# InnoWork

| GUIDELINES FOR VOCATIONAL EDUCATION AND TRAINING PROVIDERS | |
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| **Project Title** | **“Towards a More Innovative Workplace”** |
| **Project Acronym** | **InnoWork** |
| **Project Reference №:** | **№: 2014-1-BG01-KA202-001634** |

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# I. Introductory notes

The present Guidelines for vocational education and training (VET) providers are developed within the framework of the project "Towards a More Innovative Workplace" (acronym InnoWork, project number 2014-1-BG01-KA202-001634) funded by ERASMUS+ Programme. InnoWork aims at creating a more innovation-friendly environment for EU micro, small and medium-sized enterprises (SMEs) and increasing their business adaptability by providing the necessary training support for performing organizational innovation.

The InnoWork project consortium consists of 7 partners from 6 EU countries: the consultancy company European Center for Quality and Chamber of Commerce and Industry Vratsa from Bulgaria, LearnPlay Foundation from United Kingdom, Vaasa University of Applied Sciences from Finland, the research institute MERIG from Austria, Kaunas Science and Technology Park from Lithuania and the training provider AidLearn from Portugal.

The project is aimed at two major target groups – SMEs and continuing VET providers. The latter, to whom these Guidelines are directed, include: organisations specifically set up for providing VET; independent individuals who offer VET services; employers, who provide training as a part of their business activities; continuing VET learners; continuing VET trainers; people responsible for designing VET courses.

The Guidelines for VET providers are intended to be a concise and focused methodological document aimed at supporting VET providers in the process of using the innovative training content developed under the InnoWork project as part of the training services they offer. The Guidelines start with general instructions to VET providers and continue with a quick overview of all chapters (InnoWork modules) of the training content. The document offers practical notes how these materials can be used as well as explanation of the preconditions necessary to implement some of the exercises developed for the respective module. Useful tips on how to create a more productive atmosphere in the classroom are also provided. The practical exercises available on the project website are explained in detail and illustrative cases in which they can be used are suggested.

# II. General instructions to VET providers

## Training delivery methods

In order to ensure usability, adaptability and continuous upgrade of the training content, the general InnoWork framework of training delivery methods is structured around the following main principles:

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| **Methodology** | To be based on PPT presentations, audio-visual materials, practical exercises (incl. learning games, available on the InnoWork website), case studies (elaborated as part of the learning content of the training modules), group building exercises, ice-breaker activities, etc. |
| **Learning approach** | Although the InnoWork learning content is structured in a manner which allows for the training materials to be used for individual self-training, VET providers should use trainer-led sessions in order to deliver a training course based on the InnoWork modules. |
| **Flexibility and adaptability** | Training delivery methods should be applied with a degree of flexibility allowing for tailoring them to different country contexts, training objectives, target groups' background, etc. |

## Possible approaches to planning training course delivery

The main issues which have to be resolved regarding the running of InnoWork training programme are as follows:

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| **Workshop total duration and coverage** | ✚ *Workload* – the total net workload of the InnoWork training course (incl. all 10 modules) is approximately 18 hours (see modules' overview below for details on each module's estimated duration).<br>✚ *Workshop coverage* – a certain training workshop, organised using the InnoWork materials, can cover all (strongly recommended, though not mandatory) or part of the training modules elaborated under the project.<br>✚ *Workshop duration* – depending on the number of modules covered by the particular training programme, training workshops can be organised in full days (8 hours) or half days (4-5) hours depending on the approach, followed by the VET providers and the preferences of the participants.<br>*It should be noted that whichever option is chosen regarding coverage and duration of the training workshops, it is recommended that VET providers follow the InnoWork logics with respect to training modules delivery sequence, as all the modules are closely related to each other.* |
| **Number and grouping of participants** | ✚ *Number of participants* – it is recommended that the training courses using InnoWork learning materials are delivered before relatively small groups of participants (10 to 20 people), in order to simultaneously support group work and individual approach to training delivery.<br>✚ *Grouping of participants for separate workshops* – participants should be divided into groups, based either on the type of organisation they are employed in or delivery level depending on prior learning. If such grouping is impossible, the VET provider should try to make the most of the diverse |

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| | structure of the audience by provoking participants defend their own points of view and at the same time challenge the opinions of the others. |
| **Creating productive atmosphere in the classroom** | ▪ *Venue* – air-conditioned; equipped with multimedia projector, screen, flip-chart or white board, etc.<br>▪ *Arrangement of participants* – it is recommended that training workshop participants are arranged in a circle or square/rectangle (depending on the venue possibilities), allowing for visual contact both with the trainer and among each other.<br>▪ *Duration of individual training sessions* – max 1 hour 30 minutes, separated by coffee/lunch breaks.<br>▪ *Icebreaker activities* – these should be organised in the beginning of each training course, while their objective is to connect participants to each other, get them to remember their names, etc. |
| **Workshop structure** | ▪ *Introduction* – getting the audience acquainted with the course objectives, content and procedure.<br>▪ *Distribution of materials* – in order to facilitate learners' participation in the completion of exercises and case study discussions, the trainer is advised to print and distribute hand-outs, containing exercises and case studies either before each training module session or once in the beginning of the training workshop for all sessions.<br>▪ *Short ex-ante group discussion* – to be held in the beginning of each module's training content teaching session on key concepts included in the module. This will allow trainers determine the existing level of participants' skills and knowledge and might prove useful to later evaluate more precisely the learners' level of skills and knowledge acquisition with the help of their test questions' results.<br>▪ *Learning content delivery* – PPT presentations and audio-visual materials, supplemented by group discussions and/or exercises and/or case studies (see modules' structure below).<br>▪ *Ex-post assessment* – the self-test questions, which are elaborated for each module and are initially intended for individual learning, can be used for assessment purposes to provide information to trainers (and participants) about the level of skills and knowledge acquisition. After the test is completed by the learners and individual tests are collected, it is recommended to spend some time to discuss the correct answers should any questions on part of the participants arise.<br>▪ *Recommendations for further reading* – at the end of each module's training session, it is recommended to draw participants' attention to the information available on www.innowork-project.eu. If learners are willing to read more about the topics included in the respective module, it is a good idea to encourage them to check upon *Section IV. Additional reading*, found at the end of each module.<br>▪ *General evaluation of the training course by learners* – it is recommended that at the end of the workshop, the content and delivery of the training course is evaluated by participants. For this purpose, the trainer is advised |

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| | to elaborate a short questionnaire about the level of satisfaction on part of the learners from: the workshop objectives, content, agenda, materials; the project website; the involvement of participants in the training process and presented opportunities for discussion; the effectiveness of usage of workshop time; the convenience of workshop venue; the usefulness of the different sections/modules of the workshop. The questionnaire should also ask learners to make recommendations for improvement of the learning content, training delivery, etc. The questionnaire must be distributed among participants together with the other training materials and before the end of the workshop; the filled-in questionnaires have to be collected by the trainer. |

## Upgrade of the training content and delivery methods

A key issue associated with training courses' content and delivery is related to the potential and capacity for constant upgrade of the learning content and training delivery methods. In this respect, the usage of evaluation tools is fundamental so as to ensure that the training content and materials are fine-tuned based on end users' feedback and learning achievements. It is recommended that the training course upgrade process follows the steps described below:

1) *Ex-ante assessment of the level of participants' skills and knowledge* – this can be done with the help of the short group discussions mentioned above. More details about the questions to be included in them are provided below within each module's practical notes on training content delivery.
2) *Ex-post assessment of the level of participants' skills and knowledge acquisition* – the trainer might choose to make short tests after each module's training session (using the self-test questions provided at the end of the learning content) or a longer test at the end of the entire workshop (including selected 2-3 test questions from each module).
3) *General evaluation of the training course content and delivery* – this can be done based on the instructions provided above regarding the content of the participants' feedback questionnaires. A key issue here is to give clear indication to leaners that it is really important to fill-in the training course evaluation questionnaires at the end of the workshop.
4) *Preparation of recommendations for training content and delivery methods' improvement* – this can be done on the basis of the results obtained during the preceding steps. Thus, the information about the leaners' progress on the topics covered by the training modules (obtained by comparing the results from the ex-ante and ex-post assessments) combined with the participants' feedback on the general quality of the training course will help individual trainers prepare recommendations to VET providers for upgrade of the training content and delivery methods.

# III. InnoWork modules' overview and practical notes on training content delivery

## Module 1: The concepts of creativity and innovation

### Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 1 is to introduce training course participants to the concepts of creativity and innovation as well as raise and provide an answer to the question "Why is creativity important?" Trainees will also learn about the main characteristics of a creative person, ways to develop creativity at the workplace and how organizations can facilitate a climate that supports creativity and innovation.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge***: gain knowledge on why creativity is important, what are the main characteristics of creativity and creative people, how can creativity be developed.<br><br>***Skills***: improved ability to identify creativity impetuses and obstacles in the organization; improved ability to adapt traditional methods, concepts, models to new applications; proactive thinking; self-assessment; understanding attitude.<br><br>***Competences***: Encouraging creativity; facilitating a climate that supports creativity in an organization; managing change; leader behaviors; analytical thinking. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 1 hour and 20 minutes including:<br>- *Time for training content teaching*: 45 minutes<br>- *Time* for *interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 25 minutes<br>- *Time for test questions: 10 minutes* |
| **Training module structure** | ***Learning content***: the module is divided into three main sections:<br><br>1) *Why is creativity important?* – presents some facts on the role of creativity in organizations as well as its impact on societal and economic trends.<br><br>2) *What are the main characteristics of creativity?* – introduces the concepts of "adaptors" and "innovators" and makes comparison between the two types of persons.<br><br>3) *How can we develop creativity?* – focuses on:<br>- *leadership behaviours* that nourish creativity in organizations;<br>- *interesting models of the creativity process in organizations* by looking at three approaches to the creativity process: those of Charles Cave, |

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| | Amabile and Woodman & Schoenfeldt.<br><br>***Questions for reflection***: three sets of questions for reflection are offered in the learning content aimed to make learners contemplate on the importance of creativity, the characteristics of a creative person as well as on the models of the creativity process and how all these are related to their organizations.<br><br>***Exercises***: a puzzle game for Module 1 is available online at http://innowork-project.eu/index.php?t=159.<br><br>***Test questions***: there are 5 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, test questions hand-outs. |

For full Module 1 training content, please visit: http://innowork-project.eu/index.php?t=14 .

## Practical notes to the trainer on training content delivery

- In the beginning of the training session for the module make a brief announcement of the structure and main topics included in the learning content. Introduce the key terms found in the module: *creativity*, *innovation*, *extrinsic* vs *intrinsic motivation*, etc.
- At the onset of the training content presentation, try to start *a short group discussion* and encourage the participants to share their ex-ante perceptions about the key issues included in the module learning content, by asking questions such as: *Do you think creativity is important for organisations and why?*, *What are the ways to develop creativity at the workplace in SMEs?, How can SMEs create a climate that encourages creativity and innovation?*, *Is it difficult to find highly creative people to hire in SMEs?* etc.
- When explaining the *importance of creativity*, try to make illustrations of the practical aspect of this concept in the sectors, in which the learners are employed – this will help participants better understand the nature of creativity and innovation and convince them of the importance of these categories for the organisational development. You can furthermore ask participants if they can provide examples of the importance of creativity for their organisations or in their sectors.
- Ask learners what they think (agree or disagree) about the statement *"Jobs that don't require creativity are increasingly being automated, or are moving to extremely low-wage countries."* and how they feel about their jobs regarding this economic trend.
- When presenting the *characteristics of a creative person*, start by asking questions to the group, such as: *In your opinion what are the specific traits of a creative person?*, *Do you think there are different types of creative persons?*, etc. Then introduce the descriptions of *adaptors* and *innovators* as well as the specific traits of a creative person as understood by Guilford and provide an example by identifying yourself or someone you know with one of the two categories. Ask the participants to identify themselves as one type or the other. Finally, raise a discussion on whether a person can be both types depending on the context, the organizational culture, or his/her position within the organization.
- Ask the participants to share their opinion on whether organizational culture can negatively or positively affect the chances that employees develop or show their creativity and whether organizational culture could create conditions and encourage one type of creativity (i.e. adaptor or innovator) while discouraging the other. Inform the participants that the issues of creative

climate and encouraging innovation through organizational culture will be discussed also in forthcoming modules.

- Ask participants about their opinion of the *3 important ingredients of a company's creativity* according to Gilbert Tan, which one they feel is the most important and why. Urge learners to justify their positions with practical examples from their professional experience.
- Emphasize on the practical development of creativity in the organization. The part on *leadership behaviours* can relate to everyone in the group, be (s)he a manager or an employee. Ask learner volunteers to help you present the material by making parallels to their companies. If possible, involve both a manager and an employee to get different viewpoints.
- The *three models of the creativity process* can seem to trainees too theoretically oriented or difficult to grasp. Try to provide an example for each of them to illustrate their application. Make a diagram as part of your presentation or draw on a flipchart/white board to show the relations between the different components of the models.
    - After introducing the first (Charles Cave) model, ask a volunteer to present a problem existing at his/her organization. Invite participants to brainstorm concrete activities within the 8 categories that could lead to a creative solution to this problem. Depending on the time frame of the training session, allocate between 5 and 10 munities to this exercise.
    - After introducing the second (Amabile) model, give participants 2 minutes to reflect on their own creativity and assess to what extent it depends on:
        - their innate skills;
        - skills they acquired through education;
        - their personality traits;
        - their cognitive style;
        - their task motivation.

    After the self-reflection exercise, ask them to consider what their organization can change or do better in order to encourage or utilize these elements of his/her creativity. Provide 5 minutes for volunteers to present the results of the exercise and for discussion.

    - After introducing the third (Woodman and Schoenfeldt) model, ask the participants to identify what are the key drivers of creativity in their own organization: is creativity driven by individuals and their skills or performance, is creativity born within teams (i.e. persons working on concrete projects or persons within a particular department) or is there an overarching culture of creativity and innovation within the organization that creates the structure, motivation and resources for creativity and innovation? Ask volunteers to present the results of this exercise to the others. Spend 5 minutes on this activity.
- Use the *questions for reflection* provided in the module text to make a group discussion and promote peer learning. Choose up to 3 questions to discuss in depth, for example: *What are the obstacles and barriers to creativity at your workplace?*, *Are you an adaptor or an innovator, please explain?*, *Which of the three models do you prefer to use in order to analyse creativity and innovation at your workplace and why?* Depending on the size of the group, you can divide participants in small teams of 4-5 people and give each one a different question to discuss.
- Urge the participants to play the Module 1 puzzle game available online at www.innowork-project.eu (*Home › SMEs › Module 1: The concepts of creativity and innovation › III. Games and exercises*) using their smartphones. Provide clarifications, should any questions arise on part of the audience regarding the game and the correct answers.

# Module 2: Organizational structure (business model), the creative process and governance for innovation

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 2 is to provide SMEs with an opportunity to gain knowledge, skills and competencies in organizational structure, leading to increased innovation and competitiveness by providing an assessment on how the structure, culture and business model of an organization may enhance or inhibit its creativity and innovation and which elements specifically promote or hinder it.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge:*** Knowledge about advantages and disadvantages of the different organizational structures; knowledge about the elements comprising a business model; understanding the role of organizational structures, culture and business models in SME innovation and government of innovation (particularly the relevance of open innovation).<br><br>***Skills:*** Ability to identify and critically apply knowledge leading to increased organizational and business model innovation and open innovation; distinguishing between the different organizational structures; generating and reflecting upon ideas; initiating change in an organization.<br><br>***Competences:*** Enhancing and mastering company innovation and competitiveness through organizational structures and open innovation; facilitating a business model and organizational structure that support creativity in an organization; managing change; leader behaviours; analytical thinking. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours, incl.:<br>- *Time for training content teaching*: 1 hour<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.)*: 50 minutes<br>- *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into six main sections:<br><br>1) *Business models, organizational structure, SMEs and innovation* – explains the definitions used in Module 2 and reveals the role of SMEs for the creation of innovation.<br><br>2) *The role of organizational structure and culture* – reflects on the difference between organizational structure and culture and provides insight on how to promote culture that supports creativity in an organization.<br><br>3) *Business models and business model innovation* – investigates the importance of the business model and elements that bring innovative and novel aspects into the business model, such as Teece's business model design and questions to support creativity and innovation, Blue Ocean Strategy, Creative |

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| | Guerrilla Marketing and Guerrilla Marketing.<br><br>4) *Open innovation in SMEs* – reveals the concept of open innovation and how it can benefit micro, small and medium-sized enterprises.<br><br>5) *Processes for open innovation* – looks at the practical side of open innovation, and how SMEs can use it, providing illustrative examples. It also presents Design Thinking as an approach complementary to open innovation.<br><br>6) *Governance for innovation* – introduces the governance of innovation model of Hobcraft and Phillips.<br><br>***Questions for reflection***: each part of the module includes questions for reflection which are intended to gradually lead the learners to contemplate on the topics of the module building their thinking towards innovation in business models.<br><br>***Exercises***: 2 exercises and one learning game are offered in the end of the learning material.<br><br>***Case studies***: Module 2 offers 2 case studies – one online (link provided in the learning material) and one found in the learning content itself.<br><br>***Test questions***: there are 6 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, hand-outs containing exercises, case studies and test questions. |

For full Module 2 training content, please visit: http://innowork-project.eu/index.php?t=15

## Practical notes to the trainer on training content delivery

- In the beginning of the training session for the module briefly guide learners through the structure of the learning content. Introduce the key terms found in the module: *business model*, *organisational structure, organizational culture and climate*, *co-creation,* etc.
- Start the training content presentation trying to initiate *a short group discussion* and encourage the learners to share their ex-ante perceptions about the key concepts included in the module, by asking questions such as: *What are the organisational culture aspects that affect creativity in the organisation?*, *What are the business model features, which can support innovation within organisations?*, *What do you think "open innovation" in SMEs is about?*, etc.
- Support the statement that *"SMEs are often faster and more flexible actors"* compared to large companies with explanation and examples about the processes associated with decision making, team work, communication, etc. observed in both types of companies as well as the effect of these processes on organizational innovation and creativity.
- After presenting the *culture elements* and *climatic dimensions* which affect organisational innovation and creativity, ask learners to share their opinions and observations (providing examples, if possible) which of the elements/dimensions are most crucial in this respect.
- After presenting the 5 types of organizational structure, divide the participants in groups, preferably comprising persons working in the same company. Ask them to identify their organization's structure and to reflect on how it impacts on innovation. Challenge them to think about whether:

- the structure could be changed or modified to encourage innovation (e.g. by allowing for the formation of flat project-based teams);
- organizational culture could be changed so that it offsets the constraining impact of structure on innovation (e.g. to mitigate the hierarchical structure with the introduction of a culture of open communication between management and employees).

- Use the flipchart/white board to draw a circular diagram, representing the *elements of business model design*, as defined by Teece. Give an example of how an idea, for instance, of designing a new light-weight folding electric bike might be fitted within the model and its elements.
- Demonstrate some traditional examples of business models and organizational structures as well as ones that have used alternative approaches, and the *benefits of the alternative ways*. For the latter, check the links to Blue Ocean Strategy and Guerrilla Marketing, provided in the module text.
- During the module session, try to constantly *encourage learners to reflect* on the topics covered, through the prism of their own company situations and provide examples they are first hand familiar with. The questions for reflections are a useful tool, which can assist you in this task.
- In presenting the concept of *open innovation*, try to make learners see it from a practical perspective: *with whom would (or already have) they cooperate in order to create innovations*, *whom could they involve in the process*, etc. For example, companies may feel that involving customers in the process of generating innovations can be difficult, but social media might prove a useful tool for Guerrilla Marketing for instance. Initiate a discussion on the effects of the current economic crisis on open innovation. Do participants think the economic downturn makes open innovation more urgent or, on the contrary, hinders innovation practices? Note that research on open innovation in SMEs is still not well developed. Be sure to encourage the learners to share both what they perceive as benefits of open innovation and the challenges that they believe SMEs will encounter. To facilitate the discussion, propose that participants reflect on the following possible constraints of open innovation:
  - Lack of skilled personnel to deal with open innovation or too high costs for hiring such personnel;
  - Lack of market demand for improved/innovative products and services due to decreased purchasing power of customers;
  - Constraints imposed by regulations and laws;
  - Problems with access to finance for open innovation or too high cost of open innovation;
  - Difficulties in ensuring protection of intellectual property;
  - Inherent rigidities of the organizational structure that make it difficult to experiment with open innovation;
  - Lack of regional infrastructure and ecosystem for open innovation;
  - Challenges of assets protection after the enterprise opens itself to outsiders;
  - Managerial challenges when dealing with diverse people and stakeholder organizations.
- While presenting the *open innovation process methods by Wagner and Piller*, try to make a parallel with one or two other open innovation models (links are provided in the module text) outlining the differences and similarities between the models and asking learners which model they would prefer.
- *Design Thinking* might turn out to be a concept that is difficult to approach. You can go through its phases with very ordinary examples from everyday practice and then go to company level. A

practical example can be for instance “If you have to urgently change your country of residence as your husband/wife has found an attractive job abroad, what would you do?” The “company” version of the example is when an SME decides to move its production facilities to another country.

- The *governance for innovation* concept may require a brief group discussion to allow learners grasp its essence. If time allows it, you can include this concept in the group discussion on the relevant questions for reflection provided in the module by asking learners (divided in groups) to describe the process from the perspective of their organisations, following the steps suggested by Hobcraft and Phillips.
- Use *questions for reflection* to make a group discussion and promote peer learning. Choose up to 3 questions to discuss in depth, for example: *What is your organisation’s business model?*, *Can you identify creativity and innovation gaps in your SME using Teece’s questions listed in the module?*, *Which processes in your company could be improved with open innovation?* Depending on the size of the group, you can divide participants in small teams of 4-5 people and give each one a different question to discuss.
- In the implementation of the exercises/games, be sure to properly instruct participants about the objectives, duration and procedure of the respective exercise. The latter can be done individually or in groups of 4-5 people (you can use the previously formed groups under the preceding bullet point), while after the respective exercises are completed, you should discuss with the audience the achieved results and provided solutions.

# Module 3: Creating a culture of innovation

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 3 is to put the focus on the role of organisational culture for innovation. Culture is defined from the perspective of why it is a key function in innovation, while some of the associated benefits and barriers are explored. The module investigates how to create a culture of innovation at the management and employee levels before looking at how teamwork and leadership principles can support it.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge***: Understanding the importance of organizational culture, main components of and barriers to pursuing it; methods for successfully implementing a creative culture; developing a team ready to innovate; fostering creativity in the workplace.<br><br>***Skills***: improved team-working and leadership skills;<br><br>***Competences***: challenging own thinking as well as evaluating own organization; fostering teamwork; commitment to job; developing others; goal directedness; proactive thinking. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 1 hour 20 minutes, incl.:<br>- *Time for training content teaching*: 40 minutes |

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| | ▪ *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.): 30 minutes*<br>▪ *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into three main sections:<br>1) *Setting the scene and context for defining culture and its importance for creativity and innovation* – questions such as What is culture?, Why is it Important?, How to create it? are raised and discussed.<br>2) *Making teamwork work* – stressing the importance of team-building for developing an innovative culture.<br>3) *Leadership practices* – six leadership and management practices that foster creativity in the workplace are identified and explained.<br>***Case studies***: a brief case study looks at how an organization approached changing their culture.<br>***Test questions***: there are 5 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, coloured cards or sheets of paper with printed questions for work in groups, hand-outs containing case study and test questions. |

For full Module 3 training content, please visit: http://innowork-project.eu/index.php?t=16.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session make a brief announcement of the structure and main topics included in the learning content. Introduce the key terms found in the module: *organisational culture*, *key performance indicator (KPI), 'flat' organizational structures*, etc.
- At the onset of the training content presentation, try to start *a short group discussion* and encourage participants to share their ex-ante perceptions about the key issues included in the module learning content, by asking questions such as: *Why is company culture a key factor in innovation?*, *How can a culture of innovation at the management and employee levels be created?*, *What is the role of teamwork and leadership for pro-innovation culture?*, etc.
- When explaining the definition of *"culture"* and in particular *"innovative culture"*, ask participants how often they discuss their new ideas or solutions at the workplace with their subordinates, superiors or even with people outside the organisation.
- Then proceed with a more structured group discussion to prepare the learners for the theoretical material that follows. Divide participants in groups in accordance with the companies they come from and consecutively hand each team one and the same coloured card (4 cards in total), allowing each team 3 minutes to write down answers to the questions found on each card and 1 minute to share their answers, before handing the next card. The content of the cards is as follows:

**Card 1:**

***Vision***
How can you describe the inspirational long-term desired change resulting from your organization's work (vision of the organization)?

**Card 2:**

***Practices***
If someone came fresh to our workplace, what would particularly strike them? How do people interact at our organization?

**Card 3:**

***Values***
What do we say we value in our organization? Do we always live up to these values, or are different values sometimes displayed in what we do?

**Card 4:**

***Assumptions***
What views and attitudes do we take for granted? What assumptions underlying our work are simply not questioned?

- While reflecting on the reasons why organisational culture is important for innovations at the workplace, use the available *questions for reflection* to make a group discussion with the participation of all learners. You can use the following questions to discuss in depth: *What aspects of your organization's culture do you think are encouraging and allowing you to innovate?*, *Which aspects of your culture are acting as obstacles to your innovative approaches to solving problems? Is there something specific about the organizational culture in SMEs that tends to hinder or encourage innovation (e.g. the fact that employees are few and know each other very well or the fact that there are not too many departments or too great variety of products and services developed by the company)*. At the end of the discussion, try to summarise the opinions expressed and reaffirm the importance of innovation supporting culture in SMEs.
- In order to more effectively present the methods for generating a creative culture in the organisation, initiate a brainstorming session, asking learners *What would you do in order to create and improve the creative culture in your organization?* Write the answers you get from the audience on a flipchart/white board, trying to classify them in two categories: *"At the Management Level"* and *"At the Employee Level"*. After the session is over, make a summary of the proposed actions and go to the lists in the module content to add to the practices identified by the learners if something is missing.

  After discussing *the key role of teamwork for developing an innovative culture*, organize another game. Reshuffle previous working groups by trying to now mix people from different companies. Ask each working group to imagine the following situation: their company wants to reinvent its marketing approach without resorting to the use of external consultants; the management has therefore decided to form a project team to come up with a new marketing strategy. Task the trainees' working groups to present their approach to setting up and providing the best working arrangements for such a project team (who would be included in the team?, how will the team organize its work in order to keep members involved and open to new ideas?, how will the manager supervise and encourage the team?, etc.). Each working group should be given no more than 5 minutes to formulate their approach. Additional 5 to 10 minutes should be allocated for working group presentations, followed by discussions. Make sure each working group receives adequate feedback. Tip: flipcharts, coloured markers and pens and other materials enabling creative visualization should be provided in advance in the training room.
- Explain in detail each of the 6 leadership and management techniques that foster creativity in the workplace. Try to support each of them with examples from different organizational contexts and economic sectors. Encourage participants to share their experience as well. End

the session with short discussion of the case study provided at the end of Module 3 learning content.

## Module 4: Maintaining a culture of innovation

### Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 4 is to challenge the widespread perception among organisations to tend to repeat the success rather than to continue innovating, once new idea becomes successful. This is done by investigating the importance of maintaining a positive culture and sharing some examples of good practices which have been successful in other organisations.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge****:* understand organizational and human based factors essential to maintaining a culture of innovation; gaining insights on how to cultivate creativity within an organization.<br><br>***Skills****:* ability to identify the elements necessary for establishing a suitable environment for innovative culture; ability to develop and communicate goals; ability to express ideas concisely; ability to express gratitude and appreciation to others.<br><br>***Competences****:* maintaining a culture of innovation; providing motivational support; empowering others; managing performance; attention to communication. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 1 hour 30 minutes, incl.:<br>- *Time for training content teaching*: 40 minutes<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 40 minutes<br>- *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into two main sections:<br><br>1) *Ideological study around maintaining a culture of innovation* – focusing on the right frame of mind to keep the desired culture going as well as on people as the most important factor for defining pro-innovative culture.<br><br>2) *Brief coverage of simple innovation techniques* – a number of general actions that support creative thinking across any organization are identified and discussed together with key aspects which should be taken into consideration when measuring culture development.<br><br>***Case studies***: 2 case studies and an on-line learning game provide useful examples of strategies, systems and initiatives that can be used to change organisational culture, keep an innovative culture going and even improve it.<br><br>***Test questions***: there are 5 test questions available at the end of the learning content. |

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| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, hand-outs containing case studies and test questions. |

For full Module 4 training content, please visit: http://innowork-project.eu/index.php?t=170.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session, introduce the key terms found in the module: *cultural change*, *cultural metrics*, *behavioural measurements*, etc. Briefly guide learners through the structure of the learning content.
- Start the training content presentation trying to initiate *a short group discussion* and invite learners to share their ex-ante perceptions about the key concepts included in the module, by asking questions such as: *Which is the most important factor that defines organisational culture?*, *How can employees' motivation and creativity be continuously maintained in the workplace?*, *Can you suggest any general actions in order to make creative thinking the norm in your organisation?*, etc.
- When presenting the *ideas suggested by Springub to help cultivate creativity within an organization*, spend more time on *"Hire for culture"* and *"Incorporate sprints"* as they use specific terminology and may be somewhat difficult to grasp.

  While discussing the 6 questions that an organisation should be able to answer positively in order to be dedicated to promoting an innovative culture, give an example how the failure to meet only one of the requirements (e.g. *"Do you measure and sustain the culture to support performance?"*) might disturb the whole process. Organize the trainees in working groups, preferably by putting together people working in the same company. Give the groups 2 minutes to perform a self-evaluation of the sustainability of their company's innovation culture using the 6 questions. Once the group has performed the self-evaluation, they should take 3 minutes to list the most urgent changes that need to be made to improve the weak aspects of the culture and the way it is maintained. Work with each of the groups to provide guidance and feedback. Tip: flipcharts, coloured markers and pens and other materials enabling creative visualization should be provided in advance in the training room.
- Be sure to stress the importance of achieving the right balance when the management staff tries to satisfy the needs of employees *"to be heard, to be appreciated and to be challenged"*. A useful example can be that employees are challenged by being assigned new and more complex tasks, involving more responsibilities, but in order to have the desired effect on them, these tasks should be achievable, otherwise the failure to fulfil them will undermine employees' motivation.
- When presenting the *Best Practise Consulting's suggested general actions that support creative thinking in organisations*, ask participants to share their opinion about which of the approaches they find most adequate and ask them to justify their position. You can also ask learners to identify the similarities and differences between this approach and *Springub's ideas to help cultivate creativity within an organization* discussed earlier.

  Reshuffle the working groups by mixing people from different companies. Using the Best Practise Consulting list, ask the working groups to work for 5 minutes and identify one practical application of each action: a) identify a context or a situation in which the action can be useful; b) identify and describe one concrete application/solution, including who will design the solution, who will decide on its application, whom will it target, who will implement it and who

will monitor its impact. Allocate additional 5 to10 minutes for working group presentations and debate.

- Ask participants about their perception regarding the importance of using tools and indicators for measuring changes in *business performance*, *staff behaviour and attitudes*, *goal achievement*, etc. to get an idea which of the aspects mentioned above are viewed as most important by learners and why. Try to track how the opinions of employees and managers differ in this respect.
- When discussing the *two case studies*, offered in the module, you can try to provoke learners' creativity and innovative thinking by asking them questions such as: *What would you do to solve the problems we are discussing in this case study?*, *If your company is to face similar problems, what actions and responses would be accepted, viable and achievable?*
- Use the available *questions for reflection* to make a group discussion and promote peer learning. Choose up to 2 questions to discuss in depth, for example: *Which of the offered ideas to promote innovation in the workplace can be applied in your company*?, *Are some of the ideas not applicable to your organisation, and if so, why not?* Depending on the size of the group, you can divide participants in small teams of 4-5 people and give each one a different question to discuss.

# Module 5: Application of creativity to the work tasks

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 5 is to demonstrate that creativity is a skill that everyone can develop, while viewing the application of creativity to work tasks as applying creative thinking to solving problems, related to the development processes of a company.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge***: understand the concepts "design thinking" and "creative problem solving"; knowledge about different creativity and problem solving techniques.<br><br>***Skills***: apply "design thinking" and "creative problem solving" to a variety of work tasks; applying various creativity and problem solving techniques.<br><br>***Competence***: problem solving; analytical thinking; creative thinking; building collaborative relationships. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours and 10 minutes, incl.:<br>- *Time for training content teaching*: 1 hour 20 minutes<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 45 minutes<br>- *Time for test questions*: 5 minutes |
| **Training module structure** | ***Learning content***: the module is divided into two main sections:<br><br>1) *Work tasks and creativity* – presenting and challenging the most common misconceptions about creativity by defending the understanding that creativity |

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| | is diverse and can be applied to any kind of work by any individual.<br><br>2) *Design thinking and creative problem solving* – provides an overview of various design approaches to problem solving and creative problem solving processes, describing its steps and suggesting creative techniques which can be used in each step.<br><br>***Exercises***: 1 exercise on the seven steps of the creative problem solving approach is offered as part of the learning content. In addition, 4 learning games for Module 5 are available online at http://innowork-project.eu/index.php?t=160.<br><br>***Case studies***: 2 brief case studies provide useful examples of providing a vision and defining a problem as the 1st and 3rd step in creative problem solving respectively.<br><br>***Test questions***: there are 2 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, hand-outs containing case studies, exercise and test questions. |

For full Module 5 training content, please visit: http://innowork-project.eu/index.php?t=18.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session make a brief announcement of the structure and main topics included in the learning content. Introduce the key terms found in the module: *creative thinking*, *design thinking, (creative) problem solving, customer orientation*, etc.
- At the onset of the training content presentation, try to start *a short group discussion* and encourage participants to share with each other their ex-ante perceptions about the key issues included in the module learning content, by asking questions such as: *Is creativity reserved for those who have it as an inborn quality or is it a skill everyone can develop?*, *Do you think creativity can be applied to all types of work tasks and professions, please explain?*, *Why is it important to apply creativity to work tasks?*, *Is creativity in small enterprises important for building a competitive advantage?* etc.
- While explaining the different dimensions of creativity in work tasks and discussing the suggestions that can foster the application of creativity to one's work tasks, try to support your presentation with very specific examples, for instance: *1) If you have to make a summary of a long report, you can split your screen so you don't have to constantly change screens, nor print the report. This would save time and resources while completing the task. 2) If you want to increase the visibility of your brand but cannot spend much on a massive marketing campaign, you can focus on increasing your search engine visibility in a cost effective way.*
- Before elaborating on the concepts of *"design thinking"* and *"creative problem solving"*, ask participants if they agree with the statement that being a T-shaped professional is important. Also, provide examples of such individuals you know and ask participants to do the same.
- Be sure to emphasize the practical aspects of *design thinking*, while presenting its principles, so that the concept does not seem too far-fetched to learners. A very practically oriented example may be given with kitchen designers, working on individual projects, who have to *"involve their*

*clients in the design process making them co-creators of the solutions"*, so that the end result is satisfactory, both for them and their customers.

- When clarifying the concept of *"creative problem solving"*, draw the relations between *design thinking*, *creative thinking* and *problem solving* on a flipchart / white board to better demonstrate the interconnections between them and the unity of non-linear thinking about problems and a linear process of solving them.
- While explaining the different *steps of the creative problem solving process*, it would be very useful to illustrate them with the help of the example provided in the content of Module 5.
- Divide learners into groups, preferably into teams consisting of people from the same company. Allocate 5 minutes to the following task: challenge the teams to formulate a new – more ambitious - vision for their company. Tip: provide flipcharts, coloured pens and highlighters, and/or laptops. Allocate 5 to 10 minutes to allow the teams to present their company's vision to the others and receive feedback. If the time frame for the training sessions is more liberal, organize an improvised voting on the best company vision. Each team should be allowed to vote only for another team. Tip: voting cards and a box should be prepared in advance.
- Ask these groups to apply the 7 steps *of the creative problem solving process* to their own companies' contexts, giving them 10 minutes to fill in the table provided after the practical example. Ask each group to select three persons to play the three major roles in the creative problem solving process: *Guru*, *Genius* or *Guide*. To optimize work for this exercise, remind the groups to focus on only one concrete problem. In Step 4, ask them to aim at generating at least 5 ideas. In Step 5, ask them to select an idea advocate for each idea. After the exercise is completed, make a short discussion, giving each team 2 minutes to present their results.
- Urge the participants to play the Module 5 learning games available online at http://innowork-project.eu/index.php?t=160 using their smartphones or project them on the screen. Provide clarifications, should any questions arise regarding the games and the correct answers.

# Module 6: Creative workplace management

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 6 is to define creative workplace and provide guidelines for developing and managing it. Creative workplace environment is presented as a system of three domains: physical (place), social (people and their interactions), and virtual (technologies and tools).<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge***: understand the concepts "creative workplace" in its three dimensions: physical, social, and virtual; what distinguishes an innovative workplace.<br><br>***Skills***: ability to develop a plan for transforming an ordinary working space into a creative one.<br><br>***Competence***: reflective thinking, practical thinking, conceptual thinking; attention to communication; building collaborative relationships. |

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| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours and 40 minutes, incl.:<br>- *Time for training content teaching*: 1 hour 30 minutes<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 1 hour<br>- *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into three main sections:<br>1) *Defining creative workplace* – providing a definition for the creative workplace from the single individual's point of view in the context of the workplace environment.<br>2) *Developing a creative workplace*:<br>- "HP Labs: Coffee, Communication and Innovation outputs" is given as an example of an organizational tool that promotes brainstorming;<br>- "McKinsey study: Relationship between collaboration and trust" explores the factors which are correlated with strong performance on innovation.<br>3) *Managing a creative workplace* – a case study of Mindvalley enterprise provides a good example of setting up and managing creative workplaces.<br>***Exercises and games***: one online game and two exercises are provided at the end of the module aiming to help participants learn how to set up creative workplaces.<br>***Case studies***: 3 case studies provide useful examples of developing and managing a creative workplace.<br>***Test questions***: there are 5 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, stationery (colour pens and pencils, markers and highlighters, etc.), hand-outs containing case studies, exercise and test questions. |

For full Module 6 training content, please visit: http://innowork-project.eu/index.php?t=19.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session, introduce the key terms found in the module: *personal space*, *workplace environment, virtual environment*, etc. Briefly guide learners through the structure of the learning content.
- Start the training content presentation trying to initiate *a short group discussion* and encourage participants to share with each other ex-ante perceptions about the key concepts included in the module, by asking questions such as: *Is the way your workplace is organised important for you creativity?*, *In your opinion, what are the characteristics that define a creative workplace?*, *Is it important to every now and then make changes to your workplace, what changes, why?*, etc.

- Then you can proceed *with defining creative workplace*, making references to what came up from the audience during the preceding discussion. Be sure to emphasize the three-dimensional structure of the workplace environment and give examples of the *physical*, *social* and *virtual domains* of your own workplace environment. Ask learners to do the same.
- While elaborating on the *three steps to be followed in order to develop a creative workplace* and presenting the characteristics of creative working spaces, ask participants to refer to their own personal working and office spaces, conference rooms, chill zones, cantinas, etc. and explain to what extent they possess the desirable features, given in the module content.
- Briefly present the *HP Labs* example and urge learners to express their opinions and perhaps personal experience about the importance of coffee/lunch breaks for promoting creativity and innovation in organisations, with a special reference to SMEs. Note that in SMEs there are fewer employees, they know each other better and they usually work in smaller spaces than do employees in large companies. Inquire whether participants think that maybe for SMEs other forms of informal communication or creativity sessions would be more appropriate than coffee and lunch breaks.
- Draw the *organizational climate tree* on a flipchart/white board using markers with different colours. Briefly explain the components and the circumstances that affect the organizational climate. Afterwards give learners 5 minutes to draw the current organizational climate tree of their organisations. Let them indicate the weak elements of their tree and elaborate on why exactly they are the weak ones.
- When explaining the main *characteristics of the creative climate*, try to give examples for each of them. Ask learners to identify which of the creative climate features are most difficult to achieve in their organisations and why. Write the answers on a flipchart / whiteboard and, if possible, try to find out how the opinions of managers and employees differ in this respect.

  Ask the participants to reflect on the following issues:

  - Is there a shared feeling in their organization that achieving a creative climate or improving the creative climate is urgent and necessary?
  - Is there a strong leading coalition or core of employees willing and able to create or improve this climate? If not, can the management create such a coalition (i.e. are there individual employees that would fit into such a group)?
  - Is there a clear vision about improving the creative climate in the organization? Is this vision shared among everyone? If not, is management able to share it and how?
  - Are there sufficient resources to implement a vision for changing the creative climate?
  - What would be the immediate, easiest and least costly actions that could be taken to improve the creative climate?
  - How could your company consolidate and institutionalize short-term success in improving the creative climate (training; new rules, spaces or workplace/working time arrangement; new projects, etc.)?
- Briefly explain the importance of *virtual environment* for facilitating creativity and innovation at the workplace. Be sure to mention that more detailed and specific information will be presented to participants in Module 8 “Technology as an enabler of innovative ideas”.
- Approaching the *creative workplace management* topic, first ask learners *what they have changed lately in their workplaces and whether this has made any difference regarding their own creative potential*. Then discuss the suggestions for approaching “creative workplace

management" provided in the module training content in the context of the Mindvalley case study.

- Based on the suggestions for "creative workplace management" and the Mindvalley case study, ask participants to fill in the table following the case study (time available – 10 minutes). Use the questions preceding the table to give participants some clues for completing the task. Build on the previous discussions regarding creative climate. To facilitate the exercise, you can divide learners into groups, preferably into teams consisting of people from the same company. After the exercise is completed, make a short discussion, giving each team 2 minutes to present their solutions.
- Urge the participants to play the Module 6 learning games available online http://innowork-project.eu/index.php?t=164 using their smartphones or project them on the screen. Provide clarifications, should any questions arise regarding the games and the correct answers.

# Module 7: Innovation leadership

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 7 is to introduce the concept of *innovation leadership* and its two components: *innovative leadership* and *leadership for innovation*. The aims of the module also include providing leaners with a better understanding of the innovation process and getting them familiar with the approaches to enable team innovation.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge*:** understand the concepts of "innovation leadership" and "leadership for innovation"; gain insights on how to lead your effective creative team; understand the differences are between a leader, manager and a CEO.<br><br>***Skills*:** improve their skills for leading others: improve skills for encouraging and motivating staff and colleagues, and develop new skills for applying "leadership for innovation" strategies to team management.<br><br>***Competences*:**<br><br>Improve leadership competencies: establishing focus; providing motivational support; fostering teamwork; empowering and developing others; managing change;<br><br>Improve competencies for solving problems: fostering innovation; forward thinking; strategic thinking; initiative and entrepreneurial orientation;<br><br>Improve competencies related to communication and influencing: influencing others; building collaborative relationships. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours, incl.:<br>- *Time for training content teaching*: 50 minutes<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 1 hour |

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| | ▪ *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into 3 main sections:<br>1) *Innovation leadership* – introduces the concept of innovation leadership and clarifies the nature of its two components: innovative leadership and leadership for innovation. In addition, the specific features of innovative thinking vs. business thinking are explained.<br>2) *How to enable innovation in a team* - explains how to enable innovation in a team and identifies what the differences are between a leader, manager and a CEO.<br>3) *Creative teams in organizations* – provides insights on how to lead an effective creative team.<br>***Exercises and games***: there are 2 exercises and a learning game for Module 7 is available online at http://innowork-project.eu/index.php?t=20.<br>***Case studies***: 1 case study provides an example of now to develop an innovation strategy. Questions for reflection are formulated at the end of the case study aiming to help learners make a parallel between the case study and the situation in their own companies.<br>***Test questions***: there are 3 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, hand-outs containing case studies and test questions. |

For full Module 7 training content, please visit: http://innowork-project.eu/index.php?t=20.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session make a brief announcement of the structure and main topics included in the learning content. Introduce the key terms found in the module: *leader*, *business thinking, innovative thinking,* etc.
- At the onset of the training content presentation, try to start *a short group discussion* and allow the participants to share their ex-ante perceptions about the key issues included in the module learning content, by asking questions such as: *What does the innovation process begin with?*, *How important is innovation leadership (the way you interpret it) and what place should it have within leaders' priorities?*, *Which are the key factors for successful innovation management?*, etc.
- Explain in detail the *two components of innovation leadership*, namely: an *innovative leadership* and *leadership for innovation*, supporting your presentation with examples from your practical experience. Check if participants have grasped the difference between the two components by asking them to identify concrete activities associated with one or the other component of innovation leadership.
- While explaining the characteristics of *innovative thinking* vs. *business thinking*, ask the audience to come up with specific examples of one and the other.

Organise a game, forming several teams, each consisting of 4-5 participants (preferably from the same company). Ask each team to imagine themselves in a situation in which their company is struggling to improve its market share and is therefore contemplating different options for re-designing their products. Placing themselves in the context of this example, trainees should imagine how business thinking will be applied to finding a solution and how innovative thinking would be applied, possibly leading to different solutions. Use guiding questions, for instance: *Do you think that the existence of precedents is important for innovative thinking?* or *What is more likely business thinking to be counting on – logics or intuition?* Teams should work together for no more than 5 minutes. At the end of the game, allocate between 5 to 10 minutes for team presentations and discussion. Make sure each team receives adequate feedback. Tip: flipcharts, coloured markers and pens and other materials enabling creative visualization should be provided in advance in the training room.

- Organise another 10-minute game, by dividing participants in teams. Reshuffle the previous teams and now mix people from different companies. Ask each team to work together for 3 minutes and identify on a piece of paper the differences between leaders, managers and CEO. Start with an example, for instance *what action each of the three types of persons would perform with respect to change.* Teams may choose to provide the examples within a concrete hypothetical situation of change – e.g. introducing changes in recruitment processes in the direction of providing more diversity at the workplace, or introducing changes in the company's relations with external stakeholders such as the local community by initiating the practice of monthly discussion sessions with local leaders focused on developing projects of common interest for the community and the business or reducing the negative impact of business on the community (participants should be given the freedom to come up with their own hypothetical 'change' situation). Proceed with a short discussion of each team's suggestions. Ask then which role – that of leader, manager of CEO learners would prefer and why.
- When addressing the topic of *"How to enable innovation in a team",* ask the participants to return to their earlier teams formed by persons from the same company. The teams should now place themselves in the position of leaders and imagine *what they would do with their teams to foster an environment of innovation and initiative* as well as *stimulate team creativity*. Teams should work for up to 5 minutes. Allocate additional 5 or 10 minutes for team presentations and subsequent discussions. At the end, summarize the answers received and try to place them in the context of the suggestions provided in the training content of the module.

# Module 8: Technology as an enabler of innovative ideas

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 8 is to introduce the challenges of the information age and explain how web-based technologies and software tools help organizations meet them. The innovation process is presented in the context of the information age and an exemplary list of technologies and tools which may enable creative ideas and facilitate organizational innovation is provided.<br><br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br><br>***Knowledge***: understand the challenges the business faces in the information age; understand the concepts "social business", "open innovation", "human cloud" and "crowdsourcing". |

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| | ***Skills***: improve skills for leading others, namely skills for facilitating groups, supporting change, motivating and supporting colleagues, including in particular skills to identify and select appropriate web-based technologies and tools for facilitating innovation process in the learner's company.<br><br>***Competence***: improve competences for fostering quality, fostering teamwork, providing motivational support, empowering others, managing change and performance, building collaborative relationships, enhancing customer orientation, forward thinking, strategic thinking and reflective thinking, initiative and fostering innovation, in particular by developing competence to facilitate the innovation process by the use of web-based technologies and tools. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours, incl.:<br>- *Time for training content teaching*: 1 hour<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 50 minutes<br>- *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into three main sections:<br><br>1) *Business challenges and opportunities in the information age* – explains the role of contemporary internet technologies and software tools for the organisational creativity and innovation. The value of the information in the information age is clarified as well as concepts such as "social business", "crowdsourcing and human cloud", etc.<br><br>2) *Exemplary list of web-based technologies and tools* – an extensive list of tools is provided to help companies acquire the image of "social business", adopt open innovation strategy and provide crowdsourcing opportunities.<br><br>3) *Finding the best web-based technology for your company* – provides an insight on how to choose an appropriate tool for solving a specific problem regarding a certain category associated with organisational innovation (e.g. idea management).<br><br>***Questions for reflection***: 3 questions that provoke learners to think of ways to apply the discussed tools for fostering their own companies' organizational innovation are offered in Module 8 content.<br><br>***Case studies***: 7 brief examples (case studies) are provided in the module learning content to illustrate the practical application of ICT tools for supporting creativity and innovation in SMEs.<br><br>***Test questions***: there are 5 test questions available at the end of the learning content. |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, internet access, hand-outs containing case studies and test questions. |

For full Module 8 training content, please visit: http://innowork-project.eu/index.php?t=21.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session, introduce the key terms found in the module: *social business*, *human cloud*, *crowdsourcing*, etc. Briefly guide learners through the structure of the learning content.
- Start the training content presentation trying to initiate *a short group discussion* in order to allow learners to share with each other their ex-ante perceptions about the key concepts included in the module. Ask questions such as: *Can you identify any business challenges and opportunities applicable to your company in the age of internet and social networks? What are the advantages of using web-based technologies and software tools for organisational creativity and innovation?*, *Can you think of a time- and resource-efficient way to involve external stakeholders in the innovation process?*, etc.
- When pointing out to the *most important (according to Akseli Summa) advantage of Web technologies and software tools for the innovation process*, give an example of how improved access to information can significantly shorten the innovation cycle time, for instance in the pharmaceutical industry.
- Make a short historical review, tracing the change of value from *agrarian economy* through *industrial economy* to *information economy* emphasizing the key role of information for the current status-quo and the leading position of companies such as Microsoft, Apple, Facebook and Google. Challenge the audience to predict, for example, what the next breakthrough in mobile phones design will be. Next, urge them to assess to what extent information is also key for the competitiveness of SMEs. Do trainees think that SMEs face different opportunities and threats related to information and communication compared to large companies and global brands?
- After explaining the nature and clarifying the four dimensions of *social business* (incl. by using Example 8.1. CEMEX: Building a culture of innovation and collaboration with IBM Social Business), ask participants which of these dimensions seems most important for their organisations and why. Try to make a parallel between the economic sectors learners come from and their answers and if possible draw conclusions in this respect with the help of the audience.
- Before illustrating the concept of open innovation, initiate a discussion on whether trainees believe SMEs have the capacity to innovate effectively internally – i.e. while keeping the innovation process "closed". Next, invite them to share their fears: do they think "open" innovation can be ineffective or in some way dangerous?
- Use Examples 8.2 and 8.3 to illustrate the concepts of *open innovation*, *crowdsourcing* and *human cloud*. In order to get learners more actively involved in the training process, you can ask them *how would they use "Connect + Develop" approach in the context of their companies' business needs*.
- Quickly go through the *web-based technologies and tools fostering organisational innovation* in the fields of communication and collaboration, idea generation and management, information storage and retrieval, crowdsourcing offered in the module text. Ask learners to select one tool from each of the aforementioned 4 categories and visit it online on the screen to explore together with the participants what it is about.
- You can then proceed to *Part 3: Finding the best web-based technology for your company* and with the help of the example provided there, explain the process of selecting the right tool based on understanding the *type* and the *nature* of the particular problem one has to solve, regarding organisational creativity and innovation.

- Use *questions for reflection* to make a group discussion and promote peer learning. Choose up to 3 questions to discuss in depth, for example: *Can you think of a challenge connected to your business which can be solved through crowdsourcing?, Reflecting on your business needs, can you think about a problem which you could solve using web technologies and tools?* Depending on the size of the group, you can divide participants in small teams of 4-5 people and give each one a different question to discuss.

# Module 9: Designing an organization innovation plan

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 9 is to provide hands-on ideas for developing a comprehensive innovation plan. It presents the planning process in steps that can be followed when designing an innovation plan for a given organization. The module also touches upon the issue of open innovation and how it could be employed by SMEs.<br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br>***Knowledge***: to understand the process of developing an organizational innovation plan as a five step model; the concept of innovation as a systematic process.<br>***Skills***: improve skills for leading others, namely skills for supporting change and skills for motivating and supporting colleagues, in particular by organizing work on the design and implementation of an organizational innovation plan in a SME; ability to translate innovation problems into a structured plan.<br>***Competences***: improve competences for fostering quality, fostering teamwork, empowering others, managing change and performance, building collaborative relationships, forward thinking, strategic thinking and reflective thinking, creative problem solving, initiative and fostering innovation. |
| **Time schedule for trainer-led sessions** | ***Module total workload***: 2 hours, incl.:<br>- *Time for training content teaching*: 1 hour<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.)*: 50 minutes<br>- *Time for test questions*: 10 minutes |
| **Training module structure** | ***Learning content***: the module is divided into two main sections:<br>1) Model for an innovation plan for SMEs – presents in detail the main steps that a company should follow in order to develop an innovation plan. Each of the five steps is described in a way that can support the implementation of practices in companies leading to innovation and a culture of innovation<br>2) Critical success factors in the model – details the 10 conditions that should be fulfilled in order to guarantee the innovation plan successful implementation for the respective SME.<br>***Questions for reflection***: four sets of questions for reflection are provided in |

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| | the learning content aimed at making learners think about the ways they can apply the innovation plan development steps in their own companies as well as the supporting and impeding factors associated with this.<br>***Test questions***: there are 4 test questions available at the end of the learning content.<br>***Case studies:*** a total of 6 case studies from the partner countries are provided online at: http://innowork-project.eu/index.php?t=165 |
| **Necessary supplies and environment** | Multimedia projector, screen, flip chart or white board, markers, hand-outs containing test questions. |

For full Module 9 training content, please visit: http://innowork-project.eu/index.php?t=22.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session inform the participants about the structure and main topics included in the learning content. Introduce the key terms found in the module: *strategy, action plan*, *critical success factors, facilitating team,* etc.
- At the onset of the training content presentation, try to start *a short group discussion* and encourage participants to share their ex-ante perceptions about the key issues included in the module learning content, by asking questions such as: *Do you think that responding to companies' current customer or organizational needs is enough for them to be successful?*, *If you are to create an innovation plan for your company, what challenges / obstacles do you expect to face?*, etc.
- After presenting the overall structure of the *5-step process of designing an innovation plan* (based on the model adapted from the work of *Sousa et al.*), try to provide an example of a company, e.g. in the mobile communications sector, going through all the 5 steps, stressing that big companies might face challenges different from those that SMEs are likely to face. Then ask participants to think of their own companies, identify the possible bottlenecks and come up with possible solutions.
- Organise a game, forming several teams, each consisting of 4-5 participants (preferably from the same company), and ask them to define a broad objective as an activity within Step 1 – Establishing the Problem / Objective of the Model for an SMEs innovation plan. Each learner should take the role either of a top manager or of facilitating team member (facilitators should not outnumber managers). Each team should go through the 'mapping the objectives' stage and come up with one broad innovation objective, applicable to their organisation. In the process, each participant playing the role of top manager should define two problems pertinent to his/her organization and, at the end, a choice of only one objective should be made by consensus among those playing managers, with the support of those playing facilitators. The choice of each team should be shared with the rest of the teams during a 5-minute discussion.
- Regarding the composition of the *Project Team* to participate in the process of innovation plan design, discuss the pros and cons for having external stakeholders involved by giving practical examples from your experience, associated for instance, with project implementation. Then ask participants to express and justify their opinions on the issue. Also inquire about the participants' experience regarding the effectiveness of optimal-size teams (8-10 members) vs. smaller and larger teams. Let volunteers present their solutions for splitting larger teams or improving the work of smaller teams.

- Get the participants acquainted with the *"Problemaction"* method for problem solving. After elaborating on the different stages of the method, continue the game within the participants' teams formed for the preceding role play exercise. Participants now assume the role of project team members, with one person in the team playing the role of facilitator and another person playing the role of top manager. Ask each team to achieve the following:
  - project team members (with support from the facilitator) agree on the 3 most important obstacles to achieving the innovation objective set in the first part of the roleplaying game;
  - the top manager (with support from the facilitator) selects just one of these obstacles and tasks the team to work on it;
  - project team members and manager working together (with support from the facilitator) define at least 3 key tasks and elaborate on them within an Action Plan.

  Suggest that teams use the Action Plan template provided in the module. Allocate between 5 and 10 minutes in total to team presentations of action plans. Presentations should include at least: the agreed tasks to be executed (ordered by chronological sequence), ways to execute each task, deadline for task accomplishment and evaluation arrangements. Let each team receive feedback by encouraging discussion after each team presentation.
- Present the *critical success factors in the model* and make references to the quality of the action plans previously prepared by the teams. Justify your conclusions, outlining which critical success factors were fulfilled by the respective teams and which were not.
- Use the online *case studies* and the *questions for reflection* to make a group discussion and promote peer learning. Choose up to 3 groups from the questions provided in the module content to discuss in depth, as one group of questions can for example be: *What will be the main obstacles you are likely to face when you start the process of designing an innovation plan for your SME?, Do you think it is possible to control the 10 critical success factors in that process?, Who will support you?* You can choose to use the team format again and give each team a different group of questions to discuss.

# Module 10: Reference to other creativity and innovation tools

## Module overview and training content explained

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| **Module purpose and learning objectives** | The ***purpose*** of Module 10 is to provide practical tools for creativity, assessing its state in the organisation, evaluating the preconditions necessary for it to thrive, providing tools for applying creative techniques, and stressing the importance of continuously applying it. The module also offers brief revision on the concepts of creativity and innovation.<br>As a result of taking part in a training course making use of the materials in this module, learners are expected to achieve the following ***learning outcomes***:<br>***Knowledge***: learn more about the difference between personal and organisational creativity; acquaint with tools for applying creative techniques;<br>***Skills***: ability to adapt traditional methods, concepts, models to new applications; self-assessment;<br>***Competences***: Encouraging creativity; conceptual thinking and analytical thinking; creative thinking. |

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| **Time schedule for trainer-led sessions** | ***Module total workload***: 1 hour, incl.:<br>- *Time for training content teaching*: 30 minutes<br>- *Time for interactive learning (discussions, exercises, roleplaying games, case studies, etc.):* 30 minutes |
| **Training module structure** | ***Learning content***: the module is divided into three main sections:<br>1) *Creativity* – provides information about the three concepts of creativity to consider when thinking about creativity at the workplace: personal creativity, creative thinking and organisational creativity.<br>2) Innovation – briefly explains the specific features of innovation in comparison to creativity.<br>3) Tools for creativity and innovation – presents and discusses different tools that can be used to enhance and support creativity and innovation at the stages of their measuring, monitoring and continuous implementation. |
| **Necessary supplies and environment** | Multimedia projector, screen, internet connection. |

For full Module 10 training content, please visit: http://innowork-project.eu/index.php?t=23.

## Practical notes to the trainer on training content delivery

- In the beginning of the training module session, refresh some of the key terms found in the preceding modules: *personal vs. organisational creativity*, *creative thinking, innovation in the workplace*, etc. Briefly guide learners through the structure of the learning content.
- Start the training content presentation trying to initiate *a short group discussion* in order to allow learners to share their ex-ante perceptions about the key concepts included in the module, by asking questions such as: *What is the difference between personal and organisational creativity and how they complement each other?*, *How important are creative thinking skills of managers and employees for the organisation?*, *Which stages besides idea generation are crucial for the creativity and innovation process?*, etc.
- Try to provide convincing justification of why *measuring*, *monitoring*, *continuous implementation and marketing* of innovation and creativity are as important as idea generation by giving examples from different knowledge-intensive economic sectors such as the IT sector or the car manufacturing industry.
- Invite the participants to identify an example of an innovation implemented within their organization and try to differentiate and analyse the different stages of the process – idea generation, implementation, measuring and monitoring, marketing.
- After clarifying the need for *audit tools* for the creativity and innovation process, make a brief demonstration of the I-CREATE Audit Tool. Ask participants if some of the techniques and practices of the tool are used/applicable to their organisations as well. You can follow the same routine with the *Knowledge Management for Innovation* and *Human Resources competence requirements for innovations*, using the respective InnoSupport tools (respective links are provided in the content of the module).
- During the training session, use the *I-CREATE creativity technique search engine* (http://www.icreate-project.eu/index.php?t=40) to find with the help of the learners the right

tool for them by matching the different selection criteria to the training session circumstances. Afterwards, discuss the tool with the participants and find out if they can and would use it in their own companies. Briefly present the other tools and ask participants which one seems most interesting to them in order to visit it online and discuss it in more detail.

- At the end of the module session, ask participants to reflect upon *whether creativity and innovation techniques alone are sufficient in order to generate novel ideas and turn them into new products / services*. Initiate a short discussion on that and see if learners will come to the conclusion that an organisational climate which supports creativity and innovation is as important as creativity and innovation techniques. In any case, refer to the I-CREATE project as a valuable source of models which can be used by managers for building a social-psychological climate that encourages creative effort in companies.

## IV. Concluding remarks

VET providers are only naturally among the main providers of labour force training, which in its turn is a key prerequisite for enhancing the competitiveness of businesses and industries at national and EU level. Partnerships between VET providers and the business sector can be mutually beneficial in providing workforce training and maintaining knowledgeable employees. As the pace of change accelerates, society itself is changing at a faster rate, due to technological, economic and social developments, while the VET system is increasingly expected to be responsive to the changing demands.

The current Guidelines for VET providers are intended to support training organisations in the process of incorporating the innovative learning content in their programmes tailoring the training materials to their context. The benefits associated with the elaboration of these Guidelines to VET providers for using the training content elaborated under the InnoWork project in their training programmes can be summarized as follows:

- The personnel of SMEs will be granted access to high-quality training on organisational creativity and innovation, which will most likely improve their overall company performance.
- SMEs will become more creative and innovative, and hence more effective and successful in the way they organise their everyday operations and deliver services to their clients.
- Empowering managers and employees with innovative skills can facilitate bottom-up company development that can be in harmony with top-down corporate development strategies.
- Company staff at all levels will be provided with opportunities to enhance their abilities to plan actions and services for the betterment of their organisations.
- Company managers will be supported in their efforts to make their organisations creative and innovative, to turn ideas into jobs.
- Enhancing the innovative skill sets within single companies could have a beneficial multiplier effect for the economy at local, regional or even national level.
- SMEs will increase their capacity to develop innovative partnerships with VET providers to tackle the challenges in employment, social and economic development, etc.

In this context and with the help of the present Guidelines the InnoWork project is trying to support VET providers by supplying them with a holistic training material devoted to the topic of organizational innovation. As the training materials were developed in close cooperation with SME representatives, the learning needs and resource constraints of the latter were fully taken into consideration in the process.