



**ORGANISATIONS**  
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity PLEM1

**Coordinator:**

**MMC** Mediterranean Management Centre

**Partners:**



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Agreement number: 612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD

<b>Programme:</b>	Erasmus+
<b>Sub-programme:</b>	Support for Policy Reform
<b>Programme Guide / Call for Proposals:</b>	EACEA-36-2018
<b>Action:</b>	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
<b>Project Title:</b>	<b>TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES</b>
<b>Project Acronym:</b>	<b>LEARN</b>
<b>Project Agreement Number:</b>	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

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## **‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates**

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
2. *Team Building (TB)*;
3. *Resilience and Time Management (RTM)*;
4. *Responsibility and Ethical Practice (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

For marking the code of each activity, the acronym of the module as indicated in the modules’ list above followed by the serial number of the module should be used. Therefore, the code, for example, of the first activity of the first training module, that is, ‘Communication’, will be ‘C1’. Likewise, the code of the third activity of the second module, that is, ‘Team Building’, will be ‘TB3’ and so on.

Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

## 1. Video Analysis

<b>Module Number and Title:</b>	5. Self- Leadership and Entrepreneurial Mindset PLEM
<b>Activity Code and Title:</b>	PLEM1 How to start a movement
<b>Activity Aim:</b>	Define self-leadership. To introduce the trainees how proactive people develop the ability to choose their responses.
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>1. Explain Self-Leadership</li> <li>2. Adopt Self-Leadership in the workplace</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	✓ Ask the trainees if they can remember situations like that.
<b>Level of Difficulty of the Activity:</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

<b>Video Title</b>
How to start a movement
<b>Source (e.g. URL)</b>
<a href="#">Derek Sivers: How to start a movement   TED Talk</a>
<b>Creator (person/organisation/authority)</b>
TED conference 2010
<b>Duration (in min)</b>
2.53'
<b>Debriefing Questions</b>
<ol style="list-style-type: none"> <li>1. How would you describe the strategy in this situation?</li> <li>2. Do you believe that you can adopt self-leadership in the workplace with starting a movement?</li> <li>3. Why do you need other people to become a leader?</li> </ol>
<b>Remarks by the Trainer</b>
<ul style="list-style-type: none"> <li>• This is a process through which individuals control their own behavior, influencing and leading themselves using behavioral and cognitive strategies.</li> <li>• Explain movements which are common (clapping hands, singing in a crowd, waves)</li> <li>• Explain movements at work – like home office, business run, bringing cakes....</li> </ul>



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**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity PLEM2

**Coordinator:**

**MMC** Mediterranean Management Centre

**Partners:**



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## 1. Video Analysis

<b>Module Number and Title:</b>	5. Self- Leadership and Entrepreneurial Mindset PLEM
<b>Activity Code and Title:</b>	PLEM2 The Mindset of a Champion
<b>Activity Aim:</b>	Define „Fixed and growth mindset“.
<b>Learning Outcomes covered through the Activity:</b>	1. Explain Mindset
<b>Hints and Tips for the Trainer to implement the Activity:</b>	✓ Ask the trainees if they can remember when they have recognized a fixed mindset.
<b>Level of Difficulty of the Activity:</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

<b>Video Title</b>
The Mindset of a Champion
<b>Source (e.g. URL)</b>
<a href="#">The Mindset of a Champion   Carson Byblow   TEDxYouth@AASSofia - YouTube</a>
<b>Creator (person/organisation/authority)</b>
TED xYouth@AASSofia
<b>Duration (in min)</b>
6.48'
<b>Debriefing Questions</b>
<ol style="list-style-type: none"> <li>1. Why do we use a TED Talk with a child?</li> <li>2. Do you believe that you can change your mindset to a growth mindset ?</li> <li>3. Why are these words “not yet” so important in this speech?</li> </ol>
<b>Remarks by the Trainer</b>
<ul style="list-style-type: none"> <li>• It is a good example to explain “the connection between a person`s self-image and performance or success factors.</li> </ul>



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**Activity title:** Development of Training Materials,  
Activity PLEM3

**Coordinator:**

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## 1. Video Analysis

<b>Module Number and Title:</b>	5. Self- Leadership and Entrepreneurial Mindset PLEM
<b>Activity Code and Title:</b>	PLEM3 The Mindset of a Champion
<b>Activity Aim:</b>	Define a growth-mindset. Develop a growth mindset and conquer your dreams
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>1. Explain the power of a growth mindset</li> <li>2. Develop a growth mind by setting new goals</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	<ul style="list-style-type: none"> <li>✓ Ask the trainees if they can remember when they have lived their dreams?</li> </ul>
<b>Level of Difficulty of the Activity:</b>	<input checked="" type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

<b>Video Title</b>
The Power of a Growth Mindset.
<b>Source (e.g. URL)</b>
<a href="#">Surbhi Sachdev: The Power of a Growth Mindset   TED Talk</a>
<b>Creator (person/organisation/authority)</b>
TEDxManipalUniversityJaipur
<b>Duration (in min)</b>
10.59'
<b>Debriefing Questions</b>
<ol style="list-style-type: none"> <li>1. Why has Surbhi Sachdev left her job?</li> <li>2. Do you believe that she has found her purpose?</li> <li>3. What was the first step to leave the comfort zone?</li> <li>4. Why is the fear zone before the learning zone? How do you deal with challenges?</li> </ol>
<b>Remarks by the Trainer</b>

- It is a good example to explain that finding a purpose and setting new goals can help to use the power of a growth mindset.



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**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity Templates PLEM4

**Coordinator:**

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## 1. Experiential Exercise

<b>Module Number and Title:</b>	5. Personal Leadership and Entrepreneurial Mindset (PLEM)
<b>Activity Code and Title:</b>	PLEM4 Mindset – Creative Writing
<b>Activity Aim:</b>	To check the trainees’ understanding that a mindset can be changed by developing a way of thinking that supports creativity and productivity.
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>1. Create a sense of initiative</li> <li>2. To identify opportunities</li> <li>3. To apply this exercise for reframing our thinking and challenging negative patterns of behaviour.</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	<ul style="list-style-type: none"> <li>✓ If what you see in the world is predominantly negative, then your mindset for entrepreneurship must be developed further.</li> <li>✓ If what you see in the world is more positive, it will be much easier for you to identify opportunities and make a difference.</li> </ul>
<b>Level of Difficulty of the Activity:</b>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

### Exercise Title

*Mindset Creative Writing*

### Implementation Instructions

- *Bring with you a paper notepad and pen*

### Number of Persons/Groups Involved

1

### Task(s)

1. Visit a place, go outside. Best option is to visit a place that you are unfamiliar with.
2. For 10 minutes, just look around and write down a description of what you observe. Use adjectives to describe what you see.
3. After you ‘ve finished, sit down and look at the list of words you ‘ve written.
4. Circle all words with a positive connotation.
5. Place a square around all words with a negative connotation.
6. Ask yourself: Did you learn anything about yourself that was unexpected or surprising?
- 7.

<i>Allocation of Tasks</i>
<i>Duration (in min)</i>
25
<i>Material and Equipment (if applicable)</i>
<i>Paper and pen</i>
<i>Classroom Setting (if applicable)</i>
<i>Exercise Worksheet (if applicable)</i>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> <li>1. What do you think would happen if you repeat this exercise in a different location?</li> <li>2. In what ways is this observation exercise confirming your existing assumptions and beliefs about your way of looking at the world?</li> </ol>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>





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**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity Templates PLEM5

**Coordinator:**

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**Partners:**



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## 1. 'Six Top Transversal Skill for Employees' Training Workshop: Activity Templates

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**2.**

## 1. Experiential Exercise

<b>Module Number and Title:</b>	5. Personal Leadership and Entrepreneurial Mindset (PLEM)
<b>Activity Code and Title:</b>	PLEM5 SWOT ANALYSIS – What are my strengths?
<b>Activity Aim:</b>	Demonstrate self-awareness and self-efficacy
<b>Learning Outcomes covered through the Activity:</b>	3. Demonstrate self-awareness and self-efficacy 4. To identify opportunities for initiative taking
<b>Hints and Tips for the Trainer to implement the Activity:</b>	✓
<b>Level of Difficulty of the Activity:</b>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

<b>Exercise Title</b>
<i>SWOT Analysis: What are my strengths? Writing exercise</i>
<b>Implementation Instructions</b>
<ul style="list-style-type: none"> <li>• Bring with you a paper notepad and pen</li> </ul>
<b>Number of Persons/Groups Involved</b>
1
<b>Task(s)</b>
1. Answer following questions: <ul style="list-style-type: none"> <li>➤ Where do I truly see excellence in my work and life?</li> <li>➤ Where are my superpowers? In marketing or operations? Human resources? Is it my organisational skills or my coaching and people skills?</li> <li>➤ Would my organisation be able to function without me at the helm? If not, why not?</li> </ul>
<b>Allocation of Tasks</b>
<b>Duration (in min)</b>
15'
<b>Material and Equipment (if applicable)</b>
Paper and pen
<b>Classroom Setting (if applicable)</b>

6

**Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity Templates]**

*Exercise Worksheet (if applicable)*

*Debriefing Questions*

1. Did you learn anything about your strengths?
2. Did you learn anything about yourself that was surprising?

*Remarks by the Trainer*

Recognize strengths – We each have unique strengths, and it is vital that we each recognise and build on them. An important piece of social emotional health is a focus on positive attributes. When employees can recognise their strengths, their self-confidence grows. Self-confidence is an integral piece of a healthy social emotional state.



**ORGANISATIONS**  
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity Templates PLEM6

**Coordinator:**

**MMC** Mediterranean  
Management Centre

**Partners:**



CYPRUS  
CHAMBER OF  
COMMERCE AND  
INDUSTRY



**Cámara**  
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Αναπτυξιακή Εταιρεία  
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**Agreement number: 612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD**

<b>Programme:</b>	Erasmus+
<b>Sub-programme:</b>	Support for Policy Reform
<b>Programme Guide / Call for Proposals:</b>	EACEA-36-2018
<b>Action:</b>	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
<b>Project Title:</b>	<b>TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES</b>
<b>Project Acronym:</b>	<b>LEARN</b>
<b>Project Agreement Number:</b>	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

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## **‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates**

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
2. *Team Building (TB)*;
3. *Resilience and Time Management (RTM)*;
4. *Responsibility and Ethical Practice (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

For marking the code of each activity, the acronym of the module as indicated in the modules’ list above followed by the serial number of the module should be used. Therefore, the code, for example, of the first activity of the first training module, that is, ‘Communication’, will be ‘C1’. Likewise, the code of the third activity of the second module, that is, ‘Team Building’, will be ‘TB3’ and so on.

Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.



The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

## 1. Experiential Exercise

<b>Module Number and Title:</b>	5. Personal Leadership and Entrepreneurial Mindset (PLEM)
<b>Activity Code and Title:</b>	PLEM6 Create motivational posters
<b>Activity Aim:</b>	<ol style="list-style-type: none"> <li>1. Create strategies for self- motivation</li> <li>2. Explain how to develop the habit of self-motivation</li> </ol>
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>1. Create strategies for self- motivation</li> <li>2. Apply self-motivation and commitment</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	<p>✓ <a href="#">100 Positive Quotes, Thoughts &amp; Messages (parade.com)</a>          Use this link for examples</p>
<b>Level of Difficulty of the Activity:</b>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

### Exercise Title

*Mindset Creative Writing*

### Implementation Instructions

- Bring with you your computer, notepad, use a program like PowerPoint. Paper and pen.
- [100 Positive Quotes, Thoughts & Messages \(parade.com\)](#)  
 Use this link for examples. Screen sharing.

### Number of Persons/Groups Involved

1

### Task(s)

1. Start with inspirations. Do not start from a blank canvas.
2. Remix it to make it for your own. ...
3. Amp up the flair. ...
4. Resize to make the content go further. ...
5. Print or share it.

### Allocation of Tasks

6

**Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity Templates]**

<i>Duration (in min)</i>
30
<i>Material and Equipment (if applicable)</i>
Bring with you your computer, notepad, use a program like PowerPoint. Paper and pen.
<i>Classroom Setting (if applicable)</i>
<i>Exercise Worksheet (if applicable)</i>
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> <li>1. What do you think would happen if you repeat this exercise weekly?</li> <li>2. Do you believe that posters with quotes can help you to stay focused on work?</li> </ol>
<i>Remarks by the Trainer</i>



**ORGANISATIONS**  
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**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials,  
Activity PLEM7

**Coordinator:**

**MMC** Mediterranean  
Management Centre

**Partners:**



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<p><b>Programme:</b></p> <p><b>Sub-programme:</b></p> <p><b>Programme Guide / Call for Proposals:</b></p> <p><b>Action:</b></p> <p><b>Project Title:</b></p> <p><b>Project Acronym:</b></p> <p><b>Project Agreement Number:</b></p>	<p>Erasmus+</p> <p>Support for Policy Reform EACEA-36-2018 PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects</p> <p><b>TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES</b></p> <p><b>LEARN</b></p> <p>612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD</p>
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## **‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates**

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Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

## 1. Video Analysis

<b>Module Number and Title:</b>	5. Self- Leadership and Entrepreneurial Mindset PLEM
<b>Activity Code and Title:</b>	PLEM7 The art of innovation
<b>Activity Aim:</b>	Define how to create a sense of initiative. Identify opportunities to the company.
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>1. Explain how to “Create a sense of initiative”.</li> <li>2. Explain how to develop the habit of creativity</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	<ul style="list-style-type: none"> <li>✓ Read the transcript and the slides so you can discuss this topic with the trainees.</li> </ul>
<b>Level of Difficulty of the Activity:</b>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

<b>Video Title</b>
The art of innovation
<b>Source (e.g. URL)</b>
<a href="https://www.slideshare.net/GuyKawasaki/the-art-of-innovation">The art of innovation   Guy Kawasaki   TEDxBerkeley - YouTube</a> <a href="https://www.slideshare.net/GuyKawasaki/the-art-of-innovation">https://www.slideshare.net/GuyKawasaki/the-art-of-innovation</a>
<b>Creator (person/organisation/authority)</b>
TEDxBerkeley conference 2014 "Rethink. Redefine. Recreate."
<b>Duration (in min)</b>
21:15
<b>Debriefing Questions</b>
<p>What are the 11 key-points? Please make notes so you can talk about these points.</p> <p>Make Meaning</p> <p>Make A Mantra</p> <p>Jump To The Next Curve</p> <p>Roll the DICEE</p> <p>Don't Worry, Be Crappy</p> <p>Let 100 Flowers Blossom</p> <p>Polarize People</p>



*Churn Baby, Churn*

*NICHE Thyself*

*Perfect Your Pitch*

*Don't Let The Bozos Grind You Down*

*Do you believe that you can adopt some of these key-points at your workplace and for you company?*

*Remarks by the Trainer*

- This is a process through which individuals control their own behavior, influencing and leading themselves using behavioral and cognitive strategies.

<https://www.slideshare.net/GuyKawasaki/the-art-of-innovation>

#### TRANSKRIPT

*Yes, it is true that I am a Stanford graduate. Don't hold that against me, OK? My son goes to Cal, so I have some link to Cal. It is really an honor to speak at any TEDx, but to open one up is really, really special.*

*So last night I told my wife, of all places, in your wildest dreams, did you ever think that I would open up TEDxBerkeley?*

*And she said, "Honey, you're not in my wildest dreams".*

*So, welcome to my life. Welcome to my life*

*You know, the theme of thinking and defining and creating is all about innovation. So my talk is about the art of innovation. I use the top 10 format. That's because I've seen so many high-tech speakers, and I'll tell you, most high-tech speakers suck. So I figured out very early in my career if you use a top 10 format, at least the audience can track progress to your speech. So if they think you suck they know about how much longer you'll suck.*

*So I have 10 key points for you.*

*So I worked at Apple. I've been a venture capitalist, an entrepreneur, an advisor to Google. I've done a lot of things and I've learned a lot about innovation, which I would like to pass on to you now so that you may go and change the world. Okay? This is my top 10 of the art of innovation.*

#### 1. Make Meaning

*It starts with the desire to make meaning as opposed to make money. Making meaning means that you change the world. And I think you'll notice that if you happen to change the world, you will also probably make money. But if you start off with the sole desire to make money, you probably won't make money, you won't make meaning, you won't change the world, and you will probably fail.*

*So my first thought for you is determine how you can make meaning, how can you change the world? Here are some examples.*

*With Apple, Apple wanted to democratize computers. They wanted to bring computing power to everyone. That's the meaning they made.*

*With Google, they wanted to democratize information, making information available to everyone.*

*With eBay, they wanted to democratize commerce so that anyone with a website could stand toe to toe with any other large retailer. Examples of companies making meaning. And YouTube, finally, wanted to enable people to create video, to upload video, to share video.*

*So this is an example of the company and the kind of meaning they make. And, as you know, they all made this kind of meaning and they've been highly, highly successful. So what I noticed in my career is that if you truly want to make meaning, it's the first step towards innovation.*

## 2. Make A Mantra

*The second step is to make a mantra: A two- or three, maybe four-word explanation of why your meaning should exist. This is an anti-example. This is the mission statement of Wendy's: 'The mission of Wendy's is to deliver superior quality products and services for our customers and communities through leadership, innovation, and partnerships'.*

*I have been through Wendy's many times in my life. I've eaten at Wendy's. I've driven through Wendy's. And in every occasion, it has never occurred to me that, Guy, what you are participating in is leadership, innovation, and partnerships. You know, excuse me, but I thought I was just getting French fries, Coke, and a hamburger. This is the problem with mission statements. Don't make a mission statement. Make a mantra.*

*Wendy's mantra should be healthy fast food. Three words that determine what Wendy's is trying to do. Somewhat oxymoronic, but healthy fast food.*

*Nike. Nike has a great slogan. Just do it. That's a slogan. A mantra explains why you should exist, and the Nike mantra is authentic athletic performance.*

*And finally, there's FedEx. When you absolutely, positively want something somewhere, what does FedEx stand for? It stands for peace of mind. So my second recommendation to you is that when you decide on the kind of meaning you make, try to find two or three words that describe why that meaning should exist. Not a 50 word mission statement. Two or three word mantra.*

## 3. Jump To The Next Curve

*The third thing is the matter of perspective. The perspective is to jump curves. Not to stay on the same stupid curve that you're on. Not to try to do things 10% better. When we were creating the Macintosh, we were not trying to make a slightly better Apple II or a slightly better MS-DOS machine. We were trying to jump to the next curve of personal computing. The greatest example of this occurs in the ice business.*

*Ice 1.0. In the late 1800s/early 1900s, there was an ice harvesting business in the United States. This meant that Bubba and Junior during winter would go to a frozen lake or a pond, cut blocks of ice. 9 million pounds of ice was harvested in 1900. Their idea of innovation was bigger horse, more horses, bigger slave, sharper saw. But it was fundamentally wait for winter, live in a cold city, cut blocks of ice.*

*Thirty years later, we have Ice 2.0. Now we have the ice factory. Major technological breakthrough. It did not have to be winter. It did not have to be a cold city. You froze water centrally and delivered it via the ice man in the ice truck. Imagine the breakthrough this was. No more limitations by climate. No more limitations by season. You could have an ice factory.*

*Thirty years go by, we have Ice 3.0. Refrigerator curve. Now. Now, it's not a matter of can you freeze water centrally? Can you put it in a truck? Can you deliver the ice to people? Now, everybody could have their own personal ice factory. A PC, if you will. A personal chiller.*

*The very interesting story about all of these curves is that none of the organizations that were ice harvesters became ice factories and ice factories did not become refrigerator companies, because most companies define themselves in terms of what they do, not the benefits they provide. If you define yourself as we cut blocks of ice out of lakes, you remain an ice harvester. If you define yourself as we freeze water centrally, you remain an ice factory. If you define yourself as we make a mechanical gadget called a refrigerator, then you stay on the refrigerator curve. Great innovation occurs when you get to the next curve. When you go from telephone to internet, when you go from daisy-wheel printer to a laser printer to 3D printing. Great innovation occurs on the next curve.*

#### 4. Roll the DICEE

*The fourth thing is to roll the DICEE. These are the five qualities of great innovation. Great innovation is Deep. Lots of features, lots of functionality. This is a picture of a fanning sandal made by Reef. Arguably the deepest sandal ever made. Every sandal has one primary purpose: to protect your feet. If you look at that circled area, that's a metal clip. That metal clip is for the sandal to open beer bottles. This sandal has twice the functionality, twice the depth of any other sandal in the world.*

*Great products are also Intelligent. When you look at it, you say, uh-huh, somebody understood my pain. Somebody understood my problem. This is a GT500 Shelby Mustang. 650 horsepower. For those of you in Berkeley who do not rate the horsepower in muscle cars, this is 6.8 Priuses. I would love to buy one of these cars. 59 years old. Going through a midlife crisis. Feelings of impotency. I would love — I would love to buy this car to compensate for my feelings of inadequacy.*

*However, I have two teenage boys — one's 18 and one's 20. And I know that no matter how carefully I plan it, there may be instances where they may drive my car. And the thought of them in a 650 horsepower car is immoral. I learned, however, that Ford makes a very intelligent product called the MyKey. And what the MyKey enables you to do is program the top speed of the car into the key. Very intelligent product.*

*Great products are also Complete. It's the totality of the product. The software business is not just the software. It's not just the DVD. It's the webinar. It's the documentation. It's the Android developers if you have an Android phone. It's the iOS developers if you have an iOS phone. It's the totality.*

*Great products are also Empowering. They make you more creative, more productive. They enhance you. They change the meaning of your life. This is a picture of a MacBook Air. If you use a Macintosh,*

*it becomes one with you. It makes you more creative and more powerful, more productive. Windows, you have to fight. You have to wrestle Windows to the ground. You need to defeat Windows.*

*And, finally, great products are Elegant. Somebody cared about the user interface. So as you go through life and you're trying to jump curves, ask yourself: am I creating something that's deep and intelligent and complete and empowering and elegant?*

*Am I rolling the DICEE?*

#### 5. Don't Worry, Be Crappy

*The fifth thing is, I stole something from Bobby McFerrin. He had a great song: 'Don't Worry. Be Happy'. But what innovators do is don't worry, be crappy. Which is to say, when you have the first refrigerator, there may be elements of crappiness to it. When you have the first laser printer, there may be elements of crappiness to it. When you had the first Macintosh, thanks to my efforts, there was no software. There was no hard disk. Not enough RAM. Too slow a chip. Lots of elements of crappiness to it. But, if you waited for the perfect world and you waited until the chips were cheap enough and fast enough and everything was in place, you would never ship. And I learned a very valuable lesson. Don't worry. Be Crappy. When you have jumped to the next curve, it's OK to have elements of crappiness to your revolution.*

*I am not saying you should ship crap. I am saying that you should ship things that are revolutionary, innovative, on the next curve, that have elements of crappiness to it.*

*Biotech people, ignore this slide.*

#### 6. Let 100 Flowers Blossom

*Number six. Number six is to let 100 flowers blossom. I stole this from Chairman Mao, although it's not clear to me he ever implemented this. Letting 100 flowers blossom means that at the start of great innovation, you may think you have in mind exactly who your user is, exactly who your customer is, what they should do with your product. And you may be surprised that people are going to use your product in ways you did not anticipate. And it's going to be people who you did not anticipate would be using it at all. And when this occurs, hallelujah! Thank God that it's occurring. Positioning and branding ultimately comes down to what the consumer decides, not to what you decide.*

*So, with Macintosh we thought we had a spreadsheet, database, and word processing machine. We were zero for three there. What made Macintosh successful was Aldus PageMaker. PageMaker created a field of flowers called Desktop Publishing. Desktop Publishing was what saved Macintosh. Not spreadsheet, database, or word processor. If we focused on spreadsheet, database, and word processor and ignored Desktop Publishing, Apple would be dead today. If Apple were dead today, it would be a different world. We'd all have phones with real keypads. We'd all have phones where the battery lasted for more than a day. We'd have phones where the GPS actually worked. It would be a different world, right?*

*Aldus PageMaker was a gift from God to Apple because it saved Apple. I believe in God, and one of the reasons why I believe in God is there is no other explanation for Apple's continued survival than the existence of God. Let 100 flowers blossom. Don't be proud. Take your best shot with positioning and*

*branding, but then when customers use your product, if they say it's a Desktop Publishing machine, hallelujah! Declare victory. It is now a Desktop Publishing machine.*

7. *Polarize People*

*Number seven, polarize people. Great products, great services, great innovation polarize people. This is a TiVo. People like me who travel a lot, I love TiVo. We have four TiVos in our house. I need to time shift a lot of TV. I love to watch TV. There are people who also hate TiVo. People who hate TiVo usually work for large brands and advertising agencies because people like me, we watch advertising one day a year. About a week ago, right? We watch Super Bowl ads. The rest of the year we are fast forwarding with TiVo through ads. Great products polarize people. If you're an agency, you hate TiVo. If you're me, you love TiVo. You can love or hate a Harley-Davidson. You can love or hate a Macintosh. You can love or hate an iPhone.*

*I'm not saying that you should intentionally piss people off, but I'm telling you that great products polarize people. Don't be afraid of polarizing people.*

8. *Churn Baby, Churn*

*Number eight is churn baby, churn. This is stolen from the Black Panthers who said "burn, baby, burn." But what innovators in business do is they churn, baby, churn. They take version one and they make it 1.1, 1.2, 1.3, 1.4, 1.5, 2.0. The hardest thing in the world. Because to be an innovator you need to be in denial. You need to be in denial because the nay-sayers, they're going to tell you it can't be done. It shouldn't be done. It isn't necessary. You need to ignore those people. But as soon as you ship, you need to flip that bit and start listening to people and churn your product. Change it, change it, and change it and keep evolving it.*

9. *NICHE Thyself*

*Number nine is all the marketing you need to know. It is to NICHE thyself. It's a very simple chart. On the vertical axis we measure uniqueness. On the horizontal axis we measure value. This is a 2 by 2 matrix. For those of you when you graduate, if you go to work for McKinsey, you'll be charging \$5 million for people to figure out that they want to be in the upper right-hand corner of this chart, okay?*

*Let's go through all corners. In the bottom right corner that's where you have something of great value but it's not unique. There, you have to compete on price. This is what I call the Dell corner. Slap the same operating system on the same hardware. You have to compete on price.*

*In the opposite corner, you have something truly unique. Only you do it. But it is of no value. In that corner you are just plain stupid.*

*Bottom left corner, we call that the USC corner.*

*The bottom left corner — The bottom left corner is what I call the dot-com corner. In the dot-com corner, you have something that's not valuable and not unique. Like buying dog food online. When you buy dog food online, you pay as much for the dog food because you have to pay for shipping and handling and then you have to be at home when UPS drops off the dead cow in the can. So it's not very convenient and it's just as expensive, so it's not valuable. And then stupid people like me, because there was pets.com, we decided we had to have our own portfolio in pets.com, so there were multiple ways*



*to spend the same amount of money on dog food less conveniently. That's the worst corner. Not valuable. Not unique.*

*The corner you want to be in is the upper right-hand corner. In that corner, you are unique. Where I go to movies, I can only buy tickets with Fandango. When you take kids to a movie, you really want to know you have a ticket before you go. By the way, may I highly recommend the Lego Movie? It is a fantastic movie. Trust me when I tell you. Go see the Lego Movie. Fandango. The only way you can buy a ticket.*

*Breitling emergency watch. The only watch that can save your life. Pull out the big knob, puts out an emergency signal. That watch can save your life.*

#### 10. Perfect Your Pitch

*Number ten, perfect your pitch. If you're an innovator, you have to learn to pitch. Two key points about pitching. First, customize your introduction. Start with something customized to the audience. This is a picture of an LG washer and dryer. I used these pictures to introduce my speech in Latin America when I was speaking to the LG management. However, to tell you the back story behind this, I was already in Brazil when I thought about, well, I should use the picture of our LG washer and dryer. So I didn't have pictures. It's not something I carry with me, you know? Pictures of your washer and dryer. So I sent a text message to my two older boys, one of whom is in the audience right now. His name is Nic, older boy. Younger boy, Noah. So I sent them a message saying, you know, get off the Call of Duty that I bought you on the Xbox that I bought you in the house that I bought you. Take your iPhone that I bought you. Go downstairs. Both of you, take pictures of the LG washer and dryer. I need it right away.*

*Fifteen minutes go by. Nothing happens, right? So, again, Nick is the older boy. He's the cowboy. The other one is in high school still. So this is what happens. This is the text message. I sent Nick a text message. Did you get my text message because I don't see the pictures. Nic responds Noah, his younger brother, said he would take the pictures. By the way, can you get us some free TVs? Welcome to my life.*

*And then you see my bottom response. I don't think so, Nick. Welcome to my life.*

*The key here is to customize your introduction. When I spoke in Moscow, I opened up with this slide and I said, wow you Russians have big balls.*

*When I spoke in Istanbul, I opened up with this picture of me in the Grand Bazaar. That guy behind me is the shopkeeper. He is really happy. You know why he's really happy? Because he's thinking this dumbass American tourist is going to buy this fez. This fez has been in my family for three generations. I finally found somebody stupid enough to buy this fez.*

*Trust me when I tell you, if you'd open up a speech in Istanbul with a thing like that, a picture like that, you own the audience. Customize your introduction.*

*More on Slides.*

*10, 20, 30 rule of presentations. The optimal number of slides in a presentation is 10. Now, you're all Cal people. You're not stupid. You know I'm way past ten. You may be thinking I'm a hypocrite. How should I explain this? I will explain this. You are not me. Okay?*

*Ten slides. Ten slides. You should be able to give these ten slides in twenty minutes. Twenty minutes. Yes, you may have an hour slot, but to this day, unfortunately, 95% of the world uses Windows laptops. Those people need 40 minutes to make it work with the projector.*

*And the last thing is the optimal size font is 30 points. A good rule of thumb is figure out who the oldest person is in the audience. Divide his or her age by two. 60-year-old divided by two, 30. 50-year-old divided by two, 25 point. Someday, you may be pitching a 16-year-old VC. That day, God bless you. Use the 8 point font.*

11. *Don't Let The Bozos Grind You Down*

*Eleven, as a bonus to my friends here at Cal, don't let the Bozos grind you down. The Bozos are going to try to grind you down. And the more innovative you are, the more they'll try to grind you down. There are two kinds of Bozos in the world. I'm an expert in Bozos, okay?*

*Two kinds of Bozos. Slovenly, disgusting, pocket protector, body odor, just a loser of a person. Rusty car. Japanese watch. You look at that person and you say, "wow, what a loser!" That person is not dangerous because that person is so obviously a loser, only a loser would listen to that loser. And because you're not losers, you won't listen to that person. Hence, that person is not dangerous.*

*The dangerous Bozo dresses in all black. The dangerous Bozo owns a lot of stuff that ends in I. Like Armani, Maserati, Lamborghini, Ferrari, okay? Audi is okay, a rare exception. That's the dangerous Bozo because you think rich and famous parses to smart. But rich and famous parses to lucky, not smart, at least half the time.*

*So I believe that Bozosity is like the flu. You need to be exposed to Bozosity so that when you encounter big Bozosity, you have already built up the antigens. I am going to expose you to some Bozosity.*

*"I think there is a world market for maybe five computers." – Thomas Watson, Chairman of IBM, 1943.*

*Five computers. I have five Macintoshes in my house. In other words, I have all the computers he anticipated in the world in my house today.*

*"This telephone has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us." – Western Union internal memo, 1876.*

*Western Union wrote off telephony in 1876. Western Union should be PayPal today. Oops!*

*"There is no reason why anyone would want a computer in their home." – Ken Olsen, Founder, Digital Equipment Corp., 1977. Great innovator, great entrepreneur, said this about computers. There's no reason to have a computer in your home.*

*How many have a computer in your home today? Because according to Ken Olsen there's no reason. He was a great innovator. Extremely good entrepreneur. But he was so successful on, let us say, the ice factory curve, he could not appreciate the next curve, the refrigerator curve.*

*And that is the art of innovation.*

*Thank you very much.*



**ORGANISATIONS**  
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity PLEM8

**Coordinator:**

**MMC** Mediterranean  
Management Centre

**Partners:**



CYPRUS  
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**Cámara**  
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**Agreement number: 612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD**



<b>Programme:</b>	Erasmus+
<b>Sub-programme:</b>	Support for Policy Reform
<b>Programme Guide / Call for Proposals:</b>	EACEA-36-2018
<b>Action:</b>	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
<b>Project Title:</b>	<b>TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES</b>
<b>Project Acronym:</b>	<b>LEARN</b>
<b>Project Agreement Number:</b>	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

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## **‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates**

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
2. *Team Building (TB)*;
3. *Resilience and Time Management (RTM)*;
4. *Responsibility and Ethical Practice (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

For marking the code of each activity, the acronym of the module as indicated in the modules’ list above followed by the serial number of the module should be used. Therefore, the code, for example, of the first activity of the first training module, that is, ‘Communication’, will be ‘C1’. Likewise, the code of the third activity of the second module, that is, ‘Team Building’, will be ‘TB3’ and so on.

Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

## 1. Video Analysis

<b>Module Number and Title:</b>	5. Self- Leadership and Entrepreneurial Mindset PLEM
<b>Activity Code and Title:</b>	PLEM8 Foodstirs – recognizing new opportunities
<b>Activity Aim:</b>	1. Creating and recognizing new opportunities
<b>Learning Outcomes covered through the Activity:</b>	1. Explain how to recognize new opportunities
<b>Hints and Tips for the Trainer to implement the Activity:</b>	✓ Ask the trainees if they find any of the 11 key-points from PLEM7 here again.
<b>Level of Difficulty of the Activity:</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

### Video Title

Baking With Buffy: Sarah Michelle Gellar's Food Startup:  
 Entrepreneurs: new subscription baking-kit company, Foodstirs

### Source (e.g. URL)

[Baking With Buffy: Sarah Michelle Gellar's Food Startup \(forbes.com\)](https://www.forbes.com/2016/04/28/sarah-michelle-gellar-food-startup-entrepreneurs-1234567890/)

Forbes 2016

### Duration (in min)

2.34'

### Debriefing Questions

Why do you think that this company was able to raise an undisclosed amount of money in seed funding?

### Remarks by the Trainer

- Foodstirs sells baking kits, mixes, and fresh baked treats that contain only organic and non-GMO ingredients with no artificial preservatives, flavors, or colors. The company offers a variety of specialty baking kits that come with decorative supplies and tools. All kits and mixes are designed to be kid-friendly (with parent supervision) and generally require six steps or less to complete. The kits are sold online, via subscription, with mixes and fresh baked treats sold at 7,500 retailers nationwide including Starbucks, Whole Foods, Walmart, WW and Amazon.





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ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 6**

**Work Package Title:** Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training

**Activity title:** Development of Training Materials, Activity Templates PLEM9

**Coordinator:**

**MMC** Mediterranean  
Management Centre

**Partners:**



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**Cámara**  
Valencia



Αναπτυξιακή Εταιρεία  
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<p><b>Programme:</b></p> <p><b>Sub-programme:</b></p> <p><b>Programme Guide / Call for Proposals:</b></p> <p><b>Action:</b></p> <p><b>Project Title:</b></p> <p><b>Project Acronym:</b></p> <p><b>Project Agreement Number:</b></p>	<p>Erasmus+</p> <p>Support for Policy Reform EACEA-36-2018 PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects</p> <p><b>TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES</b></p> <p><b>LEARN</b></p> <p>612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD</p>
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## **1. ‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates**

This document comprises templates for different types of activities to be used for the development of activities that will be implemented in the ‘Six Top Transversal Skills for Employers’ workshop; along with the PowerPoint presentation for each training module, they will provide the workshop trainer with a comprehensive set of training tools.

In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

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The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
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The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

**2.**

## 1. Group (Experiential) Exercise

<b>Module Number and Title:</b>	5. Personal Leadership and Entrepreneurial Mindset (PLEM)
<b>Activity Code and Title:</b>	PLEM9
<b>Activity Aim:</b>	<ul style="list-style-type: none"> <li>• Explain how to practice procedures for creating and designing new ideas.</li> <li>• Get comfortable with beginning with “raw” or “seed” ideas rather than feeling the pressure to produce effective options.</li> </ul>
<b>Learning Outcomes covered through the Activity:</b>	<ol style="list-style-type: none"> <li>3. Identify and create opportunities</li> <li>4. Adopt strategies for generating new ideas</li> </ol>
<b>Hints and Tips for the Trainer to implement the Activity:</b>	<ul style="list-style-type: none"> <li>✓ <b>If online – you just need to explain this exercise!</b></li> <li>✓ You can set up spaces for groups in the online version so the trainees can work together on this exercise online.</li> <li>✓ The Mind Dumping exercises the creative aspect of the entrepreneurial method—specifically ideation as a nonjudgmental exercise designed to generate numerous ideas, from which to build and branch out to more useful potential opportunities that create considerable value.</li> </ul>
<b>Level of Difficulty of the Activity:</b>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

### Exercise Title

*Mind dumping for Ideation*

### Implementation Instructions

- *Bring with you a paper notepad and pen, camera of a mobile phone, online workplaces*
- *Online version - to share worksheets (google documents)*

### Time Plan (80 min)

The exercise has four parts:

- (1) set up the challenge,
- (2) gather stimuli,
- (3) multiply the stimuli,
- (4) develop raw or seed ideas.

### Number of Persons/Groups Involved

2-4

### Task(s)

#### 1. Set up the challenge (15 minutes)

The instructor may identify challenges for the participants, or the experimenters may work on individual challenges.

- How might we solve the problem of .....?
- How might we create a .....?

Whatever the challenge, participants must write down the challenge on a sticky note and place it in front of them. Once the challenge is clearly written on a sticky note, hand out three sheets of paper (documents) to each person. In the online version you have to share the notes on the screens - each of the trainees.

#### 2. Gather stimuli (10 minutes)

Handle the types of stimuli and their importance to the idea generation process.

What is the role of stimuli, and why are they important?

Ask: ***“If you were developing a new coffee mug, what could your stimuli be?” Answers will probably be sitting in a coffee shop, drinking coffee, testing out various mugs, reading coffee trade publications, etc.”***

The purpose of stimuli is to surround yourself with artifacts that can help you stimulate new ideas. Artifacts do not have to be things or people; words work.

Quickly play a word association game: “If I say boy, you say . . .? I say cat, you say . . .? I say red, you say . . .?” This is called word association, and it uses words as stimuli to get to the next word. We will do something similar in this exercise.

For the next 3 minutes, write down one word or a short phrase that comes to mind when you think about the challenge that sits before you. This is not the time to be thinking about ideas—only words. You are simply free-associating based on the challenge. You need to write down whatever comes to mind, even if you don’t think it relates to the challenge. Important: Only one word or phrase should be written on each sticky note.

Again, you may want to give an example and revisit the coffee mug challenge. What are all the words that you think of when developing a new coffee mug? Hot, leakage, driving to work, environment, taste, relaxation, home, etc. Given that they should be writing one word or phrase per sticky note, the goal is to generate lots of written sticky notes.

Note: The people who are not generating a lot of completed stickies are those who are overthinking. These are typically the left-brainers in the room, who often self-judge their ideas.

After 3 minutes, stop and have them count how many stickies were filled out. Ask for high and low numbers so you can get a range. You can expect a high of around 30 or more and eight or even less. Write this range on the board and ask the group for their ideas.

### **3. Multiply stimuli (15 minutes)**

The free association used above is considered a “habit” for many. It is part of most brainstorming sessions in groups or simply as individuals. However, the next step—multiplying the stimuli—is what makes this exercise unique. Multiplying the stimuli is not a habit. Like what we did in the previous round, we will free-associate again, but we will free-associate not on the challenge but on what we free-associated! They may need to repeat and clarify this a few times. In essence, the participants are associating on their associations.

Randomly pick four stickies and place one in each of the four corners of the mind dump worksheet.

Free-associate on these four stimuli for 1–2 minutes.

Repeat at least three times (using three different mind dump worksheets) using various methods.

Possibilities are for example:

Free-associate using all four corners. They may look at one word, two, three, or all four (2 minutes per page).

Switch with a neighbor and free-associate on his or her corners.

Regardless of the method, the parties should be writing the words directly on the mind dump worksheet—not on stickies. They can write anywhere on the mind dump worksheet except inside the diamond. The diamond space will be used in the next stage.

### **4. Create raw or seed ideas (20 minutes)**

**Now it is time to create basic ideas.** The goal is to create as many ideas as doable to meet the original challenge. These ideas do not need to be complete or even feasible. They can be big or small, tedious, exciting, bold, crazy, or fanciful. It does not matter as long as you are generating lots of ideas.

You must let the words work for you and contribute to the idea generation process. Do not just write an idea you probably had before you started; the seed ideas must come from the words on the page. Revisit the coffee mug example. Consider a mind dump worksheet with the following words: leakage, hot, morning drive, traffic, sleepy, radio talk show, Starbucks, Colombia, car, drink holder, sugar, sweet, calories, ice cream. What can ideas for a new coffee mug be derived from these words? One basic or seed idea could be a coffee mug with a drink holder in one, so you never have to worry about a space for the mug. Another idea could be a 100 percent lifetime warranty mug with a leak-proof lid. Are these great ideas? No, but it’s a start. Thoughts can be combined or shaped into real opportunities in later stages, but now we are just concerned with seed ideas.

Do not consider feasibility or focus on a fully fleshed-out idea; this is only a vague concept.

Continue doing this until you have “seeded” at least three ideas per completed mind dump sheet.

<p><b>5. Wrap up—what did you learn? (20 minutes)</b> <b>Reflections?</b></p>
<i>Allocation of Tasks</i>
<i>Duration (in min)</i>
80'
<i>Material and Equipment (if applicable)</i>
<i>Paper and pen, computer or mobile phones</i>
<i>Classroom Setting (if applicable)</i>
<i>Exercise Worksheet (if applicable)</i>
<i>Debriefing Questions</i>
<p>What was manageable, and what was challenging for them?          What is the role of inventiveness in entrepreneurship?          How important is creativity to the entrepreneurial mindset?          Furthermore, what is the role of structure and process in creativity?          Can structure and process stifle or enable creativity?</p>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> <li>• Pay careful attention to timing—it is crucial to quickly move them through the “mind dumping” to promote rapid-fire non-judgmental ideation.</li> <li>• The number of “stickies” generated in the first part of the exercise (free association on the challenge) is directly and positively correlated with the number of ideas generated.</li> <li>• If duration were not a constraint, experimenters would continue to fill out mind dump worksheets until all stickies were used.</li> <li>• When they are building to one solution together, motivate them to create “absurd” or “out-there” solutions to show the reach of the “ideation process.”</li> </ul>