The Agile Training Program

The ACCED training program was designed during the pandemic in two modalities, presential face-to-face and online, using the MIRO board.

Step by step, teachers are introduced to Agile through different activities.

This module helps them understand the tools they can use and the factors to consider when designing a lesson.

These essential concepts are gamified through nine different dynamics.

The primary learning goal is personal understanding and assuming the concepts by playing. Once the concepts are learnt, they can be applied to any lesson.

The module implementation at the LTTA -C1 in Crete in September 2021 paved the way for defining the teacher's lessons.

The training has four main modules,

1. AGILE-SCRUM, composed of seven activities.

Warm Up, Values, Agile artefacts, Ceremonies, Working Agreements, Beliefs and Definition of Done.

2. Non Violent Communication is composed of nine activities

Persona, Intuition map, NVC 1, Tiny Demons, Mad Man, Kudos, Animal in You, Heard-Seen-Respected and Reframing the problem.

3.LEGO® SERIOUS PLAY® is composed of two sets of eleven activities

At individual level

The Duck, The Dog, Superpower, Explain this, The compromise, The System.

At Team Level

Playing the Building, Dysfunctionalities of the Team, Who you are in the team, Team Identity, External Identity.

4. Liberating Structures is composed of six different activities

1-2-4-All, Troika Consulting, Triz Reverse Thinking, WINFY, 15% solution, Conversation Café.

1.- AGILE-SCRUM

Composed of five activities

- **Warm up**
- **Values**
- **Artefacts**
- **Ceremonies**
- **Working Agreement**
- **Beliefs**
- **Definition of Done**

➡ https://ivetagr.org/acced/toolkit/agile-scrum/

This module introduces the participants to the world of Agile, including concepts such as:

- Agreements
- Self-empowerment
- Communication
- Estimation
- Sprint prototyping
- Team cooperation
- Dependencies internal and external
- Leadership decisions
- WIP
- Continuous improvement
- Management 3.0
- Needs for alignment in conflicts

Module one: WARM UP THE BOAT

➡ MIRO BOARD: https://miro.com/app/board/o9J_lQrxa38=/

SAILING THE PROJECT

Any time you start a meeting, a warm is required for two reasons: to sense people's energy and put them on focus or play mode. Most warm-ups are just these warm-ups, but enhanced warm-ups can give you more opportunities to understand other hidden variables.

In this activity, we propose you ask the participants, "how do they feel about the project". Where do they see them? The art of facilitation of this activity relies on the kind of questions you place after they have chosen their position. The central core idea is you sense them. By sensing them, vulnerability starts to arise, and your mission is to create a safe environment to continue with your project. Each position reveals a mind state ready to intervene.

How to facilitate

1. Invite the participants to analyse the boat and the position of the Sailors.
2. Ask one to volunteer to start saying how they feel in the boat (which is a metaphor for the project)
3. Keep asking until participants have located them on the boat.
4. Debrief the full boat

Module two: VALUES

➡ SCRUM VALUES THREE EXERCISES https://miro.com/app/board/o9J_lQr1BKc=/

The goal is to understand each other Values.

The SCRUM guide defines the values, focus, commitment, openness, respect and courage.

It doesn't include directly Trust. However all these values generate Trust, but the interpretation of Trust implies vulnerability.

The goal of the exercise is theme alignment enabling us to understand each other values.

You can play this exercise in two different ways.

LEGO®SERIOUS PLAY®

In the room, ONE set of Starter kit of LEGO® SERIOUS PLAY® per player. Arrange tables to build individual models and one table for the values landscape. You can play all values or just some of them; it is your choice.

1. Ask the participants to build a model of each value.

2. Create a landscape of the values individually, so each participant contributes to the landscape with one value model. Ask them to give their definition of the value so all participants understand each other meaning.

3. Come with a common definition of the value by creating a shared model. Create a standard definition that fits all. Respect is...

4. Define a series of Agents that can impact the value and identify where and how.

5. Create a protocol to prevent these Agents from impacting.

MIRO BOARD PLAY

1. Create the MIRO board public and with editing capabilities. Share the link.

2. Have in the Miro board the noun value written.

3. Explain the purpose of the value exercise.

4. Assign to each team one value, or enable random choice

5. Put the participants in Breakout rooms and ask them to put in a post-it their Value definition. You must have at least one description per participant. Tip organise them for nationalities. PRE-ORGANISE THE ROOMS.

6. Open the wheel, enter the names, spin the wheel and explain your meaning to the team when your name is selected on the wheel. The other members ask questions. The idea is you understand the value concept.

7. Create a common definition that fits the team in one new post-it.

8. Define what Agents can impact the value. Explain how and where its impact by writing a post-it and make the connection. Go to the working area. It is numbered as your room.

9. Define the action to avoid the impact. Write the text

10. Define the working agreement for this protocol.

11. Add an image that identifies the value.

12. Produce the Value Definition Protocol

VALUE DEFINITION PROTOCOL Definition of Done/requirements must answer these questions.

The protocol must be:

Specific: What do you want to accomplish with this value?

Measurable: How will you know when you have completed your VALUE? Explain it.

Attainable: How can the VALUE be achieved? Explain it.

Relevant: Will the VALUE meet your short- and long-term needs? Explain how.

Timely: When will the VALUE be achieved? Define it.

➡ Value document

https://ivetagr.org/acced/wp-content/uploads/2021/02/link-al-pdf-Scrum-Values.pdf

MATRIX VALUE. The exercise

1. Check the Value list

2. In random order, let each group member pick one value from the Value List. For the chosen value, discuss two questions:

    a) The Value you have chosen, where to put it in the MATRIX and why?

    b) Is this Value an intrinsic or extrinsic motivation?

3. Repeat the process three times

4. After the rounds, converge in one list of values representing the Minimum Value for a member on your TEAM.

How to facilitate it

1. Explain the exercise

    a) **Core Values** are the values you have

    b) **Wish Values** are the values you don't have, but you would like to have

    c) **Expected values** are the ones society expects you to have

    d) **Emerging Values** are the ones emerging unexpectedly

    e) **Intrinsic Values** are the ones that come from inside you

    f) **Extrinsic Values** are motivators

2. Generate breakout rooms

3. Enable the dialogue

4. Debrief with the team the Values

LEADERS VALUE. How to Facilitate

1. Introduce the activity concept

2. Generate proportional breakout rooms

3. Play for 20'

4. Debrief in the Value selection

Group exercise

You are mentors of one or more well-known leaders, and you are preparing them to run an innovative, lean-agile organisation successfully. Which top five personal values will you tell them to focus on in the first year as a company Leader? (you can get yourself inspired by the Value list)

1. Select as a team the values per each Leader (you can change the characters for locals' most well-known)

    a) Barack Obama

    b) The Dalai Lama

    c) Greta Thunberg

    d) Donald Trump

2. Assign to each Leader one organisation; bear in mind the kind of organisation

    a) Facebook

    b) Tesla

    c) Spotify

    d) Netflix

3. Finally, what could be your personal choice, and explain why

Module three: WORKING AGREEMENTS

➡ MIRO BOARD: https://miro.com/app/board/o9J_lQrxaxw=/

How to facilitate

* Watch the video first.

Setting up team norms is to establish a one-team culture, which is something to refer back to when things get rocky within the team. Working agreements help develop a shared responsibility and increase members' awareness of their behaviour. Empowered by the facilitator to lead the group according to the agreements enhances the quality of the group process.

Teams create these agreements, and the scrum master facilitates the meeting. And they are preferably made and reviewed during Sprint zero of every release. Agreements work when they are essential to the team.

They are limited in number. Each member fully supports them.

The members are reminded of agreements during process checks and of agreements when they are broken. Examples of team working agreements some examples of working agreement guidelines are showing respect. Don't interrupt; let people finish what they are saying. It's okay to disagree with each other. No personal attacks or attack issues. We debate the merit of ideas, not people. Contribution everyone has an equal voice and valuable contribution.

Meeting, be on time and on time. Have an agenda. Be transparent, with no hidden agendas. We will give feedback, receive feedback, and act on feedback. Impediments solve roadblocks within the team. If the impediment can't be solved within the group, give it to the teacher.

We make commitments as a team. We will be held accountable for our commitments. We work as a team to commit and deliver on it. Incomplete stories are not good. It is better to help get an existing story done than to start another story that can't be finished in the current Sprint. How to respond when working agreements are broken.

Define your working agreements.

1. …..

2. …..

3. …..

4. …..

5. …..

Second steps:

The exercise is about what <u>you do not like</u> when you are in a meeting or working. In today's world, you have to differentiate into two kinds of meetings because what is happening is very different.

<u>Workshop meeting face to Face</u> in the room like in ancient times. You have to formulate a question like this: "what do you not like that happen when you are in a workshop?

People write on a <u>post-it and stick them to the wall</u>. Then you allow explaining the post-it, and they proceed to cluster the information.

Then you say this is the working agreement; thumb up if you agree.

It is a way to put rules to run smoothly.

* Watch the video

<u>The online meeting</u> still valid the same question "what do you not like that happen when you are in an online workshop? You will notice that what happens here mainly concerns technology and social behaviour. Closed cameras, bad audio, no microphone, two people on one computer. People sometimes use a tablet or mobile phone when they need to work with Miro, Mural or Trello. On top, you can add drinking, eating, answering the phone, using a background so peoples' heads appear and disappear, including a video in the background. Hence, you have an image in a permanent loop, not to mention the cat walking through the camera, and the most important is, <u>What do you not like that happens when you are working in a team?</u>

These questions can be applied in any context and activity.

Your contribution to this information cluster could be:

- All cameras on
- Good sound to listen properly
- Everybody contributes to the conversation
- Everybody arrives on time
- All meetings to be recorded and shared

How to facilitate this exercise online.
1. Give the people access to the Miro board "public edit" and locate the exercise using the frame button
2. Ask the people to write in the post-it and gives them 4'
3. Ask the people to move their post-its to the working agreement putting them by order of importance in the three colour levels of the circle
4. Cluster the information and thumb up to agree

Module four: BELIEFS

➡ MIRO BOARD: https://miro.com/app/board/o9J_lTy2uQk=/

UNDERSTANDING PEOPLE'S BELIEFS: This exercise is based on the beliefs you have, and it is implemented in four steps.

1. Myth turning

- Identify your beliefs
- Think about a belief you have. For inspiration, you can finish the sentences on the board. Do this alone and in silence for 15-20 min.
- Can we reorganise them somehow on beliefs categories?

2. Your questions for extracting beliefs

- Generate your own beliefs, and let's do another round.
- Part of the exercise is to create new questions and get the answers again. So duplicate the template elements, or we may generate a new board. The activity is not about dialogue is about questions and answers.

3. Play the answer beliefs

- Myth Turning invites participants to ask powerful, open questions to challenge a person's belief.
- Review all responses and choose three beliefs you can relate to or recognise.

Some example questions are on the board, but you do not have to restrict yourself to these. You can also use powerful open questions of yourself.

One person will "stand in the middle" and starts stating their belief ", I believe that ..."

Other participants take turns in asking a powerful open question, one by one. Select the person who will ask a question by using the turning wheel.

The person "in the middle", answers the question as quickly as possible, spontaneously, and does not overthink the question.

Do not go into a conversation or a debate.

QUESTIONS FOR THE WHEEL if you need them

- What would need to happen for you to stop thinking this was true?
- Where do you see the assumption or belief confirmed?
- What is a sign that others are questioning the belief?
- When did you start shaping this assumption/belief?
- Who else believes in this?
- Who lends this belief their authority?
- How does this belief serve you?
- What are you getting out of this belief or assumption?
- What if you are wrong and the belief is no longer relevant?
- What have you done to reinforce the belief?
- What have you done to debunk the belief?

- Why do you have this belief?
- Why do you think your belief/assumption is valid?
- Why is this belief/assumption important to you?
- What would change if your assumption/belief is not true?
- Why does it matter whether your belief/assumption is true?
- Why is it important that you stick with your belief/assumption?
- What did you achieve because of this assumption/belief?
- How would you feel when this assumption is not true?

4. Gamification retrospective with LS

What? So What? Now What?

What

- What did you notice? What stood out? How did this make you feel?
- Please answer the question alone and in a post-it.

So what

- Why is this important? What patterns or conclusions can you identify?
- Please answer the question alone and post it.

Now what

- How will this change things? What are the next steps?
- Please answer the question alone and post it.

➡ Suggested reading

https://medium.com/the-liberators/in-depth-how-biases-easily-distort-our-beliefs-in-the-workplace-6b9c7e1be66f

https://medium.com/the-liberators/challenge-beliefs-and-open-new-perspectives-with-myth-turning-df1ea9178929

Module five: DOD & REQUIREMENTS

➡ Miro Board https://miro.com/app/board/o9J_lQrxa-0=/

"What seems important about delivering a Done Increment to you?".

First, invite people to reflect on this question individually and in silence for a minute, then in pairs in breakouts for a few minutes more. Then do a quick debrief together. 1-2-4-all applies here.

The Definition of Done (DOD) is directly connected with the Product Backlog Item (PBI) and the Sprint tasks; in short, what you deliver is based on the teacher's requirements.

This exercise is designed to understand the teacher's requirements and deliver an incremental value after each Sprint.

In the way we implement Agile, the teachers play the role of the client. The teacher and the client's main difference is that the client discovers what he wants when he starts to see the product result. However, the teacher knows what you have to learn; then, she can place the proper requirements to let you create the lesson's content.

The failure of this exercise is due to the lack of focus on the teacher's requirements. You may think you are delivering, but you are not.

First requirement: All quotes must be colourful and have to quote the owner

Second: All quotes must have a photo

Third: All quotes must be in Capitals

How to facilitate this exercise:

Face to Face in the classroom

1. Deliver a printed version of the requirements to the teams
2. Deliver a set of post-it and the edding 1200
3. Set the time box
4. Debrief on results

ONLINE Teaching

1. Open ZOOM and deliver the Miro board link
2. Explain the exercise to the teams
3. Set the time box
4. Debrief on results

You observe the team's transformative role and the importance of the requirements to deliver what you are supposed to provide.
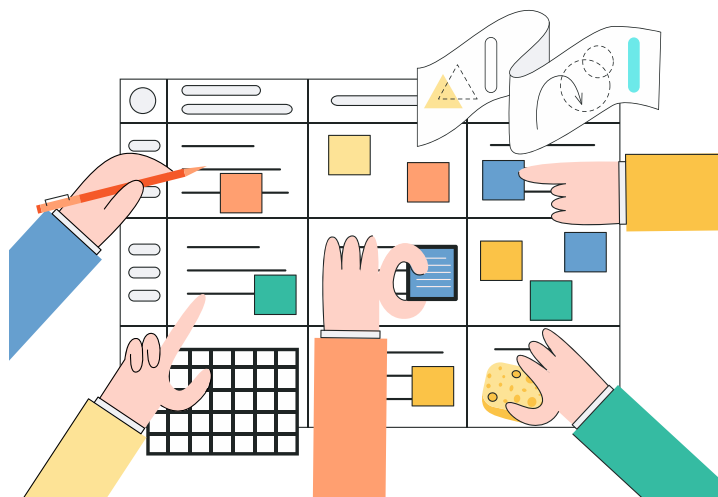
NonViolent Communication

Nonviolent Communication NVC can dramatically improve our relationships by helping us focus our attention on:

- Empathic understanding of others without compromising our own values, and
- Expressing our real feelings and needs openly and honestly, without blame or criticism.

The concept of needs is the cornerstone of Nonviolent Communication.

A need is defined as the energy in living organisms compels them to seek fulfillment and thrive.

Examples of needs include water, air, freedom and meaning. We hold needs as universal. Thus, expressing our needs and acknowledging the needs of others enables us to connect at a deep place in the human experience and create common ground.

Teachers in primary and secondary school already know their classes experience some exclusion, tribes and hidden conflicts.

The training proposes nine activities to generate team building and personal growth.

The approach is diverse, tackling different ages from school to University through nine activities.

- **Persona** aiming to know each other on a deeper level.
- **Intuition Map** We noticed teachers needed a more precise tool to extract the emotions experienced by their students while learning a lesson or working in teams.
- **NVC1** When our needs are not met, we may feel: sad, afraid, angry, confused, tired, or uneasy Our own natural compassion is energized, and our innate desire to contribute to another's well-being becomes strengthened.
- **Tiny Demons or Monsters** is a metaphor for the fears we carry on in many different situations in our lives.
- **The Madman** explores assumptions, prejudices, morals, and ethics when confronted with social and educational values.
- **Kudos** is admiration or recognition that someone or something gets from a particular action or achievement. Recognition within the team is behind the idea.
- **Animal in You** It is an experiment that, most of the time, helps them understand something about themselves. This understanding will allow team members to organize good teams or face challenges. The choice is theirs.
- **Herd, Seen Respected Introduce the purpose of HSR**: to practice listening without trying to fix anything or make judgments.
- **Reframing the Problem** Most of the time, we believe we have a problem, but when you reframe the problem, you discover new approaches.

1.- PERSONA

1.1. Get to know each other

1. Each participant to pick and choose one card randomly.

2. Explain the game: The game consists of paring yourself with another participant. Ask the question you have chosen for your pair and listen to the answer. Then your pair will ask you a question, and you answer. Once both questions are answered, you exchange the cards, look for another pair, and repeat the process. You look for another pair by raising your card and trying to make eye contact to find the pair. Repeat the process, answer the questions, exchange the cards and look for another pair.

3. Let's rehearsal the game explanation, yes you rehearsal the game making a demo with two cards.

4. 4. You have to do a certain number of interactions depending on the participants; if you have 12, then six interactions. The time allocated is around 30' but; it varies according to the profile of the participants. The more people you have in the room the more interactions happens.

What to debrief:

1. What about the experience

2. How did you feel answering these questions

3. How did you feel in particular when someone answered your question in the interactions

4. If you have to define this game, what noun you would use?

Tips:

- Most people are not used to answering these kinds of questions, it takes them by surprise.

- When they are confronted with their answers, they start to discover new things, which is very beneficial for them in most cases.

- Be aware the energy in the room due to these interactions grow exponentially. Allow them to interact and encourage the ones who are lagging.

1.2. Sketch-up

The meaning of Sketch is a rough drawing representing the chief features of an object or scene and is often made as a preliminary study.

What to do

You need to provide the supplied materials to the participants A4 white paper, 90/120 grams. Give to each a pack of 10 pages.

They also need an edding 1200 red, black, blue colours. Define a piece wall for an Art gallery to display the Sketches.

What to say

The concept behind Sketch-up is to create a rough drawing of at least five participants. While they draw, they can look at the participant's face, but they can't look at what they draw on the page. Yes, each time you Sketch each other.

When it is finished, you ask any kind of question that comes to your mind to the participant you draw, and you write the question on the page and listen to the answer. Do not write the answer.

Finally, please put your name on the page (not the participant's name) and handle it to them.

You exchange drawings. Repeat the process at least five times.

When each participant got a minimum of five Sketches, pick and choose one and write on the Sketch a phrase referring to a dream, a needed, a goal to achieve.

Once done, stick the Sketch on the Gallery Wall.

With all the Sketches in the exhibition, make a quick tour with all participants.

What to debrief

The importance of Sketching is not about a perfect drawing; it is to prototype fast an idea that can be iterated based on feedback. A perfectionist may conflict with this concept.

Read the phrases, and you will discover new things from the participating; comment on that.

Tips:

- Many people have drawing skills, and they will go for the perfect drawing even if you state is about Sketching and not drawing.

- Most people will check how many of their drawings are in the Gallery. They get surprised, and when they identify several selected, they say they were unaware of their skill, and the self-esteem grows.

- You congratulate the artists.

1.3. Peter Drucker questions

On the materials, Peter Drucker questions.

Use the 3M Post-it to collect the answers and stick them to the Sketch.

What are my strengths in this workshop?

1. **How do I Perform**

   - Am I a reader or a listener?

   - How do I learn?

   - Do you prefer to advise or to make decisions?

   - How do you perform best under stress or when you have it all under control?

2. **What are your values**

   - What do you think is your more significant responsibility to live a life that makes sense?

3. **Where you belong to**

   - Taking into consideration your strengths, working style and values, in which function you fit best

4. **How can you contribute**

   - Considering your strengths, working style and values, how you can contribute to the workshop. What to debrief

The Drucker question helps you map the behaviour and identify touchpoints in the participants, for example, the way they learn or under what conditions they work best. You could easily cluster them.

1.4. Empathy map

Seeing target participants' attitudes and behaviors in an empathy map helps cross-generational teams tune into a deep understanding of end-users. Mapping alsoreveals gaps in existing cross-generational data. An empathy map is a collaborative visualization used to articulate what we know about a particular user type. Externalize user knowledge to create a shared understanding of user needs and helpmake decisions. Empathy maps should be used in any cross-generational process to build common ground among team members and understand and prioritize their needs. In the cross-generational-centered design, empathy maps are best used early in the design process. When empathy cards are completed directly by the participants, they can serve as a secondary data source and as a starting point for summarizing the target group session. Besides, the interviewer can capture thefeelings and thoughts of the interviewee that would otherwise remain hidden.

An empathy map is used to collect customer data to better understand your target customer base. Empathy maps visualize:

- Customer needs, condense customer data into a brief chart and help you consider what customers want -- not what you think they want. The same principle applies to cross-generational collaboration.

What to do

On the supplied materials, you handle the empathy map to the participants. You can do it individually A3 size or in teams A1 size, and, in the end, you can consolidate all maps in one A1 size. It is your choice. Stick all empathy maps on the wall.

You provide the Post-it and the Edding 1200 pen.

What to say

You need to define for what purpose you will use the empathy map, for example, about cross-generational collaboration. There is a need to elaborate on a straightforward question.

The facilitator can elaborate on this question or use a Liberating Structure 25/100 to extract the question.

Participants write in a Post-it their answers, and they stick them in the right quadrant.

What to debrief

You debrief and consolidate in one empathy map the answers of the participants. It might be possible you want to have different empathy maps seen from a different angle.

After the consolidation, you have a landscape of emotions, issues, potential conflicts, and needs.

It is an excellent opportunity to encourage to design Actions Guidelines to tackle whatever comes out of the information.

1.5. Set your values

The learning goal of this exercise is to work the individual and team level the motivators / values.

So, **what does it take to define our values?** There are different ways to delve into what's important to you. One of those ways is to gamify it.

The exercise is played in three levels: personal, missing, and Start-Up. The importance of the practice is that each participant understands their core values.And the aspirational identity of the organization through the values propose.

What to do

You handled the empathy map cards on the supplied materials to the participants.

Ask them to self-organize them in the tables in groups of four or whatever number fits.

What to say

Ask the participants to organize the values from left to right, from the most important to the left side to the less important to the right.

Once everybody has done it, they have to tell each other "the why" of their order and explain the concept.

As the second step in their values line, you ask them to push up the ones they have plenty in their lives today and pull down the ones they miss.

When this is finished, you tell them now they will create a Start-Up with members of all generations. So, reorganize yourselves y define the values of the Start-UP. After the definition, ask them briefly Pitch the Start-Up concept and the Values.

What to debrief

- The personal experience
- The missing values
- The company experiences

Tips:

- Pay attention to each table looking at the different set of values.
- You may change some of them to another table looking for a more creative discussion about values; when you do the second exercise, "the company values.'' For example, you can put in the same table one, which prioritizes Order and Control with another that prioritize Freedom and Curiosity.
- Encourage them to go deeper in explaining the value since each generation has different ones, or if they are the same, the value is experienced differently.
- When they express their missing values, you will realize how they feel and lack.

1.5. Build your system

An organizational system is, quite simply, how a company/a family/a team is set up. A good organizational structure lays out both a hierarchy and the flow of communication in a company.

Broken down even further, an organizational system defines how each individual role in an organization functions.

What to do

On the supplied materials, you handle the LEGO® and the Minifigures.

What to say

We all belong to a system, and we think we understand and know how the system works.

Most of the time, we are based on assumptions and judgement.

We are going to make an activity in two steps:

1. In the first step, take a plate and the LEGO® Minifigures and build your family.

    - Once all systems are set up, we create a landscape of family systems and observe the systems.
    - We do not ask who is who in the system. We are not interested in that.

2. Step two (you do not disclose it until step one is finished)
   - You ask for a volunteer to recreate with the participants the system.
   - The volunteer chooses at his free will among the participants, representing the family members replicating the LEGO® structure.
   - Once the system is built, ask the participant to take a photo, and you say this is your family system according to you.

You ask each member of the system how they feel in this position. They express themselves; then you ask them to move as they want if they want to move. Once the movement is finished, you ask them how they feel and why they feel like that compared with their previous position.

Ask the participant to take a new photo, and if the system moved, you could say it seems this is your family according to the system.

What to debrief

You can observe we have different family systems.

In the second part of the exercise, you could see that the system has relocated itself.

We did not ask anything, but the system knows.

Did you observe how the system moved all the time?

Any comment?

What we think is happening is happening in the family system of the volunteer, and maybe or maybe not the system moves.

Tip:

- Do not enter in assumptions, analysis or judgements. Just facilitate.

1.6. Materials

- Part 2: Discover Persona
- Get to know each other questions pdf (supplied)
- The Poker big /middle size game cards (flying tiger shop) (not supplied)
- A4 90/120 grams white paper (not supplied)
- Edding 1200 black, red, blue colours (not supplied)
- Peter Drucker questions and post it (Post it should from 3M, the only ones who stick properly, the others fall down frequently due to bad glue quality) (not supplied)
- Empathy Map pdf (supplied) A3 and A1 sizes.
- Set of values. Values need to be cut in set of 10, (pdf supplied)
- LEGO® plate and Minifigures (not supplied)

To access all the materials in this part please visit the link:

➡ https://drive.google.com/drive/folders/1hX9lLqEWyRHrSNxheKxY_qkR2fm3ks-b?usp=sharing

2.- INTUITION MAP

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Sensing, Hearing, Seeing, Saying, Feeling

Pencil this:

Generally speaking, there is a perception that learning only consists of assimilating a series of concepts, statements and formulas in the head to the point of acquiring mastery over them to be able to apply them to the real world. But how many times have we scrutinized all the information we are given? Do we ever reflect on whether what we are given is true, beautiful or morally correct? How do we instil in students the ability to think critically in an era in which misleading messages, misinformation or junk content proliferate throughout the network?

It involves getting students, children and young people to ask themselves questions at a deeper level to unravel the ideological, technological and cultural complexity that clouds our world. It is essential to learn the multiplication tables or to know the periodic table's chemical elements and to develop a creative, open, responsible mind, ready to respond to the significant challenges facing humanity today.

Schools are "social structures in charge of watching over human development" because "There are many 'bits of intelligence' in each person, unique powers that each of us has in our head to develop".

To understand how they feel, what they see, what they hear and how their education impacts them, we have created this Intuition Map.

How to use the template

The designed template derives from the empathy map concept used in service business design.

We noticed teachers needed a more clear tool to extract the emotions experienced by their students while learning a lesson or working in teams.

Two ways of using it:

3. You are working on Project Base Learning (PBL), and then in the middle of the project, ask them to fill in the template with post-its. You will be amazed by their reflections. You will sense the need for NON-Violent Communication (NVC) activities or the implementation of liberating structures such as Drawing Monsters.

4. You can leave it permanently in the classroom, and they can post how they feel daily. Understanding the students' senses will contribute to their empowerment and create a safe learning environment.

• **Debrief with the students the content' Post-it**

• **Final tip: teach them a Post-it is filled in CAPITAL Letters and one concept per Post-it**

3.- NVC1

"Out beyond ideas of wrongdoing and right doing, there is a field, I will meet you there" (Rumi)

The four skills listed above are the essential components of Nonviolent Communication – a set of principles and practices created by Marshall Rosenberg during the 1960s when he mediated between conflicting parties during the civil rights movement.

These skills emphasize personal responsibility for our actions and the choices we can make to respond rather than react to others. This, in turn, supports relationships grounded in cooperation and collaboration. Basic assumptions: Feelings and needs are universal in nature; all human beings have them. Difficulties arise when we confuse the four components and stop seeing the other person (or ourselves) with compassion and clarity. Just as leaves reach for the sun, everything people do comes to meet universal, life-serving needs. No matter what a person expresses, they attempt to enrich their life.

All attacks, criticism, and blaming are an individual's sad expression of their attempt to meet life-serving needs. What others do stimulates, but does not cause, our feelings. The source of our emotions is our internal experience related to our needs. For example: When our needs are met/fulfilled, we may feel: glad, peaceful, tender, rested, grateful, and calm.

When our needs are not met, we may feel: sad, afraid, angry, confused, tired, or uneasy Our own natural compassion is energized, and our innate desire to contribute to another's well-being becomes strengthened:

• When our own needs are seen empathically – by ourselves and others, When we feel heard – by ourselves and others

• When we can listen to/recognize the other's needs empathically

The inability to connect with ourselves or another's needs is usually prevented by one of four things:

• Lack of resources of time or energy

• Lack of self-awareness of one's own feelings/needs

• Attachment to outcome

➡ https://ivetagr.org/acced/wp-content/uploads/2021/08/Principles-and-Practices-of-Nonviolent-Communication.pdf

4. Tiny Demons or Monsters

➡ Smore document: https://www.smore.com/e8ua9

Drawing Monsters enables a safe space to surface and frees up options for conversations around our fears. It helps us to be aware and visible of our fears.

It reveals incredible insights about issues that are difficult to talk about, and the environment of vulnerability brings a world of opportunity to people in this space.

Drawing Monsters is an ideal exercise to uncover potential fears at the beginning and during any project implementation.

It is suitable for adults and children, especially our children, which makes it ideal for the educational environment.

Here is the **Bonus** of the exercise because when you listen to the Fear situation, you do not know what to do, hear or say something, defend a position, or even worse, compare your Fears or give non-wanted advice.

Do this because it works (highly recommended for teachers and parents)

Place a "Critical Question" to build trust and improve your relationship with the students.

Do you want to vent, or do you want advice?

The question is so essential and not just for the students.

It allows the other person to feel SEEN. So often, kids feel like parents lecture them with every chance they are given, and they don't love that.

You die for giving advice, but they want to vent, so let them vent.

Letting them Vent to you will open up more opportunities for them to hear and accept your advice down the road because you intentionally created that safe SPACE!

Tiny demons or monsters are a metaphor for the fears we carry on in many different situations in our lives.

The FEAR is not more than a projection in the future of a past personal experience or something someone told us, and that includes not only your family and friends but Netflix, HBO and Prime Video.

When we face our FEARS, we can generate ways to work with them alone or with others.

Playful, generative conversation unfolds.

Structuring Invitation to play

1. What do we fear?
2. How can we use that Fear as a way to discover what to do next?
3. To engage the ideas/skills/energy of those around us in those next steps?
4. What is it you fear about _ (the focus of interaction at hand)

This is how you start the activity.

1. Ask them to list the fears, worries, concerns, and uncertainties if you are addressing a project. Suppose you are handling the students; FEARS suit you best.
2. Ask them to prioritize the first four of the list.
3. Now, you ask them to draw, dividing the white page into four quadrants.
4. To help them to visualize their monsters guide them by saying in the first right quadrant, draw two parallel lines in the right down any geometric design; in the third left down, draw whatever you like and in the upper left, draw a squiggle.
5. Ask them to add horns, eyes, teeth, wings, whatever their imagination can provide to create the Monsters.

Purpose

After the Monsters are drawn, ask them to connect with the four fears and provide a name to the Monster.

Now they are ready to share with others their fears. Allow them to talk and exchange conversations.

- Move away from blockage, negativism, and powerlessness
- Have people discover their individual and collective power
- Reveal bottom-up solutions
- Share actionable ideas and help one another
- Build trust
- Remember unused capacity and resources (15 per cent is always there for the taking)
- Reduce waste
- Close the knowing-doing gap

The Gallery Opening

Create the Monster Gallery, so they are exposed to everyone.

As the final step, ask each participant what could be their 15% contribution they could implement to overcome the Fear. Please write it down in a post-it closer to the Monster.

The closing of the exercise

You made them all aware of the FEAR atmosphere, and by summing up the 15%, you re-energize the teams, students or yourself.

Drawing Monster is one of the Liberating Structures used in organizations to align teams. We adapted to the educational environment.

5. The Madman

A young married woman, abandoned by her husband, who is too busy with his job, lets herself be seduced and goes to spend the night with her lover in a house located across the river.

To return home the next day in the early morning before the return of her husband, who returns from a trip, she must cross the bridge. But a madman forbids her passage. She then runs to find a ferryman who asks her the price of the passage. She has no money. She explains and begs. He refuses to work without being paid in advance.

She then goes to find her lover and asks him for money. He refuses without explanation. She goes to find a single friend who lives on the same side and has always had an ideal love for her, but to whom she has never given in. She tells him everything and asks him for money. He refuses; she disappointed him by misbehaving.

She then crosses the bridge after a last vain attempt with the smuggler. **The Madman kills her.**

Which of these six people is responsible for the death of this woman?

Classify them according to their degree of responsibility (from the least to the most responsible), and argue your classification.

- 1 …
- 2 …
- 3 …
- 4 …
- 5 …
- 6 …

6. Kudos

➡

Deriving from Greek, **kudos** entered **English** as slang popular at British universities in the 19th century. In its earliest use, the **word** referred to the prestige or renown one gained by having accomplished something noteworthy. The sense **of the meaning** of "praise given for achievement" came about in the 1920s.

Kudos is admiration or recognition that **someone** or something gets due to a particular action or achievement.

Are these the KUDOS

We must question whether these KUDOS words are the ones your students use or would use. Please research and come with your words, in English and your language.

Go to the SMORE link, watch the video and download the KUDOS cards.

7. Animal in You

➡ https://www.animalinyou.com/

There's a reason so many human cultures ponder the question, **"What animal am I?"** You've probably wondered yourself. Native Americans asked, **"What is my spirit animal?"** and went to find their guardian in the forest, while Asian cultures relied on the animal zodiac, and Europeans turned to astrology.

Would you please put it in the context you have a new group of people who want to connect them effortlessly to organize different working teams? In Agile, you will ask them to self-organize, but what if you play a short game in a journey of discovery and ask them to play Animal in You.

Once they have discovered what animals they are and their soulmate, you can ask them to organize by matching.

After the first round, you request to change positions.

It is an experiment that, most of the time, helps them understand something about themselves.

8. Herd, Seen Respected

➡ https://www.smore.com/7ps1z

Let's start with this: On many days and sometimes in family situations, we feel we are not Heard-Seen-Respected.

You can't imagine how many situations of HSR and how they impact organizations and our daily life. The background image represents the concept, connections, and interconnections we need to handle every emotional day, some stronger than others.

Some people believe Pain + Surrender = Expansion.

One of the gifts that difficult experiences give us is that it brings us to the edge of our current capacities to navigate something.

And when this happens, we can either contract and resist or let go and surrender.

When we do that, we find another way to work with something more spacious and not dependent on our ego structure always being in control

Here are three steps to do this:

1. Ask: What do I know to be true now that I don't want to accept?
2. Feel your body tensing around this truth and invite it to soften.
3. Say to yourself, "I can't change this moment, but I can meet it with grace. I am held and supported by something much bigger than myself. I am safe, and I will get through this.

Practice Deeper Listening and Empathy with Colleagues

Empathy removes the blocks to action in an inclusive way. It creates power through partnership and cocreation, resolving what appears to be knotted and bound. – Dominic Barter

What is made possible? You can foster the empathetic capacity of participants to "walk in the shoes" of others. Many situations do not have immediate answers or clear resolutions. Recognizing these situations and responding with empathy can improve the "cultural climate" and build trust among group members. HSR helps individuals learn to react in ways that do not overpromise or overcontrol. It allows group members to notice unwanted patterns and work together on shifting to more productive interactions. Participants experience the practice of more compassion and the benefits it engenders.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

   - Invite participants to tell a story to a partner about a time when they felt they were not heard, seen, or respected.
   - Ask the listeners to avoid any interruptions other than asking questions like "What else?" or "What happened next?"

2. **How Space Is Arranged and Materials Needed**

   - Chairs facing each other, a few inches between knees
   - No tables

3. **How Participation Is Distributed**

   - Everyone has an equal amount of time, in turn, to participate in each role, as a storyteller and a listener

4. **How Groups Are Configured**

   - In pairs for the storytelling
   - Then foursomes for reflecting on what happened

5. **Sequence of Steps and Time Allocation**

- Introduce the purpose of HSR: to practice listening without trying to fix anything or make judgments. 3 min.
- One at a time, each person has 7 minutes to share a story about NOT being heard, seen, or respected for 15 min.
- Partners share the experiences of listening and storytelling with one another: "What did it feel like to tell my story; what did it feel like to listen to your story?" 5 min.
- In a foursome, participants share reflections using 1-2-4, asking, "What patterns are revealed in the stories? What importance do you assign to the pattern?" 5 min.
- As a group, participants reflect on the questions, "How could HSR be used to address challenges revealed by the patterns? What other Liberating Structures could be used?" 5 min.

WHY? Purposes

- Reveal how common it is for people to experience not being Heard, Seen, or Respected
- Reveal how common it is for people to behave in a way that makes other people feel they are not being Heard, Seen, or Respected
- Improve listening, tuning, and empathy among teachers/students
- Notice how much can be accomplished simply by listening.
- Rely on each other more when facing confusing or new situations
- Offer catharsis and healing after strains in relationships.
- Help Teachers/Students discern when listening is more effective than trying to solve a problem.

Tips and Traps (for introducing HSR)

- Say, "Your partner may be ready before you. The first story that pops into mind is often the best."
- Make it safe by saying, "You may not want to pick the most painful story that comes to mind."
- Make it safe by saying, "Protect the privacy of the storyteller carefully. Ask what parts, if any, you can share with others."
- Suggest, "When you are the listener, notice when you form a judgment (about what is right or wrong) or when you get an idea about how you can help, then let it go."

Riffs and Variations

- If you are feeling brave, replace the word "respected" with "loved" (i.e., the agape form of love—seeking the highest good in others without motive for personal gain.)

9. Reframing the Problem

➡

Tackling problems involves three activities that you cycle through repeatedly:

1. Framing (and subsequently reframing) the problem: when you determine what to focus on

2. Analyzing the problem: when you study the chosen framing of the problem in depth, trying to quantify it and understand the finer details

3. Solving the problem: the actual steps you take to fix it; things like experimentation, prototyping, and eventually implementing the complete solution

There are two different ways to look for new angles on a problem:

a) Exploring the frame: when you try to reframe a problem by delving deeper into the details of the first framing

b) Breaking the frame: when you step away from the first framing, putting an entirely different spin on it, The starting point for that is the habit of trying to break the frame, asking How is this choice framed? Are these the only options we have? What is the problem we're trying to solve?

Most problems have multiple causes, thus, they may have multiple viable solutions. People who look for the "real" problem risk missing out on creative solutions because they stop at the first viable answer they find.

Not all solutions to problems are technical. Sometimes, new approaches can be found by questioning our beliefs rather than applying new technology.

Creating multiple options improves the quality of your decisions provided those options are genuinely different.

Your career can benefit from reframing, as can our society as a whole.

STEP 1—FRAME

This is the trigger for the process. In practice, it starts with someone asking, "What's the problem we're trying to solve?" The resulting statement—ideally written down—is your first framing of the problem.

STEP 2—REFRAME

Reframe is where you challenge your initial understanding of the problem. The aim is to rapidly uncover as many potential alternative framings as possible. You can think of it as a kind of brainstorming, and only instead of ideas are you looking for different ways to frame the problem. This might come in the form of questions (Why exactly is it a problem for people that the elevator is slow?) or in the form of direct suggestions (This might be a ploy to lower the rent).

The five nested strategies can help you find these alternative framings of the problem. Depending on the situation, you may explore some, all, or none of these:

- **Look outside the frame. What are we missing?**
- **Rethink the goal. Is there a better objective to pursue?**

- Examine bright spots. Where is the problem not?
- Look in the mirror. What is my/our role in creating this problem?
- Take their perspective. What is their problem?

Some of the problems you can explore are

a) **Situations you don't handle well.** I really struggle with networking. I have a hard time making my voice heard in client meetings. It stresses me out when I have to give people negative feedback.

b) **Difficult relationships**. I find it draining to deal with client X. Conversations with my boss/colleague/oldest child go south way too often. I feel like I don't have a handle on my new role in this team.

c) **Managing yourself**. Why on earth am I always so bad at being disciplined? What should I do to really live up to my potential?

I really wish I could find a way to live out my more creative side.

Here are the questions:

1. Is the statement true?
2. Are there simple self-imposed limitations?
3. Is a solution "baked into" the problem framing?
4. Is the problem clear?
5. To whom is the problem located?
6. Are there strong emotions?
7. Are there false trade-offs?

LEGO

1. The Workshop

Introduction – Aim

LEGO® SERIOUS PLAY

Origins of LEGO® SERIOUS PLAY®

LEGO® SERIOUS PLAY® (LSP) is based on a process that comes from the heart of the LEGO bricks and the LEGO system. Looking for a tool to unleash innovation within the company, the LEGO Group realized that the solution lay in the LEGO System itself: just as the LEGO Group has been telling children to "build their dreams" for decades, perhaps adults could be asked to build their vision of the future strategy.

Based on the inclusive and participatory nature of the LEGO system, LEGO® SERIOUS PLAY® rejects the idea that outside "experts" should be involved in identifying problems and proposing solutions; instead, LEGO® SERIOUS PLAY® assumes that the answers are "already there" and invites participants to "think with their hands" to develop their understanding. Each team member is involved and each has a vote.

LEGO® SERIOUS PLAY® has been revised several times from 1998 to 2010 and has been used successfully by companies around the world. In addition, the LEGO® SERIOUS PLAY® concept has been developed to meet the needs of teachers and educators. There are "LEGO® SERIOUS PLAY® for Education" products and training courses especially for this target group (see http://educatorsweb.lego.com) [1].

Why use LEGO bricks?

LEGO bricks are particularly suitable for this type of process for several reasons. The materials allow participants to easily build satisfying models that represent something they want to teach. The LEGO system is familiar to many and even if they have never worked with LEGO bricks before, most find it easy to make meaningful constructions.

LEGO bricks come in many shapes and colors and can often inspire informal metaphors. They can be built in simple or complex shapes depending on the personality of the builder, and research has shown that people of all backgrounds can attach different metaphorical meanings to LEGO bricks. Today, LEGO® SERIOUS PLAY® is the only community-based business model using LEGO® materials that is officially approved by LEGO® Group.

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[1] Classroom Solutions for STEM and STEAM | LEGO® Education. (2022). Retrieved 15 March 2022, from https://education.lego.com/en-us/

2. Workshop content

The workshop consists of two parts and nine training exercises. All the activities are consolidated in a pack. Educators are asked to read and understand the concept. They can also consult suggested resources for further information. It includes a brief presentation of what the LEGO® SERIOUS PLAY is about and how it can be used as a practical application in a training session. It also explains how the LEGO® SERIOUS PLAY can help the project's target groups understand and address the organizations' needs in cross-generational collaboration. We will also show how the LEGO® SERIOUS PLAY can support new services' design to promote cross-generational collaboration in working and everyday life domains. It requires 5 hours of training (It depends on the trainer and the number of participants).

The workshop consists of the following parts:

1. Information about the LEGO® SERIOUS PLAY®
2. How to design a training session using the LEGO® SERIOUS PLAY®
3. Practical application of the LEGO® SERIOUS PLAY® in a training session
4. Summary
5. Self-assessment test
6. References and resources

3. Information about the LEGO@SERIOUS PLAY

Why make things, rather than just talking?

Studies have shown that making and discussing an object can lead to much more useful, insightful, and honest discussions. (See, for example, David Gauntlett: Creative Explorations, 2007[2], and Making is Connecting, 2011[3]). A thoughtful and creative making process challenges the brain to function differently and can open up new perspectives. Although all participants have constructed an object in front of the discussion-an object that represents what they think is important about the topic before anyone else has said a word about it-it allows all participants to present their case (literally and figuratively) and everyone is in the same situation.

This is very different from typical workplace discussions, where the dominant person seeks to identify "key issues" at an early stage, and the rest of the discussion follows. At LEGO SERIOUS PLAY, everyone is constructive and everyone talks. This gives the "younger" or less vocal members of the team a chance to speak, and more importantly, it gives the "older" or dominant members a chance to hear ideas and challenges they might not have heard otherwise. In fact, the process of building and collaborating often produces ideas that would not have arisen in normal discussions. As we shape our imaginations by developing and externalizing concept - making them concrete and divisible - we can not only think for ourselves, but also invite others to think with us. LEGO® SERIOUS PLAY® provides an immersive environment where action is seen as meaningful, where one's skills match the challenge, and where there are tools to express the evolution of knowledge.

LEGO® SERIOUS PLAY® is an example of the benefits of the entire LEGO system. It is creative, empowering and open. It does not dictate the path of the individual or group, but welcomes and supports all ideas that emerge and encourages development and collaboration to strengthen them. At every stage of the LEGO® SERIOUS PLAY® process, LEGO bricks are built using a "hand-intelligence connection"- participants never sit down to write or discuss things without first developing their responses. Everything that is discussed is a construction process in which the hand and the mind come together to give visual and metaphorical form to meaningful things, feelings and relationships.

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[2] David Gauntlett, Creative Explorations: New Approaches to Identities and Audiences. 2007, Retrieved 15 March 2022, from https://www.routledge.com/Creative-Explorations-New-Approaches-to-Identities-and-Audiences/Gauntlett/p/book/9780415396592

[3] David Gauntlett, Making is Connecting, The social meaning of creativity, from DIY and knitting to YouTube and Web 2.0. Cambridge: Polity Press, 2011, 232 pages

## What LEGO® SERIOUS PLAY® is, and what LEGO® SERIOUS PLAY® is not

The LEGO® SERIOUS PLAY® methodology provides the group with a challenging way to share ideas, hypotheses and observations, engage in intense dialogues and discussions, and develop meaningful solutions to real-world problems. A LEGO® SERIOUS PLAY® workshop usually lasts at least one day. The shortest length of a LEGO® SERIOUS PLAY® workshop is three to four hours.

Not surprisingly, efforts have been made over the years to shorten the length of LEGO® SERIOUS PLAY® workshops, since time is critical in business, as it is everywhere else. However, shorter workshops have been shown to be of significantly lower quality. When a facilitator skips the skill-building exercises, goes straight to a difficult task, and asks participants to complete it quickly, it is simply ineffective. Anyone using the LEGO® SERIOUS PLAY® method should understand that the strengths of the process lie in the cycles of building, reflecting, and cooperative learning. This is a specific type of moderated process that is used for a specific purpose. For this reason:

- LEGO® SERIOUS PLAY® is not a fun introductory exercise to start a class. Of course, you can also do exercises with LEGO cubes for this purpose, but it is not LEGO® SERIOUS PLAY®.
- LEGO® SERIOUS PLAY® is not a tool for creating block diagrams or planning physical environments (such as buildings or workspaces). Of course, you can also use LEGO cubes for this purpose, but it is not LEGO® SERIOUS PLAY®.
- LEGO® SERIOUS PLAY® is not something you can do in an hour.
- LEGO® SERIOUS PLAY® is not persuasive communication when one team member convinces others that his or her point of view is the only one that matters, or when a manager communicates messages to his or her staff.

LEGO® SERIOUS PLAY® (LSP) has evolved over the past decade into a design tool used in both education and training. Overall, play is a cognitive, emotional, sensory, and social experience (Bogers & Sproedt, 2012). Its role in organizations is becoming increasingly important (Mainemelis & Altman, 2010; Sørensen & Spoelstra, 2012) as it has been recognized that cognitive, emotional, and social aspects of learning are affected through play (Bogers & Sproedt, 2012).

Roos et al. (2004, p. 15) define serious play as an activity that "stimulates the imagination, integrates the cognitive, social, and emotional aspects of experience, and intentionally transfers the emerging benefits of play to organizational tasks." Serious play invites participants to "think with their hands, creating a model" (Roos and Victor, 1999). Answers emerge through action, i.e., B. by modeling, and the developers of the method argue that serious games have great creative potential due to their intuitive and playful nature (Schulz et al., 2015). The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving that helps participants answer a series of open-ended questions that deepen the topic (LEGO®, 2019).
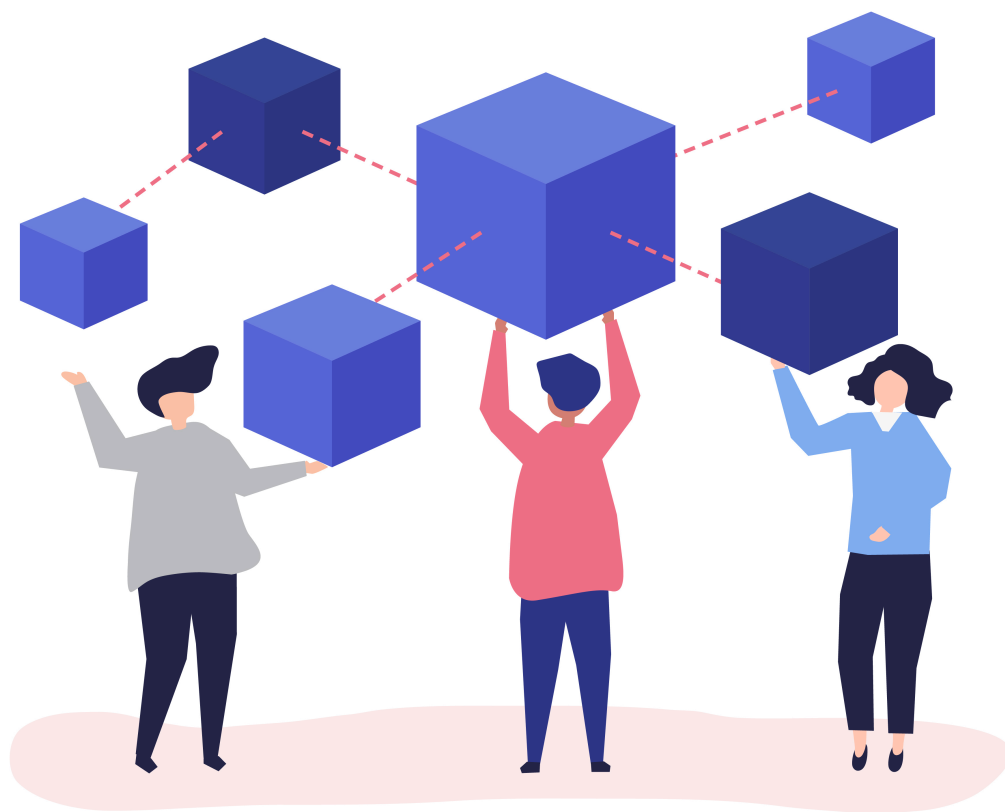
Teamwork is characterized by members working toward common goals in an interdependent and stable environment (Hackman, 2002). Member interdependence is one of the defining characteristics of a team (Wageman, 2001), and as interdependence increases, the need for interaction and coordination within the team increases (Hu and Linden, 2011). Each participant assembles their own LEGO® 3D model using specially selected LEGO® parts to answer questions from the facilitator. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014), and the models serve as the basis for group discussion, knowledge sharing, problem solving, and decision making, rather than verbal responses as in a traditional learning conversation.

Combining modeling that presents personal stories in response to Socratic questions puts the quality of the designed model into perspective, balancing the modeling skills of experienced and inexperienced participants (Schulz, 2015). LSP applies flow (Csikszentmihalyi, 1990), positive emotions, and positive psychology constructs to help participants brainstorm ideas (Harn and Hsiao, 2018), and uses LEGO® bricks to support storytelling and metaphors to convey meaning inherent in the exploration participants are attempting. (Bab and Boniwell, 2017; Ham and Hsiao, 2018). Through the loss of self-consciousness and immersion in the process facilitated by flow, LSP aims to generate authentic opinions, ideas, and identities to be considered and reflected upon within the group of participants (McCusker, 2019). Perspective taking, the ability to perceive an action or situation from another's perspective, is an essential

component of LSP design and helps to reduce implicit biases and make invisible ways of thinking visible (Dijks et al., 2018).

For the benefit of the GSmart audience, we share the basic principles of LSP, its key benefits and advantages, and how it can be used for intergenerational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on intergenerational collaboration. According to the study, intergenerational collaboration differs between the older generation - BB - and the younger one. For generations X, Y, and Z, intergenerational change in attitude, teamwork, trust, openness to experience, composure, kindness, and honesty should be consciously promoted and strengthened to enable intergenerational collaboration.

Furthermore, the most important element of cross-generational collaboration is the exchange of knowledge and experience, which complements the mutual abilities of employees of different ages to perform their professional roles and tasks. The seniors interviewed see the positive aspects of intergenerational cooperation in the exchange of knowledge and experience, the acquisition of new skills, mutual learning and mutual help in solving tasks, problems or crises. One of the most frequently mentioned difficulties in dealing with generations concerns stereotypes and age-related prejudices in the workplace. Therefore, every company, institution or organization needs a human resource management and generational management strategy to improve work processes for different age groups.

The main gaps in the literature are the lack of case studies focusing on the role of gamification in different stages of the design thinking process in digital leadership, sales and marketing, customer experience, product and service innovation for the multigenerational industry. Indiana, in person. The recent serious play literature focuses on developing strategies with embodied metaphors (Jacobs and Heracleous, 2006) using LEGO® SERIOUS PLAY®.

LEGO® SERIOUS PLAY® acts as a catalyst for co-creation and innovation within the organization, its partners and customers in a variety of contexts for young leaders (Millennials) and senior managers (Generation X). Therefore, this workshop provides a series of practical exercises for senior organizations that can change employee behavior towards co-creation, i.e. group creativity and idea generation for design-driven innovation, especially in senior universities and related institutions. At the end of the workshop, the target groups will apply the LSP tools to overcome the intergenerational collaboration problems.

4. How to design a training session using the LSP

The core of the LEGO® SERIOUS PLAY® method, the key factors of the method are play, flow of play, and imagination, which creates a safe, multi-sensory, multi-dimensional work environment. The method is based on extensive studies in various research areas:

- Constructivism (Piaget; 1951).

- Constructionism (Charel and Papert; 1991).

- Complex Adaptive Systems´ theory (Holland; 1995).

- Autopoietic Organizational Epistemology (Von Krogh and Roos; 1994, 1995, Weick; 2000).

- Flow (Mihaly Csikszentmihalyi; 1993).

LSP and game play theory for training

The study of play has been taken seriously by scholars for nearly a century and much research evidencing the many and varied benefits of play exists (Gordon, 2014). In general, play is a cognitive, emotional, sensory, and social experience (Bogers & Sproedt, 2012). Its role in organizations is becoming increasingly important (Mainemelis & Altman, 2010; Sørensen & Spoelstra, 2012), as it is recognized that the cognitive, emotional, and social dimensions of learning are addressed through play (Bogers & Sproedt, 2012).

Roos et al (2004, p. 15) define serious play as an activity that "stimulates imagination, integrates the cognitive, social, and emotional dimensions of experience, and intentionally transfers the emergent benefits of play to organizational challenges." Serious play encourages participants to "think for themselves and create a model" (Roos and Victor, 1999). The assumption behind serious play is based on Polanyi's (1969) silent integration, e.g., that participants have ideas and answers to difficult questions without being aware of them. The answers come through action, such as modeling, and the developers of the method claim that serious games have strong creative potential due to their intuitive and playful nature (Schulz et al., 2015).

The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving in which participants are guided through a series of open-ended questions and become increasingly immersed in the topic (LEGO®, 2019).

Each participant builds their own 3D LEGO® model with specially selected LEGO® pieces to answer the facilitator's questions. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014) and these models serve as the basis for group discussions, knowledge sharing, problem solving, and decision making, rather than a verbal response as in a traditional educational discourse. Combining models that present personal stories in response to Socratic questions

puts the quality of the designed model into perspective and balances the modeling ability of experienced and inexperienced participants (Schulz, et al., 2015).

Why should we play at work?

Play stimulates people's creativity, which fosters collaboration and learning, especially when participants are constantly facing complex challenges and unpredictable changes. In play, we are free to take risks, imagine the unthinkable, and take on a variety of new roles.

Play also allows us to get into a flow. The theory and research behind the concept of flow is that people get the most out of a learning situation or development process when they are fully engaged and enjoying the process. Therefore, it is important for participants to participate in a developmental process to reach the "optimal level" of cognitive and emotional engagement. In other words, their skills and resources must be adequately and appropriately tested in order for them to function at their best.

The concept of play is characterized by the fact that it is limited in time and space, structured by certain rules and/or agreements, and always has a purpose. When adults play, social relationships, emotional expressions, cognitive development and constructive competence play a role.

In LEGO® SERIOUS PLAY®, we also add materials (LEGO® bricks) to the play concept that make our play more creative and concrete, which leads to a better outcome. LEGO® bricks allow us to develop new ideas, explore other possibilities, immerse ourselves in the really important stories, and enrich the working lives of everyone involved in the process.

5 Reasons Why You Should Use LEGO® SERIOUS PLAY®

1. **It is serious business and you build results:** LEGO® SERIOUS PLAY® creates a working language that guides you in a free and honest exchange of views that ensures that real and genuine problems are addressed. You will be able to see things through the eyes of your colleagues and allow them to see things through your eyes as well. It also allows you to quickly get to the core of your organization or business to find the skills you need to improve the way you work. By using the building blocks, participants get a clearer picture of the organization's goals, actions and simple guiding principles. This allows them to get a much more complete result from their work.

2. **LEGO® bricks create a common, practical language where everyone can work together as equals and all opinions are heard and respected**. In a very direct way, you can get a sense of what everyone in the company or organization knows and what they don't know. Visualization and shared language come from creating metaphors for your real-world problems, strengths, opportunities, etc. This allows you to address complex problems without having to deal with a specific problem. So you can tackle complex problems without having to worry about them. This allows you to tackle complex problems without simplifying them and without missing important details. You will also foster your creativity by expressing what you think and feel with your own hands. Using LEGO® SERIOUS PLAY® creates

incredible new ideas, solutions and opportunities for your organization or business.

3. **Stimulates people to communicate in new ways: by sharing a language, participants can communicate on a deeper level.** They gain a deeper understanding of the organization or company, which fosters a greater sense of responsibility for their situation and their work within the company or organization. Through this new way of communicating, they can identify problems and formulate action plans that address the real problems in their daily work and not just the symptoms they are experiencing.

4. **Promote a better understanding of the current situation:** Traditional development tools usually analyze the past or speculate about the future. LEGO® SERIOUS PLAY® is different! It takes things from the past and the future and tests them in real time to instantly improve your decision making. A real-time process starts with questions about current events combined with relevant knowledge from the past and hopes, dreams and expectations for the future. When you focus on improving your work "now," you will be better prepared for future challenges and opportunities.

5. **Now is the time to act: the information obtained through the use of LEGO® SERIOUS PLAY® can be applied immediately.** That is, the information is gathered by the people who work with them on a daily basis. Therefore, it is not necessary to first introduce and anchor the ideas in your organization or company.

➡ https://inthrface.com/wp-content/uploads/2020/03/LSP-Material-UCLL.pdf

5. Practical application of the LEGO® SERIOUS PLAY® in a training session

The LEGO® SERIOUS PLAY® methodology consists of completing tasks and challenges "in real time". It is a methodology based on extensive research in the following areas: business development, organizational development and learning. The objective of the training is to provide participants with the knowledge, confidence, experience and commitment to prepare and conduct workshops using the LEGO® SERIOUS PLAY® methodology, with maximum participation and impact.

Importantly, these playful interventions are based on approaches that are proven in the academic and design community and are designed for collaboration and emergent creativity. The researcher in this study is the facilitator of these workshops. They follow a facilitation format rather than a teaching format typically developed in the context of organizational development. These interventions involve the collaborative development of experiences, the interpretation of metaphors, and the reporting of findings by organizational members without the facilitator influencing the creative behavior or creative output of the participants.

During this training, in regards to the simplified Bloom's taxonomy (ASK: A – attitude, S – skills, and K – knowledge), the training session participants will gain such new features:

At the level of attitude. The following are achieved:

- Receptivity to the use of LSP, demonstrating respectful behavior, involvement in the proposed exercises and enjoyment (with a relaxed and fun approach).
- Creation of a playful cross-generational environment that encourages participation, creativity and communication, ensuring that participants have the opportunity to express their own point of view before being influenced by the rest of the group.
- Promotion of discovery, making use of multiple intelligences (visual, spatial, linguistic and kinesthetic).
- Elimination of cultural, gender and age obstacles in the realization of the workshops.
- Positive impact on the team' s assumption of responsibility, setting in motion its own collaboration and cooperation capacities.
- Awareness of belonging to a group, enhancing more channels of communication.

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to develop, change and strengthen your organization and the teamwork within your company.
- They will be able to optimize processes and performances within your organization or company.
- They will be able to develop and implement dynamic strategies in your organization or company.

- They will be able to engage in and facilitate personal development processes including coaching, mentoring, etc.
- They will be able to communicate complex ideas and expressions that can be difficult to communicate using just words.
- They will be able to create stories to discover, explore and decide.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.
- They will be able to apply new ways of conduct according to what they have learned.
- They will be able to discover their individual and collective power.
- They will refine listening and consulting skills.
- They will become more receptive to change, regardless of age.
- They will be able to solve problems together in a short period of time (group problem-solving skills).
- They will build listening, storytelling, pattern-finding, questioning, and observing skills.

At the level of knowledge

- Thanks to the training session's activities, the participants will learn how to create resilience and absorb disruptions by reorganizing programs together.
- They will be able to simplify and create an overview of what is chaotic and complex.
- They will be able to facilitate changes and develop a shared understanding and acceptance of the changes.
- They will be able to identify new and creative solutions to various challenges.
- They will be able to explore consequences of possible future actions.
- They will be able to collect information and knowledge in a concrete way.
- They will be able to implement and secure concepts and plans.
- They will be able to create shared goals and direction based on culture, identity and generation gap.
- They will learn how to address intractable problems or conflicts by unleashing self-organization.
- They will learn how questions are more powerful than answers because they invite active exploration.
- They will change their preconceptions about each other. The activities will build trust so that group members can share accountability with integrity.
- They will learn to articulate functional and personal needs.
- They will learn to take responsibility for tackling the issues they care about and what does or does not happen.

- They will learn how to face the different scenarios of cooperation,
- They will be able to analyze their behaviors and collaboration conflicts and the activities' results to improve their performance.

Such GSmart competencies can arise from the LEGO® SERIOUS PLAY®'s educational work on cross-generational collaboration. The results of our research clearly reveal some stereotypes about X,Y, Z, BB and their perceptions of less learning ability in the workplace. A problem for older workers is lack of flexibility and low profitability compared to younger workers.

Although games have been shown to increase collaboration between different organizations and creativity in organizations, many organizational leaders believe that games can be "useful and ambiguous, frustrating, frivolous, and strangely stupid." (West, 2014). These industrial-age leaders, typically Generation X (born between the mid-1960s and early 1980s), often do not let gaming ruin the sharp thinking skills they use to lead their organizations. Organizations need nonsense technology to deal with this over-reliance on rational technology.

An analysis of the Brand Finance study reinforces this intergenerational concept. Haigh says, "In a technology-saturated world, parents appreciate the underlying creativity that [Lego] fosters and feel an enduring nostalgia for the brand long after their childhood. Lego is a unique, creative and engaging toy." (https://www.brittonmdg.com/blog/the-awesomeness-of-everything-lego-that-is/)

Employer attitudes toward older adults are ambiguous. Although older workers' skills and knowledge are considered obsolete, they are also perceived as loyal and reliable, even more so than younger workers (Walker, 1997). However, studies on age and outdated skills are inconsistent and suggest a positive, neutral, or negative relationship between age and performance (Sterns et al., 1994).

Several social learning channels, e.g., online discussions, audio-video interactions, peer coaching, or the collaborative environment Slack promote mutual understanding through intergenerational social skills. Multi-channel communication via cloud-based systems such as Google Workspace for Education, Telagram Liberating Structures groups, and the Slack mobile collaboration environment will facilitate the integration of teaching and learning methods in the GSmart project. This process will allow us to build a bridge for intergenerational cooperation through training and social skills development. With the help of the Slack platform, educators can directly ask questions about the parts of the workshop they do not understand. Slack can be a useful tool for collecting frequently asked questions and their answers to help teachers. Slack can collect FAQs and the opportunity can be used to realize that this is the preferred support channel and optimize it for this use case.

This module contains a series of practical exercises to raise awareness of mutual cooperation between the different generations BB, X, Y and Z. The exercises' primary focus is to bring together all different generations to work and cooperate. To make this happen, WORKSHOP 2 consits of tho parts. The first part includes 6 exercises and second part includes 3 exercises based on the findings of the report:

PART ONE: Putting them in a Playful mode

1. The Duck prototypes
2. Playing the building
3. Build a model of the things you don't like to happen in a meeting - Working Agreements definition
4. Stories, Skills and Values
5. Build a good experience in your life
6. Who you are

PART TWO: Addressing the cross-collaboration by setting up the system model

1. Your core identity in the cross-collaboration
2. Your aspirational Identity in the cross-collaboration model
3. Setting up the Cross-collaboration model Life
4. The training session's activities and the expected timing are explained below.

The exercises are conducted in an open manner. The LEGO® SERIOUS PLAY® leader is responsible for planning the LEGO® SERIOUS PLAY® process. He/she has to prepare the construction challenges for the workshop in advance. The formulation of the construction data has a decisive influence on the process and it is important that the construction data is formulated in a way that serves the purpose of the workshop and ensures the integrity of the method.

The LEGO® SERIOUS PLAY® method is based on an "open" approach. The central philosophy is that challenges should be stimulating rather than demanding definitive "correct" answers. In this approach, it is assumed that a task has a developmental effect if there are several correct or "true" solutions.

This means that there are many different ways for participants to approach and solve the challenge, and a task must be written specifically to address these different ways of viewing reality. When formulating challenges, the facilitator should try to ask open-ended questions that encourage reflection and dialogue. In this context, open-ended questions often deal with thoughts, imaginative future scenarios, and things that have not yet happened.

The goal of creating challenges is to get to the heart of what participants need to think about. Questions should also focus on experience and characteristics rather than hard facts and knowledge. Participants tend to see a good design task as something that is easy to understand and activates their brains in unusual ways. When formulating each design task, the facilitator naturally benefits from the experience and professional perspective of the consultants in relation to the specific group of participants.

Move from one building challenge to another.

Creating a process with multiple stacking challenges that form layers often works well to propel the team forward in exploration and learning.

Layered questions are questions that lead from one level of thinking to the next. The purpose of creating multiple layers in building activities is to allow for multiple "cycles" where you think about the same topic from different angles to expand participants' thoughts and create a more nuanced dialogue.

The methodology consists of four steps:

1. You pose a question (challenge)
2. The participants build a model
3. They share their answer represented in the model
4. All participants reflect and place questions

There is no specific pattern of questions; they think about what you want them to think about.

LSP is very systematic about using its templates to get a clear picture of new ideas, conflicts and challenges.

When all the models are on the table, you have a script that shows what you are looking for.

By understanding the scripts, you can connect the different parts and analyze what is going through the connections and the type of connection used.

Finally, you can make an action plan to implement the collaboration.

LSP is very visual; you can browse through the templates and discover many new things you never thought of.

One of the classic questions is how to get started with LSP.

The first step is to put them in "game mode" and give them a series of design tasks. The ones proposed in Part 1 have been tested hundreds of times and always work. These are not particularly challenging for LSPs.
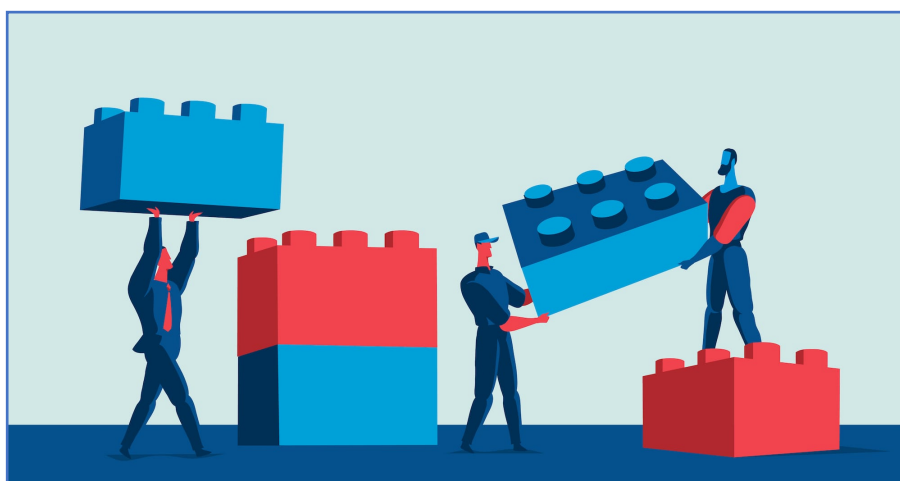
PART ONE: Total Playing time is 2 hours 10′ (130′)

Putting them in a Playful mode

Your challenge is to get ideas about a possible ''Educational Model for Cross-Generational Collaboration'', So you need to elaborate on an open question. One of the mastering skills of LSP is to know what the question is? If you place the wrong question, you do not achieve what you expect. LSP doesn't teach how to formulate the right questions.

Let's see an example:

You always start with Skills Building (Several individuals builds). The reason why you do this is that the hands are the most connected part of the brain. By making them build at an individual level several questions (not models), you connect both.

Another important reason is LSP is playful. When you put them in play mode, conscious and unconscious bias shows up, and the conversation starts.

One of the things you will observe is that while they are building their model, they ignore what the others are building. It means they are focused on delivering an answer. In that way, you get 100% participation. You do not get that kind of engagement with a PowerPoint presentation; this is why LEGO® is so powerful.

The next question that arises in our minds is what question to build and if, behind each question, you can show them a result that makes them engaged and move into trust, commitment, and accountability behind each question.

Here are some samples that always work.

Exercise 1.1. The Duck prototype.

Objective:

- **To open people's minds: a common concept can be represented differently.**
- **To understand what innovation can be**
- **To learn how to cluster information by building a DUCK scenario (as a metaphor for clustering cross-collaboration)**

Playing time: 15¨

The learning goal of this activity is to demonstrate to the participants a series of combined reflections focused on understanding important concepts. Participants are given six same LEGO® pieces and asked if they know what a Duck is. All participants get the same bricks, and in a one-time box (Agile Sprint concept) of 60 seconds, they need to build a Duck. The debrief of all different Ducks happens. The expectation is most of the participants think it should be similar or almost identical Ducks, but they are not. The learning goal is about diversity (very much linked with cross-generational collaboration) since all Ducks are different, so not all of us think alike, but all are valid Ducks. Another learning is, how do you communicate an idea that is your brain, but

people interpret it differently? How many solutions may a project have? The builder of the Duck can be the role of the Product Owner that talks to the client, and the Ducks are the results the development team delivers. When you cluster the Ducks, you start to see connecting points; at the very end, you notice that diversity is a plus and exclusion is not a choice that triggers intergenerational cooperation.

Exercise 1. 2. Playing the building:

Objective: Cross-generational Teamwork

Playing time: 25'

Number of players: 12

See game rules:

➡ https://drive.google.com/file/d/1-jd97NZfiFMXQE7HmkqhfEP-CX3EzmXA/view?usp=sharing

How to play it:

- Tell them now you play the role of a HERO with a specific mission.
- Tell them this is my game, then you have only two rules you must follow, do not show each other the mission you have to accomplish and do not talk to each other.
- Cut the missions one by one and allow them to choose one in the pure democratic exercise.
- Select 100 LEGO® bricks in ten different colours.
- Add some extra pieces such as windows, flowers, and connectors. You need two plates. Play with 12 participants.

The learning goal of this exercise is team cooperation and communication in a game format using LEGO® bricks connected to soft skills and attitudes. No one can solve the game if they play for their own mission without counting on the team. It looks like it is an individual activity but, in fact, is teamwork. The second learning goal is to understand external and internal dependencies among the different players. Each team member is in charge of a specific task until they don't understand this cooperative game; they can't develop the building.

The third learning goal is leadership and project management since no indication of colours and number of bricks are given for level 7th. A decision has to be made. In most of the cases, the one who is the leader of the project doesn't show. Due to the constraint apparently because of the game rules. However, authentic leadership shows in the table taken by another player when the game gets stuck. Exclusion due to assumptions is on the

Exercise 1.3. Build a model of the things you don't like to happen in a meeting - Working Agreements definition

Objective: To set the rules of the training session and the relations among participants, by telling what they don't like

Playing time: 30'

Each person is asked to use the LEGO® pieces they find on the table for building the model of what they don't like to happen in a meeting. Then, after building the model, explain their model to all the participants in the room.

While the people describe their model, a facilitator notes on what people don't like to happen in a meeting and puts the post-its close to the model with the name and three words definition of what they do not like, e.g. people talking at the same time. When all models are explained and understood, all post-it are moved to the wall. That represents the set of rules that are applied during the training session.

The post-it is stuck on the wall for the whole duration of the training to remind everyone which are the shared rules of the training session. More rules can be expressed during the entire training, then added with a new post-it on the wall. It is very effective because, in one way, everybody visualizes what each one is asking for, and the essential concept is these are they working agreements, meaning they are committed to following the rules. When something deviates, you can point out the rules.

Until now, they have visualized diversity and the importance of having an open mind to receive, the importance of teamwork-based cross-generational experience, and how to elaborate working agreements.

In the next block of three exercises, you activate them to discover who they are.

The three exercises are connected. Building the dog enables people to develop storytelling quickly. Most of the time, people project their own experiences or values in the model.

The dog can be constructed in multiple ways, and their individual stories allow us to create metastories.

Building a good experience is directly connected to the limbic system.

The two previous models facilitate the third one, which is about themselves. Who You are.

The information provided by each of them proves to be very useful for team building.

Exercise 1.4. Stories, Skills and Values

Build the dog

Objective: To practice storytelling of personal experiences as individuals

Playing time: 20'

The people in the room are split into groups. Each person in the group is asked to use the LEGO® pieces they find on the table to build their dog's model. It doesn't matter if it is an existing or imaginary dog; it is a personal choice. Then, after building the

model, they explain the model to all the participants in the room. Each participant tells their story on the dog they have built at the group level. Everybody shares. In some cases, we can see that by modelling a dog, people tell their personal stories and thus, they represent themselves through it. They define their life values in the model, creating a meta-story of all values and motivators in life represented by the dog model.

Exercise 1.5. Build a good experience in your life

Objective: To think positively and represent the positive things and events in their own lives.

Playing time: 20'

The participants in the room are split into five groups consisting of 6 people. Each person in the group is asked to use the LEGO® pieces they find on the table to build the model of a positive experience in their lives. Then, after building the model, at least one representative per table shows and explains their model to all the participants in the room. At the group level, each participant tells their story on the model they have built. Everybody shares. You will sense how the energy in the room grows exponentially, and people find touchpoints among themselves.

Exercise 1.6. Who you are

Objective: To represent oneself by collecting all aspects that identify one's personality, characters and professional aspects. To favour team building and shared knowledge.

Playing time: 20'

The participants in the room are split into five groups consisting of 6 people. Each person in the group is asked to use the LEGO® pieces they find on the table for building the model of who they are. They can represent an event with a single or more feature as they see themselves. Then, after building the model, at least one representative per table shows and explains their model to all the participants in the room. At the group level, each participant tells their story on the model they have built. Everybody shares.

The participants should be invited to think about the best version of themselves. Then while they tell the model's story to all the others, a facilitator takes notes on the post-its about the words said while they describe themselves and stick the post-its on the wall.

The facilitator can ask the participants to cluster the models on the table based on their own criteria and principles. This allows people to know each other best and find similarities, differences, and feelings and express emotions.

PART TWO: Total Playing time is 3 hours 10´ (190´)

Addressing the cross-collaboration by setting up the system model

From this point on, participants are ready to bigger challenges then you need to elaborate a series of questions related to what we need to explore.

Here is an example: Statement

"Due to profound changes in the contemporary Network Societies, people of various generations have to collaborate."

Exercise 2.1. Your core identity in the cross-collaboration

"Build a model showing who you are on this cross-collaboration team. What do you bring to the team? What could you bring? Consider building some of the functions that you carry out on the job, but also some aspects of you that are more hidden."

Objective: To design a potential model for cross-generational collaboration once you know how each member can contribute

Playing Time: One hour (60')

We play with this exercise to get the cross-collaborative model phases: feedback from others, brainstorming, resource analysis, goal setting, competence is broader and refers to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way. (1)

Exercise 2.2. Your aspirational Identity in the cross-collaboration model

Who are you at your best right now? Build another addition to your model showing your thoughts about this – what characterizes you right now when you are at your best?" Keep your model – but set it aside for now; you will need it later."

Objective: Understand the real contribution based on best personal performance

Playing time: One hour (60')

We play this exercise in Cross-generational collaboration in the social environment. Here, we intend to embrace the difficulties in cross-generational collaboration and ways of dealing with it through their social skills (Głębocki, et al., 2021).

Exercise 2.3. Setting up the Cross-collaboration model Life

This model involves the following steps:

1. Cross-collaboration Team Life

"How do you perceive the cross-collaboration team?

Build a new model showing what you believe your team is all about – what is the spirit, the 'feel', of the team right now?"

2. Shared Team life

"Build a shared model that shows what your team is all about – what is the team's perception of the team? What is the team's shared perception of the spirit and the 'feel' of the team life?"

When the team has built their shared model, the facilitator asks for a volunteer to tell the model's story. The other team members may contribute to the story.

3. Team Connections 1

"Now, position your own identity model (2.1) in connection to the shared model of your Team Life. Use the position of your model to say something more about the team and your connection/relation to the team."

4. Team Connections 2

"Build two or three connections between your own identity model and the shared Team Life model. Have your connections show and tell about what in your team live you feel the most connected to and how."

5. Aspirational Team Life

Now, each builds a model showing what you aspire to be like as a team in the future of the cross-collaboration.

6. Shared Aspirational Team Life

Build a shared model that shows what you aspire to be like as a team."

The cross-collaboration model is on the table.

6. Summary

This workshop built the case to situationally turn on playfulness as a state rather than as a trait during each phase of the design thinking process, so that participants can willingly shift to a beginner's mindset. As the innate creative nature of play is well-understood, what is more intriguing and valuable in the organizational context is its natural ability to foster individual and group creativity when a conducive environment and appropriate tools for individual self-expression and collaborative creation are provided. As evident from the case studies, fostering creativity with play creates the realization that the ''answers are in the system'' of employees and customers that they need to allow for expression without judgement. When employees are allowed to express freely and voice their opinion, a sense of trust and belonging is created. While applying the design thinking process to drive change in organizations, it is important to manage how we think and feel. The right behaviors can build adoption and ownership of change. Activating play behaviors has the potential to build a sense of connection, allow everyone to participate more willingly and articulate tacit knowledge in individuals and teams.LSP is designed to involve and engage everyone in an intergenerational work environment. In a sense, they rely on everyone's contribution to the group's success. Interaction and collaboration with others often determine success at work and in other areas of life. For the GSmart target group, we teach the basics of LSP, its main advantages and benefits, and how it can be used for cross-generational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on cross-generational collaboration. Research shows that cross-generational collaboration differs between the older generation-BB- and the younger generation. In generations X, Y, and Z, intergenerational change in attitude, teamwork skills, trust, openness to experience, composure, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational cooperation.

In addition, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages in the performance of their job functions and tasks. Age-related stereotypes and prejudices in the workplace are among the most frequently mentioned difficulties in dealing with generations. The seniors interviewed see the positive aspects of intergenerational cooperation in exchanging knowledge and experience, acquiring new skills, mutual learning, and helping in solving tasks, problems, or crises. Therefore, every company, institution, or organization needs a human resource management strategy and training on intergenerational diversity management to improve the work processes of different age groups. In addition, since engaging in non-work related creative activities elevates positive affect, intrinsic motivation, trust and psychological safety for emergent co-creation, organizations should perhaps consider conducting such activities as a starting point for challenges that are directly linked to croos-generational business innovation. That training workhop demonstrates the cross-generatioal impact of play across and within functions and businesses, each play intervention was meticulously customized by the facilitator with the participants in order to meet specific organizational objectives This workshop, therefore, provides a series of practical exercises for high-level

organizations to improve and develop the skills of their educators and other staff supporting adult learners. At the end of the workshop, the project target groups will use the LSP methodology to overcome cross-generational collaboration issues. The working environment and the quality of life promoters for older people will be considered. The LSP method is adapted to the development of an organization and a community to manage generational diversity. It includes several hands-on activities to raise awareness of intergenerational cooperation, called BB, X, Y, and Z. All of the activities are grouped into two parts. Teachers are encouraged to read and understand the concept. For more information, see References and Resources at the end of the workshop.
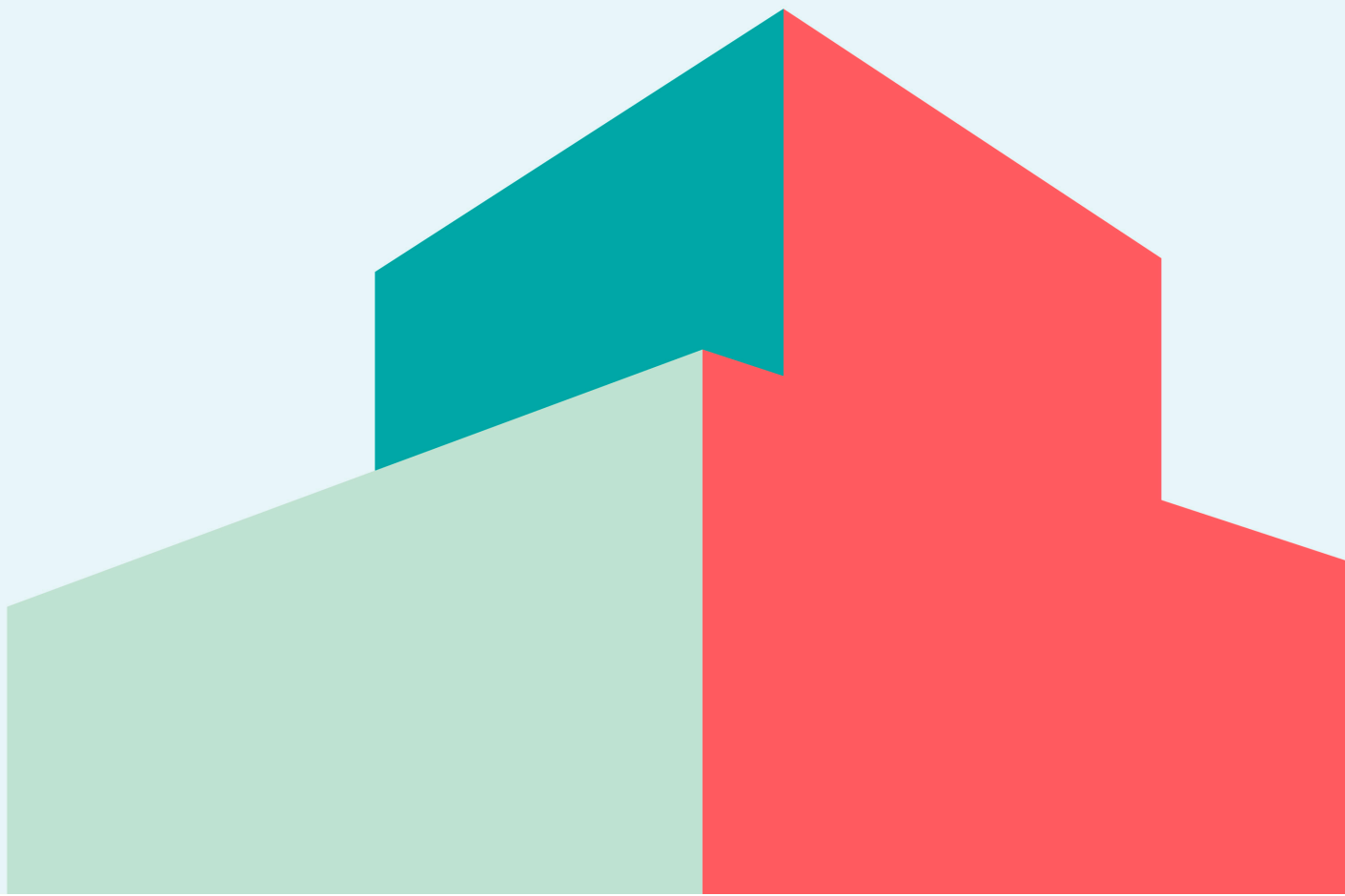
7. Self-assessment test

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Liberating Structures

1. The Workshop
2. Workshop content
3. Information about the LS
4. How to design a training session using the LS
5. Practical application of the LS in a training session

 1.- 1-2-4- ALL
 2.- Conversation Café
 3.- What I Need from YOU (WINFY)
 4.- Troika Consulting
 5.- Eco-cycle Planning
 6.- 25/10 Crowd Sourcing
 7.- Making Space with TRIZ
 Every act of creation is first an act of destruction. – Pablo Picasso
 8.- Impropmtu Networking
 9.- Tiny Demons
 10.- 15% Solutions
 11.- OPEN SPACES
 12.- User Experience Fishbowl
 13.- What?, So What?, Now What? W3

Summary
Self-assessment test

1. The Workshop

Introduction – Aim

Liberating Structures (LS) are simple rules that make it possible to include and engage every voice from each generation in shaping the future. The LS repertoire consists of practical methods versatile enough for anyone to use for a wide array of activities and challenges. None require expert training. Seeing them in action once is enough for many novices to get results and adapt them in other settings.

Since the book — The Surprising Power of Liberating Structures [1] — was published in 2013, people have spread Liberating Structures over all continents and in every professional domain. LS helps educators change the way people interact and collaborate to achieve better results than with presentations, reports and other traditional methods. In the cross-generational collaboration context, LS provides simple and concrete tools to improve collective performance. They organize participants into different spatial arrangements and intergenerational group configurations and distribute participation and order.

Liberating Structures are so-called because they are designed to engage and involve everyone in a cross-generational work environment. In a way, they "liberate" everyone's contribution to the group's success (Lipmanowicz & McCandless, 2013). Interaction and collaboration with others often determine your success at work and in other areas of your life. You will find that each Liberating Structure has its specific advantages. Your new language will be infinitely adaptable and applicable if you create various combinations suitable for every situation in your life, whether it is a challenge or an opportunity, big or small, complex or straightforward.

You will also find that the power of Liberating Structures is not only amazing but also contagious. As you practice Liberating Structures, those around you will enjoy the experience and see the unexpected benefits. You will likely help and encourage them to develop their alphabet. They will become your fellow practitioners, grateful to you for helping them learn skills that will serve them forever. You will also find that Liberating Structures is easily scalable and can be used by a small or large team, department or function, organization, class, school, community, or social movement. This makes them useful for everything from a simple meeting to a large project or system-wide transformational initiative. You'll also find that they can help you better structure individual interviews and make them more productive. Moreover, they can also help you talk to yourself more effectively and change the way you think, plan, and decide.

You'll also find that they can help you make individual meetings more structured and productive. Moreover, they can also help you have more effective conversations with yourself and transform the way you think, plan, and make decisions. When asked who

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[1] H. Lipmanowicz & K. McCandless, The Surprising Power of Liberating Structures: Simple Rules to Unleash A Culture of Innovation (Black and White Version), Paperback- Kindle Unlimited, 2014

the perfect candidates for deploying Liberating Structures are, 'Everyone'. Liberating Structures is for executives, managers, middle managers, and frontline workers; teachers and professors, administrators, assistants, and students; adult trainers, officers, and soldiers; government employees and politicians; consultants and any trainers; community leaders and philanthropists and many others.

For the benefit of GSmart target groups, we provide information about the basic principles of LS, its main advantages and benefits, and how to use them for cross-generational collaboration. We also show the possibilities of their practical application based on the results of the GSmart project on cross-generational collaboration. According to research, cross-generational collaboration differs between the older generation - BB - and the younger generation. For generations, X, Y, and Z, intergenerational change in attitude, teamwork, trust, openness to experience, serenity, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational collaboration.

Furthermore, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages to perform their professional duties and functions. The older people interviewed see the positive aspects of intergenerational cooperation in the exchange of knowledge and experience, in the acquisition of new skills, in learning from each other, and in helping to solve tasks, problems, or crises. One of the most frequently cited difficulties in dealing with generations concerns age-related stereotypes and prejudices in the workplace. Therefore, every company, institution, or organization needs a human resource management strategy and generational diversity management to improve the work processes of the different age groups.

A Liberating Structure-activity can transform a meeting, a classroom, or a conversation. Regular participation in many of these activities can transform an organization, a community, or a life (Lipmanowicz & McCandless, 2013). Thus, this workshop will provide a set of practical exercises for high-level organizations that will broaden and develop the skills of their trainers and other staff members who support adult learners. The work environment and the quality of life promoters of older people, e.g., B. Universities of the Third Age, will be considered. At the end of the workshop, the target groups will apply the LS tools to overcome cross-generational collaboration issues

2. Workshop content

The workshop consists of thirteen training activities in a set of simple microstructures. Individuals and groups can choose what suits their likes and dislikes then mix and match them flexibly to address their challenges. All the activities are consolidated in a pack. Educators are asked to read and understand the concept. They can also consult suggested resources for further information. It includes a brief presentation of what the LS is about. It also explains how the LS can help the project's target groups understand and address the organizations' needs in cross-generational collaboration. We will also show how the LS can support new services' design to promote cross-generational collaboration in working and everyday life domains. It requires 10-12 hours of training (It depends on the trainer and the number of participants).

The workshop consists of the following parts:

1. Information about the LS
2. How to design a training session using the LS
3. Practical application of the LS in a training session
4. Summary
5. Self-assessment test
6. References and resources

3. Information about the LS

The conceptual basis for Liberating Structures can be traced back to the teachings of the famous Greek philosopher Socrates over two thousand years ago and more recently to Twentieth-Century educators and scholars such as Dewey[2] (1938), Bruner[3] (1960, 1973, 1996), Piaget[4] (2001/1947) and Montessori[5] (1986). In their ways, all criticized the industrial model of public education for its emphasis on specialized knowledge and its overemphasis on the content of instruction rather than attention to process, Experience, and self-discovery (Kolb, 1984)[6]. All valued hands-on, experiential discovery and stressed the importance of interaction, dialogue, and collaboration in the learning process.

Liberating Structures are more than a set of microstructures to address and use complexity productively rather than flattening, ignoring and pushing it away. LS helps organizations address some of the most difficult aspects of working together in various settings to manage change. The methods are inspired by complexity science and were developed by Henri Lipmanowicz and Keith McCandless.

Liberation takes courage. The first wave of co-created ideas, decisions, actions, and agreements may seem quiet, crude, or ephemeral. They often come from overlooked details unusual suspicions and must be extracted from chaotic or ambiguous situations. It is much easier to see significant system failures (and thus arrive at standardized results) than to see how generalized local solutions make a difference. System problems scream, generalized solutions whisper.

LS is not the best practices imposed on an entire organization. They do not depend on time-consuming and costly efforts to train people to change their behavior. Instead, they are a set of simple microstructures from which individuals and groups can choose their likes and dislikes, then mix and match them flexibly to meet their challenges. When presenting LS, many of the five significant conventional approaches people always use (presentations, open discussions, facilitated discussions, situation reports, and brainstorming) lose their appeal or go out of style.

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[2] J. Dewey, Experience and education. New York: Macmillan, 1938.

[3] J. Piaget, The psychology of intelligence. (M. Piercy, Trans.). New York: Routledge, 2001. (Original work published 1947)

[4] J. Bruner, The culture of education. Cambridge, MA: Harvard University Press, 1996

[5] M. Montessori, Discovery of the child. New York: Ballantine, 1986

[6] D. A. Kolb, Experiential learning: Experience as the source of learning and development. Upper Saddle River, NJ: Prentice-Hall,1984

LS Development Phases |... ||... |||... ||||

| # LS In use	USER		MAESTRO	GROWTH FOCUS	TIPS & FEARS
0	Despairing Cynic *Unconscious Incompetence*		Authority, Expert	Guide exploration & self-discovery toward practical results. *LS as tools that play well with other change efforts.*	Focus on noticing what how structure liberates & confident first steps. Fear: *will I look foolish or unprepared?*
5	Cautious Optimist *Conscious Novice*		Facilitator, Teacher	Focus on clarifying purpose, including unusual suspects, and design skills (stringing & inviting). *LS as inclusive & engaging alternatives to conventional methods in use.*	Design effective meetings + find LS co-leaders. Fear: *can we generate better-than-expected results w/o pre-cooked goals/agendas/visions?*
15+	Rapturous Super-User *Conscious Competence*		Coach, Co-Designer	Focus on expanding your repertoire & use in diverse settings + messy challenges. *LS as generating innovative results while shifting relational patterns & habits.*	Focus on spreading LS & 5 micro-design elements. Expand to action research & strategy. Fear: *is it possible to prevent snapback to old habits?*
33...	Maestro Minimalist *Unconscious Competence*		Self-Authoring Participant	Transfer design expertise to the group. Enter new domains & reach across multiple scales. *LS as pattern for simultaneously & mutually shaping next steps and the future.*	Connect users & challenges across domains. Invent new LS. Fear: *as LS becomes the routine way we work together, have I designed my own obsolescence?*

(Resource[7])

Conventional investments focus on developing core leadership skills and training experts (e.g., facilitator training, change management). The rest of the population, the vast majority, is not involved or engaged in learning to shape their future together.

Engagement Space
with Conventional Microstructures
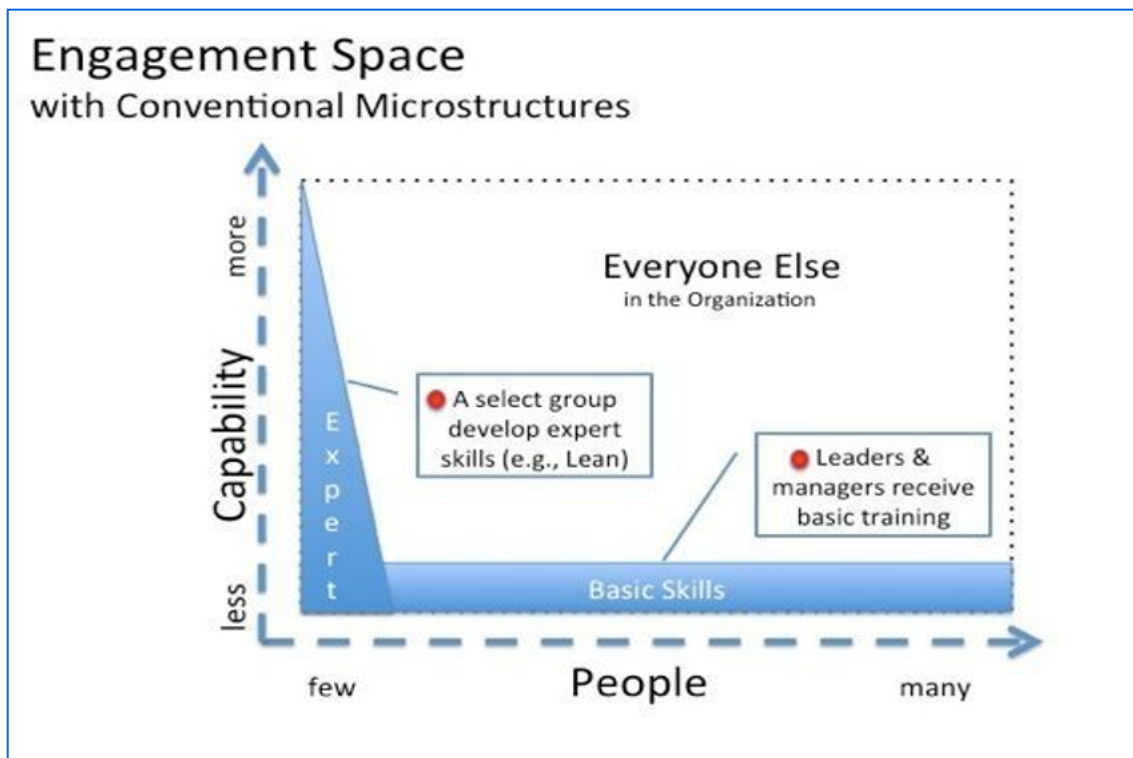
(Resource[7])

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[7] Liberating Structures, including and unleashing everyone:
https://www.liberatingstructures.com/ls-disrutpive-innovation/

The LS allows everyone to participate in the development of skills and use them on a daily basis without extensive training. All include leaders, managers, front-line staff, and clients.

Disruptive Innovation
Engagement Space with LS
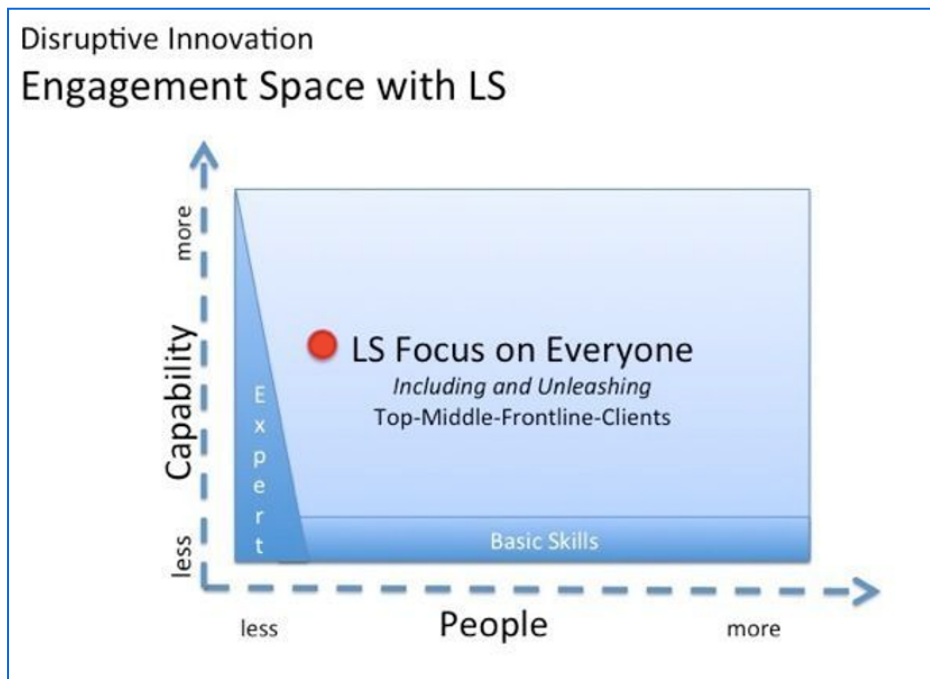
(Resource7)

LS users report that LS complements design thinking methods. Design thinking practitioners also find LS complementary. So it is a kind of fixed continuation of the Workshop 1 about Persona tool of Design Thinking Approach.   LS allows non-designers to participate more fully in ethnographic observations and prototyping efforts. With design thinking methods, LS complements its efforts to spread participation and unleash creativity at all levels of the organization. Many more people can be involved without extensive training.

In short, LS is suitable for such challenging work environments:

- When key players in the system have unequal levels of information and power.
- When diverse types of people & professions (with different mental models) are required to accomplish goals.
- When formal links among players lose or are weak in many cases?
- When the evidence to guide global practice is relatively thin, not ''translated'' for application in varied local contexts by diverse workers?
- When formal links among players lose or are weak in many cases?
- When the evidence to guide global practice is relatively thin, not ''translated'' for application in varied local contexts by diverse workers?
- When there are gaps and time lags in work or community setting (that may have permitted a more deliberate or linear approach) evaporated, reducing opportunities ''to figure it out'' or ''get it right''?

4. How to design a training session using the LS

Previous experiences also show that using Liberating Structures does not require extraordinary skills or leadership qualities. The structures are so simple that anyone can use them at any level. They do not require extensive training. LS does not require leaders to develop new and complex skills. They ask people to do something they can do, making small changes in the practices they usually use when working together. See Table 1 for the ten principles of Liberating Structure that show how it turns out to be a perfect training tool in a cross-generational context.

Table 1. Ten Principles of Liberating Structures

When Liberating Structures are part of everyday interactions, it is possible to:	Liberating Structures make it possible to: START or AMPLIFY these practices that address opportunities and challenges with much more input and support:	Liberating Structures make it possible to: STOP or REDUCE these "autopilot" practices that are encouraged by conventional microstructures:
1. Include and Unleash Everyone	Invite everyone touched by a challenge to share possible solutions or invent new approaches together. Actively reach across silos and levels, beyond the usual suspects.	Separate deciders from doers. Appoint a few to design an "elegant solution" and then tell all others to implement it after the fact. Force buy-in. Confront resistance with hours of PowerPoint presentations.
2. Practice Deep Respect for People and Local Solutions	Engage the people doing the work and familiar with the local context. Trust and unleash their collective expertise and inventiveness to solve complex challenges. Let go of the compulsion to control.	Import best practices, drive buy-in, or assume people need more training. Value experts and computer systems over local people and know-how.
3. Never Start Without a Clear Purpose	Dig deep for what is important and meaningful to you and to others. Use Nine Whys routinely. Take time to include everyone in crafting an unambiguous statement of the deepest need for your work.	Maintain ambiguity by using jargon. Substitute a safe short-term goal or cautious means-to-an-end statement for a deep need or a bold reason to exist. Impose your purpose on others.
4. Build Trust as You Go	Cultivate a trusting group climate where speaking the truth is valued and shared ownership is the goal. Sift ideas and make decisions using input from everyone. Practice "nothing about me without me." Be a leader and a follower.	Over-help or overcontrol the work of others. Respond to ideas from others with cynicism, ridicule, criticism, or punishment. Praise and then just pretend to follow the ideas of others.
5. Learn by Failing Forward	Debrief every step. Make it safe to speak up. Discover positive variation. Include and unleash everyone as you innovate, including clients, customers, and suppliers. Take risks safely.	Focus on doing and deciding. Avoid difficult conversations and gloss over failures. Punish risk-takers when unknowable surprises pop up.

6. Practice Self- Discovery Within a Group	Engage groups to the maximum degree in discovering solutions on their own. Increase diversity to spur creativity, broaden potential solutions, and enrich peer-to-peer learning. Encourage experiments on multiple tracks.	Impose solutions from the top. Let experts ''educate'' and tell people what to do. Assume that people resist change no matter what. Substitute laminated signs for conversation. Exclude frontline people from innovating and problem solving.
7. Amplify Freedom and Responsibility	Specify minimum constraints and let go of overcontrol. Use the power of invitation. Value fast experiments over playing it safe. Track progress rigorously and feed back results to all. Expose and celebrate mistakes as sources of progress.	Allow people to work without structure, such as a clear purpose or minimum specifications. Let rules and procedures stifle initiative. Ignore the value of people's understanding how their work affects one another. Keep frontline staff in the dark about performance data.
8. Emphasize Possibilities: Believe Before You See	Expose what is working well. Focus on what can be accomplished now with the imagination and materials at hand. Take the next steps that lead to creativity and renewal.	Focus on what's wrong. Wait for all the barriers to come down or for ideal conditions to emerge. Work on changing the whole system all at once.
9. Invite Creative Destruction to Enable Innovation	Convene conversations about what is keeping people from working on the essence of their work. Remove the barriers even when it feels like heresy. Make it easy for people to deal with their fears.	Avoid or delay stopping the behaviors, practices, and policies that are revealed as barriers. Assume obstacles don't matter or can't be removed.
10. Engage in Seriously Playful Curiosity	Stir things up—with levity, paradoxical questions, and improv—to spark a deep exploration of current practices and latent innovations. Make working together both demanding and inviting.	Keep it simple by deciding in advance what the solutions should be. Control all conversations. Ask only closed yes or no questions. Make working together feel like drudgery.

(Resource[8])

Your chances of living a "good life" for yourself and those around you, at work will increase dramatically. Since Liberating Structures have been developed and practiced by participants and staff in many different countries and contexts, we have concluded that you cannot live a "good life" if you do not know how. Therefore, our advice is to apply simple methods that we call Liberating Structures regularly.

For leaders, this means creating opportunities to learn Liberating Structures in workshops or facilitating their learning in collaboration with others. It means supporting the development of communities of practice throughout the organization, so that cross-generational staff can easily connect and learn from each other. Experimentation should be encouraged, and successes and failures should be shared.

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[8] H. Lipmanowicz, et al., Liberating Structures, Engaging Everyone to Build a Good Life TogetherIn H. Wang (Ed.), Communication and "the good life" (International Communication Association Theme Book Series, (2), 233-246). New York: Peter Lang, 2015.

Staff members, managers, frontline staff, and professionals such as educators or trainers may not have access to many resources. Therefore, your starting point will not be a workshop but a single application of a version structure or a small number of structures in a session with your team or colleagues. In our experience, the most effective approach is to take small but frequent steps with a full report after each step. Liberating Structures are extremely practical. Our world is increasingly complex, interdependent, and culturally diverse. In various most pressing challenges across geographic, cultural, and technical boundaries, simple methods that help us collaborate productively are essential to progress.

5. Practical application of the LS in a training session

The use of Liberating Structures spreads most effectively when people experience and discover what they make possible. This module will train cross-generational exploration of creative destruction based on LS. During this training, we will make sense of the transformation we are in the middle of letting go of ideas and dreams that are no longer serving us, and look for new ones.

In regards to the simplified Bloom's taxonomy (ASK: A – attitude, S – skills, and K – knowledge), the training session participants will gain such new features:

At the level of attitude.

- They will change attitudes towards aging and its effects.
- They will adopt new attitudes to aging and learning in working life and society.
- The activities will help participants enrich the quality of observation and insights before expression.
- This practice is also effective for building cross-generational collaboration.
- They will focus on commonalities that will direct their energy positively, forward-thinking way.
- They will have more flexible and realistic thinking about each other.
- They will become more open to learning from each other and helping them to learn from each other.
- They will build a shared understanding of how people develop different perspectives and ideas.
- The activities will build naturally toward consensus or shared understanding, and in that way, they will build trust by acting altogether to remove barriers.
- They will move away from blockage, negativism, and powerlessness.

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to generate new ideas and momentum for innovation.
- They will develop an ability to work across disciplines and functional silos.
- They will learn to formulate problems and challenges.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.
- They will be able to apply new ways of conduct according to what they have learned.
- They will be able to discover their individual and collective power.
- They will refine listening and consulting skills.

- They will become more receptive to change, regardless of age.
- They will be able to solve problems together in a short period of time (group problem-solving skills).
- They will build listening, storytelling, pattern-finding, questioning, and observing skills.

At the level of knowledge

- Thanks to the training session's activities, the participants will learn how to create resilience and absorb disruptions by reorganizing programs together.
- They will learn how to address intractable problems or conflicts by unleashing self-organization.
- They will learn how questions are more powerful than answers because they invite active exploration.
- They will change their preconceptions about each other. The activities will build trust so that group members can share accountability with integrity.
- They will learn to articulate functional and personal needs.
- They will learn to take responsibility for tackling the issues they care about and what does or does not happen.
- They will learn how to face the different scenarios of cooperation,
- They will be able to analyze their behaviors and collaboration conflicts and the activities' results to improve their performance.

Such GSmart competencies can arise from the LS's educational work on cross-generational collaboration. Our research results clearly show some stereotypes about X, Y, Z, BB, and their perceived lower trainability in the workspace. For older workers, lack of flexibility and poor cost-effectiveness is an issue compared to younger workers. These are often used as arguments for not investing money in their training and development (van Vianen, 1997).

There is an ambiguity in employers' attitudes towards senior workers. While senior workers' skills and knowledge are regarded as obsolete, they are also viewed as loyal and reliable: even more so than younger workers (Walker, 1997). However, studies on age and skill obsolescence are inconsistent, suggesting either a positive, neutral, or negative relationship between age and performance (Sterns et al., 1994).

In terms of social learning Multiple social learning channels, such as online discussion, audio-video interactions, peer-coaching, or Slack collaborative environment, will foster a mutual understanding by cross-generational social competences. Multi-channel communication through the cloud-based systemssuch as Google Workspace for Education and the Slack collaborative mobile environment will facilitate the integration of the GSmart's teaching and learning forms of the project. This procedure will enable us to constitute a bridge on cross-generational collaboration by education on and expansion of social competences. Through Slack platform the educators can ask questions directly about the parts they don't understand about the workshop. Slack can be a helpful way to contain FAQ to help the

trainers. Slack can accumulate FAQs you can take the opportunity to recognize that it is the preferred support channel and optimize it for this use-case.

This module contains a series of practical exercises to raise awareness in cross-collaboration through different generations known as BB, X, Y, and Z. The exercises' primary focus is to bring together all different generations to work and cooperate.

To make this happen, WORKSHOP 2 defines THIRTEEN EXERCISES based on the findings of the report:

1. 1-2-4- ALL
2. Conversation Café
3. What I Need from YOU (WINFY)
4. Troika Consulting
5. Eco-cycle Planning
6. 25/10 Crowd Sourcing
7. Making Space with TRIZ
8. Impromptu Networking
9. Tiny Demons
10. 15% Solutions
11. OPEN SPACES
12. User Experience Fishbowl
13. What? So What? Now What? W3

The training session's activities and the expected timing are explained below.

1.- 1-2-4- ALL

Especially for anybody who learns Liberating Structures by reading instead of direct experience, 1-2-4-All is a perfect place for a safe start. It is such a practical structure that any meeting would have to be exceptionally unusual not to offer at least one opportunity for using 1-2-4-All to good advantage. So start with this structure, and when you feel comfortable, try another. More than a dozen accessible structures are sufficiently simple to jump into and try out.

Engage Everyone Simultaneously in Generating Questions, Ideas, and Suggestions (30 min.)

What is made possible?

You can immediately include everyone regardless of how large the group is. You can generate better ideas and more of them faster than ever before. You can tap the know-how and imagination that is distributed widely in places not known in advance. Open, generative conversation unfolds. Ideas and solutions are sifted in rapid fashion. Most importantly, participants own the ideas, so follow-up and implementation are simplified. No buy-in strategies needed! Simple and elegant!

Five Structural Elements – Min Specs

1. **Structuring Invitation**
   - Ask a question in response to the presentation of an issue, or about a problem to resolve or a proposal put forward (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?)

2. **How Space Is Arranged and Materials Needed**
   - Unlimited number of groups
   - Space for participants to work face-to-face in pairs and foursomes
   - Chairs and tables optional
   - Paper for participants to record observations and insights

3. **How Participation Is Distributed**
   - Everyone in the group is included (often not the facilitator)
   - Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**
   - Start alone, then in pairs, then foursomes, and finally as a whole group

5. **Sequence of Steps and Time Allocation**
   - Silent self-reflection by individuals on a shared challenge, framed as a question (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?) 1 min.
   - Generate ideas in pairs, building on ideas from self-reflection. 2 min.

- Share and develop ideas from your pair in foursomes (notice similarities and differences). 4 min.
- Ask, "What is one idea that stood out in your conversation?" Each group shares one important idea with all (repeat cycle as needed). 5 min.

WHY? Purposes
- Engage every individual in searching for answers
- Avoid overhelping and the overcontrol-dependency vicious cycle
- Create safe spaces for expression, diminish power differentials
- Express "silent" conversations and expand diversity of inputs
- Enrich quality of observations and insights before expression
- Build naturally toward consensus or shared understanding

Tips and Traps
- Firmly facilitate quiet self-reflection before paired conversations
- Ask everyone to jot down their ideas during the silent reflection
- Use bells for announcing transitions
- Stick to precise timing, do another round if needed
- In a large group during "All," limit the number of shared ideas to three or four
- In a large group, use a facilitator or harvester to record output not shared
- Invite each group to share one insight but not to repeat insights already shared
- Separate and protect generation of ideas from the whole group discussion
- Defer judgment; make ideas visual; go wild!
- When you hit a plateau, jump to another form of expression (e.g., Improv, sketching, stories)
- Maintain the rule of one conversation at a time in the whole group
- Do a second round if you did not go deep enough!

Riffs and Variations
- Graphically record insights as they emerge from groups
- Use Post-it notes in Rounds 2 and 3
- Link ideas that emerge to Ecocycle Planning
- Go from groups of 4 to groups of 8 with consensus in mind.

Examples
- Use after a speech or presentation, when it is important to get rich feedback (questions, comments, and ideas), instead of asking the audience, "Any questions?"
- A group of managers used two rounds of 1-2-4-All to redesign their less-than-stimulating weekly meeting.
- For a spontaneous conversation that starts after the topic of a meeting has been announced

- For a group that has been convened to address a problem or an innovation opportunity
- For unlocking a discussion that has become dysfunctional or stuck
- In place of a leader ''telling'' people what to think and do (often unintentionally)
- For a group that tends to be excessively influenced by its leader

2.- Conversation Café

Engage Everyone in Making Sense of Profound Challenges (35-60 min.)

What is made possible?

You can include and engage any number of people in making sense of confusing or shocking events and laying the ground for new strategies to emerge. The format of the Conversation Café helps people have calm and profound conversations in which there is less debating and arguing, and more listening. Sitting in a circle with a simple set of agreements and a talking object, small groups will engage in rounds of dialogue with little or no unproductive conflict. As the meaning of their challenge pops into focus, a consensual hunch is formed that will release their capacity for new action.

Five Structural Elements – Min Specs

1. **Structuring Invitation**
   - Invite all the participants to gather in small groups to listen to one another's thoughts and reflect together on a shared challenge

2. **How Space Is Arranged and Materials Needed**
   - Unlimited number of 5 to 7 chairs around small tables
   - Talking object (e.g., talking stick, stone, or art object)
   - Markers and one or two pieces of flip-chart paper per table optional

3. **How Participation Is Distributed**
   - Everyone is included

4. **Everyone has an equal opportunity to contribute**
   - How Groups Are Configured
   - Mixed, diverse groups of 5–7 participants

5. **Sequence of Steps and Time Allocation**
   - State the theme of the conversation, usually in the form of a question
   - Explain there will be four rounds of conversation at every table, two first rounds using a talking object, the third one as open conversation, and a final round with the talking object. Give the duration of each round.
   - Distribute the talking objects
   - Ask for someone at each table to volunteer as the host. The host is a full participant whose role is to gently intervene only when a participant visibly fails to observe one of the six agreements, most frequently talking on and on
   - First round with the talking object: each person shares what he or she is thinking, feeling, or doing about the theme or topic. 1 min. per person
   - Second round with the talking object: each person shares thoughts and feelings after having listened to everybody at the table. 1 min. per person
   - Third round: open conversation (option to use talking object). 20–40 min.

- Fourth round with the talking object: each member shares "takeaways." 5–10 min.

WHY? Purposes

- Make sense of a complex, difficult, or painful situation and lay the ground for being able to move on
- Generate new ideas and momentum for innovation
- Build shared understanding of how people develop different perspectives and ideas
- Avoid arguments based on lack of understanding
- Build trust and reduce fear with an opportunity for catharsis
- Help participants appreciate that conversation involves talking and listening

Tips and Traps

- Always use the talking object: they make the difference
- Have the host or participants reread the six agreements before starting the first round
- Do not assign tasks: there should be no intention that the dialogue will directly lead to action
- Host the dialogue like a dinner party, encouraging everyone to contribute while keeping the conversation open-ended and spontaneous
- If there is a problem, ask, "Are we following our agreements?"
- Encourage people to speak their mind
- Encourage quiet people to talk
- Select talking objects that may have symbolic meaning for participants
- Encourage participants to draw or record insights on the flip-chart "tablecloth"
- Learn more from Vicki Robin and friends, who created the Conversation Café for use in communities @ www.conversationcafe.org

Riffs and Variations

- All participants but one at each table can move to different tables every 20 minutes World-Café style (see www.worldcafe.com for more information).
- Link to Graphic Recording. Place flip-chart paper on each table to collect insights from each group. Encourage drawing and playful exploration.
- To move into action, string together with W3 (What, So What, Now What?), 15% Solutions, User Experience Fishbowl, or Open Space.

3.- What I Need from YOU (WINFY)

Surface Essential Needs Across Functions and Accept or Reject Requests for Support (55-70 min.)

What is made possible?

People working in different functions and disciplines can quickly improve how they ask each other for what they need to be successful. You can mend misunderstandings or dissolve prejudices developed over time by demystifying what group members need in order to achieve common goals. Since participants articulate core needs to others and each person involved in the exchange is given the chance to respond, you boost clarity, integrity, and transparency while promoting cohesion and coordination across silos.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

    • Invite participants to ask for what they need from others (often in different functions or disciplines) to be successful in reaching a specific goal

    • Invite them also to respond unambiguously to the requests from others

2. **How Space Is Arranged and Materials Needed**

    • Large room to accommodate 3 to 7 functional clusters of participants in different sections

    • Chairs for a group of 3 to 7 people to sit in a circle in the middle of the room

    • Paper for participants to record needs and responses

3. **How Participation Is Distributed**

    • Everyone is included in his or her functional cluster

    • Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

    • Three to 7 functional clusters (no limit on number of participants in each cluster)

    • One group of 3 to 7 spokespersons to speak on behalf of each functional cluster

5. **Sequence of Steps and Time Allocation**

    • Explain the process by describing the steps below. Reiterate the goal or challenge being addressed to make sure that the context is the same for all. Emphasize that requests must be clear and specific if they are to receive an unambiguous yes or no response. Make it clear that no answers other than *yes*, *no*, *I will try,* and *whatever* will be allowed. Position the functional clusters around the room. 3 min.

    • Functional clusters use **1-2-4-All** (or 1-2-All) to make a list of their top needs from each of the other functions in the room. Needs are expressed as requests that can be delivered with care and nuance in the following form: **"What I need from you is _____."** Clusters reduce their lists to two top needs, write these down in their expected form, and select a spokesperson to represent the cluster. 5–15 min.

- All spokespersons gather in a circle in the middle of the room.

- One by one, spokespersons state their two needs to each of the other spokespersons around the circle. At this stage, spokespersons take notes of requests, but no one gives answers or responses. 15 min.

- Working individually (or by conferring with others in their functional cluster), each spokesperson writes down one of four responses to each request: y*es, no, I will try, or whatever* (whatever means the request was too vague to provide a specific answer). 5–10 min.

- Addressing one spokesperson in the group at a time, every spokesperson in the circle repeats the requests made by him or her, then shares his or her responses (*yes, no, I will try, or whatever*). No discussion! No elaboration! 10 min.

- Debrief with What, So What, Now What? 15 min.

WHY? Purposes

- Learn how to articulate functional and/or personal needs clearly

- Practice asking for what functions and/or individuals need

- Learn how to give clear answers to requests

- Reestablish and/or improve communication inside functional clusters

- Make progress across functional silos

- Mend connections that have been broken

- Get all the issues out on the table at the same time for everyone to see

- Reduce frustration by eliminating preconceptions and rumors

- Build trust so that group members can share accountability with integrity

Tips and Traps

- Remind participants that a whatever response means their request was too vague to provide a specific answer

- Strictly enforce the "no immediate response" rule

- Strictly enforce the rule that the only responses are yes, no, I will try, or whatever (no further elaboration is allowed)

- Encourage everyone to ask for what they truly need to be successful

- Have fun and encourage a safe amount of drama

- In debriefing, try to draw out that people are good at complaining and not so good at asking for what they need. WINFY helps you move from complaints to valid requests.

- Use question-and-response cards to help groups sharpen how they express their requests

Riffs and Variations

- Consider a second round if too much appears to be unresolved or unclear: making concrete and clear requests is an essential skill!
- In the debrief, give participants a chance to articulate what was not asked of them: something neglected that would help achieve the groups' purpose but was not requested
- Instead of functional clusters, use the same WINFY sequence with a group or a team of individuals who are interdependent

Examples

- For a global technical group (with members in multiple countries) facing the need to make decisions in a fast-changing market.
- For three top executives who are struggling to give consistent direction to the next level of leaders in the organization
- For hospital executives and managers launching a patient-centered care initiative that requires multi-specialty collaboration
- For helping one-on-one relationships become more generative

Collateral Material

Below: Presentation material we use to introduce WINFY
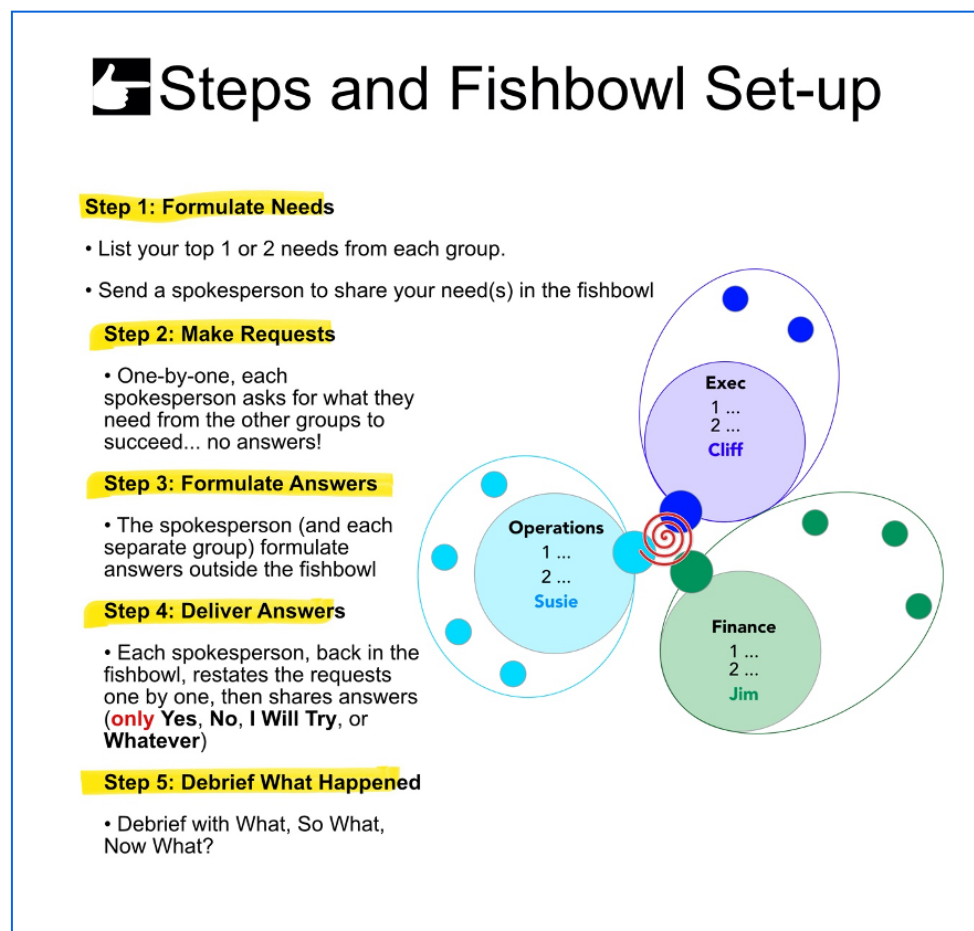
4.- Troika Consulting

Get Practical and Imaginative Help from Colleagues Immediately (30 min.)

To listen is very hard, because it asks of us so much interior stability that we no longer need to prove ourselves by speeches, arguments, statements or declarations. True listeners no longer have an inner need to make their presence known. They are free to receive, welcome, to accept. – Henri Nouwen

What is made possible?

You can help people gain insight on issues they face and unleash local wisdom for addressing them. In quick round-robin "consultations," individuals ask for help and get advice immediately from two others. Peer-to-peer coaching helps with discovering everyday solutions, revealing patterns, and refining prototypes. This is a simple and effective way to extend coaching support for individuals beyond formal reporting relationships. Troika Consulting is always there for the asking for any individual who wishes to get help from colleagues or friends.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

   • Invite the group to explore the questions "What is your challenge?" and "What kind of help do you need?"

2. **How Space Is Arranged and Materials Needed**

   • Any number of small groups of 3 chairs, knee-to-knee seating preferred. No table!

3. **How Participation Is Distributed**

   • In each round, one participant is the "client," the others "consultants"

   • Everyone has an equal opportunity to receive and give coaching

4. **How Groups Are Configured**

   • Groups of 3

   • People with diverse backgrounds and perspectives are most helpful

5. **Sequence of Steps and Time Allocation**

   • Invite participants to reflect on the consulting question (the challenge and the help needed) they plan to ask when they are the clients. 1 min.

   • Groups have first client share his or her question. 1-2 min.

   • Consultants ask the client clarifying questions. 1-2 min.

   • Client turns around with his or her back facing the consultants

   • Together, the consultants generate ideas, suggestions, coaching advice. 4-5 min.

   • Client turns around and shares what was most valuable about the experience. 1-2 min.

   • Groups switch to next person and repeat steps.

WHY? Purposes

- Refine skills in asking for help
- Learn to formulate problems and challenges clearly
- Refine listening and consulting skills
- Develop ability to work across disciplines and functional silos
- Build trust within a group through mutual support
- Build capacity to self-organize
- Create conditions for unimagined solutions to emerge

Tips and Traps

- Invite participants to form groups with mixed roles/functions
- Suggest that participants critique themselves when they fall into traps (e.g., like jumping to conclusions)
- Have the participants try to notice the pattern of support offered. The ideal is to respectfully provoke by telling the client ''what you see that you think they do not see''
- Tell participants to take risks while maintaining empathy
- If the first round yields coaching that is not good enough, do a second round
- Beware that two rounds of 10 minutes per client is more effective than one round of 20 minutes per client.
- Keep the spaces safe: if you share anything, do it judiciously
- Questions that spark self-understanding or self-correction may be more powerful than advice about what to do
- Tell clients to try and stay focused on self-reflection by asking, ''What is happening here? How am I experiencing what is happening?''
- Make Troika Consulting routine in meetings and conferences

Riffs and Variations

- Meld with 15% Solutions: each client shares a 15% Solution, asking for coaching
- Inviting the client to turn around and sit facing away from his or her consultants once the question has been shared and clarified deepens curiosity, listening, empathy, and risk taking for all. The alternative of not turning around is an option.
- Restrict the coaching to generating only questions to clarify the challenge: no advice giving (aka Q-Storming)

Examples

- For the beginning or end of staff meetings
- After a presentation, for giving participants time to formulate and sift next steps
- For students to help one another and to promote peer-to-peer learning

- In the midst of conferences and large-group meetings
- As a self-initiated practice within a group

Steps and Schedule

1. Form groups of three
2. 7-10 minutes per person
3. Spend 1-2 minutes sharing your action idea including 15% Solutions
4. Spend 5-7 minutes receiving feedback and advise from your consultants
5. For 1-2 minutes to thank the consultants
6. Switch to the next person, repeat the exercice

Steps and Schedule

1. Formulate Needs
2. 7-10 minutes per person
3. Spend 1-2 minutes sharing your action ideas (including 15% Solutions)
4. Spend 5-7 minutes receiving feedback and advice from your consultants
5. For 1-2 minutes, thank your consultants
6. Switch to the next person

5.- Eco-cycle Planning

Analyze the Full Portfolio of Activities and Relationships to Identify Obstacles and Opportunities for Progress (95 min.)

What is made possible?

You can eliminate or mitigate common bottlenecks that stifle performance by sifting your group's portfolio of activities, identifying which elements are starving for resources and which ones are rigid and hampering progress. The Ecocycle makes it possible to sift, prioritize, and plan actions with everyone involved in the activities at the same time, as opposed to the conventional way of doing it behind closed doors with a small group of people. Additionally, the Ecocycle helps everyone see the forest AND the trees—they see where their activities fit in the larger context with others. Ecocycle Planning invites leaders to focus also on creative destruction and renewal in addition to typical themes regarding growth or efficiency. The Ecocycle makes it possible to spur agility, resilience, and sustained performance by including all four phases of development in the planning process.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

    • Invite the group to view, organize, and prioritize current activities using four developmental phases: birth, maturity, creative destruction, and renewal

    • Invite the group to formulate action steps linked to each phase: actions that accelerate growth during the birth phase, actions that extend life or increase efficiency during the maturity phase, actions that prune dead wood or compost rigid practices during the creative destruction phase, actions that connect creative people or prepare the ground for birth during the renewal phase. The leadership stance required for each phase can be characterized as entrepreneur, manager, heretic, and networker.

2. **How Space Is Arranged and Materials Needed**

    • A room with an open flat wall and open space for participants to stand comfortably in front of the wall

    • Chairs for people to sit in groups of 4, with or without small round tables

    • A blank Ecocycle map worksheet for each participant and a large wall-poster version posted on the wall

    • Post-it notes for each activity

3. **How Participation Is Distributed**

    • Everybody involved in the work is included, all levels and functions

    • Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

    • 1-2-4-All

    • Small groups for action steps

5. **Sequence of Steps and Time Allocation**

- Introduce the idea of the Ecocycle and hand out a blank map to each participant. 5 min.

- Ask participants to generate their individual activity lists: "For your working group (e.g., department, function, or whole company), make a list of all the activities (projects, initiatives) that occupy your time." 5 min.

- Ask them to work in pairs to decide the placement of every activity in the Ecocycle. 10 min.

- Invite them to form groups of four and finalize the placement of activities on the Ecocycle map. 15 min.

- Ask each group to put its activities on Post-it notes and create a whole-room map by inviting the groups one by one to place their Post-its on the larger map. 15 min.

- Ask each group to step back and digest the pattern of placements. Ask them to focus on all the activities on which there is consensus about their placement. Ask, "What activities do we need to creatively destroy or stop to move forward? What activities do we need to expand or start to move forward?" 15 min.

- In small groups, for each activity that needs to be stopped (activities that are in the Rigidity Trap), create a first-action step. 10 min. or more depending on the number of activities and groups.

- In small groups, for each activity that needs to start or get more resources (activities in the Poverty trap), create a first-action step. 10 min. or more as above.

- Ask all the groups to focus on all the activities for which there is no consensus. Do a quick round of conversation to make sense of the differences in placement. When possible, create first-action steps to handle each one. 10 min.

WHY? Purposes

- Set priorities
- Balance a portfolio of strategies
- Identify waste and opportunities to free up resources
- Bring and hear all perspectives at once
- Create resilience and absorb disruptions by reorganizing programs together
- To reveal the whole picture, the forest AND the trees

Tips and Traps

- Don't do your first Ecocycle Planning session with your group's entire portfolio of market strategies. Start with a simpler program, something tangible with shared experience.

- Remind participants that all phases of the Ecocycle must be parts of a healthy organization

- Be very clear on the domain or type of activities being considered—check activities to be sure they are on a similar scale and domain
- Include views from inside and outside the organization or function (diverse participants and clients can help)
- Preparations and explicit criteria for each quadrant may help or interfere
- Don't hesitate to do a second round
- Identifying the Rigidity and Poverty Traps, plus connecting specific activities with these labels, launches the search for solutions

Riffs and Variations

- Ask participants to make a list of all their important relationships with internal and external customers/suppliers (in addition to their activities) and to place them on the Ecocycle. Ask them to evaluate the relationships with the same questions used for the activities and to include them in the last four steps of the Ecocycle planning process. Highly recommended!
- String together with, 1-2-4-All, WINFY, and Open Space
- TRIZ can help to deepen the Creative Destruction quadrant
- Use with virtual groups by inviting participants to place their Ecocycle assessments with a dot on the whiteboard, then chat in pairs and with the whole group about the pattern that emerges. Before you enter into full-group placements, use silence and paired chat (1-2-All) to build understanding. You will need to agree on a short common list of activities or relationships to help simplify mapping. Number or letter each item and invite placements one by one. Sift and sort answers with a whiteboard and a person playing a "synthesizer" role. Don't worry about perfection in the first rounds. Virtual sessions can deepen or complement face-to-face exchanges.
- What, So What, Now What? and 25/10 Crowd Sourcing can help spur action

Examples

- For service portfolio review with an information technology department
- For nursing executives and academics transforming their approach to education (evaluating the history as well as proposed change initiatives)
- For planning changes in an individual's personal life, sifting through activities and shaping next steps
- For accelerating performance of an executive team in the midst of integrating a newly acquired company (sifting through a mixture of two product lines and research opportunities)

6.- 25/10 Crowd Sourcing

Analyze the Full Portfolio of Activities and Relationships to Identify Obstacles and Opportunities for Progress (95 min.)

*Reality is only a consensual hunch. – Lily Tom*lin

What is made possible?

You can help a large crowd generate and sort their bold ideas for action in 30 minutes or less! With 25/10 Crowd Sourcing, you can spread innovations ''out and up'' as everyone notices the patterns in what emerges. Though it is fun, fast, and casual, it is a serious and valid way to generate an uncensored set of bold ideas and then to tap the wisdom of the whole group to identify the top ten. Surprises are frequent!

Five Structural Elements – Min Specs

1. **Structuring Invitation**

   • Invite participants to think big and bold and discover the most attractive of their ideas together by asking, ''If you were ten times bolder, what big idea would you recommend? What first step would you take to get started?''

2. **How Space Is Arranged and Materials Needed**

   • Open space without chairs or tables

   • Participants will be standing and milling about

   • Index cards, one for each participant

3. **How Participation Is Distributed**

   • Everyone is included and participates at the same time

   • Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

   • Individually to generate bold idea and first step and write on index card

   • Everyone standing to pass cards around

   • Pairs to exchange thoughts

   • Individually to score the card participants have in their hand

   • Whole group for sharing highest final scores and ideas

5. **Sequence of Steps and Time Allocation**

   • Explain the process. First, every participant writes on an index card his or her bold idea and first step. Then people mill around and cards are passed from person to person. "Mill and Pass only. No reading." When the bell rings, people stop passing cards and pair up to exchange thoughts on the cards in their hands. [Another good option is to read the card with no talking]. Then participants individually rate the idea/step on their card with a score of 1 to 5 (1 for low and 5 for high) and write it on the back of the card. This is called "Read and Score." When the bell rings, cards are passed around a second time "Mill and Pass" until the bell rings and the "Read and Score" scoring cycle repeats. This is done for a total of five scoring rounds. At the end of cycle five,

participants add the five scores on the back of the last card they are holding. Finally, the ideas with the top ten scores are identified and shared with the whole group. 3 min.

- Demonstrate one exchange-and-scoring interaction using a sample index card to clarify what is expected during the milling, namely no reading of the cards, only passing the cards from person to person so that each person has one and only one card in hand. The process can be confusing for some people. 2 min.

- Invite each participant to write a big idea and first step on his or her card. 5 min.

- Conduct five 3-minute exchange-and-scoring rounds with time for milling (and laughing) in between. 15 min.

- Ask participants to add the 5 scores on the back of the card they are holding

- Find the best-scoring ideas with the whole group by conducting a countdown. Ask, ''Who has a 25?'' Invite each participant, if any, holding a card scored 25 to read out the idea and action step. Continue with ''Who has a 24?,'' ''Who has a 23''…. Stop when the top ten ideas have been identified and shared. 5 min.

- End by asking, ''What caught your attention about 25/10?'' 2 min.

Live action rounds of 25/10 @ the **Liberating Lean LS workshop**. "Mill and pass," then "Read and Score + raise your hand when you are done scoring," then "Mill and Pass,"… "Read and score" repeated in five rounds.

WHY? Purposes

- Develop a group's ability to quickly tap their own very diverse sources of wisdom

- Obtain results that are more likely to endure because they were generated transparently from within and without imported advice

- Spark synergy among diverse views while building coherence

- Encourage novice innovators to think boldly and come up with practical first steps and testable hypotheses

- Create an environment in which good ideas and focused experiments can bubble up

Tips and Traps

- Some of the scoring may be erratic. If a participant at the end of round five has a card with more or less than five scores, ask the participant to calculate the average of the scores and multiply this average by 5.

- Invite the group to choose one big idea and first-action step and revise it so that it is expressed even more clearly and compellingly

- Suggest a seriously fun but clear rating scale, for example: 1 = not your cup of tea to 5 = sends me over the moon. The crowd needs to understand and agree with the rating system if it is to be used for decisions.

- As you start and demonstrate one exchange-and-scoring interaction, take your time and ask for feedback, particularly if it is a large group.

- To make it hard to peek at scoring from earlier rounds, cover the back of the card with a Post-it note

- Post all the cards on a wall or on tapestry paper, with the highest-scoring cards on the top

Riffs and Variations

- Move to developing action plans or to Open Space with your Top 10

- Give more scoring weight to ideas or experiments with testable hypotheses. What evidence would show your idea works? How will you test your idea?

- Do a second round of 25/10 Crowd Sourcing that includes others not in the present group

- Include 25/10 Crowd Sourcing at the beginning and end of a meeting

- Instead of asking for bold ideas, ask, ''If you could unmake one decision that is holding you back, what would it be? What is your first step to unmake it?''

- Instead of bold ideas, ask, ''What courageous conversation are you not having? What first step could spark your courage?''

- Instead of bold ideas, ask, ''What do you hope can happen in the future? What practical first step can you take now to tip the balance in this direction?''

Examples

- For prioritizing ideas and galvanizing the community after an Open SpaceTechnology or ''Unconference'' (participant-driven) meeting

- For illuminating bold ideas at the start of a conference or task-force meeting

- For wrapping up an important meeting

7.- Making Space with TRIZ

Stop Counterproductive Activities and Behaviors to Make Space for Innovation
(35 min.)

Every act of creation is first an act of destruction. – Pablo Picasso

What is made possible?

You can clear space for innovation by helping a group let go of what it knows (but rarely admits) limits its success and by inviting creative destruction. TRIZ makes it possible to challenge sacred cows safely and encourages heretical thinking. The question ''What must we stop doing to make progress on our deepest purpose?'' induces seriously fun yet very courageous conversations. Since laughter often erupts, issues that are otherwise taboo get a chance to be aired and confronted. With creative destruction come opportunities for renewal as local action and innovation rush in to fill the vacuum. Whoosh!

Five Structural Elements – Min Specs

1. **Structuring Invitation**

In this three-step process, ask:

- ''Make a list of all you can do to make sure that you achieve the worst result imaginable with respect to your top strategy or objective.''

- ''Go down this list item by item and ask yourselves, 'Is there anything that we are currently doing that in any way, shape, or form resembles this item?' Be brutally honest to make a second list of all your counterproductive activities/programs/procedures.''

- ''Go through the items on your second list and decide what first steps will help you stop what you know creates undesirable results?''

2. **How Space Is Arranged and Materials Needed**

- Unlimited number of small groups of 4 to 7 chairs, with or without small tables
- Paper for participants to record

3. **How Participation Is Distributed**

- Everybody involved in the work is included
- Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

- Groups with 4 to 7 participants
- Established teams or mixed groups

5. **Sequence of Steps and Time Allocation**

- After introduction, three segments, 10 minutes for each segment
- Introduce the idea of TRIZ and identify an unwanted result. If needed, have the groups brainstorm and pick the most unwanted result. 5 min.

- Each group uses 1-2-4-All to make a first list of all it can do to make sure that it achieves this most unwanted result. 10 min.

- Each group uses 1-2-4-All to make a second list of all that it is currently doing that resembles items on their first list. 10 min.

- Each group uses 1-2-4-All to determine for each item on its second list what first steps will help it stop this unwanted activity/program/procedure. 10 min.

WHY? Purposes

- Make it possible to speak the unspeakable and get skeletons out of the closet

- Make space for innovation

- Lay the ground for creative destruction by doing the hard work in a fun way

- TRIZ may be used before or in place of visioning sessions

- Build trust by acting all together to remove barriers

Tips and Traps

- Enter into TRIZ with a spirit of serious fun

- Don't accept ideas for doing something new or additional: be sure suggestions are about stopping activities or behaviors, not about starting new things. It is worth the wait.

- Begin with a VERY unwanted result, quickly confirm your suggestion with the group

- Check in with groups that are laughing hard or look confused

- Take time for groups to identify similarities to what they are doing now and explore how this is harmful

- Include the people that will be involved in stopping the activities that come out and ask, ''Who else needs to be included?''

- Make real decisions about what will be stopped (number your decisions 1,2,3…) in the form of ''I will stop'' and ''we will stop.''

Riffs and Variations

- Go deeper with a second or third round to refine or deepen understanding of unwanted results.

- Link these results (creative destruction) to a broad review of activities via Ecocycle Planning.

- Share action steps: then go deeper and string together with Troika Consulting, or Open Space.

Examples

- For reducing harm to patients experiencing safety lapses (e.g., wrong-side surgery, patient falls, medication errors, iatrogenic infections) with cross-functional groups: ''How can we make sure we always operate on the wrong side?''

- For helping institutional leaders notice how it is they inadvertently exclude diverse voices: ''How can we devise policies and practices that only work for a select few?''

- For IT professionals: ''How can we make sure we build an IT system that no one will want to use?''

- For leadership groups: ''How can we make sure we keep doing the same things with the same people while asking for different results?''

STEPS & SCHEDULE

Step one:

- First Alone, then in your small group, compile a list of to-do's in answer to:

- How can I/we reliably create_____ (a very unwanted result of your work together)

- 10minutes

- Go wild

Step two:

- First Alone, then in your small group, go down on your list and ask

- Is there anything we are doing that resembles in any, shape or form to-do's on our list)

- Make a second list of those activities and talk about their impact.

- Be unforgiving

- 10 minutes

Step three:

- First Alone, then in your group, compile the list of what need to be stopped

- Take one item at a time and ask

- How am I and how are we to stop it? What is your first move?

- Be concrete as you can

- Identify who else is needed to stop the activity

- 10 minutes

▱ Steps and Schedule

1. First alone, then in your small group, compile a list of to- do' s in answer to:	2. First alone, then in your group, go down your fist and ask:	3. First alone, then in your group, compile the list of what needs to be stopped
How can I/we reliably create _____ ? *[a very unwanted result of your work together]*	**Is there anything we are doing that resembles in any shape or form to-do's on our list?**	• Take one item at a time & ask: **How am I and how are we going to stop it? What is your first move?**
• 10 minutes • **Go wild!**	• Make a second list of those activities & talk about their impact • Be unforgiving • 10 minutes	• Be as concrete as you can • Identify who else is needed to stop the activity • 10 minutes

8.- Impropmtu Networking

Rapidly Share Challenges and Expectations, Build New Connections (20 min.)

What is made possible?

You can tap a deep well of curiosity and talent by helping a group focus attention on problems they want to solve. A productive pattern of engagement is established if used at the beginning of a working session. Loose yet powerful connections are formed in 20 minutes by asking engaging questions. Everyone contributes to shaping the work, noticing patterns together, and discovering local solutions.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

    • Ask, ''What big challenge do you bring to this gathering? What do you hope to get from and give this group or community?''

2. **How Space Is Arranged and Materials Needed**

    • Open space without obstructions so participants can stand in pairs and mill about to find partners

3. **How Participation Is Distributed**

    • Everybody at once with the same amount of time (no limit on group size)

    • Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

    • Pairs

    • Invite people to find strangers or colleagues in groups/functions different from their own

5. **Sequence of Steps and Time Allocation**

    • In each round, 2 minutes per person to answer the questions. 4-5 min. per round

    • Three rounds

WHY? Purposes

    • Initiate participation immediately for everyone provided the questions are engaging

    • Attract deeper engagement around challenges

    • Invite stories to deepen as they are repeated

    • Help shy people warm up

    • Affirm individual contributions to solutions

    • Emphasize the power of loose and new connections

    • Suggest that little things can make a big difference

Tips and Traps

- Use one challenge question and one give-and-take question
- Ask questions that invite participants to shape the direction of their work together
- Use Impromptu Networking before you begin meetings and conferences
- Use bells (e.g., tingsha) to help you shift participants from first, to second, to third rounds
- Ask questions that are open-ended but not too broad
- Invite serious play
- Have three rounds, not one or two

Riffs and Variations

- Play with different questions: What problem are you trying to solve? What challenge lingers from our last meeting? What hunch are you trying to confirm?
- Taking a group outside a meeting room increases the fun factor
- Link to Social Network Webbing
- Invite participants to make a simple plan to follow up via 15% Solutions
- Make it faster depending on your schedule
- Invite each person, in their pair, to finish these open sentences in 1 minute or less: If only…. They make me… I have to… that's just the way it is. If they would ____ then I could _____!

Examples

- For sparking deeper connections on the first day of class, college professors have asked their students, "Why did you choose to attend this class? What do you want to learn from and offer to members of this class?"
- For jump-starting a cross-functional, interdisciplinary learning session,"

9.- Tiny Demons

Make a list of your biggest fears, doubts or anxieties (at least 4) related to navigating conflict in teams

Material

- Empty piece of paper

Steps

- (2 min) Individually, create a list of the fears, doubts or anxieties you have in relation to your purpose. Encourage people to really make a list;

- (2 min) Invite participants to create four quadrants on an empty piece of paper or use the notebook. Invite participants to create drawings in each quadrant:

- Top-left corner: a squiggly line

- Top-right corner: a closed shape

- Bottom-left corner: a line

- Bottom-right corner: Go wild!

- (3 min) Invite participants to turn each of their shapes into monsters by adding eyes, tails, fins, teeth, ears, horns, wings, blood, etc. Encourage people to have fun with this;

- (3 min) Invite participants to pick four fears and associate each of them with one of the monsters. Encourage participants to give the monsters a name. Again, encourage people to have fun with this;

- (4 min) Invite participants to pick the one monster they want to befriend or see differently - that if they could, would make a big difference. Have them re-draw that demon dancing. Add a party hat, a fake nose, music, drinks, hot dance moves, etc;

- (4 min) Invite participants to briefly share their demons with their neighbor

- Create the Tiny Demons Gallery

- Debrief

- (2 min) What do you notice?

10.- 15% Solutions

Discover and Focus on What Each Person Has the Freedom and Resources to Do Now (20 min.)

You cannot cross the sea merely by standing and staring at the water. – R. Tagore

What is made possible?

You can reveal the actions, however small, that everyone can do immediately. At a minimum, these will create momentum, and that may make a BIG difference. 15% Solutions show that there is no reason to wait around, feel powerless, or fearful. They help people pick it up a level. They get individuals and the group to focus on what is within their discretion instead of what they cannot change. With a very simple question, you can flip the conversation to what can be done and find solutions to big problems that are often distributed widely in places not known in advance. Shifting a few grains of sand may trigger a landslide and change the whole landscape.

Five Structural Elements – Min Specs

1. **Structuring Invitation**

    •   In connection with their personal challenge or their group's challenge, ask, "What is your 15 percent? Where do you have discretion and freedom to act? What can you do without more resources or authority?"

2. **How Space Is Arranged and Materials Needed**

    •   Unlimited number of groups.

    •   Chairs for people to sit in groups of 2-4; no tables required.

3. **How Participation Is Distributed**

    •   Everyone is included

    •   Everyone has an equal opportunity to contribute

4. **How Groups Are Configured**

    •   First alone

    •   Then in pairs or small groups

5. **Sequence of Steps and Time Allocation**

    •   First alone, each person generates his or her own list of 15% Solutions. 5 min.

    •   Individuals share their ideas with a small group (2 to 4 members). 3 min. per person and one person at a time

    •   Group members provide a consultation to one another (asking clarifying questions and offering advice). 5 to 7 min. per person and one person at a time

WHY? Purposes

•   Move away from blockage, negativism, and powerlessness

•   Have people discover their individual and collective power

•   Reveal bottom-up solutions

•   Share actionable ideas and help one another

- Build trust

- Remember unused capacity and resources (15 percent is always there for the taking)

- Reduce waste

- Close the knowing-doing gap

Tips and Traps

- Check each item to assure that it is within the discretion of the individual

- Be ready for BIG things to emerge via the butterfly effect

- Reinventing the wheel is OK

- Each 15% Solution adds to understanding of what is possible

- Clear, common purpose and boundaries will generate coherence among many 15% Solutions

- Make it a routine to ask for 15% Solutions in meetings (15% Solutions are otherwise commonly unnoticed and overlooked)

- While introducing the idea, tell a story about a small change made by an individual that sparked a big result

- Learn more from professor Gareth Morgan, who has popularized the concept at www.imaginiz.com/index.html under the tab Provocative Ideas

Riffs and Variations

- Natural fit with Troika Consulting, Open Space

- Returning to a group, you can ask, ''What have you done with your 15 percent lately?''

- Examples

- For any problem-solving or planning activity in which you want individuals to take initiative

- For inclusion in the conveners report in Open Space sessions

- For any challenge that requires many people to change for success to emerge

- For generating small ''chunks'' of success that can be combined into a simple prototype that is easy and cheap to test (low-fidelity prototype)

11.- OPEN SPACES

Liberate Inherent Action and Leadership in Groups of Any Size (90 min. and up to 3 days)

One day a student asked, "What is the most difficult part of painting?" The master answered, "The part of paper where nothing is painted is the most difficult." – Painting Zen

What is made possible?

When people must tackle a common complex challenge, you can release their inherent creativity and leadership as well as their capacity to self-organize. Open Space makes it possible to include everybody in constructing agendas and addressing issues that are important to them. Having co-created the agenda and free to follow their passion, people will take responsibility very quickly for solving problems and moving into action. Letting go of central control (i.e., the agenda and assignments) and putting it in the hands of all the participants generates commitment, action, innovation, and follow-through. You can use Open Space with groups as large as a couple of thousand people!

Five Structural Elements – Min Specs

1. **Structuring Invitation**

   • Invite people to come and address a complex problem

   • Invite participants to co-construct the agenda by posting sessions that they will convene on topics they are passionate about

   • Invite participants to join any session that they care about

2. **How Space Is Arranged and Materials Needed**

   • Chairs in concentric circles for 10–1,000 people in a large room or open space

   • Microphones needed for groups larger than 40

   • Large blank agenda posted on easels and flip charts, long tapestry paper, or whiteboard

   • Agenda to include slots for enough concurrent sessions to accommodate what is likely to emerge given the challenge and the number of participants. (One rule of thumb is that 3 out of 10 participants will post a session, e.g., there will be 15 sessions posted from 50 participants.)

3. **How Participation Is Distributed**

   • Everyone who cares about the challenge at hand and accepts the organizers' invitation is included

   • Everyone has an equal opportunity to contribute

   • The "Law of Two Feet" governs the participation of all attendees in the various sessions. It says: "Go and attend whichever session you want, but if you find yourself in a session where you are not learning or contributing, use your two feet!"

4. **How Groups Are Configured**

- Start together in one large circle (or as many concentric circles as needed)
- Continue with groups of various sizes self-organized around agenda topics

5. **Sequence of Steps and Time Allocation**

WHY? Purposes

- Generate action and build energy, commitment, and shared leadership
- Address intractable problems or conflicts by unleashing self-organization
- Make sure that ALL of the issues that are most important to the participants are raised, included in the agenda, and addressed
- Make it possible for participants to take responsibility for tackling the issues that they care about and for what does or doesn't happen

Tips and Traps

- To get started, we recommend reading Open Space Technology: A User's Guide by the founder of Open Space, Harrison Owen. All the elements to try Open Space for the first time are included and described very clearly.
- A compelling challenge and attractive invitation are key requirements.
- Write up the entire proceedings in a single document, completed and distributed/shared immediately during the meeting.
- The facilitator should introduce the Law of Two Feet, Four Principles, and the mechanics of Open Space in a seriously entertaining fashion.
- As the facilitator, notice when you form a judgment (about what is right or wrong) or an idea about how you can help, then "let it go": do one less thing!
- A meeting without the Law of Two Feet—namely, one where the agenda is created by the participants but people are not free to attend the session of their choice—is NOT Open Space!

Riffs and Variations

- Reopen the Marketplace a second time each morning (bigger collaborations may emerge)
- Other forms of Open Space are called unconferences and BarCamps.

Examples

- For management meetings of all stripes
- Read "Turning a Business Around" in Part Three: Stories from the Field. Alison Joslyn launched a business transformation by inviting all employees to a three-day Open Space meeting.
- Immediately after a merger, for bringing together all the employees of both companies to shape next steps and take action together.
- To share IT innovation prototypes and unleash collaborative action among widely distributed grantees.

12.- User Experience Fishbowl

Share Know-How Gained from Experience with a Larger Community (35-70 min.)

What is made possible?

A subset of people with direct field experience can quickly foster understanding, spark creativity, and facilitate adoption of new practices among members of a larger community. Fishbowl sessions have a small inside circle of people surrounded by a larger outside circle of participants. The inside group is formed with people who made concrete progress on a challenge of interest to those in the outside circle. The fishbowl design makes it easy for people in the inside circle to illuminate what they have done by sharing experiences while in conversation with each other. The informality breaks down the barriers with direct communication between the two groups of people and facilitates questions and answers flowing back and forth. This creates the best conditions for people to learn from each other by discovering answers to their concerns themselves within the context of their working groups. You can stop imposing someone else's practices!

Five Structural Elements – Min Specs

1. **Structuring Invitation**

    • Ask those in the fishbowl to describe their experience—the good, the bad, and the ugly—informally, concretely, and openly. Invite them to do it in conversation with each other as if the audience wasn't there and they were sharing stories around a watering hole or stuck in a van on the way to the airport. Firmly, ask them to avoid presenting to the audience.

    • Invite the people outside the fishbowl to listen, observe nonverbal exchanges, and formulate questions within their small groups.

2. **How Space Is Arranged and Materials Needed**

    • Three to 7 chairs in a circle in the middle of a room

    • Microphones for inner circle if whole group is larger than 30 to 40

    • If possible, a low stage or bar stools make it possible for people in the outer circle to better see the interactions

    • As many chairs as needed in an outer circle around the inner circle, in clumps of 3 to 4 chairs

    • In large groups, have additional microphones ready for outside circle questions

3. **How Participation Is Distributed**

    • Everyone in the inner circle has an equal opportunity to contribute

    • Everyone in the outer circle has an equal opportunity to ask questions

4. **How Groups Are Configured**

    • One inner circle group of 3–7 people

    • One outer circle in multiple small satellite groups of 3–4 people

    • 1-2-4-All configuration for the debrief

5. Sequence of Steps and Time Allocation
- Explain the fishbowl configuration and steps. 2 min.
- Inner circle conversation goes on until it ends on its own. 10 to 25 min.
- Satellite groups in outer circle formulate observations and questions. 4 min.
- Questions submitted to the inner circle are answered, and back-and-forth interaction between inner and outer circles goes on as needed until all the questions are answered. 10 to 25 min.
- Debrief using W³ (What? So What? Now What?) and ask, ''What seems possible now?'' 10 to 15 min.

WHY? Purposes
- Get down-to-earth field experience and all the questions and answers about new endeavors out on the table for everyone to understand at the same time
- Create conditions for new ideas to emerge
- Make space for every participant's imagination and experience to show up
- Build skills in listening, storytelling, pattern-finding, questioning, and observing
- Celebrate early adopters and innovators who have gained field experience (often failing forward and vetting the prototype)

Tips and Traps
- For inner circle, pick only people with direct personal experience (without regard to rank)
- Pick people for the fishbowl (inner circle) who are representative of the distinct roles and functions that require coordination for success
- Encourage inner-circle people to share concrete, very descriptive examples rather than opinions
- Advise inner-circle people to imagine being in a car or a bar sharing stories and having a conversation
- Encourage everyone to share both successes and failures, ''the good, the bad, the ugly''
- Enforce the ''no speeches'' and ''talk to each other, not to the outer circle'' rules!
- Collect ALL the questions from the outside circle before the "fish" restart their conversation
- Based on the overall pattern of questions, give the "fish" a choice of which questions to address
- Have fun and encourage animated storytelling

Riffs and Variations
- Leave an open chair in the inner circle for someone with experience to unexpectedly jump in

- With virtual groups, people in the outside circle use the chat function to share questions ''to all'' or in ''pairs'' as the conversation unfolds among ''the fishes of the inner circle.''

- Inner and outer circles in full swing. In small groups, the outer circle generates BIG questions to dig deeper into the challenge. ''What questions, if answered or addressed, would help up move forward?''.

Examples

- For transferring on-the-ground knowledge from officers returning from Afghanistan to those replacing them (see ''Transforming After-Action Reviews in the Army'' in Part Three: Stories from the Field).

- During a Liberating Structures workshop, a few experienced practitioners share stories to deepen the understanding of new users about how to get started and how to get practical results

- During a doctors' meeting, an inner circle of specialists discussed a challenging case in the middle of a group of primary-care physicians, sparking a discussion of the case from specialist and primary-care perspectives

- A pilot group of salespeople shared with the rest of the sales force their experience with a new handheld reporting device. The User Experience Fishbowl helped everybody become comfortable that they knew all they needed to know to adopt the innovation.

- For a public-sector organization trying to expand beyond ''hidden'' pockets of uplifting service

- Members of an executive management team conducted their meeting in a fishbowl surrounded by all their managers.

13.- What?, So What?, Now What? W³

Together, Look Back on Progress to Date and Decide What Adjustments Are Needed (45 min.)

What is made possible?

You can help groups reflect on a shared experience in a way that builds understanding and spurs coordinated action while avoiding unproductive conflict. It is possible for every voice to be heard while simultaneously sifting for insights and shaping new direction. Progressing in stages makes this practical—from collecting facts about What Happened to making sense of these facts with So What and finally to what actions logically follow with Now What. The shared progression eliminates most of the misunderstandings that otherwise fuel disagreements about what to do. Voila!

Five Structural Elements – Min Specs

1. **Structuring Invitation**

   - After a shared experience, ask, "WHAT? What happened? What did you notice, what facts or observations stood out?" Then, after all the salient observations have been collected, ask, "SO WHAT? Why is that important? What patterns or conclusions are emerging? What hypotheses can you make?" Then, after the sense making is over, ask, "NOW WHAT? What actions make sense?"

2. **How Space Is Arranged and Materials Needed**

   - Unlimited number of groups

   - Chairs for people to sit in small groups of 5-7; small tables are optional

   - Paper to make lists

   - Flip chart may be needed with a large group to collect answers

   - Talking object * (optional)

3. **How Participation Is Distributed**

   - Everyone is included

   - Everyone has an equal opportunity to contribute at each table

   - Small groups are more likely to give voice to everyone if one person facilitates and keeps everybody working on one question at a time

4. **How Groups Are Configured**

   - Individuals

   - Groups of 5-7

   - Whole group

   - Groups can be established teams or mixed groups

5. **Sequence of Steps and Time Allocation**

   - If needed, describe the sequence of steps and show the Ladder of Inference (see below). If the group is 10–12 people or smaller, conduct the debrief with the whole group. Otherwise, break the group into small groups.

- First stage: WHAT? Individuals work 1 min. alone on "What happened? What did you notice, what facts or observations stood out?" then 2–7 min. in small group. 3–8 min. total.

- Salient facts from small groups are shared with the whole group and collected. 2–3 min.

- If needed, remind participants about what is included in the SO WHAT? question.

- Second stage: SO WHAT? People work 1 min alone on "Why is that important? What patterns or conclusions are emerging? What hypotheses can I/we make?" then 2–7 min. in small group. 3–8 min. total.

- Salient patterns, hypotheses, and conclusions from small groups are shared with the whole group and collected. 2–5 min.

- Third stage: NOW WHAT? Participants work 1 min. alone on "Now what? What actions make sense?" then 2–7 min. in small group. 3–8 min. total.

- Actions are shared with the whole group, discussed, and collected. Additional insights are invited. 2–10 min.

WHY? Purposes

Build shared understanding of how people develop different perspectives, ideas, and rationales for actions and decisions

Make sure that learning is generated from shared experiences: no feedback = no learning

Avoid repeating the same mistakes or dysfunctions over and over

Avoid arguments about actions based on lack of clarity about facts or their interpretation

Eliminate the tendency to jump prematurely to action, leaving people behind

Get all the data and observations out on the table first thing for everyone to start on the same page

Honor the history and the novelty of what is unfolding

Build trust and reduce fear by learning together at each step of a shared experience

Make sense of complex challenges in a way that unleashes action

Experience how questions are more powerful than answers because they invite active exploration

Tips and Traps

- Practice, practice, practice … then What, So What, Now What? will feel like breathing

- Check with small groups to clarify appropriate answers to each question (some groups get confused about what fits in each category) and share examples of answers with the whole group if needed

- Note that the expression of emotions can be observed as a "What" (e.g., "many people were smiling and laughing" rather than suggesting people were "happy")

- When sharing with the whole group, collect one important answer at a time. Don't try to collect answers from each group or invite a long repetitive list from a single group. Seek out unique anwsers that are full of meaning.

- Intervene quickly and clearly when someone jumps up the Ladder of Inference

- Don't jump over the So What? stage too quickly. It can be challenging for people to link observations directly to patterns. It is the most difficult of the three Whats. Use the Ladder of Inference as a reminder of the logical steps "up the ladder" from observations to action.

- Appreciate candid feedback and recognize it

- Build in time for the debrief—don't trivialize it, don't rush it

- Make it the norm to debrief with W3, however quickly, at the end of everything

- Riffs and Variations

- Use a talking object for each round. It slows and deepens the productivity of W3

- For the What? question, spend time sifting items that arise into categories. For example, facts with evidence (e.g., every person in the group spoke) and feelings (e.g., I felt joy, people in my group were smiling and laughing, I moved through despair into hopefulness)

- Add a What If? question between So What? and Now What?

- For the So What? Question, sift items into patterns, conclusions, hypotheses/educated guesses, beliefs

- Invite a small group of volunteers to debrief in front of the whole room. People with strong reactions and diverse roles should be invited to join in.
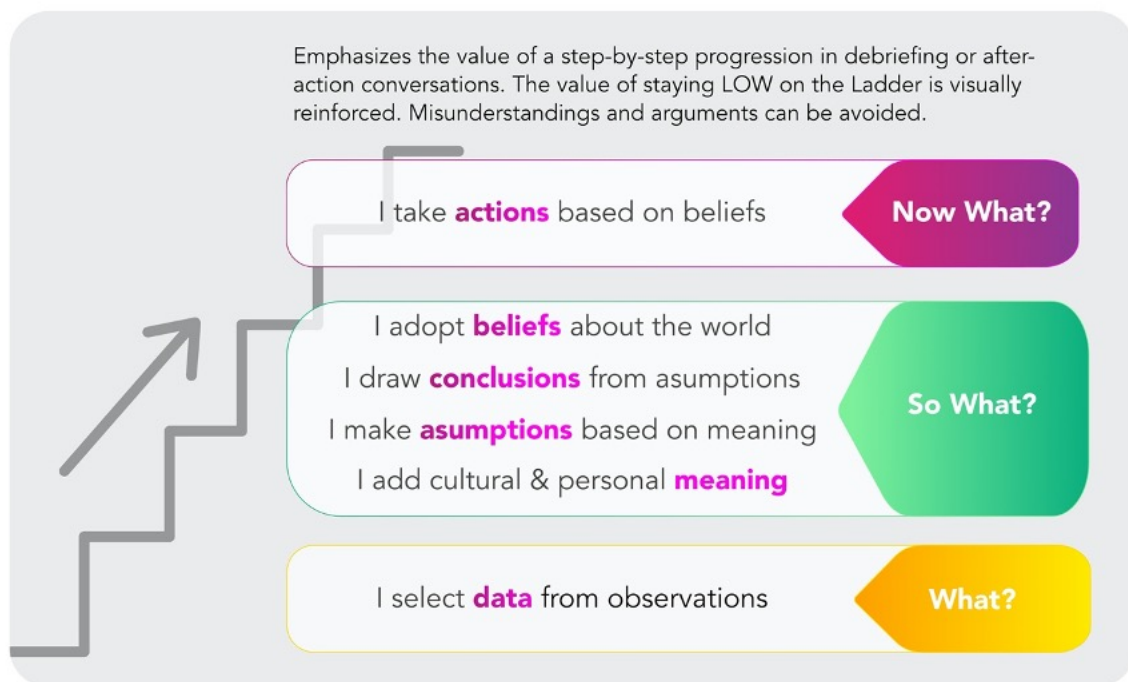
Examples

- For drawing out the history and meaning of the events prior to your gathering, start a meeting with W³

- For debriefing any meeting topic that generates complex or controversial responses

- For groups with people who have strong opinions or individuals who dominate the conversation

- For groups with people who have difficulty listening to others with different backgrounds

- For use in place of a leader ''telling'' people what to think, what conclusions to draw, or what actions to take (often unintentionally)

- As a standard discipline at the end of all meetings

- Right after a shocking event

- For providing feedback in academic settings (e.g., feedback from students to teachers)

More on talking objects: a taking object can be anything you are able to pass from one person to another. When you have it, you are invited to speak. When you don't, you are invited to listen. Natural objects that are enjoyable to hold in your hands. Playful art objects can also help lighten the mood for very serious topics. In a pinch, a book or pen will serve.

Ladder of Inference

Emphasizes the value of a step-by-step progression in debriefing or after-action conversations. The value of staying LOW on the Ladder is visually reinforced. Misunderstandings and arguments can be avoided.

I take **actions** based on beliefs — Now What?

I adopt **beliefs** about the world
I draw **conclusions** from asumptions
I make **asumptions** based on meaning
I add cultural & personal **meaning** — So What?

I select **data** from observations — What?

Summary

Liberating Structures (LS) are simple rules that allow each voice to be included and build the future. The LS repertoire consists of a set of practical methods that are so versatile that anyone can use them for various activities and challenges. None of them require special training. Seeing them in action once is enough for many beginners to get results and adapt them in other areas. LS is designed to involve and engage everyone in an intergenerational work environment. In a sense, they rely on everyone's contribution to the group's success. Interaction and collaboration with others often determine success at work and in other areas of life. For the GSmart target group, we teach the basics of LS, its main advantages and benefits, and how it can be used for cross-generational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on cross-generational collaboration. Research shows that cross-generational collaboration differs between the older generation-BB- and the younger generation. In generations X, Y, and Z, intergenerational change in attitude, teamwork skills, trust, openness to experience, composure, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational cooperation.

In addition, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages in the performance of their job functions and tasks. Age-related stereotypes and prejudices in the workplace are among the most frequently mentioned difficulties in dealing with generations. The seniors interviewed see the positive aspects of intergenerational cooperation in exchanging knowledge and experience, acquiring new skills, mutual learning, and helping in solving tasks, problems, or crises. Therefore, every company, institution, or organization needs a human resource management strategy and training on intergenerational diversity management to improve the work processes of different age groups. This workshop, therefore, provides a series of practical exercises for high-level organizations to improve and develop the skills of their educators and other staff supporting adult learners. At the end of the workshop, the project target groups will use the LS tools to overcome cross-generational collaboration issues. The working environment and the quality of life promoters for older people will be considered. The Liberating Structure method is adapted to the development of an organization and a community to manage generational diversity. The workshop consists of thirteen training activities in a series of simple microstructures. Individuals and groups can choose what works for them and what does not, then mix and match them flexibly to their challenges. It includes several hands-on activities to raise awareness of intergenerational cooperation, called BB, X, Y, and Z. All of the activities are grouped into one packet. Teachers are encouraged to read and understand the concept. For more information, see References and Resources at the end of the workshop.

Self-assessment test

References and resources

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