others along the idea development process
TRAINING METHOD(S)	Photo-language, Playing
TIME/ DURATION	Overall duration: 120 minutes
GROUP SIZE	Minimum 3, maximum 7 people (above 8 people players can form pairs, but maximum 7 'mini teams')
SETUP (ENVIRONMENT) & NECESSARY TOOLS	The followings will have to be printed or prepared before the session: • 50 Picture cards • 50 Power Word cards • 35 Action cards • Player figures (You can make it yourself using Post-it notes and drawing your symbols on it). • Paper and pen to register the points • Voting board.
DESCRIPTION	1. The facilitator will distribute post-it papers to learners/teams. Players will choose their own symbol: they have to draw it onto their Post-it and onto a chosen square of the voting board. 2. Every player (or team) will receive image cards, power word cards (all together 14) randomly distributed. The cards must be put down in front of the player, faced down - players shouldn't see them. They will choose from them randomly, when their turn comes. They also receive 5 action cards, which they can see beforehand but shouldn't show to the others. Who starts the game? The player with the smallest/biggest foot size. How to play: There are game 5 rounds. In each round, all players/teams need to reflect on the same question, one by one. Each round has a different question. The questions are listed below; they should be printed and distributed among the players. Time limit to answer the question: 90 seconds/player/question. 3. Players have to build their answers on inspiration cards: they can win the round by using a Picture OR a Power Word card skilfully, thus illustrating their thoughts. How to use the inspiration cards: Let's see an example: Question 1. "What social innovation would you launch?" The Player chooses randomly an inspiration card: LOVE. This word needs to be built into her answer. Inspired by the power word, she

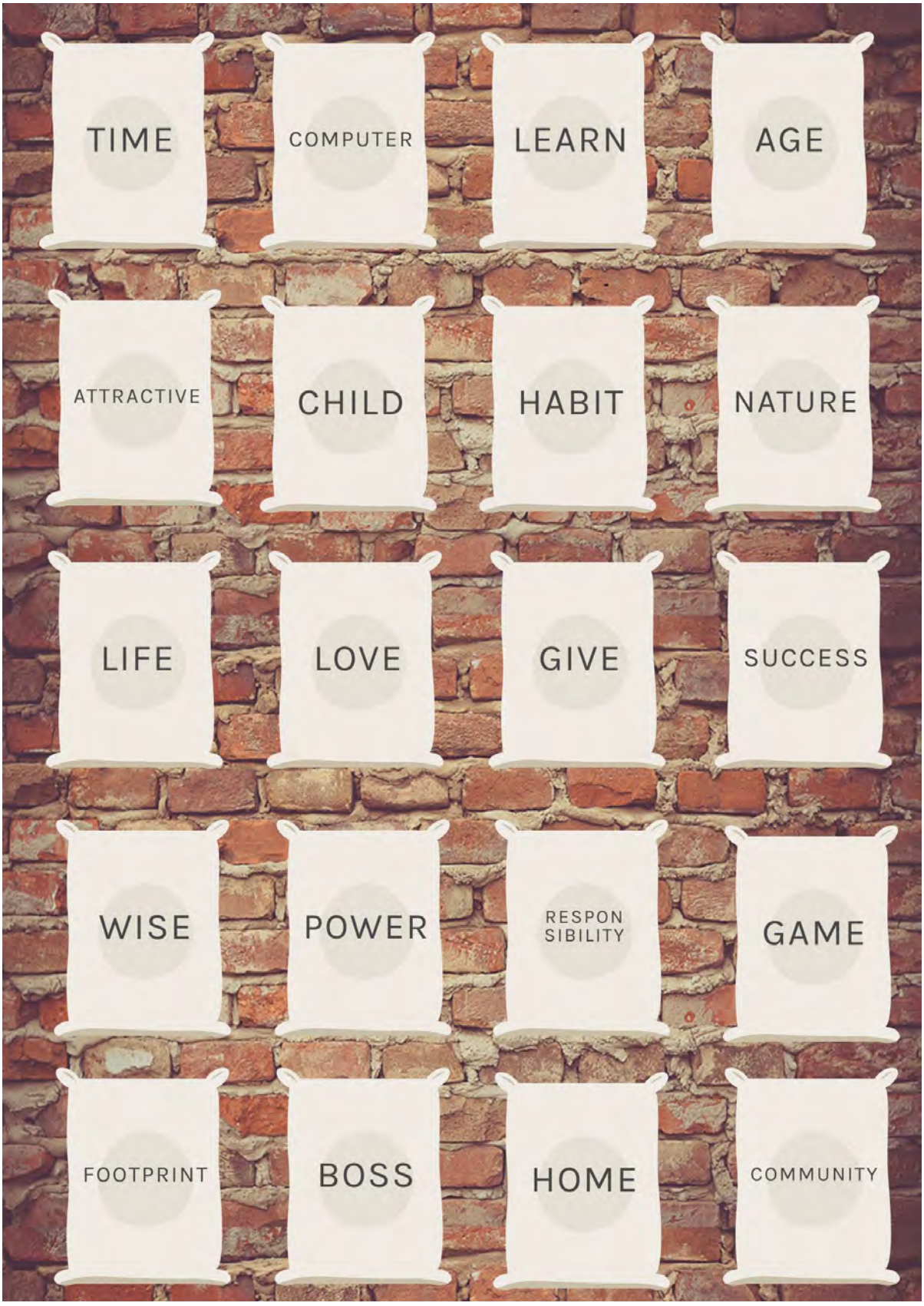
	gives the following answer “I would like to launch an initiative that enables elderly women to share cooking skills with teenagers. Food represents LOVE and caring.” Players interact with each other by means of action cards. How to use the action cards: There are 4 types of action cards. Players can play out these cards when it comes to their turn or at any time, in case they have an ‘Influencer’ action card. • COOPERATION action card - Opportunity to ask someone’s opinion (actual player) • INFLUENCER action card - Opportunity to contribute with your opinion (other players) • IDEA EXCHANGE action card - You can change 1 image or power world card from the card bank (actual player) • SHARK action card - You can choose 1 image or power world card, from another player (actual player) The action cards make sure that players pay attention to each other, since they can be asked to contribute with opinion anytime (if the actual player plays out a cooperation card). TIP: Good contributions (by means of Cooperation or Influencer cards) ensure visibility, and may win points to the contributors! 0. After each round comes to voting. Each player/team will have to vote on one player (except itself), who merits the Round Master title, based on the best performance as regular player or an efficient contributor. How to vote? Players count 1, 2, 3, then place their post-it on the chosen players square on the voting board. Who receives the most votes, wins the round. Once everyone has answered the first question, comes the second round with the 2, 3, 4, ...7. Question. Who wins the game: the player who reached the highest number of votes by the end of the game (7 rounds).
CONCERNS AND IMPLEMENTATION SUGGESTIONS	QUESTIONS Round 1 - Think of a social innovation idea, what positive change would you launch? (In the following rounds the player/team will have to stick to this idea and bring it ahead!) Round 2 - Who would be the beneficiaries of your innovation idea? Round 3 - How would your idea come true, what actions to take? Round 4 - Who could help you to achieve this goal? Choose your co-pilots. Round 5 - What are the necessary inputs?

	Round 6 - What would be the outcome, output and impact of this project? Round 7 - How could you bring the impact to the next level? Dixit cards can be used as image cards. Power words: 1. CYCLE 2. DANGER 3. DREAM 4. COMBUSTION 5. JOY 6. CONFORM 7. RESIST 8. HESITATION 9. SLAVE 10. SHARE 11. LAUGHTER 12. ALONE 13. RIVAL 14. WAIT 15. ANGER 16. ANXIETY 17. BOREDOM 18. STOP 19. EXPERT 20. CHANGE 21. FASCINATION 22. COURAGE 23. INSPIRE 24. COOPERATE 25. MONEY 26. FAMILY 27. COMMUNITY 28. BOSS 29. HOME 30. FOOTPRINT 31. POWER 32. RESPONSIBILITY 33. GAME 34. SUCCESS 35. WISE 36. GIVE 37. LOVE 38. LIFE 39. NATURE 40. HABIT 41. CHILD 42. ATTRACTIVE 43. GROW 44. HOPE 45. ADVENTAGE 46. SKILL

	47. AGE 48. LEARN 49. COMPUTER 50. TIME
LEVELS & VARIATION	Use only picture cards or only power word cards as inspiration. Use less or more questions.

Supporting materials

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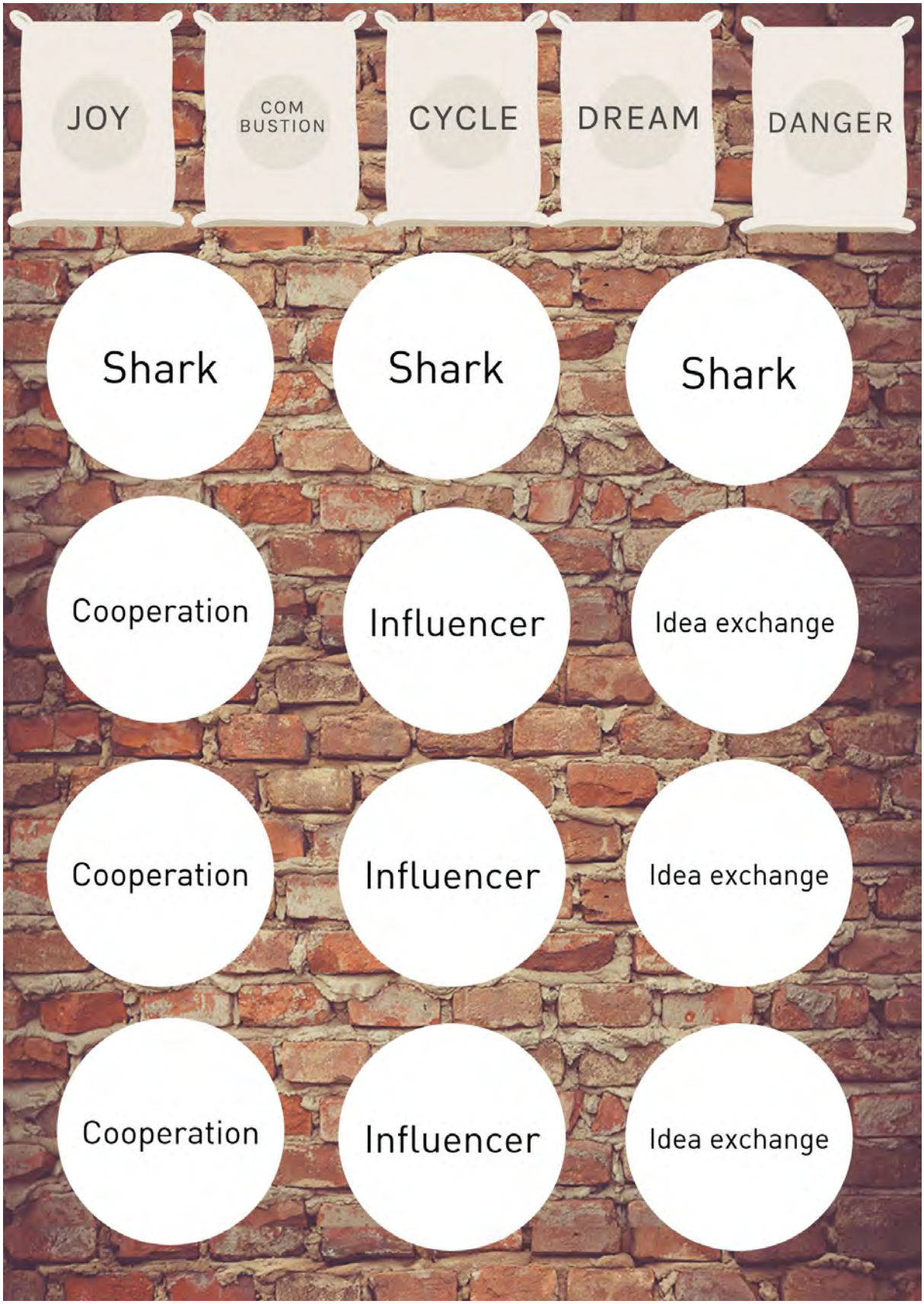
GAME
FOOTPRINT
BOSS
HOME
COMMUNITY

SHARE
HESITATION
CONFORM
RESIST
FAMILY
MONEY
COOPERATE
INSPIRE
COURAGE
FASCI
NATION
EXPERT
CHANGE
STOP
BOREDOM
ANXIETY
ANGER
WAIT
RIVAL
ALONE
LAUGHTER


JOY
COM BUSTION
CYCLE
DREAM
DANGER
Shark
Shark
Shark
Cooperation
Influencer
Idea exchange
Cooperation
Influencer
Idea exchange
Cooperation
Influencer
Idea exchange

M5.3 EXERCISE	Speakers' Corner
UNIT ADDRESSED	**Measuring the impact of Social Innovation**
LEARNING OBJECTIVES	• To raise awareness about social impact measurement • To become aware of effective strategies of logical reasoning • To understand the importance and ways of active but peaceful communication, logical reasoning, active listening and public speaking about controversial subjects • To be able to represent own ideas efficiently
TRAINING METHOD(S)	Cooperative learning
TIME/ DURATION	Overall duration: 60 minutes
GROUP SIZE	Minimum 5 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Evaluation forms, sketch sheet, pen.
DESCRIPTION	1. Two groups will be created into which learners will be randomly sorted out. They have to form a circle in 10 seconds; the person, who is wearing the most colours that day, will be the reference point of the circle. Every second person will join Team A and all the rest Team B. 2. The teams will have a dispute, an 'opinion battle', about impact measurement. The facilitator assigns Team A to represent the following point of view - "*The measurement of social innovation impacts is unnecessary*" - and Team B to represent the opposite opinion – *"There is no social innovation without measurable impacts"*. Each team have 25 minutes to elaborate their reasons and ideas, form their persuasion strategy and prepare their speech. The dispute will start with the 3 minute pitches - no longer and no shorter- of the two teams, followed by a 20 min. dispute. According to the rules of the opinion battle, the team will be keep alternating the speaker-listener roles: Speaker A (max. 2 min) – Speaker B (max. 2 min), and so on. The time limit shall not be exceeded. However the pitches will be delivered by one chosen spokesman from each team, along the dispute as many team members should participate as possible. 3. The opinion battle will be evaluated by the facilitator, or 1-3 independent, previously randomly chosen judge(s). Teams have to demonstrate proficiency in the following skills: • keeping the time limit • pitch • effective persuasion • peaceful communication • logical reasoning • linking their topic to the reality, giving relevance

	• motivational power • active listening, reflecting on the other team's opinion • powerful questions • right amount of humour • convincing body language, tone, clear speaking • balanced task distribution, involvement of each team member The judges should use a four grade Likert scale to evaluate the teams' performance – e.g. 1 (poor) 2 (average) 3 (good) 4 (very good). The teams have to be informed about the evaluation criteria before they would start elaborating their pitches and reasons. 4. Following the dispute the judge(s) will have 5 minute to complete the evaluation form then share the evaluation results with the teams.
CONCERNS AND IMPLEMENTATION SUGGESTIONS	The facilitator has to highlight the basic principles of assertive communication at the beginning, in order to set the right tone for the dispute.
LEVELS & VARIATION	Possible variation of timeframes. Possible use of voting apps, such as Kahoot.

Supporting materials

OPINION BATTLE
Evaluation form

	1 (Poor)	2 (Average)	3 (Good)	4 (Very Good)
Keeping the time limit				
Pitch				
Effective persuasion				
Peaceful communication				
Logical reasoning				
Link to reality, relevance				
Motivational power				
Active listening, reflecting				
Powerful questions				
Humour				
Body language, tone, clarity				
Task distribution, participation				
TOTAL				

M5.4 EXERCISE	Impact MindMap
UNIT ADDRESSED	**Measuring the impact of Social Innovation**
LEARNING OBJECTIVES	• To be able to get involved in current social topics • To be able to apply influencing and motivation skills • To be able to approach important topics creatively • To become aware of social impact of actions and choices
TRAINING METHOD(S)	Cooperative teamwork, gamification
TIME/ DURATION	Overall duration: 60 – 90 minutes depending on the number of teams
GROUP SIZE	Minimum 3 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Flypchart, newspaper, pen
DESCRIPTION	1. The goal of the exercise is to re-think how we influence people and motivate them to deal with certain socially important, sensitive topics – to read about it, to think about it, to talk about it and eventually, might also do about it -. Influencers are competing for people's attention, which is a scarce value. In order to make impactful changes happen we need to be able to get people interested and involved. Learners will form small teams (2 – 4 people). 2. Each team will receive a newspaper/or use an online newspaper, from which they have to choose a current topic with considerable social relevance; they read the article and if necessary, search for further information (15 min). 3. The teams have to elaborate an engaging influencing strategy based on which they will present the chosen topic to the other groups. They will have 30 min for this. The strategy should build on the following pillars: • Highlighting personal links between the topic and the individuals; show how the topic relates to each and everyone. Make people feel it, make it feel real, make it be interesting. o Use a "Me and You TOO" approach - Be creative and find the common points and links (e. g. the drought in Africa is not only a faraway thing; starving and desperate people will migrate from their homeland and might become your own neighbour). • Apply storytelling method to bring the story closer to your audience: make the topic become your own story (e.g. my neighbour's water bill is always much lower. For some time I didn't understand why and it frustrated me, how come I pay more. Then I discovered he lived in Africa and got more responsible and cautious about water consumption). • Choose a team spokesman to present the story (5 minutes) • Inspire your audience to find more connection points between the topic and them – do a quick brainstorming aimed at creating

	a mindmap. Write the topic into the centre of the flipchart – and draw up all the new connection points, organised into a visual mindmap (15 minutes).
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Use assertive communication, avoid stereotypes. Take a professional, non-judgemental attitude towards. Share your opinion with the others in a peaceful, assertive way.
LEVELS & VARIATION	Teams can close their turns with a round table question to the audience: What would your Best Self do about this topic? Even a tiny step can lead far, if many people make it.

EXERCISES
Module 6: Moving from idea to opportunity

M6.1 EXERCISE	How to brainstorm ideas?
UNIT ADDRESSED	**Moving from Idea to Opportunity**
LEARNING OBJECTIVES	• To understand when to use brainstorming • To discover the rules for brainstorming • To experience using brainstorming to identify ideas • To learn how to use brainstorming in groups
TRAINING METHOD(S)	Action-based learning, cooperative learning
TIME/ DURATION	Overall duration - 30 minutes
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shaped Equipment: Flipchart and flip chart pens
DESCRIPTION	1. Introduction to Brainstorming • Ask participants if they have used group brainstorming to identify ideas to help solve problems or to develop innovative solutions. • Invite participants to share their experience using the discussion to draw out the key principles of brainstorming. • Resources: Pre-prepared flipchart: 'My experience of using brainstorming ideas to solve problems'. <u>Key Principles:</u> An easy-to-use tool to help identify problems that present you with opportunities for developing new solutions and improvements to existing processes, products or services is brainstorming or 'mind-showering'. Brainstorming is a fun and relaxed approach commonly used to identify opportunities and to solve problems. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be developed into original, creative solutions to a problem, while others can spark even more suggestions. It is important that during brainstorming sessions, people do not criticise or judge suggestions as quantity is more important than quality at this stage. The aim of brainstorming is to open possibilities. Judgment and analysis at this stage limits creativity and suggestions. <u>Why Use Group Brainstorming</u>? Brainstorming can be undertaken alone or in groups. Conventional group problem identification and solving can often be undermined by unhelpful group behaviour. And while it is important to start with a structured, analytical process when identifying and solving problems, it can lead a group to develop limited and unimaginative ideas. In contrast, brainstorming provides a free and open environment that

encourages everyone to participate. Unusual and 'crazy' suggestions should be welcomed as they often provide the inspiration for other suggestions resulting in a rich array of creative suggestions.
When used during problem solving, brainstorming can bring people's diverse experience into play. It can increase the range and diversity of suggestions often resulting in creative and better solutions than can be achieved by an individual working alone.

Five Brainstorming Rules:

- Generate as many suggestions as possible before evaluating them
- Never criticise another person's suggestions
- Avoid censoring seemingly "crazy" suggestions
- Capture all suggestions no matter how "crazy" as they can lead to innovative solutions
- Evolve and build on suggestions to develop and expand them.

2. Using group brainstorming exercise
   - Explain to the participants they are going to take part in a group brainstorming session to generate ideas to help a small business to make plans for the development and introduction of a social innovation strategy for their enterprise.
   - Invite one of the participants to take the role as the facilitator. Whilst the main group thinks about the question (see flipchart), take a few minutes to brief the facilitator on their role.
   - Start the brainstorming sessions with a time limit of 15 minutes. There are two options here:
     Option 1: Ask participants to write down on a Post-It note their specific ideas about how to make plans for introducing and supporting the introduction of social innovation. Ask them to then stick their Post-It Notes on the flip chart. Make sure they take it in turns rather than each participant working independently and sticking up their ideas in one go as this will stifle the flow of the session.
     Option 2: Ask participants to identify a problem or a challenge relating to the introduction of social innovation strategy/or innovation management at their organization that they want to address. Invite them to define it and to write their solution ideas on a Post-It Note and the stick it on the flip chart. Make sure they co-think and take it in turns rather than each participant working independently and sticking up their ideas in one go as this will stifle the flow of the session.
   - At the end of the time, invite participants to reflect on their ideas and experiences and the contribution/effectiveness of the facilitator.

     Example Reflection Questions:
     - What was the energy level like during the session? Did it rise and fall?
     - How did people think of ideas – were they triggered by other people's ideas and contributions (e.g. building on ideas)?
     - How tempting was it to say, 'ah but' or to criticise ideas and to

	judge them? - What techniques did the facilitator use that helped the flow of the session? - How could the session have been improved? - How did silences feel – uncomfortable or time to think? - Did everyone contribute equally – if not how could the facilitator involve people more? - How will you use group brainstorming in your own organisation to introduce social innovation? Resources: • Pre-prepared flipchart: 'How can we prepare a plan for the development and introduction of a social innovation strategy in my enterprise?' • Post It-notes
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Prepare some flipchart in advance Key Principles and Notes from Knowledge Base: <u>Preparing for a Brainstorming Session</u> 1. Define the topic or problem you want to explore The first step should be to determine a problem question that the brainstorming session will address. The question should be clear and prompt participants to think of solutions, such as "How can we improve on this product?" or "what problems do consumers face when buying...?" 2. Explain the context of the topic or problem Ask yourself what the people already know about the context of the topic or problem question and what else they need to know. Compile any additional information participants will need and send it to them or present it during the session. Set up the room making sure you have paper, pens and Post-It notes to capture ideas. 3. Select a facilitator and invite people The facilitator should be someone who can keep the session on track, has experience with brainstorming and is unbiased. They should be able to make sure everyone participates and that no one dominates the discussion. Invite no more than 6-8 people unless you are planning an individual brainstorming session. 4. Set the agenda and hold the session Make sure you set a time limit as this helps to generate a sense of urgency. Hold an introduction, pose your question and start generating suggestions making sure ALL suggestions are recorded. Keep an eye on the time and key the energy level high – it often helps to stand during the brainstorming session.
LEVELS & VARIATION	Mixed abilities - it is possible to introduce a series of variations to general brainstorming. Here are three potential variations: • Role-storming: This approach requires participants to brainstorm from the perspective of other people or business functions (e.g. HR, Sales, Marketing, Management and so on). This encourages 'looking at ideas and challenges from more than one perspective resulting in an all-round understanding and analysis'. • Negative brainstorming:

	This approach encourages people to explore and identify all of the potential concerns, difficulties, obstacles associated with the introduction of a social innovation strategy. • Positive brainstorming: This is like negative brainstorming except the emphasise here is on the benefits and positives impact of having a well-functioning innovation management strategy? Many other variations can be used to inject fun and variety to generic brainstorming sessions.

M6.2 EXERCISE	Using affinity diagrams
UNIT ADDRESSED	**Moving from Idea to Opportunity**
LEARNING OBJECTIVES	• To experience using affinity diagrams to structure ideas • To use a step-by-step approach to the use of Affinity Diagrams • To understand how Affinity Diagrams can build and develop on the results of brainstorming sessions
TRAINING METHOD(S)	Action-based learning, cooperative learning
TIME/ DURATION	Overall duration: 30 minutes (in case it follows the brainstorming exercise)
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shaped Equipment: Flipchart + flip chart pens and Post-It Notes Resources: • Pre-prepared flipchart: 'Social Innovation Planning' • Post-it notes (re-use from Exercise 1 - Group Brainstorming)
DESCRIPTION	1 Explain that participants are going to learn and use a technique to organise ideas called Affinity Diagrams. Using the Key Principles and Notes from Knowledge Base (see below), explain what an affinity diagram is and how they work and the procedure to adopt when using the technique. <u>Key Principles: Affinity Diagrams</u> The Affinity Diagram is a great method to help you make sense of all your information when you have a lot of mixed data, such as facts, research, ideas from brainstorms, user opinions, user needs, insights, and design issues. Affinity Diagrams are all about bundling and grouping information to make it more useable when developing solutions. <u>How to Create an Affinity Diagram</u> • Step 1: Put pieces of data, small documented facts, drawings, ideas, and observations onto Post-It notes, cards, or pieces of paper and put them up on a wall chart or a white board. This is where the associated imagery of walls filled with Post-It notes comes from. The Post-It Note enables team members to easily stick up and move pieces of data around to create clusters of similar themes, groups and patterns. • Step 2: Take one Post-It note and make it the first Post-It note in the first group. • Step 3: Take the next Post-It note and ask, 'Is this like/similar the first one or is it different?' Then, you will place it in the first group or into its own group. • Step 4: You continue Post-It note by Post-It note as you place similar ideas together and create new groups when ideas do not fit into an existing cluster. • Step 5: You should now have 3-10 groups, so it is time to talk

about the best elements of those clusters – see the image below.

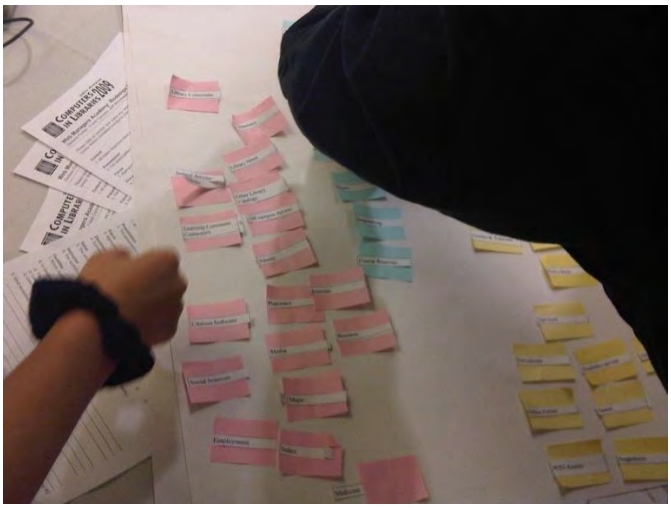


Diagram 1: Example of an Affinity Diagram Session in Action

3. Use of this technique, building on the use of brainstorming.
   Option 1:
   Refer back to the brainstorming exercise, 'How can we prepare a plan for the development and introduction of a social innovation strategy in my enterprise?' Explain that participants are required to use the Post-It notes and to organise them into an affinity diagram to help them to make sense of the ideas and actions that can be used when preparing a plan for the development and introduction of a social innovation strategy into their enterprise.
   Option 2:
   Building on the use of the brainstorming techniques covered previously, use this technique to identify the reasons why social innovation would not work in your organisation (i.e. negative brainstorming or alternatively use the Role Storming approach). Explain that participants are required to write down their ideas on Post-It notes and to organise them into an Affinity Diagram to help them to make sense of the ideas and actions that can be used when analysing and sorting the ideas and actions identified during the exercise.
4. Invite participants to reflect on their experience of using this technique using some of the following Reflection Questions:
   - How easy was it to generate ideas?
   - How did you feel when confronted with 20 – 30 plus ideas and potential actions?
   - How easy was it to discuss the ideas and actions in terms of sorting them once you settled on a set of broad topic headings?
   - How did you arrive at the broad headings?
   - How involved were people in the activity?
   - How did you feel at the start of the activity, especially if there was silence or inactivity?
   - How could you improve the activity to result in more, concrete and practical ideas?

	• What are the benefits of using Role Storming or Positive or Negative Brainstorming?
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Prepare some flipchart in advance
LEVELS & VARIATION	Mixed abilities

<table>
<tr><td>M6.3 EXERCISE NAME</td><td>Theory of Change</td></tr>
<tr><td>UNIT ADDRESSED</td><td>Moving from Idea to Opportunity</td></tr>
<tr><td>LEARNING OBJECTIVES</td><td>• To understand change as a process
• To adopt a step-by-step approach to planning change
• To adopt different perspectives when planning change</td></tr>
<tr><td>TRAINING METHOD(S)</td><td>Action-based learning, cooperative learning</td></tr>
<tr><td>TIME/ DURATION</td><td>Overall duration: 30 minutes</td></tr>
<tr><td>GROUP SIZE</td><td>8-10 people</td></tr>
<tr><td>SETUP (ENVIRONMENT) & NECESSARY TOOLS</td><td>Room set-up: U shaped
Equipment: Flipchart and flip chart pens and Post-It notes
Resources: Theory of Change worksheet</td></tr>
<tr><td>DESCRIPTION</td><td>1. Explain that participants are going to learn and use a technique called Theory of Change to help them to make sure they are able to communicate and anticipate their plans for change.
2. Ask participants to share their experience where they have tried to make a personal change such as trying to lose weight, to exercise more regularly or another change OR a change to a processes or behaviour at work. How easy was it? What resistance did they experience? How did they overcome the resistance?
3. Using the Key Principles and Notes from Knowledge Base (see below), explain what the Theory of Change is about, and they can use it when planning and preparing to implement a change plan such as introducing a social innovation plan and innovations.
<u>Theory of Change Tool</u>
Using the Theory of Change Tool is like drawing up a road map outlining the steps by which you will achieve your goal. It is especially useful for improvements and changes that will impact on your organisation. It enables you to articulate and connect your plan(s) to your BIGGER goals and the organisation’s goals and objectives. It can help you to identify potential risks in your plan and help with the coordination of multiple change and innovation projects that might be taking place simultaneously.
4. Apply the tool: Start by noting down the main problem you want to solve and your long-term vision on the change you want to accomplish. You might want to refer to your problem Statement or Causes Diagram (discussed in Module 6: A1 Identifying Opportunities).
5. Work through each of the other boxes such as your key audience and your point of entrance to reach your audience – try to be as specific as possible because it will help you to come up with more effective actions that you can take.

<table>
<tr><th colspan="7">Theory of Change Tool</th></tr>
<tr><td>What is the problem you are trying to solve?</td><td>Who is your key audience?</td><td>What is your entry point to reaching your key</td><td>What steps are needed to bring about</td><td>What is the measurable effect of your change plan?</td><td>What are the wider benefits of your change</td><td>What is your long-term change you</td></tr>
</table>
</td></tr>
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		audience?	change?		plan?	see as your goal?
Key assumptions						

6. Work outwards from defined problem towards your planned long-term impact. You will make a note of the people that are most affected by the issue that you have identified and who you hope to help with your change plans.
7. Now try to identify where to start your work and the actions you can and need to take to move forward. You might find that brainstorming is a useful tool to use at this point. There are two options.
   Option 1:
   Ask each participant to prepare plans and arguments for the use of social innovation in their enterprise as a tool for introducing change and improvements. Participants should use the Theory of Change tool (Annex 1).
   Now ask participants to share their plans and arguments. As the facilitator, draw out the differences and conflicts between the various ideas and approaches. The aim is to help participants to appreciate each other's ideas and to understand that there is no one approach, but many variations.
   Option 2:
   Divide the group into two. Invite one group to complete the Theory of Change tool (Annex 1) adopting a 'positive' attitude towards the use of social innovation in their enterprise as a tool for introducing change and improvements. Invite the other group to adopt a 'negative' attitude to the same challenge.
8. Ask each group to feedback on their plans and discussions. As the facilitator, draw out the similarities, differences (ideas, feelings, level of motivation and commitment etc.) and then invite the whole group to complete another Theory of Change template and discuss the difference in the quality of the output and the plan.
9. Invite participants to reflect on their experience of using this technique using some of the following reflection questions:
   - How did using the tool help you to think about how to present your plans and to define your key messages?
   - What new insights did it enable you to gain?
   - What insights did you gain into how others such as team members and others might feel about the plans?
   - What actions could you undertake to mitigate some of the resistance to your plans for change?

CONCERNS AND IMPLEMENTATION SUGGESTIONS	Prepare some flipchart in advance
LEVELS & VARIATION	Mixed abilities

Supporting tools:

What is the problem you are trying to solve?	Who is your key audience?	What is your entry point to reaching your key audience?	What steps are needed to bring about change?	What is the measurable effect of your change plan?	What are the wider benefits of your change plan?	What is your long-term change you see as your goal?
Key assumptions	Key assumptions	Key Assumptions	Key assumptions	Key assumptions	Key assumptions	Key assumptions

M6.4 EXERCISE	Critical Path Analysis
UNIT ADDRESSED	**Moving from Idea to Opportunity**
LEARNING OBJECTIVES	• To experience creating a Critical Path for project • To become aware of conscious ways of decision making
TRAINING METHOD(S)	Action-based learning, cooperative learning
TIME/ DURATION	Overall duration: 30 minutes
GROUP SIZE	8-10 people
SETUP (ENVIRONMENT) & NECESSARY TOOLS	Room set-up: U shaped Equipment: Flipchart + flip chart pens and Post-It Notes Resources: Post-it notes (re-use from Exercise 1 - Group Brainstorming) and Critical Task Tool
DESCRIPTION	1. Explain that participants are going to learn and use a technique called Critical Path Analysis to plan out a sequence of activities as part of a project proposal to plan and introduce social innovation into your organisation. <u>Critical Task Tool</u> Critical Path Analysis (CPA) helps you to plan all tasks that must be completed as part of your change or social innovation project. The Critical Task Tool can help you with the preparation of your project or activity plan. It can also help you during the management of your change project, enabling you to monitor project progress and the achievement of your plan's goals. It can also help you to see where remedial action needs to be taken to get a project back on course in the event of delays and problems during the implement phase. The essential concept behind Critical Path Analysis is that you cannot start some activities until others are finished. These activities need to be completed in a sequence, with each stage being more-or-less completed before the next stage can begin. These are 'sequential' activities. Other activities are not dependent on completion of any other tasks. You can do these at any time before or after a stage is reached. These are non-dependent or 'parallel' tasks. The critical path consists of the longest sequence of activities from project start to finish that must be completed to ensure the project is finished by a certain time. The activities on the critical path must be very closely managed. If jobs on the critical path slip, you can take immediate action to get the project back on schedule – if you do not then the whole change project will be delayed. 2. Apply the tool in small groups. Participants will be asked to create a list all the activities that need to be undertaken – brainstorming can be used to identify all the activities in their organisation. They have to identify when each activity can start and the date by which it needs to be completed – this will enable the team to schedule each activity making sure they are in the correct sequence and enabling some activities to take place simultaneously where they are not dependent upon other activities.

3. The group will have to fill in the Critical Task Tool such as the example below and share this with the other teams so everyone knows what is expected of them and by when they need to have activities completed.

Critical Task Tool					
Activity Description	Assigned to	Resources	Start Date	Completion Date	Signed off

Option 1: Split the group into two smaller teams and invite them to use brainstorming to identify all of the steps involved in planning and holding a dinner party with 10 friends. Remind them to use one or more approaches to brainstorming and then to prepare a sequence of actions (i.e. a critical path) to ensure the dinner party is successful starting with drawing up the guest list, writing the menu, buying the food and ingredients to cooking it and entertaining their guests. Invite the teams to compare their plans and to define the 'critical activities' and the 'critical path'.

Option 2: Divided the group into two teams. Explain that you have decided that you are going to change the layout of your offices to create a more open, and integrated office space to develop collaborated and cooperation within your team. This clearly represents a significant change and therefore it needs to be planned and executed carefully. Using the Theory of Change tool and techniques such as brainstorming, ask the teams to plan the sequence of actions and activities necessary to implement this change.

4. After sharing their ideas and plans, discuss the optimum solution making sure you discuss the need for consultation, being considerate of people needs and feelings and ownership of the change. Stress that some tasks need to be completed before other tasks (i.e. the critical path) whilst other tasks can be undertaken in parallel with critical tasks or have flexibility in the completion date. Invite participants to reflect on their experience of using this technique using some of the following

Reflection Questions:

- How difficult was it to decide on the sequence of activities?
- How did you determine the critical tasks?
- How useful did you find the Post-It notes when deciding on the sequence of activities?

	• How many activities can take place in parallel which are NOT dependent on the critical path? • How will you use this tool in your enterprise when developing plans to implement social innovation?
CONCERNS AND IMPLEMENTATION SUGGESTIONS	Make sure participants understand the concept of critical path analysis and the importance of identifying critical activities and sequencing other activities around the critical path.
LEVELS & VARIATION	Mixed abilities

Supporting tools:

Critical Task Tool					
Activity Description	**Assigned to**	**Resources**	**Start Date**	**Completion Date**	**Signed off**