

Training Curriculum

INCREMENTA

Innovation and Creativity Mentality Advancement
in SMEs



Training Programme
Trainer's Guide

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of the European Union



Innovation and creativity mentality
advancement in SMEs

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Table of Contents

Table of Contents.....	4
Introduction	6
Description of the overall Training Programme	7
Preparation	21
Welcome – Introduction	23
Ice breaker game – Based on the Torrance Test.....	24
Ice breaker game – Based on the Torrance Test.....	25
Creativity puzzles no 1-3	26
9 circles	27
9 circles	28
9 circles	29
9 circles	30
Destination Innovation.....	31
Destination Innovation.....	32
Destination Innovation.....	33
Creative Organisations.....	34
Creative Organisations.....	35
The surprising habits of creative thinkers	36
Creativity In The Workplace	37
Case Study: IKEA all in one table	38
Case Study: IKEA all in one table	39
Case Study: Rules for Creativity Management.....	40
Cause and Effect Analysis activity	41
Generate Ideas activity	42
Innovation imperative (Case for change)	43
Collaboration mini game – The Marshmallow Challenge	45
Collaboration mini game – The Marshmallow Challenge	46
How & Why to collaborate (Prerequisites and Benefits)	47
Benchmarking	48

Smart Goals.....	49
How Small Businesses Can Use Collaboration To Win Big!	50
Jonathan’s SMART goals	51
Jonathan’s SMART goals	52
Collaboration and Competition.....	53
Telephone Pictionary	54
Telephone Pictionary	55
Leadership mini game	56
Leadership mini game	57
Indicative training programme	58
Day 1.....	58
Day 2.....	59
Day 3.....	60
Day 4.....	61
Day 5.....	62



Introduction

This document is the common European INCREMENTA Training Curriculum for Creativity and Collaboration Management in SMEs. It provides a detailed description of the 5-day Training introduced by INCREMENTA Project and has been designed especially to the needs of SMEs.

To set up the basis for the development of the Curriculum and Training Material, the partnership has been working together, paying special attention to the needs of SMEs. Some of the partners are in a daily contact with SMEs and provided their experience on the current needs of SMEs. Others are experienced in Innovation Management and provided useful knowledge on Innovation Management Systems in SMEs. This combination is what makes this Training Curriculum ideal for its purpose.

The Training Curriculum is designed for a 5-day Training Programme. The proposed duration of the Training is 20 hours. The Training Programme as presented in this document can be delivered as a comprehensive programme in one five-days course or split along a longer period. Alternative, an educator can select learning activities and develop a shorter programme to fit specific learning needs of their teams.

The Training Programme has been pilot tested on February 2020 in Ireland and has been developed and tested to be delivered in participants from different countries.

The Training Curriculum includes the description of the methodology adapted, the main aims of the course as well as the expected competences in terms of learning outcomes.

The outputs of INCREMENTA, i.e. Innovation System Guidebook for SMEs, Online Platform for Innovation in SMEs, accompany and support this Training Programme and both of them can be used either unaltered or adopted and customized to your participants needs.

Description of the overall Training Programme

General information

Course title

Creativity and Collaboration Management in SMEs.

Scope

To support the training of SMEs staff dealing with innovation activities and to develop their knowledge and competences in relation to creativity and collaboration management.

Target group

Trainers and training institutes who deliver innovation, creativity, collaboration management or who work with companies and wish to acquire new skills and competences to transfer them.

Consultants who wish to develop innovation/ creativity/ collaboration management competences in order to implement an innovation management system in SMEs.

SMEs staff and managers who are, or wish to be, responsible for the implementation of an innovation system and in particular creativity and collaboration management processes in their companies.

Learning Outcomes

Upon completion of the training course, the participants are expected to:

- Develop in-depth understanding of innovation, creativity and collaboration concepts;
- Acquire a way of thinking that promotes innovation, creativity and collaboration in workplace;
- Create a strategy on creativity and collaboration management;
- Develop the ability to design a creativity and collaboration management process;
- Redesign the toolkit instruments to fit organisational culture and their team's needs;
- Assess their current situation in terms of creativity and collaboration management.
- Use metrics to define the impact of creativity and collaboration management.

Duration

Indicative time: 5 days / 20 hours in class training.

Plus, time for preparation, estimated at 10 hours.

Total learning time: 30 hours.



However, duration can be adjusted to your needs.

Trainers

Expert in adult training, strategic planning, process management. Knowledge on Innovation, Creativity and Collaboration Management Systems.

ECVET

EQF level: Level 7

ECVET points: 12 (6 ECVET each unit)

Thematic Units

Unit 1 – Creativity: What do SME's need to know?

Learning objectives

At the end of the thematic unit the participants are expected to:

- Build a common understanding on innovation and creativity management culture;
- Describe basic innovation terms;
- Acknowledge the importance and benefits of creativity in business and understand its correlation with innovation;
- Develop creative thinking;
- Create a strategy on creativity management;
- Improve the ability to identify, analyse and apply complex problem-solving skills to a wide range of scenarios;
- Use tools strategic analysis tools;
- Develop a creativity management process;
- Assess their current state in terms of creativity management;
- Develop a process and use tools to generate, evaluate and select ideas;
- Recognise the creativity key success factors;
- Measure the impact of the creativity management system they apply.

Learning contents

Introduction

Creativity Management

We are all creative

Innovation types and levels

How to create a strategy on creative management in workplace

How to develop a process for Individual creativity

How to develop a process for Organisational creativity

Tools for developing a process for Organisational creativity
 How to manage the creativity process: Critical Success Factors
 How to measure impact

Learning Activities

Ice breaker game
 We are all creative: Creativity puzzles
 9 circles
 Destination innovation
 Creative organizations
 Mindmapping
 The surprising habits of creative thinkers
 Creativity in workplace
 Case Study: All in one table, IKEA
 Rules for creativity management
 Cause and effect analysis activity
 Generate Ideas activity
 Innovation imperative (Case for change)

Assessment

Multiple choice test

Unit 1 – Creativity: What do SMEs need to know?

Learning outcomes

Knowledge

Concepts of creativity and innovation
 Basic terms on innovation
 Innovation types and levels
 Basic creativity terms
 Benefits of applying an innovation management system
 Benefits of applying a creativity management system
 Swot analysis tool
 Porter's 5 forces tool
 PESTLE tool
 Porter's value chain tool
 Pareto analysis tool
 Creativity scorecard



Phases of creativity process as individuals
Phases of organisational creativity process
Brainstorming term
Scamper tool
Mind maps tool
Cause and effect analysis
Affinity diagram
New product evaluation questions
NAF – Idea evaluation questions
Analogy (Case-Based Reasoning) method
Existing Product Evaluation Questions
Critical success factors for creativity management

Skills

Creative thinking
Innovative thinking
Use creativity and innovation to drive change
Apply creative thinking in solving everyday problems problem solving
Analyse strenghts, weaknesses, opportunities & threats
Create a policy on creativity at workplace
Support the creativity process with documentation
Recognize the benefits of innovation management systems
Choose the right type of innovation according to the type of the problem
New product evaluation
Existing product evaluation
Motivational skills
Communication skills

Competences

Create a creativity management strategy
Create a creativity management process
Generate new ideas
Assess the current state of creativity at workplace
Select and evaluate new ideas



Implement new ideas
 Train creative thinking skills
 Product evaluation
 Implement effective leadership
 Create business culture for creativity
 Adapt business structure
 Measure impact of creativity management system
 Apply different levels of innovations to the problem faced

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Unit 2 – Collaboration: What do SMEs need to know?

Learning objectives

At the end of the thematic unit the participants are expected to:

- Build a common understanding on collaboration management culture;
- Describe basic collaboration terms;
- Acknowledge the importance and benefits of collaboration in business and understand its correlation with innovation;
- Establish strategic smart objectives and apply management by objectives;
- Create a strategy on collaboration management;
- Develop a collaboration management process;
- Improve the ability to communicate successfully;
- Set techniques to promote collaboration;
- Demonstrate the ability to lead collaboratively and design collaborative teams;
- Establish the right partnerships;
- Assess their current state in terms of collaboration management;
- Recognise the collaboration key success factors;
- Measure the impact of the creativity management system they apply.

Learning contents

Collaboration Management

Collaboration types

How to plan collaboration management in workplace

How to collaborate successfully

How to find the right partners

How to develop a process for collaboration

How a process for Collaboration will make my organisation innovative

How to manage the collaboration process: Critical Success Factors

How to measure impact

Learning Activities

The marshmallow challenge

How & Why to collaborate

Benchmarking

MBO activity

SMART goals activity

How Small Businesses Can Use Collaboration To Win Big!

Jonathan's SMART goals

Collaboration and Competition

Telephone Pictionary

How a process for Collaboration will make my organisation innovative

Leadership mini game

Assessment

Multiple choice test



Unit 2 – Collaboration: What do SMEs need to know?

Learning outcomes

Knowledge

Basic terms on collaboration
 Phases of organisational creativity process
 Types of collaboration
 Benefits of internal collaboration
 Benefits of external collaboration
 Benefits of applying a collaboration management system
 MBO tool
 SMART goals tool
 Critical success factors for collaboration management
 Objectives and collaboration corellation
 Innovation and collaboration corellation
 Types of benchmarking
 Collaboration management important characteristics
 Benefits of collaborative teams
 Contribution of leadership to successful collaboration
 Prerequisites to successful communication
 Prerequisites to sucessful collaboration
 Steps to identify the right partner
 Collaboration groups
 Pitfalls of a collaborative process
 Requirements for collaboration process development
 Collaborative problem-solving technique
 Collaboration Scorecard
 Build a purpose statement
 Design a changing agenda
 Make a map towards a goal

Skills

Collaborative spirit



Innovative thinking
Problem solving
Choose collaboration type
Create a policy on collaboration at workplace
Design steps of collaboration management
Support the collaboration process with documentation
Identify and overcome collaboration management
Motivational skills
Communication skills
Benchmarking
Create measures
Create initiatives

Competences

Create a collaboration management strategy
Identify the right partners
Create a collaboration management process
Set smart objectives
Implement management by objectives
Review objectives
Identify organisation's strengths and weaknesses through empirical data
Identify organisation's gaps in terms of collaboration
Assess the current state of collaboration at workplace
Develop a collaboration process
Demonstrate leadership in collaboration
Implement effective leadership
Create a collaborative team
Create business culture for collaboration
Adapt business structure
Measure impact of collaboration management system



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Overall methodology

Preparation:

The participants will be invited in the course and asked to read some materials during the training. The participants have to read and get familiar with the Innovation and Creativity Guidebook during the training.

Training methods:

The training course follows the principles of experiential learning and active involvement of participants. At the beginning of the training, there will be an overall presentation of the theme and the instruments. The training will be separated in 2 parts, first part: Creativity and second part: Collaboration, according to the training units and the structure of the Creativity and Collaboration Guidebook. Each part contains its own set of case studies and activities and is followed by an online board game, which serves the purposes of the assessment.

The learning techniques that will be used are:

- Presentations of the topics
- Active learning methods with individual and group activities
- Work on case studies
- Group discussions
- Individual and group reflection

Assessment

Formative evaluation and assessment will be based on activities and games.

The final evaluation of the participants will be conducted through an online board game, at the end of every unit. The participants will have to answer individually to question selected randomly from the whole course material of each unit.

Revision

At the end of the day the participants will be asked to note on A3 sheets and present in teams the key points of the day or else the “Lessons Learned”.

Certification

The certificate for completion of the training course (Certificate of Attendance) will be awarded at the last day of the training course.



Preparation

During the training the participants will be asked to read and get familiar with the Innovation and Creativity Guidebook during the training.



Thematic Unit 1

Creativity: What do SMEs need to know?



Welcome – Introduction



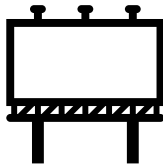
Indicative time

25 min



Objectives

Introduce participants. Briefly introduce the course.



Contents

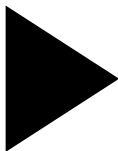
This activity aims to help the participants know each other better and learn basic information on the training.

This activity aims to help the trainer understand the teams needs and expectations.



Tools

Presentation on the course.



Method

Ask the participants to briefly introduce themselves.

Ask the participants to talk about their profession and expectations from the training.

Ask the participants if their organization values innovation and if they apply an innovation management system.



Ice breaker game – Based on the Torrance Test



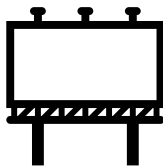
Indicative time

10-20 min



Objectives

Break the ice, get to know each other, engage creativity.



Contents

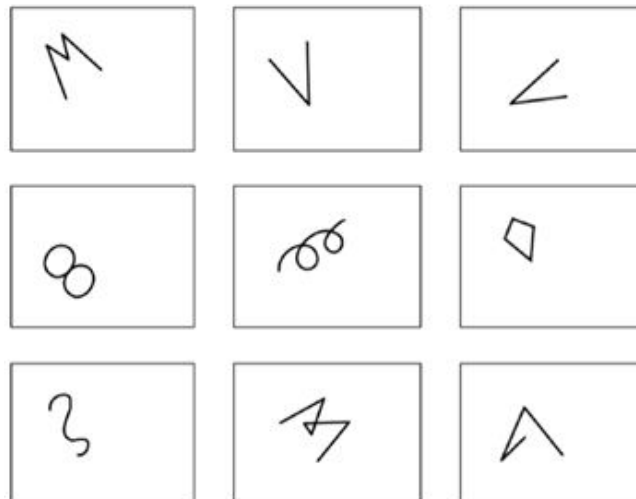
This activity aims to break the ice among the participants. It is an introducing activity, that can also help the trainer understand the current levels of creativity of the participants.

This activity aims to help the participants engage and use their creative skills throughout the course.

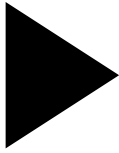


Tools

Crayons, pens and papers with unfinished shapes such as:



Ice breaker game – Based on the Torrance Test



Method

Distribute to the participants the papers with unfinished shapes, crayons and pens.

Ask the participants to pick a paper with an unfinished shape.

Individually, ask the participants to finish the shape and create a flag that expresses them.

Ask participants to explain and answers.

The most creative flags and answers that include rich imagery, imply narrative or use humour or fantasy win. We are not considering only the drawings, but also the story behind the drawing.

The participants may not be keen on drawing, that is why the most creative answers on “Why does this flag express you?” will also be evaluated.

Participants can vote the most creative flags and answers.



Creativity puzzles no 1-3



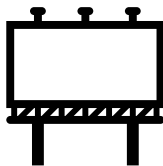
Indicative time

5 min



Objectives

Use brainstorming and engage creativity.



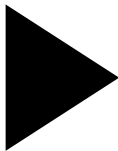
Contents

This puzzle aims to motivate participants to use brainstorming and provide possible solutions by thinking out of the box and overcome any mental barriers.



Tools

A4 sheets and pens (optional).



Method

Read the puzzle and ask the participants to come up with the solution. Ask them to think creatively and out of the box.
Read the solutions on the presentations' notes.
After you present the solution, give the class 3 minutes to reflect on how they approached the creativity puzzles and what led to a successful outcome.



9 circles



Indicative time

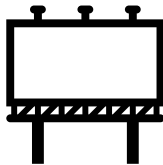
10 min



Objectives

Demonstrate how pre-existing ways of thinking can prevent us from seeing new ways of doing things.

Prove that if you want to have different results, you need to have different thoughts.



Contents

When solving a problem, we impose constraints that do not come with the problem.

People often follow self-imposed restrictions that do not let them engage creativity and have an innovative way of thinking.

The participants should learn to analyse the definition to find out what is allowed and what is not.

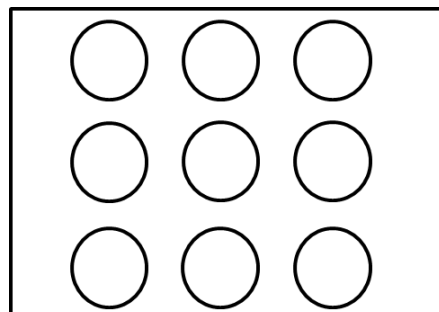
Sometimes to solve a problem we need to remove a mental (and unnecessary) constriction or assumption we initially imposed on ourselves.

Mental constrictions always limit our investigation field. We must think differently if we want to think creatively.

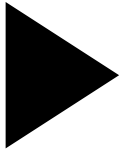


Tools

Pens, markers, crayons. Papers with the circles in this form:

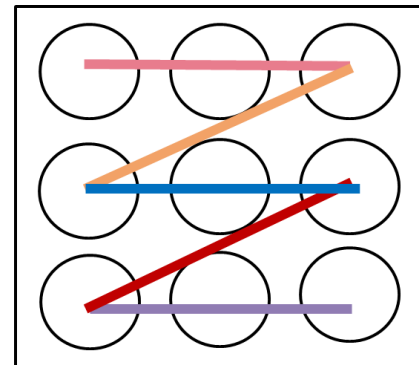
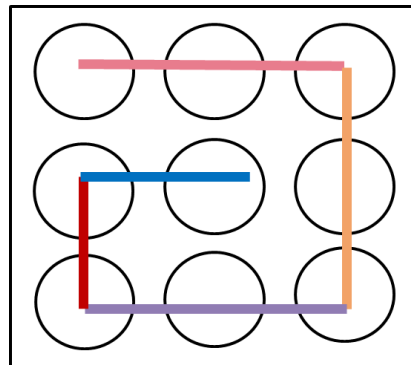


9 circles



Method

Distribute to the participants the papers with the circles.
Ask the participants to connect the circles by drawing 5 straight continuous lines.



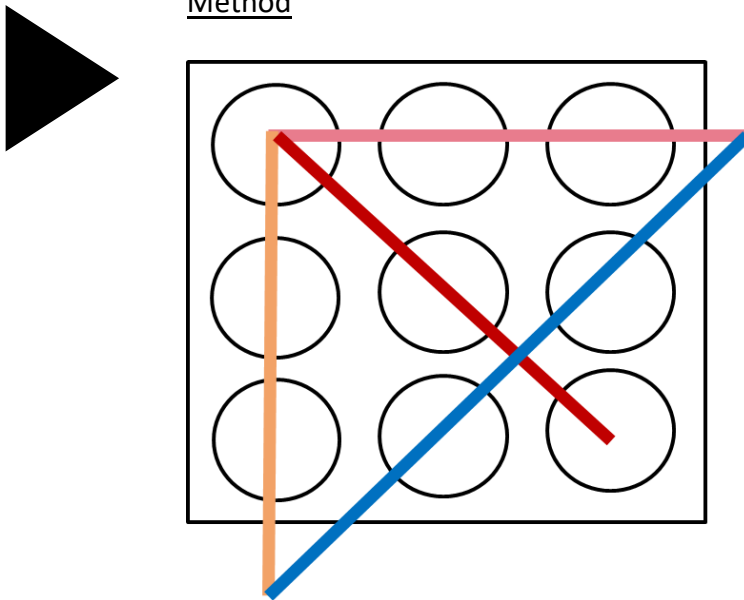
This is the easy part. The participants can easily connect the centre of the circles with 5 straight continuous lines. These are 2 possible solutions. Ask the participants to show you how they solved the task.

Ask the participants to connect the circles by drawing 4 straight continuous lines.



9 circles

Method



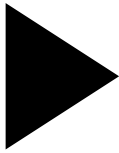
First attempts here are always frustrating. For one always comes up with 5 lines instead of 4.

The solution lies in the observation that it's permissible to cross square boundaries. Ask the participants to show you how you they solved the task.

Ask the participants to connect the circles by drawing 3 straight continuous lines.

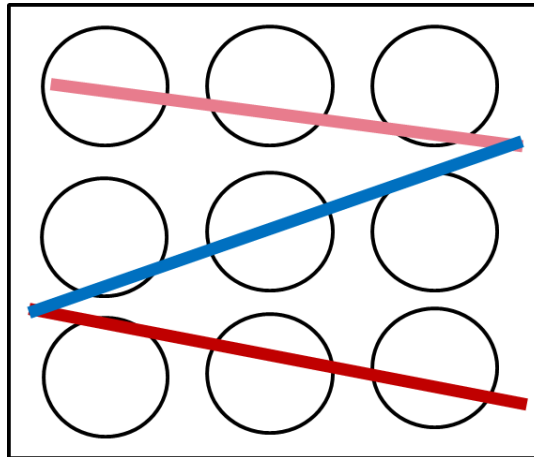


9 circles



Method

Ask the participants to connect the circles by drawing 3 straight continuous lines.



Here the problem becomes even more frustrating.

The solution: The exercise does not ask you to connect the centres of the circles, only to connect the circles. Ask the participants to show you how they solved the task.



Destination Innovation



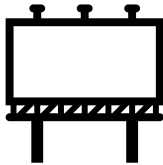
Indicative time

15 - 20 min



Objectives

Discover and discuss the value of being creative and innovating. Be aware of the obstacles that can be encountered in this innovation process within a company and learn to overcome them.



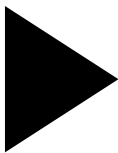
Contents

Innovation has to face a lot of enemies in business, most of them have to do with the business culture and the mentality of the leadership and the employees. The participants should know which barriers are often imposed to innovation and be able to cope.



Tools

Sheets of paper(A4), pens, markers, crayons.



Method

Divide the participants into two teams of roughly equal size (team A and Team B).

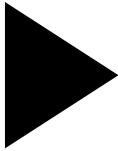
Ask team A members to think individually about this question: "Why innovate in business?"

Individually, ask them to write on different sheets what could be the positive consequences of being creative and innovating: an idea per sheet.

Specify that each member of team must write at least 3 positive consequences of innovation.



Destination Innovation



Method

At the same time, ask team B members to think about the following question: "What is stopping innovation?"

Specify that each member of Team B must write at least 3 brakes or Barriers on different sheets: a barrier per sheet.

Battle Preparation

When this is done, ask team A members to make planes with each of the sheets on which they wrote. At the same time, ask team B members to crumple their leaves to make them paper balls.

Flight

Place team A members lined up on one side of the room. Place team B members lined up, facing team A, about 8 meters away.

Explain to team A that they will soon launch their planes to the destination "Innovation" located about 8 meters away.

Explain to team B that they will attack planes in flight with their balls. Then give the signal of the beginning of the air battle.

War Stories

When all the planes flew and all the balls were launched, ask the participants to create random teams of 3 people, each team picking up 4 to 5 planes and 4 to 5 balls.

Ask each triad to read what's on the planes and select the idea that they think is most interesting. In the same way, ask them to read the obstacles or brakes that are written on the balls, and select the one that seems most important to them.

Propose to deepen the activity with questions such as:

What real battles do we see between innovation and its enemies within companies?

Can there be a difference between the perceived value and the real value of an innovation? Suggest examples.

Similarly, can there be a difference between perceived importance and the real importance of barriers to innovation? Suggest examples.

What barriers are necessary for the survival of the company?

How to convince people that innovation is a necessary effort to overcome barriers?



Destination Innovation



Method

Then ask each triad to write a story that ends well, showing how the obstacle has been overcome and all the innovative results. Encourage participants to imagine reasonable events and others not-so-reasonable, with staggering or surprising consequences, in such a way that their story is full of surprises and twists – but that it ends well.

Set a limited time to write the story (for example, 8 minutes). Then give a minute to each triad to read the story.



Creative Organisations



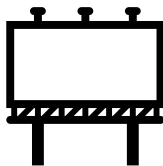
Indicative time

10 min



Objectives

This activity aims to make the participants think of innovative organizations and their characteristics.



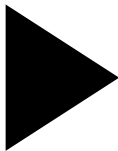
Contents

This activity helps participants identify some elements that make an organization innovative.



Tools

<https://www.youtube.com/watch?v=IzP2Hc2gPg>



Method

Ask the participants to think of some innovative organizations.
Ask them to note some elements that make creative.
Present the video with the 25 of the most innovative companies.
State some elements that make these organisations creative
(written in the presentation's notes).



Creative Organisations



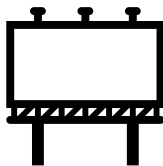
Indicative time

10 min



Objectives

The aim of this activity is to learn to use the mindmapping method.



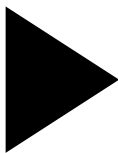
Contents

This activity helps participants develop a structured way of innovative thinking.



Tools

A4 sheets, pens and crayons.



Method

Ask the participants to think about their daily life and identify a change that has improved either a product or service they use in the last 2 years.

An example may be the introduction of an electronic ticketing system for public transport, or the introduction of touch and go payments using your debit card.

Each person in your group needs to identify at least one product or service and create a mindmap that shows the relationship between your answers. Then the participants should answer the following questions.

- What is the change?
- Who does it impact on (everyone, only people who use the product or service)?
- What are the wider implications of the change (who may be indirectly affected)?
- Has everyone benefited from the change and why?



The surprising habits of creative thinkers



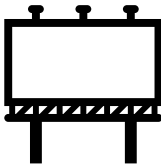
Indicative time

10 min



Objectives

The aim of this activity is to inform the participants about the habits of creative thinkers and possible sources of new ideas.



Contents

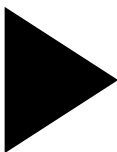
This activity informs the participants about the practices of creative people and motivates them to adopt some of their habits in order to develop their creative thinking.



Tools

<https://www.youtube.com/watch?v=fxbCHn6gE3U> – 5:24

<https://www.youtube.com/watch?v=NugRZGDbPFU> – 4:06



Method

Ask the participants to watch the video.

Discuss the habits of creative people.

Ask the participants which of these habits they could adopt.



Creativity In The Workplace



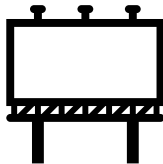
Indicative time

20 min



Objectives

The aim of this activity is to inform the participants how creativity can be used in the workplace.



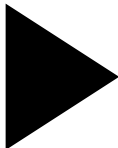
Contents

Most of the people are not aware that creativity is critical to innovation and as a result improved business performance. This video aims to help them understand how creativity can be used in an organisation.



Tools

<https://www.youtube.com/watch?v=U7nEgYOcb5c>



Method

Present the video and ask:

- Is creativity possible in the workplace?
- What drives and what condemns creativity in workplace?

Ask the participants to discuss on creativity in workplace and write down on the board some elements that may drive organizational creativity.



Case Study: IKEA all in one table



Indicative time

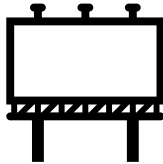
15 min



Objectives

Understand the importance of Innovation & Organisational Creativity.

Understand the steps of Organisational Creativity, be able to repeat the steps and suggest possible tools and ways to implement the steps.



Contents

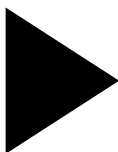
This case study helps us understand if the participants are familiar with the tools for developing a process for organisational creativity we are suggesting later, and their perception about innovation. It also presents a good example of successful innovation management in a famous company.



Tools

<https://www.youtube.com/watch?v=qD60cBQOABY&t=94s>

<https://www.youtube.com/watch?v=8Mc3g2qbBJo&t=20s>



Method

Present the 1st video to the participants.

Discussion on the case study, answering questions, such as:

Is it creative?

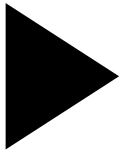
Did the designers of IKEA had to use their creativity skills and innovation thinking to design this table?

Which do you think is the process of the creation of this table, do you think they implemented some steps of the creativity process that we described?

How did they draw inspiration to generate the idea? Did they do a market research, invested on R&D, etc?



Case Study: IKEA all in one table



Method

What needs does it cover? Are those needs real and up-to-date?
How do you think they selected and evaluated the ideas?
Here we can see if the participants are familiar with the tools for developing a process for Organisational creativity we are suggesting right after the case studies.
Which are your predictions for this product in the market?

Use the 2nd video to present the participants the idea behind this table.



Case Study: Rules for Creativity Management



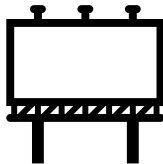
Indicative time

15 min



Objectives

This video presents some rules for creativity management.



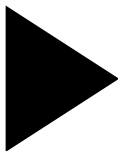
Contents

This activity will help the participants understand how creativity can be promoted in workplace and how can managers support the innovation management system.



Tools

<https://www.youtube.com/watch?v=XrVZC9A5INg>



Method

Ask the participants:

- Do managers play a significant role in creativity management?
- What can the managers do to promote creativity?

Present the video.



Cause and Effect Analysis activity



Indicative time

30 min



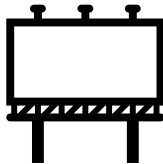
Objectives

Understand how to use the fishbone diagram to find out the real cause of the problem.

Practice a problem-solving tool.

Understand that they can use this tool even for simple problems.

Engage, as they are asked to solve a real problem that might occur at work.



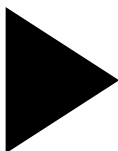
Contents

This activity will help the participants understand how to use the fishbone diagram and exercise their problem-solving skills. This activity helps us evaluate their current problem-solving skills.



Tools

Sheets of paper(A4), pens, markers, crayons.



Method

The participants built teams of 3 or 4.

The participants have to select a problem that occurs often at their workplace. Some suggestions are:

- Your meetings are boring and ineffective.
- There is a problem with the flow of information between employees.
- There is a lot of stress at work.
- The working environment is dull.

The participants have to use the fishbone diagram to investigate and analyse possible reasons that contribute to this problem.



Generate Ideas activity



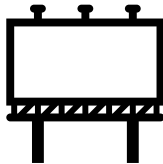
Indicative time

30 min



Objectives

Understand how to use brainstorming and practice.
Understand that they can use this tool even for simple problems.
Engage, as they are asked to solve a real problem that might occur at work.
Understand that all the ideas are useful and at the first stage we should not exclude any possible idea.



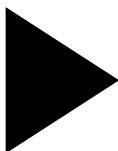
Contents

This activity will help the participants understand how to use the fishbone diagram and exercise their problem-solving skills. This activity helps us evaluate their current problem-solving skills.



Tools

A3 sheets, markers and post-its.



Method

The participants built the same teams as during the activity “Cause and Effect Analysis”

The participants use the same problem in the activity “Cause and Effect Analysis”.

Now that they are aware of possible causes, the participants have to use the brainstorming to solve the problem.

The participants will be given A3, markers and post-its. They will write down all their ideas, no matter how strange or stupid they think they are. We are interested to have a big number of ideas, no matter of the quality of the ideas.

The ideas will be evaluated by another team.



Innovation imperative (Case for change)



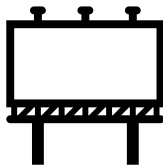
Indicative time

30 min



Objectives

The participants will understand that innovation is imperative to cope with change.



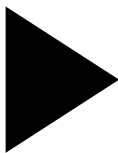
Contents

This activity will help the participants understand which can be the key strategic drivers for innovation.



Tools

A3 sheets, markers and post-its.



Method

Divide the participants in teams of the same or similar industry. Ask the groups to define the changes in their industry landscape. Ask them what is happening with the competition, the demand, the customers and why do they need to change. Ask them to try to develop a case/imperative for change, i.e. innovation and present it in a compelling way. Look at a variety of key strategic drivers and consider how extensive they are; knowledge and technologies, new and better services and products, lower prices, better operational execution, better understanding of customers and markets, unmet and unknown customer needs.



Thematic Unit 2

Collaboration: What do SMEs need to know?



Collaboration mini game – The Marshmallow Challenge



Indicative time

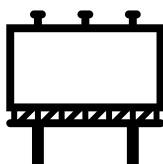
35 min



Objectives

Introductory activity to understand the importance of collaboration.

Practice team building.



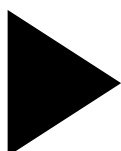
Contents

This activity will inspire a team spirit to the participants, and they will understand the importance of collaboration in order to achieve a goal. The follow up questions will trigger thoughts about generating ideas, goal setting, achieving goals, collaboration, leadership and motivation.



Tools

30 sticks of uncooked spaghetti, 2 marshmallows, string, tape, 1 measuring tape



Method

Divide the participants into three teams of roughly equal size (team A, Team B and Team C).

Give each team tape, string, spaghetti and a marshmallow. Provide each team access to scissors (it isn't necessary for each team to have its own).

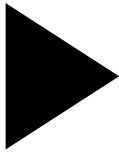
Each team has 15 minutes to build the tallest, free-standing structure using the materials supplied to each group.

The marshmallow must be attached to the top of the structure you build.

After 15 minutes, measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.



Collaboration mini game – The Marshmallow Challenge



Method

Declare the winner (assuming there is a structure that remains standing after the marshmallow has been attached).

Some questions to follow up this activity are:

Was there a leader on your team? Who was it and who decided who the leader would be?

If you had no leader, do you think having designated someone a leader would have helped?

If you had a leader, how did he/she do? Of the leadership practices we have learned so far, which did your leader use?

How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?

Did any team members tune out of the activity — out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged?

Did you feel everyone's ideas were well received during the activity?

How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?

In retrospect, what could you have done better to enhance your ability to Challenge the Process?

Did you practice oversight? Where might new ideas have come from given your time constraint?

Did you celebrate small wins? If yes, how did you do this?



How & Why to collaborate (Prerequisites and Benefits)



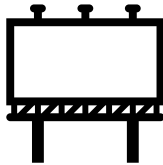
Indicative time

30 min



Objectives

Understand that collaboration provides solutions and it is far more effective than isolation. Familiarise with key elements that promote collaboration.



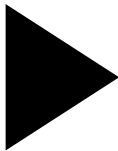
Contents

This activity will make the participants think about key elements of collaboration and reasons to collaborate.



Tools

Topic 2.2



Method

Give the participants 10 minutes to write down some prerequisites for collaboration. Then present some answers, according to topic 2.2, and discuss (5 minutes).

Give the participants 10 minutes to write down some benefits for collaboration. Then present some answers, according to topic 2.2, and discuss (5 minutes).



Benchmarking



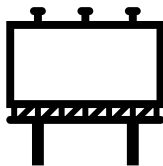
Indicative time

10 min



Objectives

Understand the process of creating a strategy, using benchmarking.



Contents

This activity aims to help the participants understand the concept of benchmarking and how it can contribute to goal-setting.



Tools

Post-its, A4 sheets, crayons and pens



Method

Ask the participants if they think it would be helpful to confirm or discover their organisations' strengths and weaknesses through empirical data.

-Ask the participants to decide an activity of their firm that they want to benchmark. For example: Sales, customers service, R&D.

-Ask the participants to identify measures that could be used to determine their performance.

-How is their firm doing in this department? Are there areas that should be improved?

-How are other firms doing in this area? What are they doing well and what are they doing wrong?

-Could their company use some of their tactics to improve its performance.



Smart Goals



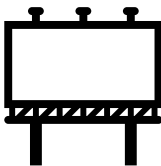
Indicative time

10 min



Objectives

Practise on SMART goals.



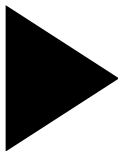
Contents

This activity aims to help the participants understand the concept of goal-setting.



Tools

Post-its, A4 sheets, crayons and pens



Method

Ask the participants to define a goal of their business. Use SMART goals template to determine if their goal is SMART.



How Small Businesses Can Use Collaboration To Win Big!



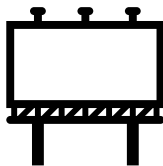
Indicative time

15 min



Objectives

Understand the value of collaboration in small companies.



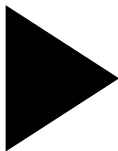
Contents

This case study will help the participants understand that collaboration is a key factor for success.



Tools

<https://www.youtube.com/watch?v=BO2m3FD2gd4>



Method

Ask the participants:

-What are the benefits of SME collaboration?

Ask the participants to elaborate and then watch the video and discuss about how the company benefited from collaboration.



Jonathan's SMART goals



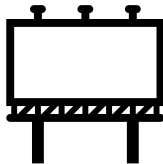
Indicative time

30 min



Objectives

Practice goal-setting. Practice on SMART goals.



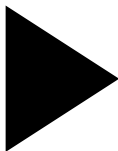
Contents

This activity will help the participants understand what “S”, “M”, “A”, “R” and “T” stands for in SMART goals, in a simple and clear way.



Tools

1 sheet of paper(A4), pen, crayons



Method

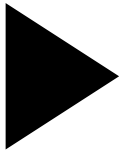
Divide the participants into two teams of roughly equal size (team A and Team B).

Share the story:

Jonathan, a 14-year-old boy, wants to pursue a career in the field of sports medicine. After talking with adults in different areas of sports medicine, reading information in books and journals, and identifying his strengths and weaknesses, he has narrowed down his choice to physical therapy, perhaps even owning his own company someday. During the summer, he plans to volunteer at the physical therapy office close to his home. By the time he is ready to work part-time, he will have gained exposure to what the job might be like. Based on this, he has written goals that will guide his desire.



Jonathan's SMART goals



Method

The participants will use the story about Jonathan to practice writing SMART goals.

After a few minutes the teams will share their suggestions for the "S" goal, the "M" goal, the "A" goal, the "R" goal, and the "T" goal for Jonathan.

Discuss as a group and modify a set of SMART goals for Jonathan.



Collaboration and Competition



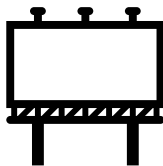
Indicative time

15 min



Objectives

Understand the benefits of collaboration.



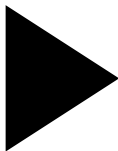
Contents

This video aims to present some thought on collaboration and business competitiveness.



Tools

<https://www.youtube.com/watch?v=YSpHu8BbPac>



Method

Does collaboration make SMEs less competitive?
Discuss about collaboration and competition and then present the video.



Telephone Pictionary



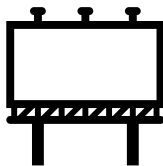
Indicative time

30 min



Objectives

Exercise on interpreting what team members mean when they explain abstract concepts.



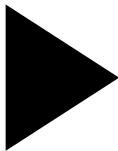
Contents

Wrong interpretation is the root cause of many problems at workplace. The participants should understand through this activity the importance of right communication and precision.



Tools

Pens, notebooks and strips of paper

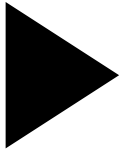


Method

Divide the participants into teams of max. 15 members.
Give each member strips of paper and a notebook. Ask the members to write their name on the notebook.
Ask the members to write one phrase or action on a strip, something like "Singing in the rain" or "Mother earth."
Everyone starts with their own phrase and, to the best of their ability, draws it out on their notebook.
After 30 seconds, everyone passes the notebook with the drawing to the person on their left.
That person then has 30 seconds to interpret the drawing and write down on a strip what they think it is, passing the notebook to the next person.
The next person draws what the last person wrote and then passes the notebook to the person on their left, who has to note on a strip what they think it is.
This happens until the notebooks reach the original owners.



Telephone Pictionary



Method

Every member should show each page to the group and see how the original phrase got interpreted down the line.

Propose to deepen the activity with questions such as:

- What was the original phrase?
- What do you think the last drawing represents?
- How often are misunderstandings at workplace?
- What is the cause of misunderstandings?



Leadership mini game



Indicative time

30 min

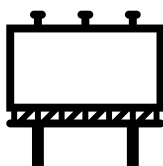


Objectives

Demonstrate their leadership skills.

Boost their team spirit.

Understand the importance of leadership and collaboration in achieving goals.



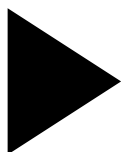
Contents

This activity will help learners adopt a positive attitude, to be able to make others believe and work for a certain goal. They will test their ability to inspire respect as well as to inspire enthusiasm for decisions made. They will feel how it is to be positively inclined, take an initiative and make themselves heard in a group of people.



Tools

Papers with a problem scenario, a board/ flip chart, pens, markers.



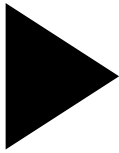
Method

Build groups of approx. 4 people. The suggested group size is limited to 10.

Hypothetically, they are all members of the management committee of a hotel. They are participating in a team meeting to discuss the recycling program of the hotel.

Invite the participants to read a scenario with a problem situation.

Leadership mini game



Method

The teams have 5' to prepare a speech of five minutes (in which they should define the problem, the causes, possible solutions, alternatives, plan activities etc.). They can use the methodologies explained during the training.

The teams will choose a leader to make the speech, trying to boost the team spirit and urge their peers to take an initiative.

The best speech and the team the collaborated more effectively wins.

Propose to deepen the activity with questions such as:

How did you choose your leader?

Do you think leadership is important in achieving goals?

Which of the speeches motivated you and how did you feel?

Do you think leadership can promote collaboration and innovation?



Indicative training programme

Daily programme

Day 1

9.00 – 10.40	Welcome – Introduction of participants
	Ice breaker game <i>Create a flag that describes you</i>
	Creativity Management
	We are all creative
10.40 – 11.00	Coffee break
11.00 – 12.30	Creativity games
	Innovation types and levels
	How to create a strategy on creative management in workplace
12.30 – 13.00	Lessons learned
13:00	End of day



Day 2

9.00 – 10.40	How to develop a process for Individual creativity
	Video: Creativity In The Workplace
	How to develop a process for Organisational creativity
	Case Study 1 st part: All in one table, IKEA 2 nd part: Rules for Creativity Management
10.40 – 11.00	Coffee break
11.00 – 12.30	Tools for developing a process for Organisational creativity
	Cause and Effect Analysis activity
	Generate Ideas activity
12.30 – 13.00	Lessons learned
13:00	End of day



Day 3

9.00 – 10.20	How to manage the creativity process: Critical Success Factors
	How to measure impact
	Assessment
10.20 – 10.40	Coffee break
10.40– 12.30	Collaboration Management
	Collaboration mini game
	<i>The marshmallow challenge</i>
	How & Why to collaborate
	Collaboration types
12.30 – 13.00	Lessons learned
13:00	End of day



Day 4

9.00 – 10.40	How to create a strategy on collaboration management in workplace
	How Small Businesses Can Use Collaboration To Win Big!
	Jonathan's SMART goals <i>Read Jonathan's story and ask participants to write down SMART goals.</i>
	Collaboration and Competition
10.40 – 11.00	Coffee break
11.00 – 12.30	How to plan collaboration management in workplace
	Communication game <i>Telephone Pictionary</i>
	How to collaborate successfully
	How to find the right partners
12.30 – 13.00	Lessons learned
13:00	End of day



Day 5

9.00 – 10.40	How to develop a process for collaboration
	How a process for Collaboration will make my organisation innovative
	How to manage the collaboration process: Critical Success Factors
	Leadership mini game
10.40 – 11.00	Coffee break
11.00 – 12.00	How to measure impact
	Assessment
12.00 – 12.30	Lessons learned
12.30 – 13.00	Certificates
13:00	End of day

