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INTRODUCTION

This handbook is a collection of learning resources to develop the “soft skills” of small business owners and future entrepreneurs, especially those freelance IT specialists, who are considering to take the “next step” and build a company of their own.

Soft skills are sometimes also referred to as "people skills"; they accompany the hard skills and help an organization use its technical expertise to full advantage. Soft skills can also be defined as the wide variety of business skills and they are increasingly becoming as important as the “hard skills” of today’s work force.

The ICT sector plays an important role in the economy in its own right and as a vital supplier to the private, public and third sectors. The majority of those that work in the ICT sector have well developed hard skills and technical knowledge acquired by doing; general up-skilling in the ICT sector has been observed in the last few years. However, soft skills are still among the key skills gaps; according to both European and national evidence, a range of soft skills will become increasingly important for both ICT specialists and the rest of the sector’s workforce.

Over 99% of ICT firms in ICT sector are SMEs, of which about 90% are micro-sized companies (< 10 employees). Within micro-sized ICT firms across Europe there had been little focus on soft skills development. Of all enterprises, micro-sized firms spend the least resources on lifelong learning. The lack for specially tailored material combined with not-so-easy access and high cost causes low usage.

The (former) sole trader becoming an employer needs new skills to deal with employees and manage their talent for the benefit of the company; the employees need to become more entrepreneurial, creative, innovative and customer oriented in order to create higher value for their company. The need to develop these soft skills is transnational, and the demand for training will continue to grow especially if it can be delivered in a cost & time-effective manner.

The SKILLS+ project was initiated by six training and business coaching organisations from five countries: the Spektrum Educational Center Foundation and Csik-region Association of Entrepreneurs from Romania, Fundacion Tecnologia Social from Spain, X-Panel Ltd from Cyprus, Business Development Friesland from the Netherlands and European Center for Women and Technology from Norway. The project’s main target group is the first few employees of micro-sized ICT enterprises, and the (former) sole trader becoming a small employer, by increasing competitiveness of micro enterprises in the ICT sector, through the development of soft skills.

Following the analysis of available European level research, the partners carried out local research in attempt to identify the most important/ necessary soft skills in the ICT sector of their regions. According to the research the most important soft skills to be developed in the ICT mi-
cro-companies in partner regions are: communication, problem solving, teamwork, learning mindset, creativity, leadership, strategic thinking, customer service, innovation, risk management.

E-learning was considered a suitable soft skills development tool therefore a learning space was designed and made available in multiple languages via the skillsplusproject.eu website.

The present handbook was published as an alternative to the online learning space, to support the soft skills development through classroom-based activities or personal coaching, and it can be used by trainers and individual learners too.

The visual elements of the handbook are inspired by the graphic design of the learning space: a treasure hunt, where small companies are old clippers roaming around the Sea of Knowledge, where there are hidden treasures and trading opportunities on each island, unexplored cities and unknown spaces. The hidden treasures and products are the skills that enable future small entrepreneurs to navigate effectively their environment, work well with others, perform well, achieve goals and guide their team members to do so.

The islands represent the knowledge units, which are made up of knowledge pills, which are represented by the buildings. A knowledge pill is the basic item for our learning approach, these are short documents built up of practical theory, examples and lessons learned and integrate some questions for reflection which you can use for analysing your situation.

The names of all islands have some historical reference related to the age of the Renaissance, and each building is modelled after famous or less known Renaissance buildings across Europe.

Leaf through this handbook, stop at the soft skills that you think you need to upgrade and ... enjoy the quest!
I. COMMUNICATION

I.1. THE IMPORTANCE OF COMMUNICATION

HERE YOU WILL:

- understand better the importance of communication;
- know why to improve your communicational skills;
- understand the influence of communication in your personal and professional life.

Communication is a human process through which people can transfer emotions, feelings, knowledge, information with the purpose to make his companion (interlocutor) to feel, to think or to act in a certain way.

Communications level can be: intrapersonal (arguing with ourselves), interpersonal (discussing with another person), group or mass communication.

Any interaction with another person means communication. Human relations are defined through communication. So, efficient communication allows creating positive, productive working
relations. On the other hand, the lack of communication can generate misunderstandings, pressure and conflicts.

**Motto:**
"The ability to express an idea is well nigh as important as the idea itself". Bernard Baruch

**Importance of communication in life and work**
Communication is one of the most important tools in order to maintain and develop long-term relations with co-workers, partners and customers. Or we can state a more radical thought: communication is essential for any kind of work, success and relations.

Any interaction with another person means communication. Human relations are defined through communication. So, efficient communication allows creating positive, productive working relations. On the other hand, the lack of communication can generate misunderstandings, pressure and conflicts. In IT companies, IT business where time pressure is continuously increasing communication needs to be more and more efficient, convincing. Communication makes the difference in life, if You are happy and successful in personal life, in work or business.

Every day we communicate with other people around us face-to-face, by phone, online. Among them: friends, family members, co-workers, partners and customers. If we don't know how to communicate with them in a mutually satisfying way then our life becomes much poorer.

Communication is the foundation of everything we do. Entrepreneurs communicate with their employees. The employees communicate among them and with existing and potential customers.

**Importance of emotional part of communication**
The essence of a positive and constructive relationship is a pure and straightforward communication. Even if we are talking about IT business, where technical expressions, mathematical rules are absolutely common things, relations between people are much more complex. Emotional intelligence also has a huge importance. This is sustained by the fact that only a very small percent (some specialist says around 15-25%) of our communication is represented by verbal information exchange. The rest is body language, micro-facial reactions, voice tone and energy level.

Emotional intelligence must be also highlighted when analyzing the importance of
communication. Those persons, with low emotional intelligence, will always feel difficult to effective, straight, all data transferring, but also emotionally balanced communication with fellow humans. I think the two are inseparable because we are not emotionless computer programs, even if we work with them. (also computer interface, software "try to became" more intuitive, more human).

Who does not feel the importance of emotions in communication between people, cannot be a successful communicator.

The importance of communication in (IT) business life and its development
Communication has a primar importance in the evolution of human society. Communication developed in parallel with the proper technical support. As industrial revolution has seen its progress, first mechanical tools and working method were in focus, in production and communication too. For a long time (almost 200 years) newspapers were the dominant communication channel.

Later, in the XX-th century, the main concern in communication was to collect, manage and distribute knowledge, information. We can mention here the phone networks, radio and television. And after all, the next level, the interactive communication, the boom of hard and soft, internet, communication satelites and other types of network, came with a radical change in everyday life and business, too. The spread or expansion of computer network and internet is a prove of the incredible need for faster and faster communication all over the world. Nowadays society the computer networks, especially the internet, have an essential role in globalizing communicational processes. Our informational society became "addicted" to memorizing, processing and transmitting information. These fast changing tools and methods of communication change and complete the classical way of use of post, libraries, commerce, mass-media, education and so on.
Importance of communication in micro-sized ITC firms

If we analyze the main functions, processes or activities of a micro-sized ITC firm, we observe that in every phase, every action we need a great communication:
1. getting a contract/project: business leader needs to convince potential customer about the opportunity of the project and the partnership with our firm,
2. starting the project / the activity: both size need a proper communication to define perfectly the problem and the possible solution for it (if the customer needs a complex system or just a small efficient solution, if they want a licensed software or an Saas etc., which are the main characteristics of its business),
3. asking and providing information about the progress of the project, expecting valuable data for being ready for deadlines,
4. express constructive opinions in order to improve the product or service, as we know, most of the time all these above are taking place under high pressure of time limits, high technical expectation, decreasing budgets etc.

Communication lines in case of a medium IT project offered by a small IT firm to a furniture producers. On the image below, we tried to highlight the big number of possible communication lines between the two firms (even if after some specialist, there should be only one line of communication between the two, for a faster and more intelligible communication different level of specialist communicate directly about their parts in project).

Benefits of the proper communication (completed by good negotiation)
An effective communication can lead to progresses in many parts of our life:
- easier education results;
- faster carrier promotion;
- higher revenue;
- get the tasks / projects You always wisher for;
- finish with success those projects;
- get the contract with the customer You planed for years;
- meet and "conquer" the ideal life partner;
- develop more satisfying relationships with family;
- have a happy, interactive social life.

From tomorrow You can "profit" from a better communication, just because You'll be more aware of its importance.
VIDEOS

Bank robbery fail
https://www.youtube.com/watch?v=DjZAbegcxEo
This video shows (in a funny, exaggerated way) the importance of a clear, proper communication. No clear communication, no efficient management, no results

Communication is aid
https://www.youtube.com/watch?v=ZDmKLCY7Nis
From talking to a neighbour, to solve water and food supply in underdeveloped regions, all depend on communication.
Solving crisis is also based on communication.

TIPS AND TRICKS

- Understand the importance of the communication, but also the importance of clear and efficient communication.
- Sometimes people only think that they are communicating clearly, in fact nobody "gets the message". This problem is related to communication efficiency and communicational skills development.
- Don't forget the "Two ears, one mouth" rule. Communication means also listening and paying attention to others, not only telling, demanding, commanding.
- Try to understand that proper and complex communication is of a high importance in every aspects of life, including business and ITC business.
- Even if this field is dominated by technical expressions and high intelligent data, the emotional part of communication can't be absent. Just like in ITC, we need both hardware and software (technical data and human approach, too).

SUMMARY

Communication is one of the most important tools in order to maintain and develop long-term relations with co-workers, partners and customers, to achieve your goals. Emotional intelligence must be also highlighted when analyzing the importance of communication.
Communication (needs) is also an engine which moves forward technological and general progress of the society.
Every company, including ITC firms, needs proper communication for future surviving and developing. You can have the best ideas for product / service improving if your employees can not understand them. You can have the best products if customers don't know about them.
A proper communication can help you in every aspects of life: family, work, business, love... :)

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SELF-REFLECTION

Make 2 short list of recent situations when neglecting communication created problems, delay, misunderstanding etc.

a. in professional life
b. in private life

2. Make 2 short list of recent situations when proper communication solved problems, improved understanding etc.

a. in professional life
b. in private life

Think on the causes and process.

REFERENCES

Importance of communication in business

Why communication in business is so important?

I.2. EFFECTIVE COMMUNICATION

HERE YOU WILL:

A. understand what effective communication is;
B. identify what you could improve in your daily and business communication;
C. get ideas on how to start making your communication more effective.

Effective communication is a key interpersonal skill. To be successful in business, we must be able to create effective communication with potential customers and partners, as well as people inside our company.

De Waag Leeuwarden, the Netherlands

30 minutes
We say one thing but the other person hears something else and, as a result, misunderstandings and conflicts arise.

Fortunately, we can learn how to communicate more clearly and effectively. It takes time and effort to develop these skills but the more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

Communication is more than just exchanging information. It's about understanding the emotion and intentions behind the information.

Sometimes - despite our best intentions - what we try to communicate gets lost in translation.

To be effective in communication, we must be aware of possible BARRIERS - various aspects or conditions that interfere in an effective exchange of ideas or thoughts - and learn how to deal with them.

The communication barriers include:

1. **Physical barriers** - environmental and natural conditions, for example:
   - Closed doors, separations may interfere with an effective teamwork;
   - Noise - phone calls, late arrivals physically disturb a meeting by interrupting the speaker and the participants;
   - Distance - the greater the distance, the more carefully the communication channel/ media types should be selected in order to avoid defects in communication,
   - Information/ work overload, information duplication - when information becomes more than that can be received at a particular time, the receiver can miss some important points or misinterpret the meaning of the whole message altogether.

2. **Semantic and language barriers** - similar sounding words, multiple meanings, no clarity in speech, not being specific;

3. **Socio-psychological barriers** - different attitudes, stress, distrust, etc.;

4. **Organisational barriers** - loss or distortion of messages as they pass from one person (or level) to another, lack of a communication policy, poorly defined responsibility and roles.

5. **Cross-Cultural barriers** arise as the mind-set of people of different cultures, the language, values, concept of time, social relation, concept of space, gestures are different.

See the video examples on how some communication barriers arise and can be overcome.

A number of issues related to communication can be resolved by better organisation, while the others require certain communication skills and competences. Some of the most important skills that every successful entrepreneur should develop include:

1. **Active listening and empathy**
   
   The best thing you can do to improve your communication skills is to learn to really listen—to
pay attention and let the other person talk without interrupting.
Active listening involves consciously hearing beyond just the words spoken. Notice the speaker’s body language. Use your own body language to show you’re listening by nodding and smiling appropriately. Offer feedback and thoughtful comments.
Developing empathy helps you better understand even the unspoken parts of your communication with others, and helps you respond more effectively.

2. Effective speaking
Know exactly what you are trying to communicate. Conduct necessary research in advance, and have your ideas organized logically. Be sure you tailor your message to the audience, using language and concepts they will understand. Develop the ability to get to the point in a sharp and focused manner and communicate that across mediums. Find ways to cut the fat off your verbal and written communications and notice whether it gets you better results.
It’s also important to know why you’re communicating. What do you want people to take away? What action should they take after you interact? Every communication should have a call to action, even if that call to action is to leave with a positive feeling about you or your brand. Ask yourself why you’re communicating before you write, pick up the phone or step into your next meeting and make sure your tone, word choice and delivery are in service to that goal. It’s also important to know why you’re communicating. What do you want people to take away? What action should they take after you interact? Every communication should have a call to action, even if that call to action is to leave with a positive feeling about you or your brand. Ask yourself why you’re communicating before you write, pick up the phone or step into your next meeting and make sure your tone, word choice and delivery are in service to that goal.

3. Storytelling
Those who tell the stories rule the world. No one cares about your marketing goals. But everyone likes a good story.
Stories create “sticky” memories by attaching emotions to things that happen. That means leaders who can create and share good stories have a powerful advantage over others. And everyone has the ability to become a better storyteller.
To tell a story, start with a message: who is your audience and what is the message you want to share with them? Look to your own memories and life experiences for ways to illustrate your message but include the details that will resonate with your audience. Keep it simple. Practice your story with friends and trusted colleagues to make it perfect.
They know that if their first business-venture fails they are disappointed for a while but on the long run it is not a problem. They learn from it and then they try again. Redefine failure as feedback and as a natural part of a successful life.

9. **Break down the problem into smaller pieces.** Completing a task or solving a problem can seem overwhelming and impossible if you take it all in at once. To decrease anxiety and think more clearly try to break the problem down. Try to identify the different things and people it consists of. Then figure out one practical solution you can take for each of those pieces. Try those solutions. They may not solve the whole problem immediately. But they might solve a few pieces of it. And then you can keep trying other solutions for the rest of the pieces until there are none left.

10. **Use the 80/20 rule.** Use 80 percent of your time to find solutions and only 20 percent to complain, worry and moan. It might not always be easy but focusing your energy, time and thoughts in this way is much more beneficial to you and others than doing the opposite.

11. **Use Parkinson’s Law.** This law says that a task will expand in time and apparent complexity depending on the time you set aside for it. For instance, if you say to yourself that you’ll come up with a solution within a week then the problem will seem to grow more difficult and you’ll spend more and more time trying to come up with a solution. Combine this law with the 80/20 rule to find solutions quickly. Focus your time on finding solutions. Then just give yourself an hour (instead of the whole day) or the day (instead of the whole week) to solve the problem. This will force your mind to focus on solutions and action.

12. **Find the lesson or opportunity within the problem.** There is almost always a good side of a problem. Perhaps it alerts us to a great way to improve our business. Or it teaches us how our lives perhaps are not as bad as we thought. Finding this more positive part of the problem reduces its negative emotional impact and you may even start to see the situation as a great opportunity for you. When you are faced with a problem ask yourself: How can I use this? What is the good thing about this? What can I learn from this? What hidden opportunity can I find within this problem?

13. **Actually talk about the problem and communicate clearly.** Many problems arise because someone misinterpreted what someone else said. One way to make sure that you and everyone else have the same interpretation of for instance a project is to have people repeat
back their view of the project and their part in it. See if your and their view matches. If a conflict arises then maybe you need to just talk it out, let go of a bit of steam, emotion and tension instead of everyone bottling it up. After that the discussion may be less emotionally charged. And it becomes easier to communicate clearly and reach a good solution for everyone involved.

14. Create fewer problems. A lot of our problems are created by ourselves. You save yourself a lot of trouble by being proactive, thinking before you speak and trying to avoid creating or complicating problems more than necessary. One way to decrease problems is to follow – as much as you can – Dale Carnegie’s wise words: “Never criticize, complain or condemn”. Many problems are somehow connected to relationships with other people so a good way to create less problems is to improve your social skills. Check out Do You Make These 10 Mistakes in a Conversation? and 5 Mistakes That Can Make You Look Dumb for some tips in that area. And go to your local library and borrow a copy of How to Win Friends and Influence People.

15. Use the power of words to your advantage. Our minds respond more than one may think to what words that are used to describe something. A problem is a negatively charged word. To make the problem easier to handle, use the more neutral or positive word challenge instead. This may sound like some empty and in reality just useless advice. But, personally, I have found that making this small change has some impact on how negatively/positively I look at a situation.

16. Keep your motivation up. It’s easy to be discouraged, especially if you fear failure and your first and second solution to a problem did not work. You might feel like just giving up. Then it’s time to give yourself a boost of motivation. Try a few of the techniques described in 25 Simple Ways to Motivate Yourself and 5 More Ways to Motivate Yourself. Changing your mental state to a brighter, more positive and more motivated one can make all the difference in the

SUMMARY
The solution of a problem always starts by the proper identification of the problem. It is more efficient to do the right thing slowly (badly), than to do the wrong thing quickly (well). Recognition/identification is followed by analysis, based on which an option tree may be created, which contains all the possible options. Then, we only have to choose the best one using some kind of decision-making mechanism or model. Finally, it is important to appreciate the success of the solution we chose and take notes of whatever we learned from this problem-solving method and about its future uses as well.
4. Questioning and reflection
Asking questions and repeating the other person’s last few words shows you’re interested in what they say, keeps you focused, and helps clarify points that could be misunderstood. Open-ended, probing questions encourage the person to reflect, it makes them feel heard and invites dialog and connection. Follow-up questions after a response shows you are engaged in the conversation and interested in the person.

5. Non-verbal communication
You are constantly communicating even when you are not saying a word. How you stand, your facial expression, and your eyes tell a story and create the very first impression others have of you. It doesn’t matter how powerful your words, if you don’t appear confident and friendly, people will assume you aren’t. Become aware of your body language, and begin to make changes. Look others in the eye when you speak. Offer a firm handshake. Stand up straight and hold your head high with your shoulders back. Don’t cross your arms or legs in a defensive posture. When you mirror someone’s body language, you are offering non-verbal cues that you relate to them and feel the same as they do. In fact, research shows people who share the same emotions are likely to experience stronger levels of trust, connection and empathy.

VIDEOS
"A Failure to Communicate"
https://www.youtube.com/watch?v=8Ox5LhIJSBE
Learn how different barriers can make communication difficult

"Communication Barriers"
https://www.youtube.com/watch?v=D3a3fgUkw6c
Watch this short animated story to see how communication misunderstandings can arise and lead to conflict.

"Think fast, talk smart: communication techniques" by Stanford Graduate School of Business
https://www.youtube.com/watch?v=HAnw168huqA&nohtml5=False
Watch this interactive lecture if you would like to learn and practice techniques that will help you speak spontaneously with greater confidence and clarity, regardless of content and context.

TIPS AND TRICKS
On an individual level:
1. Select the most appropriate channel for the message.
2. Make a special effort to understand each other`s perspective.
3. Pay attention to nonverbal signs - your own and other speakers.
4. Be an engaged listener.

**On an organisational level:**
5. Create a climate of trust and openness
6. Encourage the use of multiple channels including formal and informal communication
7. The organisational structure should fit communication needs.

**For physical barriers:**
8. Appropriate seating arrangements
9. Ensure visibility and audibility
10. Environmental comfort
11. Minimise visual/ oral distractions

**For semantic barriers:**
12. Use of simple language
13. Use symbols and charts to visualise the message
14. Active listening/ constructive feedback

**For socio-psychological barriers:**
15. Calling attention & motivation
16. Assistance & sympathy
17. Managing your emotions

**For cross cultural barriers:**
18. Promote an understanding of other traditions and customs
19. Provide intercultural training
20. Avoid jokes or sarcasm
21. Be careful with translation of body language - ask questions if you don`t understand.

**To improve non-verbal communication:**
- You may want to ask a friend or colleague to give you some feedback on your non-verbal behaviour. This feedback can be very useful, as often, we do not really know how we appear to others.
- If you are able to, it may be useful to videotape yourself having a conversation, and note what your body language may be communicating. Once you have identified a couple of trouble spots, practice the appropriate body language.
- You can also practice your new non-verbal skills in front of a mirror.

**SUMMARY**

Becoming an effective communicator requires practice. Review the communication skills and decide where you are the weakest. Determine some specific occasions in the coming weeks where you can practice these skills. It may feel uncomfortable at first, but in time you’ll grow more confident in your ability to communicate well.

**SELF-REFLECTION**

THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:

What communication barriers can you identify in your workplace?
How could you reduce them?
Can you tell a story of your business in 2 minutes?

**REFERENCES**

- Improve your active listening skills
- 7 Cs of Effective Business Communication
- The 22 rules of storytelling, according to PIXAR
- Learn how to read other people's body language
- Your body language shapes who you are
- Learn from this TED talk how "power posing" - standing in a posture of confidence, even when we don’t feel confident -- can affect testosterone and cortisol levels in the brain, and might have an impact on our chances for success.
I.3. PITCHING

HERE YOU WILL:

A. Define what a pitch is.
B. Use a pitch to convey an efficient message in a very short time.
C. Identify the characteristics of a successful pitch.

What would you say to your ideal customer if you met him/her in the elevator in the break of a conference? How would you attract his/her attention in just one minute?

A consciously built up pitch is a successful selling technique that consists of conveying succinct, consistent and interesting information to our customers or our audience.

30 minutes

Pitching is a widely use term in the “start-up” world, and it is mainly addresses to a customer, an investor or anyone important to the business. It is a brief, persuasive speech that is meant to spark interest in a project or products and to maintain interest with a view to further negotiations. It was started in the USA, but nowadays pitch contests have been organised all over the world. It is also called “elevator pitch” (elevator speech or elevator statement) as – in extreme cases – it is so short that it can be delivered during an elevator ride.

In start-up environment pitches are 1 to 5 minutes long speeches, that in just a few sentences summarizes the most important qualities of a product, service, project, company or job seeker. An effective pitch must be well crafted before being presented.

This is a possible structure of an efficient pitch:

1. **Short introduction**
   In the very first sentence you must clearly define what you (your company) does. This one sentence has to be formulated in a way that raises the audience’s interest in your story. Information provided in this introduction has to be authentic, valid and crucial. It cannot be longer than 2-3 sentences.
2. Presenting the opportunity or challenge (problem)
The challenge has to be real and easy to understand. It is important that the audience can identify themselves with the challenge, that they can have the feeling that they had already had problems and concerns of this type.

3. Your solution
Presenting how the previously describe challenge or problem is being addressed by your solution, how will the the customer, the audience benefit from this solution. The advantages can be focused on three areas: saving time, increasing incomes, increasing enjoyment. Typically a solution can be efficient in just one (or rarely 2) of these areas. If we want to apply our solution in all these three areas that can make our offer less credible.

4. The size and characteristics of the market and the advantages that you offer
When you present your idea to an investor, one of the most frequently asked questions will be: Is there a market for this? You can define the size of the market using two methodologies: top-down or bottom-up. Top-down means using a broad market size figure and determines the percentage that the target market represents and our share of it. The other method is generalizing a specific market data, market statistics to the whole market. Better if we use both methodologies and arrive to similar conclusions. Besides the size of the market it is useful to consider the growth of the market too. Your presumptions will be based on the advantages offered by you.

5. Your business model
Your business model should give an answer to how your business will make money. Your business model describes what values we produces for our customers, how these values get to our customers and how much and in what ways will they pay for it. The business model is a compulsory part of a pitch presented to an investor. If you present to your customers, you will present only parts of it.

6. Your competitive edge
You must know your competitors and the solutions offered by them. Typically there is no project that would not have any competitors, so if you state that you do not have any competitors, that suggests that you do not know the market. Even if you do not have direct competitors, the problems of your future customers might have been addressed by some indirect competitors. The competitive edge can be found not only in the product of service but also in the way it is
delivered or in the team that provides it. It should always be real, relevant and valid.

7. Your market entry strategy
This is a crucial part of a pitch presented to an investor. If you already have a high number of users/customers, you can talk about this. If not, you will have to present the strategy you will use to conquer the market. If you have any professional partners it is worth presenting them as well in this part.

8. Your team
It is hard to defend the standpoint that you can deal with every aspect alone. Therefore, it is important to present your team that will provide the presented solution. If you have any relevant experience in the field that is important to emphasize. If there are shortfall areas it is worth mentioning it, that will make your pitch more credible, it will suggest that you know your limits too.

9. Finance
If you present to investors, in this part you will talk about needs for capital, funding model, and about existing incomes (if you already have some). If you have not yet made a single euro income, it is better not to talk about 5-years plans, that could make even a trustworthy team look unserious. If your pitch aims selling, here you should talk about payment model and pricing.

10. Call To Action
Even before getting to the summery you should tell the main message, the aim of your presentation. You should always be very clear about the goals of your project. You should not have more than two messages, but better to have just one. Expect only specific and reachable action from your audience. Like: Subscribe ... ! Buy ...! Invest ...!

11. Summary
The summary repeats in other words what you already said in the introduction. It should not be longer than 2-3 sentences. As a closing point, you can repeat the call to action in one short, empathetic sentence.

When palling a pitch, you can use the NABC model too. Models in general are useful as they help you give a structure, a frame to what you want to express. The NABC model is a good tool
to make the advantages and values of your solution explain clearly to your audience. The NABC model means giving answers (first of all for yourself) to the following set of questions that help you frame your ideas:

- **N (Need)** - Who needs my solution? Do they know that they need it? Do you really understand their needs? How big is this need?
- **A (Approach)** – What is my approach, my solution? What is unique in my solution? How does my solution meet the needs of the consumers?

When planning you pitch the so-called **10-20-30 rules**, suggested by Guy Kawasaki can be of help. This very simple rule says that a presentation cannot have more than 10 slides, cannot be longer than 20 minutes and cannot use a font size smaller than 30 point. But be aware that time frame for a pitch is usually shorter than 20 minutes!

It is important that the slides of a presentation always support the personal message and they are not the primary and unique source of information for the audience. In case of a pitch YOU ARE the primary source of information. The audience must pay attention to what you are saying, and not to what is written on the slides. You have to get their attention.

**VIDEO**

In this useful talk, Julian Treasure demonstrates the how-to’s of powerful speaking — from some handy vocal exercises to tips on how to speak with empathy. A talk that might help the world sound more beautiful.

[http://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen#t-472409](http://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen#t-472409)

**TIPS AND TRICKS**

Follow the **next 10 tips** to be sure that you make your audience’s eyes glow:

1. **Make in impact at the very start!** – Instead of introducing yourself start with a very strong statement about your solution.
2. Finish your presentation 10 minutes earlier. Exceeding the given time frame means that you have not prepared enough. Practice before presenting to make sure you can respect the time frame.

3. Be entertaining! – As you are standing on the stage, you have to be entertaining. Practicing helps to show self-confidence. You want to save the world, don’t you?

4. Be straight! – The pitch is short, you do not have time to waffle. Talk about your solution, its advantages and how you will make your audience’s life easier.

5. Share a good story! – Tall a story that can engage people. A story will make your presentation entertaining and easy to remember.

6. Act like Tony Stark! – The pitch is a genre that does not allow you to be shy. “When you pitch, pitch like an American!”

7. Address your audience, not the walls! – The slides are meant to your audience not to you. Practice enough so you do not have to “peek”

8. Show images, not text! – Use limited text. It is more important what you say than what is written on the slides. Images should support your pitch in terms of mood, feelings, interpretation.

9. Demo of your product: software NO, hardware YES! – Demo of a software takes too much time to present. Use it only if there is no other way to present what it is about. But if you have a gadget that can seduce your audience.

10. Make sure that everyone can understand your pitch!

http://startupdate.hu/pitch-kettes-probald-ujra/

**SUMMARY**

In our fast and quickly changing world time has great value. Entrepreneurs have a very short time available to convince their customers or investors about the advantages of their solutions. Pitching is a good solution in this respect: it means giving a short, concise presentation to the chosen target group. It might seem easy to talk about our idea in 1-3-5 minutes, but if you want to present a very good and convincing pitch you have to invest several days in preparing and practising the presentation of your pitch.

**SELF-REFLECTION**

Can you write a first question that will raise the interest of your audience?

Use the NABC model to write a pitch of your products or service!

Find a story related to your idea that engages and entertains your audience!
I.4. NEGOTIATION & ACTIVE LISTENING

**HERE YOU WILL:**

A. Understand what negotiation is about;

B. Prepare for a successful negotiation;

C. Understand one of the key elements to successful negotiation: active listening;

D. Know how you can improve your negotiation skills;

E. Know how you can improve your listening skills.

We are negotiating all the time, in our personal and social lives, and especially in our professional lives. Every time we communicate with another person there is the potential for negotiation.

Negotiation is an essential life skill – not just a skills used in commercial situations. In today’s increasingly complex and competitive marketplace, effective negotiation skills are key to personal and organisational success. However, there are many poor negotiators because they don’t understand the concept of negotiation. Many communication problems in negotiations are attributable to poor listening skills. Active listening is a negotiators best tool. Read about negotiation and active listening in this knowledge pill.
What is negotiation?

According the business dictionary negotiation is generally defined as:
“Bargaining (give and take) process between two or more parties (each with its own aims, needs and viewpoints) seeking to discover a common ground and reach an agreement to settle a matter of mutual concern or resolve a conflict. Noun of the verb negotiate.”

Source: http://www.businessdictionary.com/definition/negotiation.html

The give and take in the abovementioned definition is clearly reflected in the following quote about negotiation by John F. Kennedy:
“We cannot negotiate with people who say what’s mine is mine and what’s yours is negotiable”.

So a successful or win-win negotiation leads to a solution that is acceptable to both parties, and leaves both parties feeling that they’ve won, in some way, after the event. This helps people keep good working relationships afterwards.

Two powerful keys to successful negotiating are:

• Preparation
• Active listening

1.1. Preparation
Depending on the scale of the disagreement, some preparation may be appropriate for conducting a successful negotiation.

If you want to prepare thoroughly, think through the following points before you start negotiating:

Goals: what do you want to get out of the negotiation? What do you think the other person wants?

Trades: what do you and the other person have that you can trade? What do you each have that the other wants? What are you each comfortable giving away?

Alternatives: if you don’t reach agreement with the other person, what alternatives do you have? Are these good or bad? How much does it matter if you do not reach agreement? Does failure to reach an agreement cut you out of future opportunities? And what alternatives might the other person have?

Relationships: what is the history of the relationship? Could or should this history impact the negotiation? Will there be any hidden issues that may influence the negotiation? How will you
handle these?

**Expected outcomes:** what outcomes will people be expecting from this negotiation? What has the outcome been in the past, and what precedent have been set?

**The consequences:** what are the consequences for you of winning or losing this negotiation? What are the consequences for the other person?

**Power:** who has what power in the relationship? Who controls resources? Who stands to lose the most if agreement is not reached? What power does the other person have to deliver what you hope for?

**Possible solutions:** based on all of the considerations, what possible compromises might there be?

You can use the free worksheet of MindTools for this.

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**The negotiation itself is a careful exploration of your position and the other person’s position, with the goal of finding a mutually acceptable compromise that gives you both as much of what you want as possible. Negotiation is not an arena for the realisation of individual achievements. Ultimately, both sides should feel comfortable with the final solution if the agreement is to be considered win-win. Only consider a win-lose negotiation if you don’t need to have an ongoing relationship with the other party as, having lost, they are unlikely to want to work with you again.**

### 1.2. Active listening

Basically, in any conversation or discussion or negotiation, listening is just as important, or even more important, than talking. It is about understanding what the other person is saying. Many communication problems in negotiations are attributable to poor listening skills.

Negotiators who are poor listeners miss numerous opportunities in their counterpart’s words. Negotiators often tend to run into two major pitfalls that hinder effective listening. First, many think that negotiating is primarily a job of persuasion, and to them persuasion means talking. They tend to forget that it is difficult to persuade other people when you don’t know what motivates these people. Second, people tend to over-prepare for what they are going to say and to use their listening time waiting for their next turn to speak.

While anticipating their next change, they may miss vital information they could use later in the negotiation.

Some key characteristics of a good listener are:

- is motivated to listen
• does not interrupt;
• shows interest;
• pays careful attention;
• is patient;
• asks open questions;
• repeats back what the other person has said;
• is alert to nonverbal cues.

With these type of active negotiation listening skills you signal to the speaker that you are fully and actively engaged in what they have to share.

The best negotiators almost always turn out to be the best listeners as well!

VIDEOS

**Introduction to negotiating** (0:59 minutes)

https://www.youtube.com/watch?v=9D9GN8DDXFk&list=PLU-9HaZTK2hSm3kM6lJ39dMGcO65K1VV&index=6

In this animation video you’ll learn in one minute what negotiation is about. ‘Negotiating is about give and take. It’s a means by which we compromise and agree a way forward. Developing an ongoing relationship is, that’s valuable to both parties.’

**Negotiation strategy: Seven common pitfalls to avoid** (2:51 minutes)

https://www.youtube.com/watch?v=3kqgbYkW3xM&index=42&list=PLU-9HaZTK2hSm3kM6lJ39dMGcO65K1VV

In this animation video you’ll learn about 7 common pitfalls to avoid, including:
1. Poor planning
2. Thinking the pie is fixed
3. Failing to pay attention to your opponent
4. Assuming that cross-Cultural negotiations are just like local negotiations
5. Paying too much attention to anchors
6. Caving in too quickly
7. Don’t gloat

**Cullen’s 7 Steps of Negotiation**

(2:14 minutes)

https://www.youtube.com/watch?v=TgLcN46hNos&list=PLU-9HaZTK2hSm3kM6lJ39dMGcO65K1VV&index=5

In this animation video you’ll get introduced by the 7 steps of (international) negotiation, including:

Step 1  Preparation
Step 2 Building relationships
Step 3 Exchanging information & first offer
Step 4 & 5 Persuasion & concession
Step 6 Agreement
Step 7 Post-agreement
TIPS AND TRICKS

Negotiation tips

TIP 1 Never accept any proposal immediately, no matter how good it sounds.

TIP 2 Never negotiate with yourself. Once you've made an offer, if the other party doesn't accept it, don't make another offer. Get a counter offer. It's a sign of weakness when you lower your own demands without getting your opponent to lower theirs.

TIP 3 Never cut a deal with someone who has to 'go back and get the boss's approval.' That gives the other side two bites of the apple to your one. They can take any deal you are willing to make and renegotiate it.

TIP 4 If you can't say yes, it's no. Just because a deal can be done, doesn't mean it should be done. No one ever went broke saying 'no' too often.

TIP 5 Just because it may look non-negotiable, doesn't mean it is. Take that beautifully printed 'standard contract' you've just been handed. Many a smart negotiator has been able to name a term and get away with it by making it appear to be chiselled in granite, when they will deal if their bluff is called.

TIP 6 Do your homework before you deal. Learn as much as you can about the other side. Instincts are no match for information.

TIP 7 Rehearse. Practice. Get someone to play the other side. Then switch roles. Instincts are no match for preparation.

TIP 8 Beware the late dealer. Feigning indifference or casually disregarding timetables is often just a negotiator's way of trying to make you believe he/she doesn't care if you make the deal or not.

TIP 9 Be nice, but if you can't be nice, go away and let someone else do the deal. You'll blow it.

TIP 10 A deal can always be made when both parties see their own benefit in making it.

TIP 11 A dream is a bargain no matter what you pay for it. Set the scene. Tell the tale. Generate excitement. Help the other side visualize the benefits, and they'll sell themselves.

TIP 12 Watch the game films. Top players in any game, including negotiating, debrief themselves immediately after every major session. They always keep a book on themselves and the other side.

TIP 13 No one is going to show you their whole card. You have to figure out what they really want. Clue: Since the given reason is never the real reason, you can eliminate the given reason.
TIP 14 Always let the other side talk first. Their first offer could surprise you and be better than you ever expected.

**SUMMARY**

Negotiating is not trying to overrun and persuade another person. It is not an arena for the realisation of individual achievements. Negotiating is about finding a mutually acceptable compromise that gives you both as much of what you want as possible. To get to this you have to explore your position and the other person’s position. Active listening is key element in this process. The best negotiators almost always turn out to be the best listeners as well!

**SELF-REFLECTION**

**THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:**

Question 1. Negotiation is about individual achievement

Answer 1: True

Answer 2: False

Question 2. Preparation and active listening are key elements to a successful negotiation

Answer 1: True

Answer 2: False

**REFERENCES**

REFERENCES and RESOURCES used for developing this unit:

- Why negotiation?
- Win-Win Negotiation
- Listening Skills: A Powerful Key To Successful Negotiating
- Active Listening - A negotiator’s best tool
- Active listening
- Negotiation Skills - How to Negotiate Effectively
II. PROBLEM SOLVING

II.1. PHASES OF PROBLEM SOLVING

HERE YOU WILL:

A. He/she is able to define (define) the problem.
B. He/she is able to list (list) the steps of problem solving.
C. He/she is able to use (use) the acquired knowledge in solving their own problems.

Birthâlm Church,
Transylvania, Romania

30 minutes

We use the word problem to describe a wide range of situations of different importance, from the irritation of discovering that the car battery is flat, to the life threatening failure of an aircraft engine in mid-air.

Problems can be defined broadly as situations in which we experience uncertainty or difficulty in achieving what we want, e.g.:
1. Stopping smoking is a problem when you decide you want to stop but cannot.
2. A computer malfunction is a problem if it prevents you completing work on time.
3. An excessive workload is a problem when it interferes with your ability to work effectively.
4. Poor communication is a problem when it reduces the efficiency of an organization.

Problems arise when an obstacle prevents us from reaching an objective, e.g. when a breakdown in a company's manufacturing plant (the obstacle) prevents it from fulfilling orders (the objective).

The problem solving process can be divided into different methods and the stages have been given various labels. This has been done to make it easier to understand it, but the way it is divided and the labels that are used are not important. To be a successful problem solver you need to understand what the stages involve and follow them methodically whenever you encounter a problem.

To be a successful problem solver you must go through these stages:
1. recognizing and defining the problem
2. finding possible solutions
3. choosing the best solution
4. implementing the solution.

Problem solving requires two distinct types of mental skill, analytical and creative. Analytical or logical thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. It provides a logical framework for problem solving and helps to select the best alternative from those available by narrowing down the range of possibilities (a convergent process). Analytical thinking often predominates in solving closed problems, where the many possible causes have to be identified and analyzed to find the real cause.

Creative thinking is a divergent process, using the imagination to create a large range of ideas for solutions. It requires us to look beyond the obvious, creating ideas which may, at first, seem unrealistic or have no logical connection with the problem. There is a large element of creative thinking in solving open problems.

Ever heard people say (or perhaps said yourself) things like:
1. “I wish we hadn't jumped to that solution so quickly.”
2. “I think we may have solved the wrong problem.”
3. “It was only at the end that I realized we had acted too quickly with too little information.”
1. **Find the Right Problems to Solve**

Surprised to start with this step? Not many problem-solving processes include this step, yet it is absolutely crucial. Think how often we spend time and resources on problems which don’t necessarily demand such attention. Ask yourself “Is it the right problem to solve?”. This is also one of the most important stages in our seven-step problem solving technique. Why? Well too often our approach to problem solving is reactive, we wait for the problems to arise. So firstly in our seven step problem solving process, we advocate taking a proactive approach, go and find problems to solve; important and valuable problems. The real starting point then for any problem solving process is to find the right problem to solve.

2. **Define the Problem**

It is very tempting to gloss over this step and move to analysis and solutions. However, like the first step, it is one of the secrets of effective problem solving and helps to differentiate our seven-step problem solving technique. Combining problems that are valuable to solve, with defining exactly what you are trying to solve, can dramatically improve the effectiveness of the problem solving process. The secret to defining the problem is really about attitude. Try to see every problem as an opportunity. This is the crucial attitude which will then help you define the problem in a way that focuses on the potential and opportunity in the situation. Peter Drucker advocates that we should starve problems and start feeding opportunities. Perhaps because we don’t see the right problems to solve or the opportunity in solving them. Essentially Drucker suggests that we should move from focusing on the problem to focusing on the opportunity.

3. **Analyze the Problem**

Analysis is a process of discovery of the facts, finding out what you know about the situation. The problem solving activity question checklist leads you through a set of questions to identify the nature of the problem and to analyze what it is and what it is not. One of the most important aspects of analyzing any situation is involving the right people. We suggest using Reg Revans approach of asking three questions:

1. Who knows? – about the situation/opportunity, or who has the information we need to solve
it/realize it
2. Who cares? – that something is done about it
3. Who can? – do something about the solution

These questions are fundamental management tips. They help us to identify the people who need to come together, in order to take appropriate action to solve an issue or realize an opportunity.

4 Develop Possibilities
The previous steps have already revealed plenty of possibilities for solving the problem and realizing the opportunities. At this stage, it is important to give time and space for creative solutions. Placing a high value on the ideas of others is a crucial leadership concept and facilitator skill when generating ideas to solve problems.

We have already suggested that for effective problem solving you need to ensure that you find the right problems to solve and then ask yourself what opportunities are created by solving this problem. But how to focus on opportunities?

There is a tool with groups of questions to help you:
1. focus collective attention on the situation
2. connect ideas and deeper insight
3. create forward momentum and move to action

A rich range of possible solutions opens up opportunities. When you consider you have plenty of ideas with potential, it’s time to make a decision.

5 Select the Best Solution
The next phase in this seven-step problem solving technique is to consider the number of solutions found. It’s likely that more than one will be viable so how do you decide which solution to select? There will be constraints restricting what you may do, issues about whether solutions fit within what is currently done, and various stakeholders’ views to consider. Solutions therefore need to be evaluated. A powerful way to do this has been proposed by Peter Drucker. In our business-planning tool, “business goal setting”, we suggest using Druckers three criteria as a filter to select ideas to take forward. To screen your ideas apply the three filter tests:

1. Operational validity – Can you take action on this idea, or can you only talk about it? Can
you really do something right away to bring about the kind of future you desire?

2. **Economic validity** – Will the idea produce economic result? What would be the early.

7. **indicators that it was working?**

3. **Personal commitment** – Do you really believe in the idea? Do you really want to be that kind of person, do that kind of work, and run that kind of business?

Take your time to answer these questions. You may well find that many of the other stages in our business goal-setting article can help with the problem solving process. Especially if the problem is of organizational significance and its solution could affect the direction the business or unit takes.

**6 Implement**

Implementation of the seven-step problem solving technique moves to a project implementation process. But before putting your decision into effect check that you have:

1. carefully defined the problem, and the desired outcome
2. analyzed the problem at length
3. collected every available piece of information about it
4. explored all possible avenues, and every conceivable option
5. chosen the best alternative after considerable deliberation.

To implement first make sure that you follow project management guidelines, particularly to be clear on the outcomes, ask yourself what will be different when you solve the problem and realize the opportunity.

Secondly define what the objectives are; these should clearly demonstrate how you would get to the outcomes. Gaining clarity on these and acceptance from the various stakeholders is crucial for your success.

**The implementation process can then effectively follow a project management model of:**

1. Define it
2. Design it
3. Do it – carry out activities to implement
4. Deliver it – test and ensure it has met the outcomes

Make sure that the three “who’s” are with you!
7 Evaluate and Learn from the seven-step problem solving technique

Provided that you have done some things really well by applying this seven-step problem solving technique, it would be all too easy to forget about them while rushing to solve the next problem, or to implement the solution. You should evaluate at least two areas:

1. How you carried out the seven-step problem solving process
2. The effectiveness of the solution you implemented. Did it deliver the outcomes you expected?

You should also ask what you are now able to do, or what you could do next, now that you have improved things by solving the problem. What further opportunities can you now realize that you were not able to before? Use your problem solving skills to ask, “Is it the right problem to solve?” Then ensure that any problem solving activity asks the question: “what opportunities are created by this problem?”

Why people fail to solve problems effectively?

Solving problems is a complex process and each of us is better at the skills required at some stages than others. Below is a list of some of the reasons why people fail to find effective solutions include

- not being methodical;
- lack of commitment to solving the problem;
- misinterpreting the problem;
- lack of knowledge of the techniques and processes involved in problem solving;
- inability to use the techniques effectively;
- using a method inappropriate to the particular problem;
- insufficient or inaccurate information;
- inability to combine analytical and creative thinking;
- failure to ensure effective implementation.

Remember:

- A problem exists when an obstacle prevents you from reaching an objective.
- Problem solving can be divided into stages, which you must follow methodically if you want to be sure of finding an effective solution.
- Solving problems effectively requires a controlled mixture of analytical and creative thinking skills.

The success of a company can depend largely on the ability of its staff to solve problems effectively, both in their day-to-day work and through innovation. This applies not only to senior management, but to all levels in an organization.

It's not enough simply to teach effective problem solving techniques. The working environment
has a very powerful influence on the individual’s ability to solve problems effectively and it needs to be supportive and stimulating. To be truly effective in your work and to contribute to the success of your organization, you need to be aware of the influence of the working environment on problem solving.

This enables you to:

- recognize and overcome negative influences on your own problem solving, and
- help to create an environment which will support others in their problem solving.

Possessing good problem solving skills does not make people automatically use them to the benefit of the organization. They need encouragement, support and guidance in applying them to the organization’s problems.

VIDEO

Creative problem-solving in the face of extreme limits


Navi Radjou describes an interesting problem solving concept that is the frugal innovation. The Northern hemisphere typically solves problems following the principle of doing more using plenty, while the Southern hemisphere solves the problems following the principle of doing plenty using less under duress. It is a lecture laced with example and advice and may bring a new approach into our problem-solving practice.

16 Practical Tips for Solving Your Problems More Easily

1. Accept the problem. This is the one I try to do first when I run into a problem and I use it almost every time. When you accept that the problem already exists and stop resisting then you also stop putting more energy into the problem and “feeding it”. Now it just exists (well, more or less, you might still feel a bit down about it). And you can use the energy you previously fed the problem with – the energy that probably made the problem look bigger than it was – to find creative solutions to the challenge.

2. Ask yourself: what’s the worst thing that can happen? This is another one to do early on. You can easily to use your mind to enlarge problems all out of proportion. By asking this question, you can restore the problem to its original size. Also, realize that the worst-case scenario – if you
actually define it – is perhaps not so pleasant but something you can handle it and solve it.

3. **Gather some good knowledge.** Information about your problem can often decrease that uncertain anxiety and fear we face when we are challenged with something. Knowledge wisps away the clouds of fear around a problem. And we often find that the problem might not be as bad as we thought.

4. **Try to figure out possible problems along the way.** This is something you can do before the problem even arises. Be prepared. When you research – as described in point # 3 – also try to find out what others in the same situation ran into, what challenges they faced. Ask people what they did. If you don’t have anyone to ask then books, forums and blogs are good resources for gathering the personal experience of people. Also, be on the lookout for local groups and organizations. Google it and see what you find. If you keep your eyes and ears open, you are sure to find something helpful.

5. **Ask for help.** You can ask people for advice on what to do and what they did in similar situations like yours. But you can also ask for more practical help. You don´t have to solve every problem on your own and sometimes it feels better to have someone by your side, even if it is just for emotional support.

6. **Let go of the need to be right.** Open your mind to a solution that may work and try it out instead of just making snap judgments based on little information and experience. The need to be right can make you disregard solutions that are just what you need for far too long.

7. **Come up with more than one solution.** You don´t know what will actually work before you try it. What may seem like a good solution in theory doesn’t always work in reality. So brainstorm and come up with more than one solution. If the first one does not work, try the next one.

8. **Redefine failure.** This is important both to handle fear of failure for the whole problem and to get you started in trying different solutions without too much hesitation. The definition of failure we are brought up with in society might not be the best and most useful to have. If you look at the most successful people you quickly notice that they have a different response to failure than the more common one. They don´t take failure or rejection too seriously. They know it´s not the end of the world if they fail. Instead they look at each failure and see the bright side of them: what they can learn from it and improve next time. They have an abundance-mentality.
THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS

Use the 7 steps of problem solving in the solution of one of your personal problems, then in one of your business/organizational problems as well!

Pay attention on the steps or stages, which you are best at, and to the ones you are not so good at. Your strengths and weaknesses should be the basis of your problem solving development process!

REFERENCES

Company policies and procedures effect on problem solving
The 5 steps of problem solving
Problem Solving
Seven Step Problem Solving
16 Practical Tips for Solving Your Problems More Easily
Tips for effective problem solving

II.2. PHASES OF PROBLEM SOLVING

HERE YOU WILL:

A. What is conflict?
B. What styles characterise certain people in terms of conflict resolution? What are the characteristics of these styles?
C. As managers and parties involved, what options do we have to handle these conflicts?

Haller House, Sibiu,
Romania
Many researchers think that the word ‘conflict’ derives from the Latin ‘armed confrontation’ but today it means more than just that. Moreover, in organisational sense, conflicts may even have positive impacts if we can handle them well. Conflict may have one proper definition: ‘Contrariety detected between the goals of two or more parties’ (Smith and Mackie, 2004). Many researchers think that the word ‘conflict’ derives from the Latin ‘armed confrontation’ but today it means more than just that. Moreover, in organisational sense, conflicts may even have positive impacts if we can handle them well. Conflict may have one proper definition: ‘Contrariety detected between the goals of two or more parties’ (Smith and Mackie, 2004).

In corporate life, the conflicts significantly determine the company’s performance. Conflicts may determine the employee morale, efficiency frequency of lawsuits and overall development of the entire company. However, conflicts do not only inhibit development, but the good type and well-managed organizational conflict may also be the condition of development. The steps of the formation of a well performing group are the following: Evolution – Storming – development of Norms – operation, in this process however, the emergence of conflicts is essential during evolution and storming, so that the group learns to handle those first, since this is the only way for them to reach the operational phase resulting in good performance. The business benefits from conflicts, so the entrepreneur should aim to manage the conflicts instead of solving or eliminating them. Conflict management does not mean conflict resolution. Conflict management reduces negative consequences to a minimum, and it supports the positive effects of conflict, aiming to promote the learning/development processes within the group.

There is a link between the corporate conflicts and its level of performance, and this link is not that the lower the level of conflict, the higher the performance. If there are no conflicts within the corporation, it rather means that there is no intention for development within the organisation. In the organisations committed to development, the members of the group are more likely to have different visions about the way of development or the means used, which can all create situations of conflict, but this is a natural concomitant of development.
Therefore, the manager or entrepreneur’s knowledge of conflict mechanism and means of its management, is an important skill.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Level of conflict</th>
<th>Type of conflict</th>
<th>Group Characteristics</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Low or none</td>
<td>Dysfunctional</td>
<td>Apathetic</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Numb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-responsive</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Optimal</td>
<td>Functional</td>
<td>Viable</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-critical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Innovative</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>High</td>
<td>Dysfunctional</td>
<td>Disruptive</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chaotic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non-cooperative</td>
<td></td>
</tr>
</tbody>
</table>

From functional point of view therefore, optimum levels of conflict are optimal. In this case, we can enjoy the potential benefits of conflict:

Identification of the important issues for others
2. The solution of fundamental problems;
3. The support of group development;
4. The conflict between the groups (conflict within the group) can increase the internal cohesion of the groups (within the group as well);
5. Promoting necessary changes in the organization;
6. Learning about ourselves and others;

Of course, by using conflict management we need to maintain the optimal level in order to reduce or keep the possible drawbacks within the limits.

1. Decreasing efficiency
2. Dissatisfaction
3. Aggression
4. Anxiety
5. Wasted time
6. Wasted energy
7. Decreased efficiency
8. Fluctuation
As leaders, it is important to recognize and identify the causes of conflict, to handle it in the right way.

According to their root causes, conflicts include:

A. **Factual conflicts** – based on different knowledge and information, we judge a situation differently. Usually after discussing the facts and information and bringing them to common understanding, the conflict is resolved.

Conflict of interest – the conflict is caused by the decision if the parties made along their own interests. This is a common cause of conflict in companies functioning at multi-level hierarchy.

B. **Relationship conflict** – the conflict stems from the relationship between the parties. This is usually due to prejudices, poor communication or a previous offence. Typically, it may result in the situation where whatever one colleague does, the other is not satisfied and vice versa.

C. **Value conflict** – the differences between the parties’ personality traits, values or beliefs lead to conflicts. Adopting a common platform for these is typically very difficult.

Conflict is not a pleasant experience be it constructive (facilitating, focusing on problem-solving), or destructive (subversive, harmful, undermining self-confidence), therefore the parties also want to manage it. However, the parties may choose different modalities of management strategy. Thomas K.W. and Kilmann R.H. published a possible categorization of resolving the problem back in 1974, and it is still used today. The authors categorized the orientation of the parties’ solution along two dimensions and this became the basis for determining five styles.

**The analyzed two dimensions are as follows:**

- The extent to which the individuals are able to enforce their will and interests in a dispute, that is, how assertive they are;
- The extent to which the individuals are able to consider the other parties’ will, that is, how open they are to the other party, how cooperative they are;
The specific style determines the individual’s behaviour, if we know the style, which the other person is comfortable with, conflicts become easier to handle, and the leaders will find it easier to encourage style changes and subtleties. Thus the five styles are:

1. **Competitive, assertive** (The shark) - The individual wants to heavily promote their own interests at the expense of the other party and uses whatever way of influence they can to get a winning position. The parties do not cooperate during conflict management; they see conflict as a battle where human relationships do not matter. These people like open confrontations, where intimidation is often used. Their behaviour is selfish; their successes offer them security, pride and personal fulfilment. It is typical in asymmetric relationships, where the loser is usually less powerful.

2. **Adaptable, submissive, permissive** (The teddy bear) – The opposite of competition. Anyone who chooses this, will give up on their own interests, desires in favour of the partner, and focuses on the human relations. They would rather give up their own goals and adapts to the other for the sake of the relationship. Behind this strategy often lies wise insight and placability and the acceptance of the other’s opinion. Its use in some cases may result in ostracism and exclusion.

3. **Avoiding, evasive, preventive** (The turtle) – These people use this strategy based on an analysis of the situation, the classification of the relationship, and after an assessment of the chances of victory. It is mainly used when someone has little information and is confident that over time obtains more. They do not want to be involved in conflicts, and do not attach any great importance to achievement of targets or to human relations. To ensure quietness, this person moves back, avoids threatening situations, and has no time or energy to deal with the problem.
4. Problem solving, collaborative (The owl) - The opposite of avoidance. The parties not only accept their own interest, but those of the other person as well and seek a solution that is fully suitable for both parties. The parties are committed to the mutually agreed solution. During the search for solution, there is an opportunity to get to know each other better, during the exploration of needs, the relationship may deepen, and it is possible to discover the other’s previously unknown values. Here, the achievement of goals and the human relationships are considered to be of equal importance. They often have open discussions with the result that their own and the other party’s needs are met too. Conflict is seen as an issue to be resolved. They seek to reduce the tensions, which takes a lot of time and energy.

5. Compromise seeking, negotiator (The fox) – This is a common practice between equal partners, it provides time and opportunity to search for the right solutions, it does not destroy the relationship. The goal is to find some kind of mutually acceptable solution, which is partially suitable for both parties. Once the parties have realized, that none of them can achieve the fulfilment of only their own criteria, they will seek a middle-way solution to more or less meet their goals. During their discussion, they negotiate, and both parties seek to renounce equally. They both win and lose some, too.

All five can occur with anyone, the difference is only the proportions. The emergence of a strategy does not label anyone; these can only be assessed in a specific context, in the light of a specific situation.

As managers, or even a party in a conflict, it is important to know the parties (and ourselves), to know the strategies they use in certain situations. Then, we should separate the problem from the person, focus on the problem not the person, adopt a helicopter perspective, and looking at the problem from above try to find a solution together.

One possible scenario for the process:

1. Get to know the parties (and ourselves);
2. Handle their emotions;
3. Allow time for the parties to let the steam out;
4. Listen actively, ask questions, pay attention, hear what they say;
5. See when they agree and when they don’t;
6. Focus on the problem, not the person;
7. Determine the measures for both parties;
8. Thank them for cooperating in the solution;
9. Check the results, and document the incident.

If you know, that conflicts are an integral part of the organisations, it may be ideal to have a ‘manual’ for such situations, which is continuously updated, so that conflict management becomes a routine like manufacturing or customer service.

VIDEOS

In this video there are 4 more tips on how to become better conflict solvers.
https://www.youtube.com/watch?v=QJiJ95mHftE

In this video there is an example of what happens when the same problem-solving styles meet.
https://www.youtube.com/watch?v=GnB3MpUfv_k

TIPS AND TRICKS

10 tips to help in conflict management:

1. The negative emotions should be shared with those involved only in person or by phone.
2. Start the conversation by saying: ‘I understand’.
3. Take notes when you feel threatened by someone's words.
4. Practise to be able to ask the other party questions to improve the situation even when you are angry.
5. Try repeating word for word what the other party said, when you feel that they are heated by too much emotion or you do not agree with them at all.
6. Take responsibility for your emotions to avoid blaming other.
7. Learn to listen to both sides in a situation where you have to be a mediator.
8. Take steps to develop emotional self-control even in situations of strong conflict.
9. If possible, wait a few days for the management of a conflict in which intense emotions are released.
10. Make your decision to politely communicate even at a time when you are angry or frustrated.
SUMMARY
Conflicts are part of our everyday life, and on certain levels it is useful too: it facilitates learning, development and better problem solving. In this section we had the chance to learn about the factors that lead to conflict, the possible solutions and the conflict management styles we could encounter in practice. An important message of this section is that we should not try to eliminate conflicts from the organization; instead, we should learn how to handle them.

SELF-REFLECTION
Explore the main courses of conflict in your organization.
You and your colleagues should do a conflict resolution styles test!
Available in several languages on the Internet, this one is in English:
Organize a meeting, where you calmly discuss the ways to ideally handle specific conflict situations in your organization!

REFERENCES
Conflicts in organization
Perspectives for managers
The Top 10 Tips on Managing Conflict, Emotional Tension and Anger
10 More Tips for Effective Conflict Resolution
10 Tips for Managing Conflict in the Workplace
4 key tips for managing conflict at work

Hungarian
A konfliktusok kezelése
A tanulókkal kapcsolatos iskolai konfliktusok pedagógiai és jogi megítélése
III.1. TEAM ROLES

**HERE YOU WILL:**

A. Understand the definition of a “TEAM”;
B. Understand the differences between a team and a group;
C. Understand the concept and importance of team roles;
D. Create new ideas on how to build a team (using team roles too).

[Image: The Rosenkrantz Tower, Norway]

30 minutes

What is team work? Team work is defined as the process of working collaboratively with a group of people in order to achieve common goals.

A team consists of more than one person, each of whom has both different and similar responsibilities, but the main responsibility is on the team, as a whole.

A team has common objectives, a common mission. It is very important to coordinate personal goals with team goals.

Team roles are the expectations from team members regarding each other’s behaviour in the
Team roles can relate to different categories of tasks (not necessarily the official tasks from job descriptions).

Motto:
"If You Want To Go Fast, Go Alone. If You Want To Go Far, Go Together" African proverb

In personal life, business / work, sports and many other fields we meet situations where one cannot achieve his or her goals acting alone. Many times we need partners, co-workers, support and assistance to succeed. In these occasions we work in a group or better, in a TEAM.

**Definition of team work:** the process of working collaboratively with a group of people in order to achieve common goals and having common responsibilities. A team consists of more than one person, each of whom has both different and similar responsibilities. A team has common objectives, a common mission. It is very important to coordinate personal goals with team goals.

**Synergy**
Simple rule in team work efficiency: 2+2=5. The common result of a good team is bigger than the sum of each individual's result.

Common characteristics of a team are:
- interdependence;
- accountability;
- trust;
- sharing;
- leadership.

**Creating / developing a team (M.W. Tuckman):**
- Forming (searching for team objectives, personal places in the team, knowing tasks and each other, setting priorities, defining tasks);
- Storming (internal conflicts regarding objectives, priorities, competition for roles and status, obedience appears);
- Norming (team cohesion getting stronger, internal rules, team roles are occupied);
- Performing (personal connections are established and stable, intense relationships, identification with the team's values).
Team effectiveness is more than just performance, a real effective team also contributes to the growth of its members and their well-being.

**When work in team:**
- solve conflicts;
- communicate;
- share ideas;
- be responsible;
- be disciplined;
- respect others;
- SUCCEED.

**Differences between working groups and teams**

Not every group of people is a TEAM.

Working groups, beside the common effort and cooperation is still characterised by individual responsibility. In real teams, team responsibility is dominant.

<table>
<thead>
<tr>
<th>Working group</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong, clear leader position</td>
<td>Shared leading roles</td>
</tr>
<tr>
<td>Individual responsibility</td>
<td>Individual and common responsibility</td>
</tr>
<tr>
<td>Individual products / results</td>
<td>Collective results</td>
</tr>
<tr>
<td>Efficient group discussions</td>
<td>Open discussions, and active problem solving</td>
</tr>
<tr>
<td>Discussions, decision and delegation</td>
<td>Discussion, decision and common work</td>
</tr>
</tbody>
</table>

by Katzenbach - Smith

"In a team we are all rowing in the same direction"
Ideal size of a team: "Meredith Belbin argues that the optimum size for a team is 4 people. Beyond this number, individuals do not work closely enough together to constitute a team and are defined as a group". Smaller teams often lack equilibrium and it is more likely that unsolvable conflicts appear.

TEAM ROLES

In every organization and every team there are differences between members. We want to be, to feel, to be treated different. This leads to ranking, hierarchy, influenced by the formal role in the team, education level, expertise, awards, salaries, occupation, and some personal attributions (age, sex, clothing, physical aspect etc.), the place in the organization, the authority obtained, professional knowledge / skills, results obtained so far, cultural level, personal skills, behaviour, etc.

Team roles are the expectations from team members regarding each other’s behavior in the team.

Team roles can relate to different categories of tasks (not necessarily the official tasks from job descriptions):

- operative tasks: setting goals, creating ideas, collecting data, providing data, coordinating, evaluation
- relationship tasks: encouraging, solving (inter)personal problems, solving conflict, "promoting peace" in the team, fixing standards / norms, following the team.

Individuals need different skills and behave differently in a team environment. We can see this in sports teams, business teams, army teams, rescue teams etc. In a team we cannot do all the same tasks. Imagine in an office everybody just making photo-copies and not doing other jobs.

For example in a football team we have a goaltender, backs, midfielders, forwards. But there are also coaches, physicists, managers. Imagine how it would be, if the team would only have forwards.

In a project team in ICT we have team a leader/manager, we have specialists in programming, design, security, SEO, an external consultant etc. There can also be finance specialists or administrative assistants. Each of them having their specific tasks, needing specific knowledge / skills.

BUT, these are only the formal roles. Beside formal roles, there are the informal team roles, just as important and perhaps even more important.
Yet often, the high-intellect/skilled teams fail to achieve their goals, where a medium intellect team succeeds. Many times it is not the intelligence or special knowledge / skills which are the key to success, but the balance in the team. By balance we mean the existence of a mix of different people, with a range of different behaviors.

The Belbin’s team roles

"A team role is a tendency to behave, contribute and interrelate with others in a particular way"

Dr. M. Belbin

Let’s see the possible informal roles:

Dr. Belbin analysed for a long time the winning and losing teams, and identified that a good team has 9 different roles, which can be divided into 3 categories.

Each of the above roles has clear behavioral and interpersonal strengths and weaknesses. Belbin was convinced that every team, in order to perform well, needs a mixture of these roles. If the whole team has similar strengths or weaknesses, it will be easy to be defeated. Persons with identical strengths compete for the same tasks rather than cooperate.

What if we are less than 9 people in our team/ firm? Sometimes roles are shared, or one person holds more than one role.

In practice it is important that we are aware that a successful team needs persons with different skills, different behaviours. We need thinkers, we need people oriented team members and we cannot forget the action oriented people. Watching carefully the video below, you will better understand each role.

As differences (personality, opinion, ability or way of thinking) between team members increase, so does increase the possibility of team's capacity to fulfill a mission. When heterogeneity in teams increases, creative results also increase, but sometimes also the fluctuation.
Remember:

T.E.A.M.
TOGETHER EVERYONE
ACHIEVES MORE

VIDEOS

Belbin's team roles
https://www.youtube.com/watch?v=-efhOLVgEvM
This video clearly presents why a team needs members with different strengths, abilities and even weaknesses. And how a successful team benefits from the different thinking / acting, relation and action oriented members.

4 people O chair 1 TEAM
https://www.youtube.com/watch?v=4Rd9zQborxI&index=8&list=PLJtw61qZ4J7vWkGjhJOER4Iyr00tddrmU
This video shows how important mutual trust and support in a TEAM is. It also has a powerful motivational side.

TIPS AND TRICKS

Everyone has to understand and accept that there is no long term success without a team. Try to benefit from the understanding of team roles and their contribution to the team's activity and success.
Understand the difference between a group of people and a real team – working together, taking common responsibility.
"That’s a team, gentlemen and either we heal now, as a team, or we will die as individuals." Any Given Sunday (1999)

SUMMARY

In order to achieve our goals in personal life, work, business, sports etc. we have to work in teams.

Teamwork leads to personal and group development, better results and better atmospheres.
A good team is composed of individuals with different and complementary strengths, abilities and skills.
THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:

Sport team vs. work team

Compare the roles in a football (or other sport you know well) team (not only the players can be the members of a team) and your working team. Which roles can you identify in each situation? Are there similarities? **Sport team vs. work team**

Identifying roles in your team

Re-watch the first video, with Belbin's Team Roles, and try to identify those roles in your company / team. Does your team have thinkers, relation/ people oriented or action oriented members?

Questions

Which team roles are important when starting an ICT project?

Which team roles becomes more important when getting close to project deadline?

**REFERENCES**

Belbin Team Roles

**III.2. TEAMBUILDING**

**HERE YOU WILL:**

A. Understand what teambuilding is;

B. Underline the benefits of teambuilding;

C. Apply several teambuilding activities and games.

“Great things in business are never done by one person. They’re done by a team of people.” Steve Jobs.

“Coming together is a beginning. Keeping together is progress. Working together is success.” Henry Ford
Abovementioned quotes indicate that a team can be very powerful. However, putting together some people will not instantly have the desired result. You have to make sure the group of people forms a strong and committed team. Teambuilding will help you to achieve this. Teambuilding is one of the best investments you can make. It will bring your company many benefits. Read about teambuilding, its benefits and ways to encourage teambuilding in this knowledge pill. Abovementioned quotes indicate that a team can be very powerful. However, putting together some people will not instantly have the desired result. You have to make sure the group of people forms a strong and committed team. Teambuilding will help you to achieve this. Teambuilding is one of the best investments you can make. It will bring your company many benefits. Read about teambuilding, its benefits and ways to encourage teambuilding in this knowledge pill.

The main goals of team-building are to improve productivity and motivation. The benefits of teambuilding programs are so significant that many organizations have incorporated teambuilding strategies into their standard training curriculum.

Some benefits include:
- It builds trust and mitigates conflict;
- It reduces stress;
- It improves attitudes;
- It encourages communication;
- It increases collaboration;
- It builds connections that inspire collaboration.

Effective teambuilding means more engaged employees, which is good for company culture and boosting the bottom line. Your team learns how to work together toward team goals.

Real teambuilding activities and challenges are fun, memorable, and effective tools for quickly improving your team’s trust and accountability – they foster relationships and develop leadership skills. It provides a sense of commitment and dedication that will “cheer on” individual achievement and foster group success.

So what are ways to encourage teambuilding?
In the sections Video’s, Tips and tricks, Learning activity and Sources and further learning you’ll find many examples and inspiration for teambuilding activities.
VIDEO

This animation video explains an activity that you could do to work on teambuilding.
(0:51 minutes)
https://www.youtube.com/watch?v=sKINaKkjOyE

TIPS AND TRICKS

The most successful, memorable teambuilding events are ones that don’t feel like a day at the office. Spending time together, sharing an experience or working towards a common goal allows bonding to happen more organically and far more effectively.

It turns out that happiness and learning are tied very closely together. Trying new things with your staff can generate vibes among employees, which in turn benefits the business itself. Choosing something unique and slightly outside of people’s comfort zones can encourage them to come together in new ways.

With this in mind, one of the best and enjoyable team building activities is Escape Room. An Escape Room is a physical adventure game in which players are locked in a room and have to use elements of the room to solve a series of puzzles and escape within a set time limit. This concept is very popular as team building exercise. Probably there are several Escape Rooms in your area. Take your team to one and see the result yourself!

Summary

Teambuilding is very important for the level of productivity and motivation. Putting time and energy into teambuilding is worth it because it provides a great return on your investment.

There are many teambuilding activities and games. The most successful, memorable teambuilding events are ones that don’t feel like a day at the office. Escape Room is a great example of this and is worth trying with your team.

SELF-REFLECTION

Question 1. Main aim of teambuilding is to improve productivity and motivation
Answer 1. True

Answer 2. False

Question 2. What is the best place to do teambuilding activities and games?
Answer 1. Inside the office
Answer 2. Outside the office

Below you’ll find 2 teambuilding activities to exercise teambuilding within your organisation.

1. Random Request

Break the group into teams of 3 or more. Make a list of tasks for each team to do as a group. Give the list to each team, along with a deadline by which they must complete all tasks. The activity will ask them to solve and answer a wide range of questions, puzzles, problems and challenges. They should work as a team and create solutions and answers in as quick a time as possible. Whoever completes the most tasks the quickest, wins! You can create your own point system according to task difficulty if you want. In annex 1 you will find an example that can serve as inspiration for the Random Request teambuilding activity.

<table>
<thead>
<tr>
<th>Task</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROWN YOUR KING</td>
<td></td>
</tr>
<tr>
<td>All successful teams need a kingpin, a leader who inspires them and keeps them motivated during difficult times. In this activity the leader is the only nominated person in your team who can speak to the staff members. Please choose your leader and the chosen leader must then wear, at all times within the game, some form of physical identity to show that they are the leader.</td>
<td>30</td>
</tr>
<tr>
<td>NAIL YOUR COLOURS TO THE MAST</td>
<td></td>
</tr>
<tr>
<td>In the challenges of a day’s work it’s important to know who’s on your side and who isn’t. You need to decide a team name and a visibly identifiable way of showing what team you are in...some sort of mark, armband or anything you think....Once you have done this have the leader report back to the Random Request Activity Leader.</td>
<td>50</td>
</tr>
<tr>
<td>CUNNING QUESTIONS FOR CLEVER MINDS</td>
<td></td>
</tr>
<tr>
<td>We can’t all know everything, but there are ways of finding things out for those that know where to look...Each of the questions below are worth 4 points. You can submit your answers to them all at any point during the quest, but can do so only once.</td>
<td>40</td>
</tr>
<tr>
<td>Task</td>
<td>Total points</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>3. An adult human has 206 bones. How many is a baby born with?</td>
<td>40</td>
</tr>
<tr>
<td>3. Who was the 1958 Hong Kong ‘cha cha’ champion?</td>
<td>40</td>
</tr>
<tr>
<td>3. How much did Warner Communications pay for the copyright of the song 'Happy Birthday'?</td>
<td>40</td>
</tr>
<tr>
<td>3. How much did Warner Communications pay for the copyright of the song 'Happy Birthday'?</td>
<td>40</td>
</tr>
<tr>
<td>3. At what speed does food travel through the large intestine?</td>
<td>40</td>
</tr>
<tr>
<td>3. A ‘jiffy’ is a proper unit of time. How long is it?</td>
<td>40</td>
</tr>
<tr>
<td>3. What was Marilyn Monroe’s real name?</td>
<td>40</td>
</tr>
<tr>
<td>3. In which country were neck ties first worn?</td>
<td>40</td>
</tr>
<tr>
<td>3. Who invented the scissors?</td>
<td>40</td>
</tr>
<tr>
<td>3. Who is the patron saint of chess-players?</td>
<td>40</td>
</tr>
<tr>
<td>3. What do the following words have in common: race car, level &amp; wow?</td>
<td>40</td>
</tr>
</tbody>
</table>

**THERE ARE NO WORDS**

We all have those moments in life when we just don’t know what to say or are so astounded that silence is the only response we can muster...

Therefore, please let one of your team mime the following important messages across to the other team members (there must be no talking, writing, drawing or using numbers):

- **Message 1**: My dog is sleeping in the lighthouse
- **Message 2**: The King rang, he said ‘hello!’
- **Message 3**: If you look under my hat, you will find a small, yellow, boy.

**WINTER IS COMING...**

With such cool temperatures in parts of the year, perhaps it is time to start thinking of Christmas?

Sometimes the weather is so miserable that we can all be forgiven for feeling a little cold and our minds drifting to the festive season. To keep your spirits high you must find the Random Request Activity Leader 30 minutes after the start of the game and sing to them a Christmas Carol.
<table>
<thead>
<tr>
<th>Task</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODERN DAY POETS</strong></td>
<td>100</td>
</tr>
<tr>
<td>Many people would argue that modern music is the equivalent of poetry in days gone past. To prove this compose a 3 Verse rap or poem about your college or town. You must then perform this to the Random Request Activity Leader.</td>
<td></td>
</tr>
<tr>
<td><strong>WE ARE ON TOUR</strong></td>
<td>20</td>
</tr>
<tr>
<td>International links and visits are fun and educational. Please find out what country you would be in if you are landing at the following airports...</td>
<td></td>
</tr>
<tr>
<td>Don Muang Airport =</td>
<td></td>
</tr>
<tr>
<td>Charles De Gaulle Airport =</td>
<td></td>
</tr>
<tr>
<td>Tambo International Airport =</td>
<td></td>
</tr>
<tr>
<td>Heathrow Airport =</td>
<td></td>
</tr>
<tr>
<td><strong>GO GREEN OR GO HOME</strong></td>
<td>50</td>
</tr>
<tr>
<td>An important part of any business is their image; especially today everyone is desperate to look good and show customers they care. This is especially true in modern businesses where the customers are often young, trendy types who care about green issues. To show your commitment to the environment you need to bring, in a natural container, exactly 15 blades of grass, six stones and a very small stick...</td>
<td></td>
</tr>
<tr>
<td><strong>THE PATH TO ENLIGHTENMENT</strong></td>
<td>100</td>
</tr>
<tr>
<td>Busy people, such as business people, can find themselves stressed by the fast paced and technologically advanced world which they find themselves working. This task will help you find a path to success. By answering the steps below you will help find your way to a better life. But be warned, unless you get all the steps correct in one go you will lose 30 points as failure will return you to your stressed ways...</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td></td>
</tr>
<tr>
<td><strong>Path to Enlightenment I:</strong> What colour is the Yellow Brick Road in 'The Wizard of Oz'?</td>
<td></td>
</tr>
<tr>
<td><strong>Path to Enlightenment II:</strong> What city did House music originate in?</td>
<td></td>
</tr>
<tr>
<td><strong>Path to Enlightenment III:</strong> complete the following sequences:</td>
<td></td>
</tr>
<tr>
<td>- Rio de Janeiro  London  Beijing  Athens  ..........</td>
<td></td>
</tr>
<tr>
<td>- Qatar  Russia  Brazil  South Africa  ..........</td>
<td></td>
</tr>
<tr>
<td>- Victoria  Edward  George  Edward  George  ..........</td>
<td></td>
</tr>
<tr>
<td>- Edgbaston  Harborne  Quinton  ..........</td>
<td></td>
</tr>
</tbody>
</table>

**Total points**

9. 100

(OR MINUS 30 POINTS)

**IS HE HAVIN' A LAUGH?**

Even in the busy hustle-bustle of life it’s important to remember to laugh! Every team member must prepare a joke, practice them out on each other and then when everyone has a good one go and tell the Random Request Activity Leader immediately. They will give you points depending on how much you make them laugh...

**MAMA MIA!**

Many high flying business executives and Principals enjoy being wined and dined: it helps them make deals. One local business executive is a connoisseur of Italian food, but one question has been bothering him of late...does spaghetti grow on trees? What evidence do you have for your answer? Present your case to the Random Request Activity Leader.

**THE SPECIAL K DIET**

To many people and supermodels the letter K appears to have magical properties; can you and your group show the letter K to the Random Request Activity Leader without speaking, writing or miming it?

**THAT’S MAGIC**

Since the retirement of Paul Daniels and his delightful assistant and wife Debbie McGee, magic has gone downhill. To restore this sad situation, develop and perform a magic trick that you might be able to sell to Paul to entice him out of retirement.
<table>
<thead>
<tr>
<th>Task</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVER DECREASING CIRCLES</strong></td>
<td>30</td>
</tr>
<tr>
<td>Just for fun....draw a circle with a hat on.</td>
<td></td>
</tr>
<tr>
<td><strong>HIGH ASPIRATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>i) How many steps are there in this building to go from the ground floor to the first floor?</td>
<td>40</td>
</tr>
<tr>
<td>ii) How many red cars are parked in the car park this morning?</td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE LOOPY</strong></td>
<td></td>
</tr>
<tr>
<td>Please translate the following phrases into English:</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>- Ich habe meinen Schirm vergessen</td>
<td>30</td>
</tr>
<tr>
<td>- S’il vous plaît puis-je commander un McDonald?</td>
<td></td>
</tr>
<tr>
<td>- Спасибо</td>
<td></td>
</tr>
<tr>
<td><strong>THE QUEST ENDS</strong></td>
<td></td>
</tr>
<tr>
<td>After 30 minutes you must make sure the Random Request Activity Leader knows all your scores and you must be standing in height order! If you are late or not in order, you will lose points!</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
</tr>
</tbody>
</table>

**2. Top secret – the mission**

In this activity, team members have to imagine that they are working for the secret service and have a very important job to do. They are in charge of keeping secret some very important information that is contained within a very fragile container. They must design a method to transport the secret information out of the building and to safety.

The only way to save the information is to drop the information out of the window to safety. BUT remember that the secret information is kept safely in a very fragile container, and... the container must not break or crack as the information will leak out.

**Activity information:**
- The container is an egg
The egg will be dropped from an upstairs window

The egg cannot crack or break or the secret information will leak out!

Teams have some materials to help them:

- newspaper;
- string
- plastic bags;
- sellotape;
- paper clips;
- paper.

Divide the group into small groups of three to five people and give them the resources. They have 15 minutes to use the resources to develop and create an idea that will be able to dropping the egg from the window onto the ground without breaking the egg. Once the time is up, they will have to test the ideas by dropping the egg out of an upstairs window and seeing if it survived, or if it splats on the floor!

REFERENCES

Why Team Building Is The Most Important Investment You'll Make
Why teambulding?
The Team Building Directory
Team Building is Important Because Your Success Starts with a Shared Vision and a Culture of Teamwork
12 Awesome Team Building Games Your Team Won’t Hate
Free Team Building Activities
IV. LEARNING

IV.1. LEARNING STYLES

HERE YOU WILL:

A. understand what learning styles are;
B. identify your preferred learning style;
C. reflect on how the knowledge of learning styles can improve learning experiences.

The idea of a learning style is that we all have a way in which we prefer to learn. For example, some people like to sit down and read about a subject while others prefer to learn by engaging in some kind of physical activity.

There are many different learning styles models; one literature review identified 71 different models.

However, it's not so simple as learning preferences can change over time or depending on circumstances - as you are required to do different things at work and in life more generally.

There are substantial criticisms of learning-styles approaches. Although there is ample evidence that individuals express preferences for how they prefer to receive information, few studies have
found that using learning styles in education is really effective. Despite of this, the theories of learning styles remain very popular and widely accepted.

Would you like to determine your learning style as well as those of your colleagues and see how that can benefit your company?

One of the most popular theories of learning styles is that they fall into three “categories:” Visual Learners, Auditory Learners and Tactile or Kinesthetic Learners.

**Visual**

If you are a visual learner, you learn by reading or seeing pictures. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored.

You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to color and to spoken language (like stories) that is rich in imagery.

**Here are some things that visual learners can do to learn better:**

- Sit near the front of the classroom;
- Try to visualize things that you hear or things that are read to you;
- Write down key words, ideas, or instructions;
- Draw pictures to help explain new concepts and then explain the pictures;
- Color code things;
- Avoid distractions during study times.

**Auditory**

If you are an auditory learner, you learn by hearing and listening. You store information by the way it sounds, and you have an easier time understanding spoken instructions than written ones. You often learn by reading out loud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or talk to yourself or others if you become bored. People may think you are not paying attention, even though you may be hearing and understanding everything being said.

**Here are some things that auditory learners can do to learn better:**
• Sit where you can hear;
• Use flashcards to learn new words; read them out loud;
• Read stories, assignments, or directions out loud;
• Record yourself spelling words and then listen to the recording;
• Have test questions read to you out loud;
• Study new material by reading it out loud.

**Tactile**

If you are a tactile learner, you learn by touching and doing. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved.

You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability.

You can easily remember things that were done but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.

**Here are some things that tactile learners like you can do to learn better:**

• Participate in activities that involve touching, building, moving, or drawing.
• Walk around, rock in a chair or hold on to something while reading or studying.
• Use flashcards and arrange them in groups to show relationships between ideas.
• Trace words with your finger to learn spelling (finger spelling).
• Take frequent (but not long) breaks during reading or studying periods.
• Use a computer to reinforce learning through the sense of touch.

Once you know your own natural learning preference, you can work on expanding the way you learn, so that you can learn in other ways, not just in your preferred style.

And, by understanding learning styles, you can learn to create an environment in which everyone can learn from you, not just those who use your preferred style.

**If you are in the role of a teacher/ trainer, you can try using different methods for different kinds of learners, or better a combination of methods that accommodate**
different styles:

- Learning methods for visual learners will ensure that students can see words written, using pictures, and drawing timelines for events
- Methods for auditory learners will include repeating words aloud, small-group discussion, debates, listening to books on tape, oral reports
- Methods for tactile/kinesthetic learners will include hands-on activities, projects, frequent breaks to allow movement, visual aids, role-play, and field trips

By using a variety of teaching methods from each of these categories, teachers cater to different learning styles at once, and improve learning by challenging students to learn in different ways.

Despite the popularity of theories on learning styles, they have been criticized by many researchers, which claim that there is no scientific evidence to support the idea that matching activities to one’s learning style improves learning. According to Susan Greenfield the practice is "nonsense" from a neuroscientific point of view: "Humans have evolved to build a picture of the world through our senses working in unison, exploiting the immense interconnectivity that exists in the brain."

Many trainers believe that labeling learners as having only one specific learning style is not the correct way to go about teaching and training; there is a multimodal style of learning as well. You can be an auditory learner when it comes to a specific subject and be a visual learner when it comes to a different topic.

Despite the lack of scientific evidence, many teachers and educators continue to find value and benefit by using learning styles theories in one way or another.

Understanding preferred learning styles may help you to find new ways of studying that better work for you and appreciate the other learning methods as well. On the other hand, if you attempt to train others, mixing different learning experiences may help achieve better results.

VIDEOS

**Animated examples of different learning styles** (3:16 min):

https://www.youtube.com/watch?v=fQYW6vYSGXs

**What’s your learning style?** (1:34 min)

https://www.youtube.com/watch?v=Kf7S9BRJ8nk

"Good Thinking! — ending "Learning Styles" Out of Style" - this video argues that independent of a preferred "learning style", all students benefit from a combination of different learning methods (7:16 min)

https://www.youtube.com/watch?v=C9hTWrfZ0c
**TIPS AND TRICKS**

You can get clues to whether someone is visual, auditory or tactile from the kind of language that they use:

- Visual persons will use phrases like “I see what you mean”, and “Let me get the picture straight in my mind”
- Auditory persons will be more likely to say “I hear what you’re saying”
- Tactiles, on the other hand, will “feel your pain” and give you a hug

A knowledge of learning styles may help you identify which ways of learning might be more enjoyable for you. Even if there are elements of your course which do not particularly suit you, bear with it! Different experiences will broaden your ability to learn in different ways, which is always helpful.

**SUMMARY**

- Learning styles are the ways we prefer to learn;
- According to one of the main learning styles theories, learners can be divided into auditory, visual and tactile;
- There is a lack of scientific evidence that matching activities to one’s learning style improves learning;
- However, understanding learning styles and the natural learning preference, you can choose more enjoyable learning experiences and work on expanding the way you learn;
- By using a variety of teaching methods, teachers can cater to different learning styles at once, and improve learning.

**SELF-REFLECTION**

What do you think is your learning style?

How understanding different learning styles can help your business?

**REFERENCES**

Discover David Kolb's learning styles model
Learn about the VAK learning styles model and test 20 questions to determine your preferred learning style
Take a quiz to determine your learning preference
IV.2. CAPACITY TO LEARN

HERE YOU WILL:

A. Understand what learning agility and learning capacity is;
B. Underline why it is important to increase your learning agility and capacity;
C. Know how to increase your learning capacity and agility.

20 minutes

“You can’t teach an old dog new tricks.”

What do you think about this statement? Do you agree? Do you disagree? This statement is about learning capacity and learning agility.

Learn about these concepts in this knowledge pill and learn how you can increase your learning capacity and agility which enables you to further develop and grow, both professionally as personally.

On the surface, John looked like the perfect up-and-coming executive to lead BFC’s Asia expansion plans. He went to an Ivy League B-school. His track record was flawless. Every goal or objective the organization had ever put in front of him, he’d crushed without breaking a sweat. But something broke when John went to Asia. John struggled with the ambiguity, and he didn’t take prudent risks. He quickly dismissed several key opportunities to reach out for feedback and guidance from leadership. It became clear that John had succeeded in the past by doing what he knew and operating rather conservatively within his domain. It also became clear that the company was going to massively miss the promises it had made to the Board and the Street if John remained in the role.

With a heavy heart, BFC’s CEO removed his promising protégé from the role and redeployed him back in the US. He decided he had no choice but to put a different kind of leader in the role – Alex.

While talented, Alex had come to be known behind closed doors by the moniker “DTM” – difficult to manage. He marched to the beat of his own drummer, and he wasn’t afraid to challenge the status quo. He loved a challenge, and he was comfortable taking risks. It turned out to be the best move the CEO ever made.
No stranger to ambiguity, Alex was flexible in formulating his strategy and sought feedback from the people around him. He made a risky move at the beginning that backfired on him. But as a result, he learned what not to do and recalibrated his approach. That was the key to success. His tendency to buck the established BFC way of doing things was exactly what was required for the company to successfully flex its approach and win in the new territory.

(Source: [https://hbr.org/2015/06/improve-your-ability-to-learn](https://hbr.org/2015/06/improve-your-ability-to-learn))

What Alex’s success exemplifies is the importance of “learning agility” and “learning capacity”. Learning capacity refers to the way that individuals (and organisations as groups of individuals) are able to recognise, absorb and use knowledge. Capacity to learn comprises of the following:

**Learning capacity and Learning agility**

1. Introspection is the individual’s willingness to look back and learn as well as the ability to learn from mistakes and to identify areas of improvement.
2. Reflection and contemplation is the individual’s ability to observe his own thoughts, actions and feelings in order to improve further and perform better.
3. Getting into the flow is the individual’s ability to get into a new experience and flow with the experience. It is the person’s child-like ability to derive joy out of learning.

Learning agility implies the willingness and ability to learn, the ability to remain open to new ways of thinking and to continuously learn new skills. This strongly depends on related qualities such as emotional intelligence and behaviours.

**What are ways to increase your learning agility and learning capacity (“enablers”)?**

- **Innovating:** This involves questioning the status quo and challenging long-held assumptions with the goal of discovering new and unique ways of doing things. Innovating requires new expe-
Experiences, which provide perspective and a bigger knowledge base. Learning-agile individuals generate new ideas through their ability to view issues from multiple angles.

• **Performing:** Learning from experience occurs most often when overcoming an unfamiliar challenge. But in order to learn from such challenges, the individual must remain present and engaged, handle the stress brought on by ambiguity and adapt quickly in order to perform. This requires observation and listening skills, and the ability to process data quickly. Learning-agile people pick up new skills quickly and perform them better than less agile colleagues.

• **Reflecting:** Having new experiences does not guarantee that you will learn from them. Learning-agile people look for feedback and eagerly process information to better understand their own assumptions and behaviour. As a result they are insightful about themselves, others and problems. In fact, in prior studies, Green Peak Partners discovered that strong self-awareness was the single highest predictor of success across C-suite roles.

• **Risking:** Learning-agile people are pioneers – they venture into unknown territory and put themselves “out there” to try new things. They take “progressive risk” – not thrill-seeking, but risk that leads to opportunity. They volunteer for jobs and roles where success is not guaranteed, where failure is a possibility. They stretch themselves outside their comfort zones in a continuous cycle of learning and confidence-building that ultimately leads to success.

**How do you decrease your learning agility and learning capacity (“derailer”)?**

• **Defending:** Being open to experience is fundamental to learning. Individuals who remain closed or defensive when challenged or given critical feedback tend to be low in learning agility. By contrast, high learning-agile individuals seek feedback, process it and adapt based on their newfound understanding of themselves, situations and problems.

**Learning capacity and learning agility**
In times of change, managers and employees need to be more agile than ever. The willingness and ability to learn from experience and knowledge influences not only the extent to which we grow as individuals, but also how we are perceived by others. Ultimately, our ability to continuously learn and adapt will determine the extent to which we thrive in today’s turbulent times.

**VIDEO**

**10 Ways to Increase Your Intelligence & Improve Your Brain Power** (7:32 minutes)

https://www.youtube.com/watch?v=59YvX-Oxsqw

**TIPS AND TRICKS**

5 additional tips to increase your learning capacity:

1. Seek novelty;
2. Challenge yourself;
3. Think creatively;
4. Do things the hard way;
5. Network.

**SUMMARY**

It is of major importance to be willing and able to learn, to be open to new ways of thinking and to continuously learn new skills in order for you to further develop and grow. Innovating, performing, reflecting, and risking are ways to increase your learning agility and capacity.

**SELF-REFLECTION**

Question 1.

**Learning capacity and learning agility are not the same but are closely interlinked**

Answer 1: True
Answer 2: False

Question 2.

**What are ways to increase your learning agility and capacity?**

Answer 1: Innovating, Performing, Reflecting and Defending
Answer 2: Innovating, Performing, Reflecting and Risking

“You can’t teach an old dog new tricks.”

Is your opinion on this statement still the same as before your dived into this knowledge pill? Please explain your answer.

Then create a list of 5 action points to plan increasing your learning agility and capacity. Use the template below.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge myself</td>
<td>Lead and manage a meeting</td>
<td>Improve leadership skills</td>
</tr>
</tbody>
</table>

... - .... - .......

REFERENCES

Increase learning capacity

5 Principles to Increase Your Capacity to Learn

Improve Your Ability to Learn

Learning About Learning Agility

IV.3. ONLINE LEARNING

HERE YOU WILL:

A. gain knowledge about the benefits of self-training and learning using the different resources ONLINE

B. choose the best online platforms and courses to be better trained and improve your skills on any subject

C. take the maximum advantage of the SKILLS+ learning content

Palace of Carlos V Granada, Spain

E-Learning has become a real challenge to the traditional learning systems. There are plenty of different ONLINE platforms, courses and resources in the INTERNET to learn different matters. Most answers are easy to find in the internet and it is also easy to get an ONLINE course on almost any matter. However, choosing the best information to get trained is not always easy...
since the info is really vast.
There are many alternatives and tendencies in the self-training or learning field. Combining
working and learning is possible but needs a high level of organization and responsibility.
This pill consist of a series of tips on getting the best out of self-training and ONLINE learning.

As in the “real life”, in the virtual world there are many different ways to get a training course
but the common sense has to be leading the individual to choose the best one. Each individual
has his/her preferences and his/her way of learning, and there are plenty of good resources to
get the best results.

The first question to think about is: Is this ONLINE resource convenient for me? The answer
arises sometimes at the certain stage of the process; in other words: one should start a learning
process and at a certain point they can feel that the way of getting the knowledge is not
convenient. If it is the case, is better to start a new ONLINE method or platform instead of
loosing time understanding the way the contents of the learning is being transmitted.
It is crucial to test the tool before starting an online course. If the tool is not easy for you to use,
it is better to find another one. Otherwise, you will loose your time getting used to the tool
instead of getting the knowledge.
It is also very important to ensure you will have contact with HUMAN trainers/teachers. ONLINE
learning does not mean you will learn alone with no external human help from the teachers or
trainers. In general, for each area of knowledge there are many resources but there are also
platforms and resources offered by universities and other entities with reputation and large
experience in learning.
Creating a schedule is crucial when you are involved in an ONLINE learning process. It is really
relevant to have the time schedule to learn and to self-test yourself in your own progress.
Organize your calendar each week to take into consideration each and every activity related to
your learning process.
Preparing your workspace is also important. Learning ONLINE doesn’t necessary mean to be
anywhere anytime without the appropriate workspace to feel convenient and with an ergonomic
environment, free of any interference or anything that can cause distraction. Learning in the
tradicional way or ONLINE, requires a set of good conditions that allows the best level of
comfort.

Learning ONLINE is a new powerful way of getting knowledge because you have the possibility
of getting many resources and information in the digital world. But it requires a high level of
responsibility from the student and consideration of many factors that may affect the correct use
of learning resources.
There are many entities such as universities that combine the traditional way of learning (a teacher in a room with students) and the ONLINE methods, requesting that the students use their e-learning resources. In these platforms, there are human teachers/lecturers, training at concrete time of the day via video conferences; students can attend the class from their own homes, even using the so-called “e blackboard” interactively to get extra information from the teacher as well as to ask questions or make comments in real time. In these platforms one can also repeat the recorded lessons or sessions and there are even slots of time everyday to meet your teacher, coach or mentor to have a face to face video conference to ask your questions and get feedback.

Motivation is also crucial in the self-learning process. It is related to the other points we have highlighted in this Pill. A good organization of your time, an efficient schedule, a convenient environment, and, the most important, the will to learn according to your needs, are components that will take you to the total success. Consider that learning online requires your active participation. Often there are no tests or exams but your behaviour and your reactions are the continuous evaluation for your learning.

Learning and working are compatible since the ONLINE learning is flexible. Once again, if you can organize your time according to your activities, you will improve yourself in terms of learning and knowledge.

**VIDEOS**

**“TIPS on ONLINE Learning”**

This video by the University of Houston summarizes habits of successful online learners. The topics addressed are: misconceptions and expectations of online learning and tips to be successful (4:36 min):

https://www.youtube.com/watch?v=IjedGZebAuA

**Five tips for successful on online learning**

by Facultatem Centrum. This video shows 5 well explained tips for self training (6:51 min): https://www.youtube.com/watch?v=LQy40B4yAE

**TIPS AND TRICKS**

- Be organized.
- Set up a good an convenient schedule for the online learning.
- Get the best, free of interferences environment for your activities.
- Get in touch with the (other) learners.
SUMMARY

- Aim to get the best resources or platforms for your e-learning purposes;
- Test the contents of the courses and check whether they fit with your learning needs;
- Choose the best environment for your convenience;
- Organize your time schedule; to get the advantages of the e-learning system.

SELF-REFLECTION

What are the things to consider if I want to choose an online course or platform for my knowledge needs?

Why is motivation in self-learning so important?

Did I understand the importance of my own responsibility for my ONLINE training success?

REFERENCES

"Getting The Most Out Of Your eLearning Course: 10 Study Tips For Online Learners” by learning industry

“How to study online for the best results” by Seek Learning
V. CREATIVITY

V.1. RAISING AWARENESS FOR CREATIVITY

HERE YOU WILL:

A. identify the importance of education for creativity;

B. understand how creativity can be applied in your organization.

Sevilla Cathedral, Spain

30 minutes

Leadership is commonly seen as an important variable affecting organizational performance. One way for leaders to encourage more creativity in the workplace is by studying the arts. Artists and business leaders have many similarities. Both have a guiding vision and a potent point of view, and can formulate an ideal, navigating chaos and the unknown to produce a new creation. Since all great art pushes boundaries beyond established norms, it can teach us about leadership, change, ambiguity, chaos, courage and creativity. The arts (painting, poetry, improvisation and storytelling) take us on adventures in creative expression that help us safely explore unknown territory, overcome fear and take risks.
You can easily incorporate the arts in your workplace by asking people for stories about their best customer experience, or best boss, or best team experience. When envisioning the future, ask people to sketch what it looks like to them, and tell a story about the picture. Organizational creativity depends on the leadership. Creative leaders need to seek opportunities for creating shared value even in the hardest of times and the most difficult of circumstances. They need to support innovation initiatives and encourage their employees to share their ideas and opinion. Only then an organisation’s creativity can be improved.

It has become a truism that organizations today are facing a wider array of competitive pressures as never before. They must be constantly changing and innovating, reinventing themselves at internet speed to stay ahead of technological changes. So it has become of fundamental importance that what allows a company to respond proactively to diverse pressures is the development of creativity as a core competence, because creativity is what makes something better or new. In short, it is the best way to create value.

It is important to underline that there is no standard approach of creativity but the truth is that creativity definition must handle and adopt each new endeavour by selecting an approach that mates the situation. It depends on the goal to be achieved and innovation is just one of them. Consequently, we have to know were we need to go (the purpose), the appropriate means for getting there (the practises), and finally we need to select or develop people to carry out our initiatives.

So, the correct approach at creativity is fundamentally about achieving the right mix of purposes, practices, and people. Jeff De Graff and Katherine A. Lawrence have identified four main types of creativity, conceptualized as creativity profiles.

By profile, we mean a description of the biases and preferred creative activities of particular individuals, groups and organisations, together with the desired creative outcomes of their activities:

1. **Image profile:** is the profile of radical breaks with the past and breakthrough ideas that can change the marketplace. Individuals with the Imagine profile tend to be generalists or artistic types who enjoy exploring and easily change direction when solving a problem. Imagine companies seek to create something new that has been thought impossible.

2. **Invest profile:** individual with the invest profile are focused on performance and goals. Their
culture emphasizes these results and the discipline necessary to create them. This group typically includes members of the finance department and marketing. Invest companies seek to create quickly before competitors can.

3. **Improve profile:** the improve profile represents incremental creativity—taking something that exists and modifying it to make it better. People in the improve profile are systematic, careful, and practical. Improve companies seek to create something better so as to build on the present. These companies tend to elaborate or extend existing products with minor variations.

4. **Incubate profile:** the incubate profile encompasses the kinds of people who believe in something greater than the business itself and run their business to reflect those values. People in the incubated profile are likely to feel that creativity should be timeless. This group is often in human resources, training, or organizational development functions. Incubate companies seek to create something sound that is appreciated by the community. Of course, other kinds of creativity are equally valid and equally important, depending on the circumstances. The crucial aspect to understand is that the creative practices and competencies we use determine the outcomes we get. So if we have specific purposes in mind, we have to use the right practices, and to achieve the right practices we need the right people.

**Creativity is a four stage process:**

1. starting by the generation of creative ideas or **generation stage**, where elements such as information, thought and ideas are brought together and combined in such a way that new things are made. First of all, the new thing that wants to be created is decided. Then, preconceptions are challenged, information is collected and new possibilities sought. This stage is followed by the

2. **incubation stage**, where ideas are incubated, as a necessary part of generating ideas. At this point the help of the unconscious is enlisted, and the likelihood of generating many more unusual or radical ideas is increased. The unconscious is a wonderful aid to helping us break out of the structures we impose ourselves in some steps of the generation stage. Shift to making the idea a reality, requires a more critical focus to evaluate the creative outcomes, to develop the results and to create the conditions that allow the idea succeed. This stage is known as the

3. **evaluation stage**, and it is when the ideas are considered and those ones to be progressed chosen. Finally, during the **4. implementation stage**, the creative ideas are turned into a practical reality. Implementing the ideas needs the involvement of other people and their support and involvement. It also deals with getting funding or other kinds of resources. When trying to introduce a new idea, we have to work at it. Influencing others, seeking the finance, trying out
variations to make certain that the idea is practical, are all part of the process. Hard work and commitment go hand in hand with innovation but perseverance can help. **These four stages summarise the Ucello Process for "non-stop creativity".**

Being able to identify and value different kinds of creativity is a first step toward better creativity management. Once we recognize the basic forms of creativity we can begin to think much more clearly about the appropriate forms to use in different situations.

After analyzing the four main creativity profiles and the creativity stages, it is important to understand the main dynamics of a creative process: motivation, curiosity and fear, breaking and making connections, and evaluation. It is very important to understand how a creative process works because everyone is born with innate creative ability, and creative ability responds to exercise, just like a muscle. But, usually, moments of creativity and invention occupy only a small part of anybody’s time and most people do not get a lot of practice. They do not expect much of it when they do practice it and so their creativity atrophies.

Creative act involves the discovery of an analogy between two or more ideas or images previously thought to be unrelated. This discovery does not arise from logical reasoning but, rather, emerges as a sudden insight. **All the theories of creativity say that creative inspiration occurs in a mental state where attention is defocused and thought is associative.** Such a state can arise in three ways: low levels of cortical activation, comparatively more right-than left-hemisphere activation, and low levels of frontal-lobe activation. Creative people do not exhibit all of these traits in general but only while engaged in creative activity:

**1. Low levels of cortical activation:** There are theoretical reasons to expect that creativity is related to general level of cortical arousal. Arousal is viewed as a continuum, ranging from sleep through alert wakefulness to states of emotional tension. As task complexity increases, the optimal level of arousal decreases.

**2. More right than left hemisphere activation:** There are reasons to believe that creativity should be related to differential activation of the right and left hemispheres of the brain. The right hemisphere operates in a primary process manner, whereas the left hemisphere operates in a secondary process fashion.

**3. Low levels of frontal-lobe activation:** Highly creative people tend to be deficient in
cognitive inhibition. Then, lower levels of frontal-lobe activation are expected in creative as compared with uncreative people.

**VIDEO**

**De Bono 6 thinking Hats:**
https://www.youtube.com/watch?v=yUIiluJrWKg&feature=youtu.be
It's a very interesting exercise you can do in your organization

**TIPS AND TRICKS**

- **Remove barriers and obstacles that hinder creativity** and denote the lone inventor as a myth.

- **Encourage team work and pay attention to the social climate in your organization.** The social environment is of utmost importance.

- **Provide the freedom to your employees to search for new knowledge to experiment and improvise,** you will be surprised what a person with the necessary resources can do! This is crucially important for fostering creativity in your organizations, because limitations and fear are the number one enemies of creativity, so you should better not let them impede on your employees’ creativity. Every task you assign to your employees has to be presented as though it is something really interesting and challenging in a good way. **Thus every employee will feel engaged in what they do.** According to some famous researchers in the field of fostering creativity, intrinsic motivation is one of the essential factors for unleashing a person’s creativity (Amabile, 1996).

- **Teach your employees to always look every problem or idea from different angles.** If you are to encourage creativity in your employees you need to show them how crucial for every organization is to understand the end user’s needs and preferences. A key step in this direction involves placing employees in direct contact with the end users of their products and services. This way an employee will realize their part in the whole service chain if they can see the result from their contribution, this will encourage them to think of ways to improve their work and it may trigger generation of new ideas for meeting the client’s needs, that no one has ever thought of before.
• Try to shift from command-and-control style management to one that is more collaborative, when you want to elicit creativity from others.

**SUMMARY:**

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<th>Think creatively in order to compete in the market.</th>
<th>Find innovative solutions for existing and future problems.</th>
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<tr>
<td>The ability to evaluate current status and find better alternatives if needed.</td>
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**SELF-REFLECTION**

Consider the **three characteristics of problems** to which the education for innovation is suited:

1. **complex and changing environment**,  
2. **quick initial solution**,  
3. **resources for continual improvement** – and assess whether they apply to any part of your work.

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V.2. ENHANCING CREATIVITY

HERE YOU WILL:

A. create an enhanced creative atmosphere in your team
B. understand the importance of creativity in the constant challenge of the new business environment
C. take advantage of the creativity processes
D. get used to the concept of creativity, the differences and interactions with INNOVATION, and how creativity can help you and your team to grow competitively.

Creativity is the engine of innovation that is crucial in this highly competitive times. Although it seems that creativity is not a quality for each individual (there are some in which creativity is almost natural and others with a low level of it), creativity can be improved taking the individuals to a better level of productivity and innovation. This pill will show you some ways to improve the creativity in your team or company.

Every individual has creativity within himself or herself in the form of three components, namely:
• expertise;
• creative thinking skills;
• motivation.

Enhancing the individual creativity has a relevant role in the development of a company or a team. Teams are composed of individuals; so enhancing the self-creativity results in more successful projects and business.

The real source of creativity is in your own personality. Your own thoughts, ideas and feelings will lead you to discover new contexts. All of us are unique, and not all of us can apply these skills effectively.

When you are a founder of an SME (now or later on) you might have the feeling that you are too small and weak to share and implement your creative ideas, it is time to stop now for a second. Look around and trust yourself.
To enhance your creativity you should:

- **Be curious:** don’t be afraid to question things even if they seem inevitable. Look forward but also look back. Try to respect, but as well, probe already established things, methods etc., and also seek for modern solutions.

- **Read:** Reading not just novels but any books, articles or papers related to your occupation is a good way to enhance your skills on your activity as well as make your creativity go to a higher level.

- **Travel:** No matter how far, it is not necessary traveling to exotic countries. Just the will of traveling opens your scope of the real things, even in your own city there are places, communities, people and culture that you probably have never met and it would be helpful for you in many ways, including enhancing your creativity and helping you to connect ideas and resources.

- **Take Risks:** it’s not a question of extreme sports or similar. Just get out of your comfort zone and face your fears and doubts. Try solving them after a deep analysis. Doing things wrong, making mistakes, and other negative aspects of your own are common. But you have to make them positive, learn from these errors and see what you’ll never have to do in the future.

- **Look for interconnectedness in things:** find something that can link unrelated concepts.

- **Write down or draw everything you have in your mind.** Writing and drawing helps you to think your ideas over, to find the weak points, and to complete it.

- **Meet yourself, know yourself:** knowing yourself is just going to the deepest of you, and learning about your strengths, weaknesses and other aspects of your behavior; from this deep analysis you’ll surely grow and will get more skills on your own creativity.

You can compare creativity with sports; if you practice and train yourself on being creative and you get accustomed to use your creativity skills everyday, you will continue enhancing your creativity and new ideas and innovation matters will surely arise.
VIDEO
Creative thinking - how to get out of the box and generate ideas.
By Giovanni Corazza This video explains clearly and easily how to get new ideas and how to enhance your creativity (13:38 min)
https://www.youtube.com/watch?v=bEusrD8g-dM

TIPS AND TRICKS

• Analyze yourself in terms of creativity.
• Read about things that you are interested in.
• Write a blog, make a podcast, or whatever kind of recording your steps to the success on your creativity strength.
• Travel around different places learning the customs and other things about the environment related to creativity.

SUMMARY:
Everybody is creative.
Enhance your creativity skills by analyzing yourself and your potentiality.
Enhancing individual creativity will help enhance creativity of your company or team.

THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:
Did I really understand the concept of creativity as the engine of innovation and improvement?
Do I think creativity is part of the success?
Do I read books, articles and other materials about my work and other possible alternatives?
Please think about specific things you could do in your organisation to enhance the creativity and have a work culture in which creativity can flourish.

REFERENCES
“101 Tips on How to Become More Creative” by Creativity post
“30 Tips to Rejuvenate Your Creativity” by Lifehack 30 Tips to Rejuvenate Your Creativity
V.3. COACHING FOR CREATIVITY

HERE YOU WILL:

A. develop the creativity of your team;

B. understand the very basics of coaching;

C. develop your own coaching competence;

D. develop your creativity competence by acting up as creativity coach to others.

San Lorenzo El Escorial, Spain

Before reading this unit, you might consider to go through two other lessons: Raising awareness for creativity, respectively Enhancing creativity, where you can learn about developing your creativity skills.

Then now is the time to share your knowledge on creativity and at the same time further develop your creativity skills. How can you help others to improve their Creativity Skills? By coaching for creativity.

20 minutes

This lesson is all about coaching other member of your team or company to develop their creativity skills. The purpose of creativity coaching is to help teams cultivate creativity and sustain innovation.

The job of a coach is to help people become better at whatever it is they do. Coaching for creativity help business owners and employees to improve their work and become stronger through creative exercises. If you and your team feel like you're stuck, and aren't sure how to move forward, initiate the following activity in order to gain new perspectives.

Coaching in organisations is on the increase. More and more companies and organisations in Europe have coaching methods in place for their employees.

Most people are far more creative than they give themselves credit for. If people are given the time and opportunity to express themselves, the ideas and insights they put forward are truly eye-opening, especially if it’s a topic they’re passionate about.

Creative thinking is taking ideas and information and expanding them, exploding them and
By acting up as a creativity coach, you:

- push your colleagues toward new perspectives
- help them connect the dots
- show the value of taking a break from regular activities
- put your colleagues in touch with their creative side
- urge them to cross boundaries.

There are several creativity activities that can be used to coach your team in their creative thinking.

**Brainwriting 6-3-5**

**BrainWriting is a technique similar to Brainstorming.** There are many varieties, but the general process is that all ideas are recorded by the individual who thought of them. They are then passed on to the next person who uses them as a trigger for their own ideas.

Brain Writing is all about getting a group of people together and have them write their ideas on their own sheet of paper. After several minutes, the sheets rotate to different people and build off what the others wrote on their paper. This continues until everyone has written on everyone else’s sheet.

The name Brainwriting 6-3-5 comes from the process of having 6 people write 3 ideas in 5 minutes. Each person has a blank 6-3-5 worksheet (below).

Problem Statement: How to...

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Everyone writes the problem statement at the top of their worksheet (word for word from an
agreed problem definition). They then write 3 ideas on the top row of the worksheet in 5 minutes in a complete and concise sentence (6-10 words). At the end of 5 minutes (or when everyone has finished writing) pass the worksheet to the person on your right. You then add three more ideas. The process continues until the worksheet is completed.

There will now be a total of 108 ideas on the 6 worksheets. These can now be assessed.

**VIDEOS**

**Besides brainwriting there are many more possibilities to coach your colleagues to become more creative.** This video shows six creative ways to overcome hitting a roadblock when generating ideas (3:35 min):

https://www.youtube.com/watch?v=yAidvTKX6xM

Choose one method and put it in practice with your team.

**This video explains, without words, what coaching is.** A four-minute animated movie that shows how the coaching process works.

https://www.youtube.com/watch?v=UY75MQte4RU

**TIPS AND TRICKS**

These 10 tips for effective coaching will help you coach your colleagues on the topic of creativity:

1. Ensure you fully understand what coaching is;
2. Check your perspective on people;
3. Learn and practice an Effective Coaching Model;
4. Engage your Boss;
5. Understand and value personality differences;
6. Prioritize your time - Stay focused;
7. Stop putting out fires;
8. Seek regular feedback;
9. Listen, listen, listen;
10. Keep growing and developing.

**SUMMARY:**

The job of a coach is to help people become better at whatever it is they do. Coaching for creativity helps business owners and employees improve their work and become stronger through creative exercises.

There are several methods to coach the team in creative thinking. One of them is the Brainwriting 6-3-5 method. The name
Brainwriting 6-3-5 comes from the process of having 6 people write 3 ideas in 5 minutes. Amongst others, a good coach ensures he/she fully understands what coaching is, checks his/her perspective on people and is a very good listener.

SELF-REFLECTION

Organise a brainwriting activity with your team. Afterwards evaluate: What went well? What didn’t go as you expected? Were the ideas that arose what you expected? Present the outcomes of the brainwriting session to the management/owner of your company and make suggestions for change.

Multiple choice questions:
1. By acting up as a creativity coach, you (multiple answers are possible):
   A) push your colleagues toward new perspectives
   B) show the value of taking a break from regular activities
   C) urge them to cross boundaries

2. The name Brainwriting 6-3-5 comes from the process of having 6 people write 3 ideas in 5 minutes.
   A) True
   B) False

REFERENCES

9 ways a creativity coach can help your business
Brainwriting
10 tips for effective coaching
V.4. CREATIVITY TOOLS

HERE YOU WILL:

A. recognize that creativity is not a talent that you either get or not, but a skill that can be developed;

B. learn a few techniques and tools that they can use to improve their creativity.

The idea of creativity may be really confusing - who exactly is creative and why are they creative? It's easy to recognize the creative giants whose contributions form the basis of our culture like artists and musicians that we can all name, or people who provide a scientific discovery or technological explanation that enable us to understand ourselves, our world or the cosmos. But where do we fit into all this? How can our creativity be compared to that of the people who shaped our understanding and experience of the world?

James Kaufman, Ronald Beghetto (2009) provide us with a neat framework which they call the 4C model of creativity, that enable us to see that we are part of a continuum. These authors refer to

- 'Big-C' creativity that brings about significant change in a domain;
- 'Pro-c' creativity associated with the creative acts of professionals or other people with expertise who have mastered a field;
- 'little-c' creativity - the everyday creative acts of individuals who are not particularly expert in a situation and
- 'mini-c' the novel and personally meaningful interpretation of experiences, actions and events made by individuals.

Central to the definition of mini-c creativity is the dynamic, interpretative process of constructing personal knowledge and understanding within a particular socio-cultural context i.e. learning!

It is an important question: Can creativity be learned? The short answer is yes, and the 4C model also helps to answer this question. Creativity is a skill that can be developed and a process that can be managed. The Big-C of course assumes a basic talent, and also a lot of hard work, but "c-type creativity" (mini, little, pro), which is essential to everyday life, can also be
developed. In this section, we look at some tools to achieve this.

First, let us have a more thorough look at the 4C model presented in the introduction.

**The mini-c level of creativity**
Creativity is inherent in learning. Any time one attempts a new task, there is a level of creativity involved. At the mini-c level of creativity, what one creates might not be revolutionary but it is new and meaningful to them.
Example: Jacob brings home his first painting from school. It is his first attempt to be appropriate to the task and it is new and meaningful to him.

**The little-c level of creativity**
The little-c level of creativity reflects an aspect of growth from the mini-c level. With appropriate feedback, advancements are made and what was created might be of value to others.
Example: Jacob’s parents love the new painting Jacob brought home today. They place it on the refrigerator because they think it is good and they get enjoyment out of seeing it. It’s on its way to becoming art.

**The Pro-c level of creativity**
At this level, one has the ability to be creative at a professional level and in a professional venue. At this point, one would have had many years of deliberate practice and training. Not everyone at the Pro-c level can make a living with their creative pursuit however; it is generally the goal of those at this level to support themselves by doing something they love.
Example: Jacob majored in art in college and his pictures now hang in galleries. His paintings are recognized by art experts and critics as being creative. His paintings hang in the homes of others - not just his friends and family, but people who do not know Jacob personally but who appreciate and are moved by his art.

**The Big-C level of creativity**
Those at the Big-C level will be remembered in the history books. The Big-C level includes an evaluation of one’s entire career and entire body of work and then evaluates the entire body of work against other great contributors and decides where one fits in.
Example: Over the years, Jacob’s paintings have been bought by people who have tremendous collections of artwork. His paintings hang in famous galleries and are regularly discussed by experts.
It can be seen, that c (mini, little, pro) type creativity can be improved, and its improvement is quite important from success point of view. Although Big-C type creativity is rare, but there is a fair chance, it may often show itself when built on pro-c creativity. Very often, the composers who composed the most pieces of music, were also the greatest, Mozart or Beethoven composed hundreds of pieces during their lifetime.

Below therefore we discuss tools and ideas aimed at the development of creativity.

Small “c” creativity is often inspired by our surroundings, which may include the people we talk to, the places we go, the things we read and forms of day-to-day stimuli. You may be talking to a co-worker, and suddenly something he or she says triggers an idea on how to improve a process or task that is part of your job responsibilities. That’s “small c” creativity in action.

**How can you cultivate “small c” creativity? Here are a few ideas:**

- Use your daily environment as a source of inspiration and stimulus for creative ideas. When you do get ideas, be sure to record them immediately, so they don’t get away.
- Develop your “insight outlook” — the habit of becoming more aware of the implications or deeper meanings of the information that fill your day. Developing an insight outlook means not been satisfied with considering things superficially, but digging down deeper to discern the connections, associations and insights that lie within the information and stimuli we receive each day.
- Get in the habit of asking yourself open-ended questions, like “Why does this have to be done in this way?” or “What impact will this development have on the future needs of our customers?”
- Don’t be blinded by the desire to come up with one “killer” idea. Chances are, your brain may be serving up several or even dozens of “pretty good” hunches or insights each and every day. Take these “idea seeds” seriously; write them down; add them to your idea file or personal journal. You never know when they might come in handy!

Remember to cultivate your “small c” creativity and you will almost certainly enjoy greater success in all areas of your life!

There are many other ways and **tools to boost creativity**. One of the most known methods is **brainstorming**.

Prior to the brainstorming event, it is important to:

- Define the topic and the goals of the process.
- Gather various ideas from different minds and point of views.
- Get inspired. Meet people, share views. There might be important and interesting links,
connections between the ideas, which can help to move the company forward.

- Don’t exclude the weirdoes. The point is not to evaluate or label the ideas of the others. The key word is “possible” so not all weird ideas will provide solution, but you have to carefully investigate them before throwing them into the bin.
- Leave enough time to the ideas to mature.
- Choose the idea you would like to realize, and then do the necessary calculations for the realization process. The final complex solution can be created by using the most promising ideas.

Creativity gaps

Finally, here is a short summary of the things you should avoid, as they for sure will set back the creative process:

![Diagram](image-url)
Julie Burstein shares with us four lessons or stories about how creativity is born. A violin string will only be able to produce wonderful sounds when it is appropriately tautened thus creativity needs a bit of tension as well (17:13 min)

http://www.ted.com/talks/julie_burstein_4_lessons_inCreativity

Elizabeth Gilbert, the author of the book ‘Eat, Pray, Love’ has a very interesting approach on creativity. The message of her lecture perhaps is that we should carry on working persistently and hope that inspiration will be the reward of our perseverance (19:24 min)

http://www.ted.com/talks/elizabeth_gilbert_on_genius

Some ideas to make everyday life easier:

• Be curious; don’t get scared if you see something you haven’t seen before. Take it as an opportunity
• Think positive. No one is perfect. Get to know yourself to get familiar with the things you should develop in yourself, and what are your strong points.
• Build relationships, work together with others and other companies. Through cooperation surely some new ideas, new knowledge new points of view will be shared.
• Count on your colleagues fields of interest. Everyone has their personal interests (even you, and your co-workers). Try to involve them in the processes, so they can develop the company with their good ideas.
• Leave time for things to happen. You don’t need to hurry.
• You can test your ideas in many ways and platforms. You can also create a Facebook group for your end users, where you can get rapid reactions about your new ideas, concepts
• Use the advantages of social media, and the possibilities of the internet. There are many things offered on these websites (consciously or unconsciously) that you can use to develop your creativity.
• Check the webpages of the concurrent companies, or those websites which share content you are interested in. You might get some new ideas while browsing.
• Don’t forget to implement your ideas.
SUMMARY

We frequently think, that some people are creative and others are not, and if we are not then there is nothing we can do, so we have to live our lives. This lesson shows us that this is not the case, creativity, at least the everyday professional creativity can and should be improved, and there is a number of methods and tools to achieve this.

SELF-REFLECTION

Pick an important issue from your life or the life of your enterprise, which is on your mind. Take a blank sheet of paper you, and write the question on the top, then write 15 answers underneath, whatever comes to your mind. Repeat the process for 7 days. You will probably have many interesting ideas among your answers, that prove that you are creative already.

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The difference between big C and small C creativity
6 tools for improving your creative mind
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27 creativity innovation tools
VI. LEADERSHIP

VI.1. STRATEGIES & STYLES IN LEADERSHIP

HERE YOU WILL:

A. understand different leadership styles
B. identify your preferred leadership style
C. learn how you could evolve as a leader and develop your strategy by mixing different leadership approaches

There is no such thing as a born leader. Leadership is an acquired attribute that begins early in school and on the playground. As time goes on, education, jobs, and life

Amsterdam Stepped Gable House, the Netherlands

30 minutes

A good manager might know the business and the company in detail, however, if he/she cannot inspire others failure could be around the corner. Motivated employees are one of the most important results of effective leadership. Successful leaders get people help accomplish any goal.
Accomplishing goals, however, is not enough to keep employees motivated. Helping employees accomplish their own personal and career goals is an important part of motivation. The more motivated the followers, the more effective the leader; the more effective the leader, the more motivated the followers.

There is no best leadership style. The same manager can effectively use a variety of leadership styles depending on the competence and commitment of individual employees.

Harvard Business Review study (2000) that involved over 3,000 middle-level managers discovered that a manager’s leadership style was responsible for 30% of the company’s bottom-line profitability.

The psychologist Daniel Goleman, which was the author of this study, covered six different leadership styles:

1. The **visionary leader** mobilizes the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be *"Come with me."* The authoritative style works best when the team needs a new vision because circumstances have changed, or when explicit guidance is not required. It is not the best fit when the leader is working with a team of experts who know more than him or her.

2. The **affiliative leader** creates people connections and thus harmony within the organization. It is a very collaborative style which focuses on emotional needs over work needs. If this style were summed up in one phrase, it would be *"People come first."* The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust. This style should not be used exclusively, because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.

3. The **coaching leader** develops people for the future *"Try this."* The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful overall. It is least effective when teammates and unwilling to change or learn, or if the leader lacks proficiency.

4. The **democratic leader** builds consensus through participation. If this style were summed up in one phrase, it would be *"What do you think?"* The democratic style is most effective when the leader needs the team to buy into a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation,
when time is of the essence or when teammates are not informed enough to offer sufficient guidance to the leader.

5. The **pacesetting leader** builds challenge and exciting goals for people, expecting excellence and often exemplifying it themselves. They identify poor performers and demand more of them. If necessary, they will roll up their sleeves and rescue the situation themselves. If this style were summed up in one phrase, it would be *"Do as I do, now."* The pacesetting style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

6. The **commanding leader** demands immediate compliance *"Do what I tell you."* This is the classic model of “military” style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction. However, it can be effective in times of crisis or during an actual emergency. This style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.

A number of other styles exist beyond those definitions, including **bureaucratic leader** (focusing on every rule), **task-oriented leader** (focused on getting the job done), **transformational leader** (inspiring by expecting the best from everyone and themselves), etc.

We often associate leadership with a very visible and popular role that gives recognition and status, however a successful leader may have quite opposing characteristics.

Some great world leaders like M.K. Gandhi and Abraham Lincoln always put their vision ahead of their egos. They came across as shy and defenseless people in their mannerism and speech but were hardly so when it came to actions. This is sometimes referred to as Level 5 leadership. The Level 5 leaders are modest, shy and fearless and possess the capability to transform an organization from good to great.

While most leaders develop a dominant leadership style, the best learn to adopt elements of other styles when needed to achieve their goals. If you mix the different leadership styles and lead based on need in a way that elevates and inspires your team, you’ve got an excellent recipe for long-term leadership success with every team in your life.
Can you identify the style of the leaders in this video?
[https://www.youtube.com/watch?v=Bv16yctXaFM](https://www.youtube.com/watch?v=Bv16yctXaFM)

Learn about different leadership styles and how they influence the motivation of the team members
[https://www.youtube.com/watch?v=hPfRKu05bkQ](https://www.youtube.com/watch?v=hPfRKu05bkQ)

Get a glimpse into 10 leadership theories in 5 minutes:
[https://www.youtube.com/watch?v=PKUPDUOObVo](https://www.youtube.com/watch?v=PKUPDUOObVo)

5 Keys to Inspiring Leadership, No Matter Your Style
[https://www.youtube.com/watch?v=_YGAmaHbrGo](https://www.youtube.com/watch?v=_YGAmaHbrGo)

How can you develop your leadership styles? Here are 6 steps you can follow:

**Step 1. Identify your preferred leadership style**

**Step 2. Identify and develop your strengths**
Even though you have a preferred leadership style, you most probably have other valuable skills too. You may ask your colleagues what they think are the best things about your leadership. Playing to your strengths is important!

**Step 3. Work on your weaknesses**
You now need to think about, and develop, the styles that you are less good at. Watching and learning from others is a very good way to learn new leadership styles. At first, when you try something that you have watched somebody else do, it will feel like ‘copying’ and may feel unnatural, but do persevere. Like an actor, you will need to rehearse your new role until it comes naturally.

**Step 4. Draw on others**
As you work on the development of your leadership styles, you can draw on others in your team to step up when necessary. Note who in your team has the skills and styles that you find particularly hard, and encourage them to take the lead when their style is more appropriate than yours. The best leaders create other leaders, not followers.
Step 5. Do something different
Think about which style you find hardest. Think about how you would say things if you were working in that style and practice saying them that way. Find ways which still sound like you, but in that style. For example, some people find it easier to give commands if they make them sound humorous. It is about recognising your starting point, as well as where you want to end up.

Step 6. Seek feedback
Ask others to give you feedback about how it felt when you behaved in different ways. It may be difficult to hear some of what they say, so don’t ask unless you really want to know and remember not to take it personally. Accept it and decide whether you want to act on it or not.

**SUMMARY**

- Everybody can develop leadership qualities!
- There is a number of different leadership styles and none of them is the best
- Every leader should recognize their dominant leadership style
- Understanding the other leadership styles and using them when necessary helps evolve as an effective leader
- It is advisable to use more than one leadership style in the workplace to develop the staff and draw out their very best efforts. In this way, you will find they draw out the very best in you, too.

**SELF-REFLECTION**

What kind of leader are you?
Think of your closest colleague - do you see what leadership style he/ she could easily apply? Is it different from your preferred style?
How can you evolve as a leader?

**REFERENCES**

Learn about your own leadership style by completing the MMDI personality and leadership test. It gives you a free online report of your personality type and preferred leadership style, and an optional 42-page Leadership Report that provides more in-depth analysis:
http://www.teamtechnology.co.uk/mmdi/questionnaire/

Learn more about leadership skills
20 leadership styles explained
How can culture influence our leadership style?
VI.2. EMOTIONAL INTELLIGENCE

HERE YOU WILL:
A. be able to define what emotional intelligence is. (define)
B. be able to analyze their own emotional intelligence level (analyze).
C. increase your emotional intelligence, by applying the suggestions regarding the development of EQ (apply).

Many of us find it increasingly difficult to connect in the modern world, both with others and ourselves. An important factor in our ability to successfully connect is emotional intelligence. When it comes to happiness and success in our relationships or career and personal goals, emotional intelligence (EQ) matters just as much as the more well known, intellectual ability (IQ). We need emotional intelligence to turn intention into action, in order to make informed decisions about the things that matter most to us, and to connect to others in productive and nurturing ways.

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. This ability also allows us to recognize and understand what others are experiencing emotionally. This recognition and understanding is, for the most part, a nonverbal process, that informs thinking and influences how well you connect with others. Emotional intelligence differs from how we think of intellectual ability, in that emotional intelligence is a learned—not acquired.

This learning can take place at any time of life so the social and emotional skill set, known as emotional intelligence, is something we can all have.

It is important to remember that **there is a difference, however, between learning about**
emotional intelligence and applying that knowledge to your life. Just because you know you should do something does not mean you will—especially when you become overwhelmed by stress, which can override your best intentions. In order to permanently change behavior in ways that stand up under pressure, you need to learn how to overcome stress in the moment and in your relationships in order to remain emotionally aware.

Emotional intelligence is the ability to recognize our own feelings and those of others, for motivating ourselves and for managing emotions effectively in others and ourselves. An emotional and social competency is a learned ability, based on emotional intelligence, which contributes to effective performance at work.

The key skills for building your EQ and improving your ability to manage emotions and connect with others are:
1. Self-awareness;
2. Self-regulation – Managing emotions;
3. Self-motivation;
4. Empathy;
5. Social Skills – Handling Relationships.

These five factors can best be summarized in the model below:
**Self-awareness**

Self-awareness is the skill of being aware of and understanding your emotions as they occur and as they evolve. It is wrong to think of emotions as either positive or negative. Instead, you should think of them as appropriate or inappropriate.

For example, anger is usually associated with being a negative emotion. However, it can be a completely reasonable and appropriate emotion in certain circumstances – emotional intelligence allows us to recognize our anger and understand why this emotion has occurred.

Effective self-assessment of feelings and emotions will help to improve your confidence and self-esteem.

**Self-regulation or Self-management**

Having learned to be aware of your emotions, the skill of self-regulation relates to managing them appropriately and proportionately.

Self-management skills relate to the emotions you are feeling at any given time or in any given circumstance and how well you manage them. Self-control is a fundamental part of this, but other aspects relate to what you do: whether you behave in a way that is recognized as ‘good’ or ‘virtuous’ or not.

**Motivation**

The final personal skill in the aspect of emotional intelligence is Motivation. Self-motivation includes our personal drive to improve and achieve commitment to our goals, initiative, or readiness to act on opportunities, optimism and resilience.

Self-motivation and personal time management are key skills in this area. Do not create unreasonable demands for yourself; learn to be assertive rather than just saying, ‘Yes’ to the demands of others.

**Empathy**

Empathy is an awareness of the needs and feelings of others both individually and in groups, and being able to see things from the others’ point of view. Empathy helps us to develop a stronger understanding of other people’s position. It includes understanding others, developing others, having a service orientation, leveraging diversity, and political awareness.
Empathy may often be difficult to achieve. Learn to listen effectively to both the verbal and non-verbal messages of others, including body movements, gestures and physical signs of emotion. Use questions to find out more about other people and their feelings, and give feedback to ensure that you have correctly understood their feelings. Acknowledge and respect the feelings of others even if you disagree, and avoid making judgmental, belittling, rejecting or undermining comments or statements.

**Social Skills**

Social skills encompass a wide range of relationship and interpersonal skills. These range from leadership through to influencing and persuading, and managing conflict, as well as working in a team.

The term ‘social skills’ covers a wide variety of skills and competencies, many of which are rooted in self-esteem and personal confidence. By developing your social skills, being easy to talk to, being a good listener, being sharing and trustworthy, you will also become more charismatic and attractive to others. This in turn improves self-esteem and confidence, which makes positive personal dialogue and a greater understanding and acceptance of your own emotions easier.

**How do we improve our emotional intelligence?**

**The ventilation myth - Venting when you are angry prolongs your mood rather than end it.**

It is only human to get upset or angry in the office, but it is important to note that venting it on others around you may end up aggravating you more.

Instead of fueling the tension, there are three easy tricks to relieve your bad mood:

- **Take deep breaths.** Simply take a minute to breathe
- **Reframe your thoughts.** For example, you missed a deadline – instead of panicking about possibly losing your job, try thinking reassuring yourself that you only made a mistake and that you will not let happen again in the future.
- **Go for a walk!** Even getting out of your room for a minute can help relieve this irate mood.

Don’t Ruminate When Sad, Distract Yourself Instead.

A large part of EQ is the ability to be in control of your emotions. When an unexpected emotion arises, try to distract yourself. Exercising before or after work proved to be the perfect distraction. Another distraction can be lending your efforts to someone else, maybe helping another employee with a task. This promotes your own happiness and creates a stronger team.
Daniel Goleman offers 4 solutions to managing sadness:
1. Exercise
2. Complete small tasks
3. Re-frame the situation – What can I learn from it?
4. Help others

The art of critique – How to criticize in the right way?

Criticism is detrimental to the work force, but it is important to note the right and wrong ways to criticize a colleague.

For example, say a fellow employee messed up on a particular task, instead of saying “way to go” in a sarcastic manner, try addressing the issue by saying: “The difficulty is_______ because ______so you could do this instead ______.” Proper criticism should be specific, offer a solution, be done face-to-face, and, most importantly, be empathetic.

Emotional Contagion – Set the emotional tone

This final step involves setting an emotional tone. Mood, similar to a virus, is extremely contagious. If an employee is excited and engaged, this mood is most likely to be reflected on the employees around him or her.

While the importance of IQ is not to be neglected in this article by any means, it is emphasized instead, that the combination of both rational and emotional skills is key to any business and the success of its employees. This combination provides higher performance and better overall engagement in the office.

VIDEO

Daniel Goleman, one of the lead researchers on the field of emotional intelligence, talks about why we are cooperative in one situation, while in another we are not.

http://www.ted.com/talks/daniel_goleman_on_compassion

TIPS AND TRICKS

How to develop Emotional Intelligence – Step by step

Part 1: Tapping into your emotions
1. Note your emotional reactions to events throughout the day
2. Pay attention to your body
3. Observe how your emotions and behavior are connected
4. Avoid judging your own emotions
5. Notice patterns in your emotional history
6. Practice deciding how to behave
7. Notice patterns in your emotional history
8. Practice deciding how to behave

**Part 2: Connecting with other people**

1. Be open-minded and agreeable
2. Improve your empathy skills
3. Read people’s body language
4. See the effect you have on others
5. Practice being emotionally honest

**Part 3: Putting EQ to practical use**

1. See where you have room for improvement
2. Lower your stress level by raising your EQ
3. Be more light-hearted at home and at work

(\texttt{http://www.wikihow.com/Develop-Emotional-Intelligence})

**SUMMARY**

Emotional intelligence is as important part of our success as is cognitive intelligence, or in fact, it may be even more important. In recent years, science has increasingly focused on this area. The training material will teach us what we mean emotional intelligence, what the main areas of development are, and how these processes and practices can help us.

**SELF-REFLECTION**

**THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:**

Think about your place on the five areas of emotional intelligence! (Self-awareness, self-management, self-motivation, empathy, handling relationship)

Do an emotional intelligence test, and compare the result with your previously defined self-image! (Many types of questionnaires are available in your own language as well, here is one
Based on what you have learned make plans on how you will start to develop your emotional intelligence and get it started now!

**REFERENCES**

- Emotional Intelligence: Why It Can Matter More Than IQ
- Emotional Intelligence by Daniel Goleman
- What is Emotional Intelligence and Why is it Important?
- Develop Emotional Intelligence
- Emotional Intelligence
- How to Increase Your Emotional Intelligence — 6 Essentials
- 7 practical ways to improve your emotional intelligence
- How to increase your emotional intelligence
- Complaining self deceptive productivity killer
- Emotional Intelligence

**VI.3. MANAGING TEAMS IN PROJECTS**

**HERE YOU WILL**

A. recognize leadership pitfalls of project managers;
B. avoid missteps in leading your projects;
C. become a better project manager by improving leadership skills;
D. better lead people who are working

This knowledge pill is not intended to teach you about the technical activities that belong to project management. It is about helping you to lead people who are working on projects. The best project outcomes are highly dependent on the leadership skills of the project manager.
If you are interested in growing your career as a project manager, focusing on your leadership skills is critical. Theory on leadership can offer you context for your role, and suggestions for your development. As a project manager, you face some unique leadership challenges. This knowledge pill is designed to help provide the context, offer development suggestions and highlight some of the major missteps to avoid on your journey.

To start developing your leadership skills in project management, it is important to re-consider the definition of a project manager.

**A project manager in the ICT sector:**
- Works in the heart of an organisation's strategy execution. Strategy is executed in projects and an organisation's project management skills determine success or failure in the marketplace to a great extent.
- Drives new product development from the vague and ill-defined start way up to the market launch.
- Facilitates the creation of IT and technology infrastructure that enables a company to serve clients and be competitive.

**Leading others is hard work**, moreover considering that most project managers have no formal leadership authority. Leadership is all about dealing with people, and people are complex.

Leading would be easy except for the people. Unfortunately (or fortunately), people are all that we have.

**Leadership pitfalls for project managers**
Leadership is only learned by doing, by learning from the mistakes made in the past. However, forewarned is forearmed.
Learning to recognize poor leadership helps you to improve your own leadership skills.
Poor leadership is often showed by:
- Constant quarrelling and finger pointing (not knowing how to deal with conflict)
- Too many and poorly managed meetings
- No sense of purpose, collaboration and companionship
• Interference of higher management
• Missed deadlines and constant changing of the plan
• A “Can’t Do” attitude
• Bad coaching not knowing how to give feedback
• Failing to connect organizational strategy to project goals and performance.

Even though these leadership pitfalls are easy to spot with others, be aware that they might not be so easy to avoid. But don't get discouraged! This knowledge pill give you information and tools to improve your leadership skills and help you on your way.

Leadership qualities of a project manager

What qualities are most important for a project manager to be an effective project leader?

A project manager:
• **Inspires a shared vision.** An effective project leader is often described as having a vision of where to go and the ability to articulate it.
• **Is a good communicator.** Of all of the skills that a project manager needs to have, the ability to communicate effectively up and down the organisational ladder and across teams and functional boundaries is the most important.
• **Has integrity.** One of the most important things a project leader must remember is that his or her actions, and not words, set the standard for the team.
• **Shows enthusiasm.** Plain and simple, we don't like leaders who are negative - they bring us down.
• **Has empathy.** Empathetic leaders follow the “2 Ears – 1 Mouth” rule... they spend more time listening than talking.
• **Is competent and has credibility.** Simply put, to enlist in another's cause, we must believe that that person knows what he or she is doing. Your personal and professional credibility ultimately will determine how people respond to you and how effective you will be as a leader.
• **Has the ability to delegate tasks.** Trust is an essential element in the relationship of a project leader and his or her team. Individuals who are unable to trust other people often fail as leaders and forever remain micro-managers, or end up doing all of the work themselves.
• **Can deal with pressure.** When leaders encounter a stressful event, they consider it interesting, they feel they can influence the outcome and they see it as an opportunity.
• **Has team-building skills.** A team builder can best be defined as a strong person who provides the substance that holds the team together in common purpose toward the right objective.
• Has problem solving skills. Project managers have excellent problem-solving skills themselves. They have a "fresh, creative response to here-and-now opportunities."

VIDEOS

This video (Senior Management Extract from Horrible Bosses) shows how senior management can demotivate people in the organization. This is an example nobody should follow. It also illustrates perception; notice the phrase "Not Lying... Motivating ”.
https://youtu.be/yspvrcjA_HA

This video shows that inspiring greatness is all about leading by example. The best leaders have these habits in common.
https://youtu.be/_YGAmaHbrGo?list=PL6SdOe0G8YAJV5Ty8hpirqzxVgKcXJ90G

TIPS AND TRICKS

Develop your leadership skills
Improvement starts with awareness. Developing your skills in the areas identified above is accomplished mostly through time and experience.

The following ideas will help you get going:
• Get a mentor. Find a senior level leadership mentor in your organisation. Find someone you respect and that has the characteristics that you aspire to develop. You’d be surprised how many people would be thrilled to be asked.
• Change your reading habits. Read something from the world of leadership or strategy for 60 minutes every day.
• Have your team members and colleagues evaluate you by answering the following questions. Use this as baseline data to help identify areas to focus on over the next few months. Create developmental opportunities in the areas that your team members indicate improvement and challenge yourself to improve. Ask for follow-up feedback.

Leadership Maturity

Question Answer
1. Does the PM understand the true role of a leader?
2. Can the PM lead effectively without formal authority?
3. Is the PM capable of inspiring and motivating others and leading across silos?
4. Does the PM understand her role in creating a high performance culture?
5. Is she comfortable receiving and delivering constructive feedback?
6. Does she have high credibility as a professional and a person?
7. Does she understand the stages of team development and the changing leadership tasks at each stage?
8. Does she manage upwards and communicate with stakeholders effectively?

**Strategic Awareness**

Is the PM’s thinking grounded in an understanding of a firms market situation?

Does he think about his project activities in the context of a firms strategic objectives?

Does he understand Voice of Customer?

Can he translate that Voice into work that creates value for all parties?

Does he help others connect activities to the firms strategic situation?

Does he constantly link project goals to strategic goals?

Is he looking for ideas and willing to challenge conventional thinking?

**Executive Presence**

Is she comfortable relating to senior managers?

Does she develop and deliver a message that is at the “right level of detail” and that is crisp and to the point?

Does she exude confidence, even in tough circumstances?

Does she speak the language of strategy and the Voice of the Customer effectively?

Does she avoid excuses and focus on solutions?

Does he have a big picture view of what it takes to execute and implement within groups and across functional areas?

Does he work to develop meaningful performance indicators?

Does he trouble-shoot and problem solve with others to improve operational effectiveness?

Source: [https://artpetty.com](https://artpetty.com)

**SUMMARY**

A project manager that is a good leader inspires a shared vision, is a good communicator, has integrity, shows enthusiasm, has empathy, is competent and has credibility, has the ability to delegate tasks, can deal with pressure, has team-building skills and has problem solving skills.
SELF-REFLECTION

Choose one of the activities from the section ‘Develop your leadership skills’ and reflect. What did it bring you? Did it improve your leadership qualities? In what way? Did it make your realize you need to develop other soft skills as well?

Multiple choice:

1. Which of the following situations are a sign of poor leadership by the project manager * (multiple answers possible)?
   A) A quarrel between two team members is already lasting for over a month
   B) The planning schedule of the next month contains a technical default
   C) In a feedback session between project manager and team member feedback focusses on areas of improvement only.

2. What is not a leadership quality of a project manager.
   A) Being a good communicator
   B) The ability to delegate tasks
   C) Being innovative

REFERENCES

Leadership & The Project Manager, Developing the Skills that Fuel High Performance
Top 10 Leadership Qualities of a Project Manager
VI.4. E-LEADERSHIP

HERE YOU WILL:

A. understand the concept of e-leadership;
B. know where to find the tools for e-leadership.

e-Leadership has crucial importance for companies and industry to excel in their business operation. e-Leadership is key to using new digital technologies for innovation and transformation, managed in a relevant organisational context and embedded in the business strategy.

30 minutes

**e-Leadership skills are the skills required of an individual to initiate and achieve digital innovation:**

- Strategic Leadership: Lead inter-disciplinary sta , and influence stakeholders across boundaries (functional, geographic);
- Business Savvy: Innovate business and operating models, delivering value to organisations;
- Digital Savvy: Envision and drive change for business performance, exploiting digital technology trends as innovation opportunities.

SMEs and start-up companies also show diversity in their technological, organisational and value chain set-up, and hence have different needs for e-leadership skills, so a framework for e-leadership leaders has been developed. In line with the e-leadership skills definition, any education for e-leadership should serve the primary goal of exploiting digital technologies for innovation.

e-Leadership offers may address all three competence areas, or focus on one or two of the areas when they complement existing skills and competences.

e-Leadership exploits nascent or emerging technological trends that are ready for deployment, and consequently it adapts to the evolution of digital development and its deployment in the market. Current major trends such as Mobility, Cloud Computing, Big Data analytics, Social Media Technologies, Internet of Things, Customer Experience IT and IT Security need regular
revisiting so as to keep up to date.

These technology trends need to be discussed with SMEs. We did so, and then we engaged with successful SMEs, including fast growing gazelles eager to expand across borders. Theoretical definitions of e-leadership and emerging technology have to be confronted with real life leadership demands, SMEs' needs for skills, and where barriers impede feeding insights into the design of educational offers.

**What you need to know:**

- **e-Business skills** (also called e-leadership skills) are the capabilities needed to exploit opportunities provided by ICT, notably the Internet, to ensure more efficient and effective performance of different types of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses;
- **ICT practitioner skills** are the capabilities required for researching, developing and designing, managing, the producing, consulting, marketing and selling, the integrating, installing and administrating, the maintaining, supporting and service of ICT systems;
- **ICT user skills** are the capabilities required for effective application of ICT systems and devices by the individual. ICT users apply systems as tools in support of their own work, which is, in most cases, not ICT. User skills cover the utilisation of common generic software tools and the use of specialised tools supporting business functions within industries other than the ICT industry.
- **e-Business skills** (also called e-leadership skills): are the capabilities needed to exploit
opportunities provided by ICT, notably the Internet, to ensure more efficient and effective performance of different types of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses;

• **Global Knowledge Economy Talents:** include the capacity to generate innovation, ability to lead in cross-cultural environments, ability to manage virtual teams, collective and individual capacity to address new issues. A clear example of how important such skills are can be found in many global companies for which innovation is vital. A study carried out by INSEAD for Logica, for instance, showed European companies tend to be less prone than their competitors to mix cultural and professional backgrounds in research teams. Collaborative innovation (often web-based) requires brainstorming sessions (typically by video-conference) and strict implementation strategies (when innovations have to be brought to market and turned into products and services) for which leadership takes different shapes and requires different skills.

**Challenges:**
Companies can resort to different strategies to fill skills needs, including retaining talents already in-house, training existing staff, sourcing talents through outsourcing, and new recruits. Kaplan et al. (2012) find that to retain and train talent already in-house, technology organisations are increasingly encouraging a combination of technological expertise and operational and project competencies, and, for example, actively rotate high-performers across technology domains and into business and operational functions, provide training that helps technical staff understand the business better, and allow high-performing staff to engage with external communities. External skill sourcing strategies are found to include sourcing whole teams, and maintaining a portfolio of locations – including in city centres or near universities to attract cutting edge technology talents.

The main skills gaps identified in Kaplan et al. (2012) relate to management capabilities (operational, risk, program, project, business relations, stakeholder, vendor and supplier).
Business schools and universities should react to such findings and adapt their courses accordingly, by offering new types of curricula for ‘dual thinkers’, and/or by offering new modules in existing programs, especially in technology programs, which may be the way to obtain the required curricula changes more rapidly.

**How to? (from The European e-Competence Framework for ICT professionals)**
The European e-Competence Framework is structured around four dimensions reflecting different levels of business and human resource planning requirements in addition to job/ work proficiency guidelines:
Dimension 1: Five e-Competence areas, derived from the ICT business processes: PLAN, BUILD, RUN, ENABLE and MANAGE

Dimension 2: A set of reference e-Competences for each area, with a generic description for each competence. 32 competences identified in total provide the European generic reference definitions of the e-CF 2.0.

Dimension 3: Proficiency levels of each e-Competence provide European reference level specifications on e-Competence levels e-1 to e-5, which are related to the EQF levels 3 to 8.

Dimension 4: Samples of knowledge and skills relate to e-Competences in dimension 2. They are provided to add value and context and are not intended to be exhaustive.

It can be argued that within the 5 competence areas, in particular some of the skills described under PLAN, ENABLE and MANAGE (see the list below) are at the cross-over between ICT professionals and e-leadership skills, much like the changing role of CIOs found in INSEAD (2011) and IBM (2011) discussed in Section 2.4.5


Implementing your vision
Moving successfully from vision to implementation will require a strong level of engagement from all stakeholders involved in creating, using and acquiring the skills necessary for competitiveness and innovation.

This will hence require a list of priorities that should:
1. Be based on a coherent, set of principles acceptable by all stakeholders and in which they would recognize value for the pursuit of their own objectives and responsibilities.
2. Be limited in number (between 5 and 10, which can be easily operationalized over different time frames).
3. Be defined in a crisp and readable manner, allowing each type of stakeholder to interpret/adapt them to their own respective environments, constraints and objectives.
4. Be linked to equally crisp definitions of typical actions to be taken by each category of stakeholders separately or jointly (and then leadership should be identified).

VIDEOS

Importance of e-leadership:
https://www.youtube.com/watch?v=sK48DH1vvVY

Why is relevant:
https://www.youtube.com/watch?v=KW-rBmRmjIY
TIPS AND TRICKS

1. Managers should become Web literate and should encourage members of their team to do the same.
2. A strategic planning process should be adopted to develop Web strategies.
3. Organisations need to develop policies regarding the use of social media.
4. Members of the organisation's should be encouraged to start a blog or an online presence.
5. Human resources, marketing and communications departments should be encouraged to experiment with social media.
6. Organizations should learn about common barriers and pitfalls of adopting Web tools.
7. Sole ownership of Web strategies by the IT department should be discouraged.

SUMMARY

Constant need for collaboration across networks and leading by influence.

Implement agil and adaptative processes.
Importance of accessing and analysing information.

SELF-REFLECTION

THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:

Do you consider yourself an e-leader? Do this inclusive leadership quizz:
http://www.catalyst.org/knowledge/quiz-are-you-inclusive-leader

REFERENCES

e-leadership Skills Vision report

Acquiring e-Leadership Skills Fostering the Digital Transformation of Europe

Quiz: Are You An Inclusive Leader?
VI.5. VALIDATING LEADERSHIP SKILLS

HERE YOU WILL:

A. access your leadership Skills
B. understand the importance of management competences

Leadership roles are all around us, not just in a work environment. They can be applied to any situation where you are required to take the lead, professionally, socially and at home in family settings. Ideally, leaders become leaders because they have credibility, and because people want to follow them.

City Theatre Amsterdam, the Netherlands
20 minutes

Two questions which are often asked are:
• What exactly is a leader? and
• How is being a leader different from being a manager?

Many people also wonder if leadership can really be taught. People with vested interests (academics and those offering leadership training or literature of some sort) are convinced that it can. Many successful leaders, however, have never had any formal training. For them leadership is a state of mind, and it is their personalities and traits that make them successful leaders.

One of the most important aspects of leadership is that not every leader is the same. Of course we have all heard jokes about ‘mushroom’ leadership (keep them in the dark and feed them on manure) and ‘seagulls’ (swoop in, squawk, and drop unpleasant things on people), but joking aside, there are many different styles of leadership.

Different leadership styles are appropriate for different people and different circumstances, and the best leaders learn to use them all.

You can of course learn about effective leadership skills and practices but being able to implement them yourself may require an altogether different set of skills and attitudes. The question “Can leadership be taught?” has no simple answer and we do not want to argue for one side or the other, but rather keep an open mind on the subject and provide information about the skills good leaders need.
Developing People Skills

Another area which is crucial for leaders is skills in leading people. After all, without followers, there are no leaders. Leaders need skills in working with others on a one-to-one and group basis, and a range of tools in their armoury to deal with a wide range of situations. One of the first skills that new leaders need to master is how to delegate. This is a difficult skill for many people but, done well, delegation can give team members responsibility and a taste of leadership themselves, and help them to remain motivated.

Leaders also need to know how to give others their views on personal performance in a way that will be constructive rather than destructive, and also hear others’ opinions of them. Leaders then need tools to help them understand the way that others behave, and create positive interactions.

Finally, leaders have to be able to work well in group situation. However, leaders spend much of their time in one particular group situation, meetings, so they need to have particular skill in chairing and managing meetings.

Effective Personal Qualities

There are a number of personal qualities which leaders tend to display. However, for all that this description implies that these qualities are intrinsic, they can be developed and improved over time. These qualities include charisma, that quality of ‘brightness’ which makes people want to follow a leader, assertiveness, which enables that person to make their point without aggression, but firmly, and empathy, understanding of how others feel.

One way to understand leadership qualities is in terms of Emotional Intelligence, an umbrella term that describes how well we relate to others and to our own feelings.

Excellent Communication

Leaders also need finely-honed communication skills. These skills are general interpersonal skills, not specific to leadership, but successful leaders tend to show high levels of skill when communicating. Good leaders tend to be extremely good listeners, able to listen actively and elicit information by
good questioning.
They know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or subordinates.
They are usually very good at public speaking, equally skilled at getting their point across in a formal presentation or Board meeting, or in an informal meeting or casual corridor conversation.
They have strong negotiation skills, in the broadest sense, in terms of reaching win-win situations and making sure that they know their ‘bottom line’.
They have also honed their ability to communicate in difficult situations, usually by practice over time.

**VIDEO**

Watch this video so you can learn how to be a better leader:
https://www.youtube.com/watch?v=PWmhl6rzVpM

Write 3 conclusions that you obtained from the video

**TIPS AND TRICKS**

1. Take a Leadership Personality Test
2. Keep a Journal
3. Find Your Passion
4. Beef Up Your Communication Skills
5. Become a Leader Outside of Work
6. Learn How to Build Solid Teams
7. Take an Online Leadership Building Courses

**SUMMARY:**

- Listen for the basic message - consider the content, feeling and meaning expressed by the speaker.
- Restate what you have been told in simple terms.
- When restating, look for non-verbal as well as verbal cues that confirm or deny the accuracy of your paraphrasing. (Note that some speakers may pretend you have got it right because they feel unable to assert themselves and disagree with you.)
- Always be non-directive and non-judgemental.
One of the first skills that new leaders need to master is how to delegate. This is a difficult skill for many people but, done well, delegation can give team members responsibility and a taste of leadership themselves, and help them to remain motivated.

Are you able to delegate?
Do you do it often, and how?

REFERENCES

The rarest commodity is leadership without ego: Bob Davids at TEDxESCP
Ten Leadership Theories in Five Minutes
Why Self-Reflection Is the Key to Effective Leadership
Leadership skills
Managing Effectively in a Matrix
VII. STRATEGIC THINKING

VII.1. INTRODUCTION TO STRATEGIC THINKING

HERE YOU WILL:

A. understand what strategic thinking is and why it is important;
B. identify the skills and competences related to strategic thinking and get ideas on how to improve them.

Strategic thinking is a process that defines the manner in which people think about, assess, view, and create the future for themselves and others. Miko Castle, Miercurea Ciuc, Romania

30 minutes

One of the keys to becoming a great leader is to constantly improve your strategic thinking, so you can adjust to new global realities. Yet with time limits and stress from work and family, managers often feel they don’t have the time to improve. That is a mistake.

Your own career and the future of your company depend on your strategic thought and its constant improvement.

A study of more than 10,000 executives showed that strategic thinking is the #1 most important
leadership competency today. But, only 23 percent of managers are strategic.

Learn more about strategic thinking, it’s importance and the skills that a strategic thinker should develop!

Strategic thinking can be defined as “the ability to generate insights on a continual basis to achieve competitive advantage.”

An insight is when you combine two or more disparate pieces of information in a unique way to create a new approach. The insight provides you with an understanding of the true nature of the issue at hand.

It can be difficult to be strategic. But a strategic thinker is always searching for the unusual – something that is different – and is able to set assumptions aside. They intentionally look at things from different perspectives. A person who has strategic perspective creates clarity out of complex and seemingly disconnected details. They can feel the winds of change, sense points of conflict and opportunity and articulate in concrete terms how they can be addressed. They get to the heart of a problem and see the relationship between key elements.

**What Strategic Thinking is NOT:**

- **Strategic thinking is not the same as critical thinking.** Critical thinking is a useful part of strategic thinking, but many critical thinkers are unable to think strategically; for example, designing a strategy to prevail over a competitor.

- **Strategic thinking is not the same as creative thinking.** Creative thinking is imaginative and playful and can be a useful component of strategic thinking. However, creative thinking exercises often place no attention on the future success orientation.

- **Strategic thinking is not the same as visionary thinking.** Visionary thinking is often simply dreaming big with the intention of inspiring others to adopt the vision. While a company needs a vision, strategic thinking involves a deeper level of conceptualizing – compared to visionary thinking – because the outcome that is envisioned will only be achieved through creating and executing a strategy.

- **Strategic thinking is not the same as strategic planning.** Organizations create strategies to achieve success, and the process of doing this is often termed strategic planning. However,
strategic thinking is an individual activity. Strategic thinking produces insights, which become inputs to the strategic planning process.

Part of being a strategic thinker relates to your personality as the majority of the strategic thinkers are able to anticipate the future, are curious, focus on long-term plans, are able to take risks, are creative, are good learners, and are able to prioritize their tasks. However, everyone is able to develop their strategic thinking skills with varied levels.

Developing some of these skills can help improving your overall strategic thinking capabilities:

1. **Ability to anticipate and have a long-term vision**

Those who can anticipate the future will have more time to prepare and thus will be ready when changes come.

Take the game of Chess as an example. If you want to win the game you must be able to anticipate your opponent’s next move. Thinking through the options and working through scenarios in your mind will give you the competitive edge and potential winning move to make. Anticipation is like a muscle. The more we exercise it, the stronger it becomes. At first it requires being practiced more intentionally, since it involves looking at things through a different lens. Over time, it becomes more natural as you train your mind to quickly size up the options and possible responses that might lead to your desired outcome.

Some ideas on how to improve your anticipation skills:


2. **Critical Thinking**

Critical thinking helps make decisions through objective evaluation and analysis of problems and ideas.

There are a number of critical thinking skills. A core set includes the following:

- Suspending judgment to check the validity of a proposition or action
- Taking into consideration multiple perspectives
- Examining implications and consequences of a belief or action
- Using reason and evidence to resolve disagreements
- Re-evaluating a point of view in light of new information

An effective way to improve your critical thinking skills includes having another person to confront your beliefs and challenge your thought process. Our friends, colleagues and mentors are often more than willing to oblige us with this kind of help.
3. Observation

Leaders often need to do more assessing of their current organization, culture, product, technology and/or business model. Ask questions like:

• “How does work really get done around here?”
• “What works well and why? What doesn’t?”
• “Do we know what our customers really think about us?”

Break your daily routine and watch others, pop into team meetings, visit customers and the competition, use your products, etc. You’ll learn new information, which will spark more strategic questions and thinking.

4. Open to Discussion

Many people hate to listen to opinions or ideas that offend with their thoughts and ideologies. They surround themselves with people who agree with them or read about theories that meet with their point of views. In order to build a strategic thinking, we need to build a broader understanding of the situation from different perspectives. This involves being open-minded and willing to listen to other opinions.

Some managers are worried about the time consumption of the open discussions especially when the team themselves are not willing to accept other ideas. In this case, the meeting can run in a form of a brainstorming session using any of the tools such as the six thinking hats, mind maps, reversed brainstorming, and others.

5. Learning

Strategic thinkers are good learners. While most of the managers are afraid to fail, they learn from failure more than they learn from success.

In the middle of high competition and the ongoing battle to achieve market success, strategic thinking becomes one of the important skills that every employee or business owner need to acquire.

To become great at anything, you need to practice it on a regular basis. If you want to become highly strategic, you need to practice thinking strategically!

VIDEOS

How to develop the habit of everyday strategic thinking and as well as seven questions that will help you get out of the daily activity trap and think more strategically: https://www.youtube.com/watch?v=IPHIR2t1jWg
Learn about the habits of True Strategic Thinkers in the interview with Howard Schultz, CEO of Starbucks:

https://www.youtube.com/watch?v=Q5Dji9_Xc3w

Watch the Former British Prime Minister Tony Blair discusses the advice he received from Bill Clinton about the need to schedule time to think strategically. Do you have time to think strategically?

https://www.youtube.com/watch?v=9_w7SEvbYGU

TIPS AND TRICKS

Try these three approaches to improve your strategic thinking skills:

1. **Constantly question your own opinions.** Seek out information that contradicts your point of view and you’ll end up with a more complete view of any situation.

2. **Include people with diverse areas of expertise on your team.** Their different thinking styles and bodies of knowledge will complement your own—and improve your work.

3. **Get out of the office.** Whether it’s going for a short walk or traveling to a new destination, when you give yourself a break from work to reflect, you can gain valuable new perspectives.

SUMMARY:

Strategic thinking is one of the most important leadership competences and helps achieve competitive advantage.

Strategic thinking is not the same as critical thinking, creative thinking, visionary thinking or strategic planning.

Everybody can develop strategic thinking skills by improving their ability to anticipate, critical thinking and observation skills, being open to discussion and learning, learning, learning.

SELF-REFLECTION

THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:

Why strategic thinking is important to my business?

What are my own strengths and weaknesses related to strategic thinking?

How may I improve my strategic thinking skills?
"6 Habits of True Strategic Thinkers" - learn what you have to do to become a strategic thinker
What Does it Really Mean to Think Strategically? - adopt these 8 steps will help you establish a strategic mindset for you and your team
How can you increase your ability to anticipate?
Critical thinking skills

VII.2. STRATEGIC THINKING IN ACTION

HERE YOU WILL:

A. understand that strategic thinking is of high value to all employees in a company

B. develop/improve your strategic thinking competences by doing strategic thinking exercises

Before going through this content, be sure that you have read the Introduction to Strategic Thinking.

Now, as you know what it is, why it is important and what competences it requires, it is time to put things in action!

This knowledge pill explains how Strategic Thinking is not only the domain of top management and company owners, but also very important to apply for employees at all levels of the company.

The two exercises in this knowledge pill will improve your Strategic Thinking skills and thus improve your added value for the company and bring you further in your career.

"Thinking is the hardest work there is, which is probably the reason so few do it." Henry Ford
Contrarily to what most people think, Strategic Thinking is not exclusively the domain of the top management of a company. It is important for the day-to-day work of every person working in and for the organisation.

In addition, Strategic Thinking is not a once-only activity that happens when developing the business plan. Having a strategic plan is one thing, but having every employee working that plan and strategically re-evaluate, challenge and adjust that plan where necessary is the ideal for every company. Just think of the potential if all employees, from customer service representative, to administrator, to programmer, to team leader, to specialist, applied strategic thinking to their work.

Besides the benefits it brings the company (and therefore mostly considered the priority of owners and general management), Strategic Thinking is also of high importance of all individual employees in a company. Especially as you move forward on the career ladder, Strategic Thinking becomes an increasingly important skill. Simply putting your head down and working hard is not enough to progress your career.

I. PRACTICAL ACTIVITY: 4 fun techniques to improve Strategic Thinking

The following 4 techniques help you to practise and develop your Strategic Thinking skills:

1. **Ask “What would (...) do?”**
   If you don’t know how to solve an issue, stop trying to answer the question from your own point of view. Instead, think of *what your role model* would do.

2. **Look at it through different eyes**
   In line with the former technique, *put yourself in the shoes of your companies owner*. What’s important to him or her? What’s not? What does good performance look like from their perspective? What keeps them awake at night?
   Look at things from a variety of other people’s perspectives too, like *a customer, partner or supplier*.

3. **Imagine the future**
   Imagine it is *five years from now* in a perfect situation. Ask yourself questions like:
   What projects are you working on now? What are people saying about your work? What makes your work successful? This technique enables you to use your imagination rather than sticking to what you think is true.
4. Stop thinking
Sometimes our brains do their best creative work when they’re not actively occupied. Be clear about the question you’d like to answer, for example “What would most impress our newest customers?”. Then stop thinking about the issue. Let your subconscious do its thing while you get on with easier tasks or take a walk.

Trying one of these techniques will lift your thinking above today’s to-do list and might fill your future to-do list with clever, creative projects to showcase your career potential.

II. PRACTICAL ACTIVITY: 3 step plan
Another basic strategy to improve Strategic Thinking includes:
1) connecting new information with what you already know,
2) selecting your thinking strategies carefully and intentionally, and
3) planning, monitoring, and evaluating your thinking strategies and processes.

1. Connecting new information
Strategic thinking is all about being conscious of your thinking processes. You have to connect the new information to what you already know in order to help make sense of what actions to take. You can do this by identifying what you know and what you do not know about a certain situation.

Here is an exercise to help you identify old and new information.

*Take a sheet of paper and draw a line down the middle of the sheet to create two columns. At the top of the left column, write, “What I know,” and at the top of the right column, write, “What I want to learn.” As you research and explore these questions, you will learn to clarify, revise, verify, or expand your understanding of the situation.*

2. Selecting intentional thinking strategies
Next, identify strategies that will help solve the knowledge gap that arose and that will help you to become more intentional with your work. By connecting old information with the new you are making conscious choices and decisions about what you know and what you do not know. This helps you to think of strategies that are most helpful and appropriate to you.

Strategic thinking is most useful when you find strategies that are appropriate for your level of knowledge, building upon what you know.
3. Planning, monitoring and evaluating

As you collect information related to your actions, you will add or revise your strategies as needed. Your knowledge base has grown and what was new information at one time is now old information.

VIDEO

This video discusses how to develop the habit of everyday strategic thinking. It also presents seven questions that will help you get out of the daily activity trap and think more strategically.

https://youtu.be/lPHIR2i1jWg

After watching the short film, ask yourself these 7 questions:

- Why am I doing this activity?
- Who am I serving?
- What is the truly value added?
- What do my customers want from me in the future?
- How is my environment changing?
- How can I better prepare myself for the future?
- What can I do now that will produce a pay-off in the future?

SUMMARY:

Instead of being occupied with operations problems and completing your to-do list for the day, Strategic Thinking helps you to set your priorities straight. Strategic thinking provides a vision for action. It answers the question “What is worth pursuing and why?”. It helps zooming out to see the bigger picture.

This knowledge pill helped you to strategically thing about your work and activities using several different techniques for Strategic Thinking.

SELF-REFLECTION

Apply one of the 4 fun techniques for strategic thinking and reflect afterwards.

Did it help you in your work?
Was is mostly useful on the long-term or also on short-term?
Did you make any permanent changes in how you execute your work?

Multiple choice questions:
1: What are questions you could ask yourself to improve your Strategic Thinking?
   Multiple answers are allowed.
A. What are operational issues I need to solve today?
B. What do my customers want from me in the future?
C. What can I do now that will produce a pay-off in the future?
Correct answers: B and C

2: Which of the following statements is true:
A. Strategic Thinking is exclusively the domain of the top management of a company
B. Strategic Thinking is important for all level employees in a company
Correct answer: B

REFERENCES

Strategic Thinking
5 fun techniques for Strategic Thinking
Techniques for Developing Strategic Thinking
VIII. INNOVATION

VIII.1. INTRODUCTION TO STRATEGIC THINKING

HERE YOU WILL:

A. define what is "innovation"
B. analyze what kind of innovation is needed and is feasible for your business
C. compare the different types, fields and levels of innovation practiced by other actors of your market area.

Innovation is truly a confusing buzzword which many people love to hate. Every business leader agrees that it is important. But nobody can quite seem to agree on what it actually is or what it means. If you ask Google for an innovation definition, it is less than helpful, coming up with over 300 million results with thousands of definitions. Its own definition is pretty much useless: “the action or process of innovating”. Using the traditional sources for a definition such as the Oxford dictionary also doesn’t help much, with their answer being “Make changes in something established, especially by introducing new methods, ideas, or products”.

Cathedral of Florence, Italy
The word innovation primarily means novelty, the creation of something new. In practice, this term is used to label processes in which something new is created, resulting new products, services, technologies or methods.

There is a phrase saying that innovation lasts from the idea to implementation. But here is some other definition from innovation experts:

• Innovation is something new to your business that fills an untapped customer need. Ideally, the innovation builds a new market. – Jonathan Rowe, Gene Express Inc.
• Turning an idea into a solution that adds value from a customer’s perspective. – Nick Skillicorn, Improvides Innovation Consulting
• Innovation is: “Staying relevant”. – Stephen Shapiro, Innovation Instigator
• Innovation is the implementation of creative ideas in order to generate value, usually through increased revenues, reduced costs or both. – Jeffrey Baumgartner, author and keynote speaker
• New, organic value creation by applying creativity, in-depth relationships with consumers and customers, and new thinking. - Michael Graber, Southern Growth Studio

Innovation is part of our everyday life. In the past, money, machines and land gave the wealth for change. And constant development is the key to the success of your business.

Innovation can be quite a complicated process, and it can be implemented in many different ways.

Therefore, most of the time it happens as a result of interaction between several actors.

**“Innovators” can work together in various forms:**

• Closed (conventional) innovation - the company uses its own knowledge-portfolio and the creativity of its employees to create something new
• Open innovation - is a combination of internal (knowledge-portfolio, creativity of employees) and external (e.g. counsellor) knowledge and resources
• Living Lab – means that the end users are involved into the development process, they cooperate in the innovation process and help the company with ideas.

A way of innovation process, can be the next 5 stages, what defines the Innovation: Management, Policy & Practice study (http://online.rivier.edu/5-stages-of-the-innovation-process/).
1. **Idea Generation and Mobilization**
New ideas are created during idea generation. Mobilization occurs when the idea is moved to a different physical or logical location, such as an outside firm or another department.

2. **Advocacy and Screening**
Not all ideas are worth implementing. Advocacy and screening help evaluate an idea and measure its potential benefits and problems. From there, a decision can be made about an idea’s future. One of the biggest advantages for the joint processes of advocacy and screening is refinement. If the idea has potential, discussions and arguments help enhance it. The study in Innovation: Management, Policy & Practice mentions how this stage prepares an idea for upper management, which can call for a different approach. Because idea generators don’t always have the skills to advocate for their ideas, managers working with the idea generator can facilitate, encourage and support the person.

3. **Experimentation**
The experimentation stage tests an idea, such as with a prototype or pilot test. Researchers in Innovation: Management, Policy & Practice carefully note that “Experimentation does not test an idea’s objective merits, but the suitability for a particular organization at a particular time.” Some ideas “might be ahead of their time or beyond the present capacity of the company ... [they] may be set aside into an idea bank or idea library for development at a later time.”
Experimentation can remain continuous or exist in spurts, as advocates and screeners reevaluate an idea. Sometimes, experimentation leads to new ideas due to information that is gathered on the results and the overall feasibility of the original idea. Time is crucial in this process; individuals must be given adequate time to run the experiments. As refinements and evaluations occur, they must be given enough time to reflect on the experiments.

4. **Commercialization**
Commercialization aims to create market value for an idea by focusing on its potential impact. This step makes the idea appealing to the audience, such as by packaging an idea with other ideas, clarifying how and when the idea can be used, and using data or prototypes from experiments to demonstrate benefits. Commercialization is the stage of the innovation process when the focus shifts from development to persuasion. After the idea is clarified and a business plan is created, it will be ready for diffusion and implementation.
5. Diffusion and Implementation

“Diffusion and implementation are two sides of the same coin,” researchers wrote in Innovation: Management, Policy & Practice. Diffusion is the companywide acceptance of an innovative idea, and implementation sets up everything needed to develop and utilize or produce the innovation. Diffusion happens at all levels of an organization. This process is often aided by knowledge brokers, who are effective at presenting an innovation by using their awareness of “the specific content and application into which an idea, product or service can be inserted.” As a result, knowledge brokers are able to assist with rapid implementation.

The use or application of the innovation should be demonstrated by the end of this stage, along with acceptance of the innovation. For the innovation to succeed, it will need the proper resources, a marketing plan for customers and an open culture with strong advocacy. Also important to diffusion and implementation is the opportunity for future ideas; this final stage allows the organization to determine the next set of needs for customers. Receiving feedback, in addition to indicators for success metrics and other benchmarks, enables the organization to stimulate the innovation process once again.

Once we have learnt the process of innovation, we shall decide what kind of innovation we would like and we are able to pit through in our organisation.

The following categories will help you to decide:

1. **Incremental (also calling sustaining) – Low technological advancement, low market impact**

Incremental innovations involve modest changes to existing products and services. These are en-
hancements that keep a business competitive, such as new product features and service improvements. Like the annually new version of iPhone.

2. **Breakthrough – High technological advancement, low market impact**
Breakthrough innovation refers to large technological advances that propel an existing product or service ahead of competitors. This is often the result of research and development labs (R&D), who are striving for the next patentable formula, device and technology. LHC, transistors and the discovery of the structure of DNA are both good examples of breakthrough innovation.

3. **Disruptive – Low technological advancement, high market impact**
Clayton Christensen introduced the concept of disruptive innovation in his classic book The Innovator’s Dilemma. These tend to be new approaches to old products and services. I’ve referred to disruptive innovation in the past as crappy innovation, because it tends to perform poorly on previously defined parameters (like early digital cameras that took lousy pictures), but outperform on a different parameter, such as price or convenience or compatibility. Disrupting existing technologies by changing the business model to make it more affordable to the customer need.

4. **Game changing – High technological innovation, high market impact**
Game-changing innovation transform markets and even society. These innovations have a radical impact on how humans act, think and feel in some way. Innovation that not only transform the market, but also the society. They impact our lives in a major way.

**Ten types of innovation**

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Profit model - The way in which you make money. For example, how Netflix turned the video rental industry on its head by implementing a subscription model.

Network - Connections with others to create value. For example, how Target works with renowned external designers to differentiate itself.

Structure - Alignment of your talent and assets. For example, how Whole Foods has built a robust feedback system for internal teams.

Process - Signature or superior methods for doing your work. For example, how Zara’s “fast fashion” strategy moves its clothing from sketch to shelf in record time.

Product performance - Distinguishing features and functionality. For example, how OXO Good Grips cost a premium but its “universal design” has a loyal following.

Product system - Complementary products and services. For example, how Nike+ parlayed shoes, sensors, apps and devices into a sport lifestyle suite.

Service - Support and enhancements that surround your offerings. For example, how “Deliver WOW through service” is Zappos’ #1 internal core value.

Channel - How your offerings are delivered to customers and users. For example, how Nespresso locks in customers with its useful members only club.

Brand - Representation of your offerings and business. For example, how Virgin extends its brand into sectors ranging from soft drinks to space travel.

Customer engagement - Distinctive interactions you foster. For example, how Wii’s experience draws more from the interactions in the room than on-screen.

There are hundreds of definitions and interpretations of the meaning of innovation. But as a business, innovation is the ability to constantly create methods, products, processes, and environments that keep your business alive and relevant across changing times and spaces. Most businesses are living with a survival mentality, but innovation does not occur in that space.
How can you build and support innovation in your organization, whether you are a small start-up or a large corporation?

**Step 1: Change Your Brain**
Studies have shown that innovative people are not only able to think ‘outside the box,’ but think like there is no ‘box’. They have trained their brain to look at the world in a different way than the average person. One of the easiest ways to expand your own brain’s ability to innovate is to start clearing it through daily meditation practices.

**Step 2: Learn Something New**
“Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow.” –William Pollard
One of the first places that businesses cut back in tight times is learning and development. Yet, this robs from their future ability to innovate and grow. Every person in every company should have a learning plan. Even if it’s just reading about one new thing per day, it’s essential to keep our brains elastic and viewing everything from a broader perspective.

**Step 3: Make Time**
Did you know that taking even five (5) minutes a day to stop, change your paradigm (physically, mentally, visually, etc.) and look at something differently will increase your ability to break down bureaucracy, see something anew, and innovate? Every company can at a minimum take on our Thrival School Innovation Hour. This is sacred time and space to stop, question, contemplate, and quit running at 100 miles an hour.

**Step 4: Fail, Learn, Repeat**
Society teaches us that failure is unacceptable and not an option. When people fail in the workplace, something close to a modern day lynching of that person can occur. Yet failure is essential to innovation. Some of the greatest innovations of modern day society were built on hundreds and thousands of failures. The world is designed for “Fail / Learn / Repeat”. Even in nature, you can see this is exhibited everywhere. So your office environment should be designed to allow for the ‘Fail and Learn’ process too. Drop the cycle of ‘feel bad’, blame, and endless rounds of fault-finding. The faster you get to learning, the more innovative you will be.

**Step 5: Eliminate Ageism**
One of the fundamental failures of many workplaces is the belief that age = knowledge. For the older generation, they tend to discount the younger one as not having enough life experience to ‘see’ how it will go and can quash innovation. For the younger generation, they can believe they know it all and discount the wisdom of experience, which can cause massive preventable failures. Innovative work-places nurture a deep respect amongst generations so innovative ideas can have the best of all generational views incorporated into them.

**Step 6: Past ≠ Future**

Did you know that many well-known products failed the first time they were launched only to return stronger than ever at the right time and place? Innovative workplaces do not let their past determine what is possible in their future. Ideas are not ruled out just because they have failed in the past. Every idea is evaluated for its relevance in the current time and place.

**Step 7: Capture Innovation**

If someone came up with an innovative idea, does your organization even have the means to capture it before it gets forgotten, buried under a pile of papers, or discounted? Innovative organizations have a way to capture and evaluate ideas generated from every level of the organization. What is your process? How could it work better? Create it, and institutionalize it to-day!

**VIDEO**

People often credit their ideas to individual "Eureka!" moments. But Steven Johnson shows how history tells a different story. His fascinating tour takes us from the "liquid networks" of London's coffee houses to Charles Darwin's long, slow hunch to today's high-velocity web.

[http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from](http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from)

**TIPS AND TRICKS**

Innovation is people using their imagination, experience, curiosity, instincts and relationships to develop and implement ideas that create value. Innovation is the fuel of our future — new products, new services, new markets. But it isn’t just the “next big thing.” It’s also a million small things. Innovation is about people working within a philosophy of continuous improvement and change.
If you are looking to spark this kind of innovation, here are 5 tips to keep in mind:

1. **Innovation is everyone’s job.** Whether you lead a team, a group, or an organization, you’ve got to involve and rely on others. Isolating “a creative few” as the sole visionaries in the organization simply won’t cut it anymore. Thirty years ago, by the time an idea got to the CEO, it had been sifted through multiple layers of management. Now, savvy leaders encourage e-mails, phone calls — anything to hear directly from people on the plant floor or on the front lines of customer service to get their opinions and suggestions.

2. **The heart of innovation is trial and error.** While many say they do, too few organizations truly encourage failure. I have, however, known hundreds of individual leaders (at all levels and from a cross-section of industries) who created environments for their departments or teams where failure was acceptable. Where it became a learning experience, and not something to be punished. These leaders shared their own failures and made it safe for others to do the same.

3. **Tell stories that show how mistakes can become successes.** One such story: For years Charles Goodyear labored to find a way to make rubber commercially useful. Then one day Goodyear accidentally spilled a mixture of rubber and sulfur he was holding on a hot stove. The chemical reaction of heat applied to this mixture resulted in the discovery of the vulcanization process used to manufacture rubber tires. And with that “mistake,” an industry was born.

4. **Help stamp out the Not Invented Here (NIH) mindset.** An example of generating motivation to break that mindset came from General Electric in the days when Jack Welch was in charge. Welch made it clear that the sharing of good ideas across the organization was a high management priority. This posed a challenge for GE managers because of the size and diversity of the company. If you did have a good idea, how could you identify the people in other businesses who might benefit from it? The Chief Learning Officer at GE came up with a simple solution. He created a “hot line” to be manned by his team. This operated similar to a dating service — only instead of matching people to potential mates, it matched good ideas with business units that could put them to use.

5. **Broaden your definition of innovation.** Move the concept of innovation beyond new products and services to include strategic innovations — new ideas about mission, values, and
goals; administrative innovation – changes in internal systems; field level innovation – solutions from those closest to the customer on ways to better serve those customers; and job-related incremental change that encompasses everyone in every position finding ways to do things differently and ways to do things better.

(http://www.forbes.com/sites/carolkinseygoman/2012/05/29/5-tips-for-sparking-innovation/#7fa053d163fc)

**SUMMARY**

Innovation is the key to maintaining the competitiveness of your business. Therefore this learning pill presents the steps, forms and types of the innovation process. Generating nor developing your company, therefore the business owner must ensure an innovative environment within the company. This learning pill will give you advise in this respect.

**SELF-REFLECTION**

Take the ten types of innovation and write 3 ideas for each type a project idea that could be feasible within your business.

Define at least one measure that will make your working environment more innovation-friendly.

**REFERENCES**

What is innovation? 15 experts share their innovation definition
How do you Define Innovation and Make it Practical and Saleable to Senior Management?
Cultivating a Robust Organization: 5 Stages of the Innovation Process
Clarifying Innovation: Four Zones of Innovation
Business Innovation
Ten Types of Innovation
Using the Ten Types of Innovation Framework
5 Tips for Sparking Innovation
6 Ideas To Promote Innovation In Your Workplace This Year
What Makes for an Innovative Work Environment?: The 9 Components of the Creative Workplace
7 Steps for Creating an Innovative Work Environment
VIII.2. KNOWLEDGE MANAGEMENT

HERE YOU WILL:

A. identify the areas of knowledge you will have to manage
B. know how to better manage your company knowledge leading to success and innovation
C. understand the importance of managing knowledge in the teams, in the companies and as an individual.

Knowledge management is directly related with innovation in every company as well as leading to success in projects, products and services.

This pill will take you through the tricks and fundamentals of managing your own personal knowledge, your team and your company knowledge.

Knowledge management is directly related to innovation in companies and teams.

To capture the knowledge, the ideas and the possible projects of the employees on a company should be the most important aspect for success, development and growth of the company but very often is not taken into consideration, causing a lack of interest and motivation in the employees that, sometimes abandone the company and very often losses their motivation.

There are many definitions of knowledge management here are some of them:

*Thomas H. Davenport* definition of knowledge management as a systematic process of searching, selecting, organizing, distilling and presenting information the way it enhances an employee understanding of specific areas of interest.

*Justin Hibbard* defines knowledge management as a process of "catching" collective business expertise.

*Owen Wilson* summarizes knowledge management as a formulation of corporate strategy for the development and application of knowledge contributing to the improvement of business.
processes and response capabilities.

It is crucial to set up channels to get the innovative ideas, comments and projects from the employees to get them motivated, on the one hand, and to improve the knowledge, profitability and success of our company.

Boosting innovation in your company will result in a better motivation and awareness from the employees to the company development.

There are many cases in which an efficient knowledge management promoted the generation of new ideas and projects that in some cases, boosted the company results.

The company owner, company founder and/or the board of direction is responsible for knowledge management and innovation. They have to set up an environment in which employees feel motivated and share ideas with each other and with their bosses that will then put these ideas on running.

Practices as organizing brainstorming sessions with the employees for the improvement of the company are even part of the business, making the employees feel part of the company, its development and success; making them motivated.

The evaluation of the ideas from the employees is also a task of the board of directors in each area of the company. This task includes the collection of the ideas, their classification, joining the ideas that are similar or that belong to the same project, as well as making the employees motivated even if their ideas are not reflected immediately or even never. They may exchange more ideas in the future.

Setting up an internal platform containing the whole process of knowledge management, ideas, projects, ideas that have been postponed, ideas accepted... is also a good tool to maintain the knowledge management in the company.

It is necessary to avoid the fear of ridicule or non-acceptance of the idea. Creating an environment of trust in the teams.

Avoid the unwillingness to communicate ideas, by giving the employees rewards, praise for innovative employees, benefits...

Avoid the fear that more efficient processes bring job losses by explaining new opportunities for employees.

Avoid the idea of an employee thinking that his/her idea could become his/her own company by rewarding for the ideas, competitions ban - a reference to the Labour Code (an employee shall not operate a trade in the same field as the employer), application of competition
clause after the employees leaves.

**Avoid de lack of knowledge transference** by motivation of the employees as innovation leaders.

For all this tasks you will need at least skills on motivation, innovation, human relations and leading teams.

**VIDEOS**

This video explains in more details how important is the knowledge management, what can you get from it and many other things about this subject in a clear way.  
https://www.youtube.com/watch?v=mFNh4jp4yBo

A really useful video that in 87 seconds summarizes the important of knowledge management.  
https://www.youtube.com/watch?v=JUZxaHj0FEI

**TIPS AND TRICKS**

Be sure to be motivated yourself to lead the innovation of your company as part of its success. Get the motivation, team leading, innovation skills.

Set up a platform where the ideas of the employees can be dumped, sorted and public for all of them.

Create a fair system of rewarding for the ideas or projects from your employees.

**SUMMARY:**

<table>
<thead>
<tr>
<th>How to motivate your employees to produce innovation?</th>
<th>and projects of your employees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to set up a platform for getting the ideas</td>
<td>How to organize these ideas and take the more feasible?</td>
</tr>
</tbody>
</table>

Process, product and strategic innovation.

How to create a culture in your company to encourage the innovation?

**SELF-REFLECTION**

**THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:**

Did I understand the importance of innovation?

Do I really think motivation of the employees is crucial in the development of my company?
Do I know that not only my ideas but the ones coming from my employees are the real innovative core of my company?

**REFERENCES**

Knowledge Management Wikipedia
Knowledge Management and organizational learning by William R. King University of Pittsburgh

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### VIII.3. CREATIVITY & INNOVATION

**HERE YOU WILL:**

- A. Auditing your companies' creativity level
- B. Understanding the innovation training mindset
- C. Create metrics for creativity development

Creativity & Innovation management is fundamental for all organizations and companies where knowledge creation is a goal of their everyday activities. Any enterprise should boost their creativity in order to be innovate and competitive.

However in order to have successful organizations the quality of the people is the distinguished feature to achieve it. Organizational learning should be improved by the contribution of the people in order to increase business performance. Companies and organizations are in constant need to develop new practices therefore they should implement a system that allows them to manage and measure the creative potential both in terms of companies as well as individuals.

Studies in modern literature have showed that there is not a widely acceptable creativity audit model and there are objective reasons for this. It is known that the complexity of an
organisation, the nature of its business operations and of its activities differ to a large extent. Thus, there is not a unique, detailed model of creativity audit that could be applied with the same effectiveness for a broad range of organisations.

Having as a starting point the above, priority was given in describing only the main stages of the methodology. This model is shown in **diagram 1**.

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**Stage 1: Planning the creativity audit**

It is the first and most important stage aimed to adopt the creativity audit in particular organisational needs (contextualizing). It is highly recommended to top management and to the creativity audit expert or team to review existing strategy like current strategic, business & marketing plans, etc. Only then the creativity audit expert or team will manage to take into consideration the strengths, weaknesses, opportunities and threats that are shaped in the internal or in the external environment of the organization under study.

**Stage 2: Data Collection**

Data collection in creativity audit is mainly done according the following ways:

- Use of primary data (after a possible update) existed in other departments like the H.R.M unit (categories of staff degrees, working experience, etc).
- Data collection with the use of a special survey tool designed to audit creativity level. It requires planning of interviews with a representative sample from staff or sometimes and where this is feasible full census (interviews with all staff).

The groups of questions in the creativity questionnaire should reflect the factors and the variables, which were identified during the first stage of creativity audit (**see stage 1**). As in any survey questionnaire, the groups of questions addressing the same factor or variable are typically presented and organized in different sections.

In any case, extra attention should be given in practical issues influencing survey success like:

- Length of questionnaire (it shouldn’t take long time to respondents)
- Effort on guarantee sincere answers
- Very good formulation of questions and correction of syntactic errors
- Use of suitable ranks in the answers
- Avoiding repetition of questions

To reduce time spent from company’s staff, questionnaire responses (data collection) are suggested to be given by employees themselves and not through interviews.

**Stage 3: Data analysis**

The suitable statistical methods for data analysis in all surveys are selected according the type of data created during data collection. As in most surveys, a questionnaire includes questions asking for both quantitative and qualitative data. In the next paragraphs, some characteristic examples for both data cases are given for better understanding.

**Quantitative data:**

A characteristic example of quantitative data in social research is opinion gradation (personal stances). In this case respondents are asked to respond in a statement or question aiming to assess a variable that influences an important element of knowledge or knowledge process (i.e. “To what extent do you feel free to express or share an idea?”). All potential answers in questions of this nature are usually given in Likert scales from 1 up to 5 or from 1 up to 7. I.e. 1= by no means, while 5= very much.

**Qualitative data:**

This category mainly includes specific job elements like the position, the department/sector of an employee or a factory worker, the work type (administration, executive, personnel, technical, etc) and a lot of other such qualitative elements. The role of this data type is very important for further analyses because we can use them to group all data in further groups and compare other quantitative measures for each. Such regroupings help the team conducting the audit to better focus to problems in specific populations and undertake (if needed) corrective actions.

**Stage 4: Report**

The creativity expert or team presents to the management board or managerial personnel the final results and the final action plan-suggestions to support the initial actions in the organization. This final stage of creativity audit, due to its importance, is proposed to include two further phases.

In this first phase the primary action plan (initial suggestions) of creativity audit expert or team is
presented to the management board/managerial personnel. They give feedback on the action plan. Thus the presence of all managerial personnel (unit managers) and a follow up discussion is highly recommended.

In the second phase that follows, the final action plan is presented to managers/director. Generally speaking the second/final plan will be an improved version of the first being more realistic, feasible and acceptable. It is also emphasized that the plan should be revised in regular time intervals of at least one year with creativity audit repetition because creativity as a business asset has great dynamics.  
*(model based on [http://icreate-project.eu](http://icreate-project.eu))*

![VIDEO]

**Please identify 5 good ideas from your department in the last 6 months, which have impacted the company.**

This exercise can be done by departments/individuals.

*The concept of good ideas and impact should be defined in order to guarantee that everyone is aligned and knows what they should be looking at.*

[https://www.youtube.com/channel/UCW7qIDEz8U6hj_Yn9CyyBxA](https://www.youtube.com/channel/UCW7qIDEz8U6hj_Yn9CyyBxA)

**SUMMARY**

The creative process is not done overnight. In order to audit an innovation process you need to include all people within the organization.

Being creative and innovative means trying different options.
TIPS AND TRICKS

How to Be More Innovative

Innovation isn't rarefied anymore; it can't be. In today's mountainous marketplace, you have to innovate - and consistently - to survive. Something that floated in the atmosphere like helium in the last generation is as necessary as oxygen in this one. If you don't know how to live and breathe innovation, the air's going to get thin pretty fast.

History of Innovators

Leonardo da Vinci - A Renaissance Man if there ever was one. Da Vinci made seminal contributions to the arts and sciences, from painting some of the world's most famous pictures to designing a helicopter more than four hundred years before the first one was built.

Thomas Edison - The genius genius; Tesla was responsible for some of the most important innovations in the American electric age, including the alternating current (AC) system.

Steve Jobs - After his death, a famous magazine profile celebrated Steve Jobs as The 'Tweaker': here was an inventor who understood that perfecting something can be even more important than coming up with it.

Johannes Gutenberg - His printing press would inaugurate a new era in human affairs, democratizing education and bringing about an unprecedented exchange of ideas.

How to Be More Innovative as a Person

Listen

You'd be surprised what you hear— even from yourself, but only when you just stop and listen.

Stay Organized

Order can go a long way toward improving your mindset. Stay sharp by managing your resources effectively— especially your time.

Strike while the iron's hot

Be ready to act when the opportunity arises. Too much forethought can take the edge off your ability to innovate.

Try something new

Even if it's not directly related to the problem you're trying to solve, a novel experience always helps you view things from a fresh perspective.

Collaborate

Two heads are better than one, and three are better than two. Make the power of teams work for you.

Never stop improving

It's time to get comfortable with constant change. Things can always get better, and you have to leave room for that.

Give your culture a boost

Get to know the people you're working with, and encourage everyone to interact with each other. Invite them to brainstorm, get them out of their boxes, and see sparks fly.

Think about the big picture

The moment you lose sight of the end big thing, you find yourself slaloming. The only way to reach another peak is to keep climbing.

Use perfect as a verb

Sykesus never gets it; shyness did. The keying is: a new idea is something to be improved upon.

Focus on the details

Remember: the wow factor doesn't come from any one dazzling thing. It comes from minutia—attention to every aspect of the product.

Based on https://www.ideator.com/blog/how-to-be-more-innovative/
SELF-REFLECTION

Draw on a piece of paper the following dots, then try to join the dots without lifting your pen.

One possible solution:

REFERENCES

Melissa L. Gruys, Natasha V. Munshi, Todd C. Dewett, When antecedents diverge: Exploring novelty and value as dimensions of creativity, ELSEVIER, Thinking Skills and Creativity 6 (2011) 132-137
Online Innovation Tools, 9 October 2007
Design Thinking 2.0 – Enabling Innovation with Web2.0. Part 3; 25 March 2010
http://icreate-project.eu/index.php?t=230
IX. RISCK MANAGEMENT

IX.1. INTELLECTUAL PROPERTY RIGHTS

HERE YOU WILL:

A. Managing knowledge in the team or company environment
B. B. Manage the knowledge of your company or team
C. Protect your knowledge (some different alternatives)
D. Concepts about copyright, copyleft, creative

Venetian walls, Cyprus

30 minutes

Knowledge is indeed words a value add for a company. Managing it is crucial to produce wealth and better results.

There are tradicional assets that can be protected by the traditional copyright, Registered brands, and Patents, but with the new digital era we are living in, there are other knowledge assets such as human resources, digital environments,

Intelectual assets and knowledge assets will be described in this pill.
The traditional intellectual assets are areas of knowledge protected by principles or accepted rules such as the COPYRIGHT. In general there are tangible works but also pure intellectual objects such as songs and other works.

Copyright, the most traditional knowledge protection norma gives to the author a set of rights related to the intellectual tangible or non-tangible work to use, sell distribute, change and others such as:
- The right to replicate the work and to sell the copies;
- The right to exhibit, display and perform the work;
- The right to create works based on the original. It includes derivations and/or modifications of the original work;
- The right to sell the rights to others.

All these basic rights are granted to the author of the original work immediately upon creation of the work.

**Copyright**

Copyright may be applied to a wide range of creative, intellectual or artistic forms or works, conferring on the copyright owner the exclusive right to control the reproduction or adaptation of such works for a certain period of time.

The expression "exclusive right" means that only the copyright holder is free to exercise the corresponding rights and that others are prohibited from using the work without the consent of the copyright holder.

The copyright varies in duration according to the different jurisdictions, there are different categories for each type of work and depending on the duration during which they are valid if the work is published or not. In most of the world, the usual duration of the copyright of numerous works is the life of the author plus about 50 or 70 years. Generally speaking, copyright usually expires at the end of the year in question and not at the exact date of death of the author.

See a general view of COPYRIGHT at the Wikipedia.

**Patents**

Patent laws grant property rights to the creators of new, useful and non-obvious inventions, granting the patentee the exclusive right to commercially exploit the invention for a certain period of time (normally 20 years from the date of filing of The patent application). Formerly,
patent laws granted rights for the invention of machines (eg, equipment), processes (eg, manufacturing procedures), materials and product design (design patents). Patents have recently been awarded to a greater variety of inventions, such as computer programs, business methods, including business procedures and practices, allocation of funds, payment systems and billing procedures, and even living modified organisms. The exclusive right granted to the owner of a patent consists, in most countries, of the right to prevent or not allow others to manufacture, use, sell or offer for the sale or importation of the invention in question.

Unlike copyright, patent rights do not exist until the inventor does not apply to the government for such rights and the government grants them on the basis of the determination that the invention satisfies the essential requirements for the grant of a patent. After obtaining patent rights, the inventor has the exclusive right to manufacture, distribute and use the invention. Obtaining patent rights prevents other parties from obtaining a commercial benefit as a result of an invention that falls within the scope of the patent.

**Trademarks**

Trademarks are commercial identifiers used by companies to identify their products and services to customers.

Trademarks can take virtually any form, but the most common are words, logos, symbols and music. The essential function of a registered trade mark is to identify exclusively the origin or commercial origin of goods or services, so that a trademark, properly speaking, indicates the origin or acts as a symbol of origin.

The use of a trademark in this manner is known as trademark use, whereby the trademark owner attempts to enforce his rights or interests by preventing unauthorized use of the trademark (eg, Name, logo, prefix, company colors, etc.) 3.

The rights of trademark laws include the legal protection of trademarks associated with both products and services. Trademark laws protect trademarks against use that may confuse the consumer in identifying products and services (misappropriation), as well as against uses that diminish the economic value of brands (weakening).

See a general view of Trademarks at the Wikipedia.

**Trade secrets**
A trade secret is a formula, practice, process, design, instrument, model or compilation of information used by a company to get an advantage over its competitors within the same industrial or professional branch. In some jurisdictions, such secrets are called "confidential information", while in others they are a subset or type of confidential information.

A company can protect its confidential information by signing non-competition and confidentiality clauses on the part of its employees. The laws of protection of confidential information in fact authorize the perpetual monopoly of secret information, without expiring as a patent would. However, the lack of formal protection can not prevent a third party from duplicating and using the secret information once it has been discovered.

The exact terms with which a trade secret is defined vary by jurisdiction (as do the types of information that are subject to the protection of trade secrets).

**However, there are three factors that, despite being subject to different interpretations, are common to all these definitions: a trade secret is a type of information that:**
- Is not generally known by a relevant part of the public;
- Confers a certain type of economic benefit to its owner (where exactly this benefit is usually not known, but not only the economic value of the information itself); and is the object of reasonable efforts to keep it secret;
- Trade secrets are not protected by law in the same way as trademarks or patents. Probably one of the most significant differences is that a trade secret is protected without disclosing the secret;
- ICT and networks, the digital area, has changed the traditional view of the knowledge management to face the new ways of creation.

**Copyleft**
Copyleft is the practice of using copyright laws to remove restrictions on the distribution to third parties and modified versions of a work and requires that such freedom also apply to the modified versions.

Copyleft is usually carried out under a license and applies to various types of works of authorship. While copyright generally restricts the right to make and distribute copies of an author's work, copyleft uses copyright laws to ensure that any person receiving the copy of a
work has the same rights to study, use, modify, and Distribute both the work and the works derived from it. Such licenses normally require that such terms of the license apply to all versions of the work to be distributed.

See more about Copyleft in Wikipedia

Public Domain
Public domain consists of a set of knowledge and innovation (especially creative works such as literature, art, music or inventions) for which no person or legal entity can establish or maintain property interests under a given legal jurisdiction. The set of information and creativity is considered part of a common cultural and intellectual heritage that, in general terms, anyone can use or exploit with or without profit. It is said that a creative work is in the public domain when there are no laws that restrict its use by the general public. For example, a work may be in the public domain if the laws do not establish property rights over the work, or if the work or its subject matter is specifically excluded from existing laws. Because property rights are based on national laws, a work may be in the public domain in one jurisdiction and not applicable in another. For example, some literary works are in the public domain in the US but not in the EU and vice versa.

Creative Commons
Creative Commons (CC) is a non-profit organization dedicated to expanding the set of existing creative works so others can create from them and share them legally. The organization has created several copyright licenses known as Creative Commons licenses. These licenses, depending on their type, restrict only certain rights (or none) of the work.

Because copyright is a property, laws require that an authorization be obtained before "using" a copyrighted work, unless such use is a "legitimate use". The particular type of "use" that requires an authorization refers to any use that affects the exclusive rights that

See a general view of CC at Wikipedia.

VIDEO

"Intellectual Property -- Protecting your Ideas: Anupama Dias Abeygunawardene at TEDxYouth@Colombo” By TED Youth. by TEDYouth. In this video, all the concepts seen in this pill are clearly explained with good examples.

https://www.youtube.com/watch?v=FA9S8rzbFKQ
Before protecting any kind of your works or knowledge in your team or company, compare traditional and new methods and choose the one that better feels on your products, works, or any other kind of knowledge;
Examine your ideas to know which kind of protection would they need;
Since protecting your ideas is not free at least in the traditional methods, be sure to invest in ideas that will be profitable products or projects or services.

**SUMMARY**

Different ways to manage the knowledge;
Traditional and new ways to protect the intellectual properties;
Copyright, Patents, Public Domain, Trade Secrets, Copyleft, Creative Commons.

**SELF-REFLECTION**

**THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS**

Did I understand the different ways to protect my intellectual, tangible and not-tangible works?
Do I know the differences between the traditional protection methods and the digital ones?
Are the concepts of Creative Commons and the other non traditional methods clear enough to me?
Do I really think IPR is important in the development of my company?

**REFERENCES**

"Managing Intellectual Assets in the Digital Age by Jeffrey H. Matsuura"
COPYRIGHT in Wikipedia
Trademarks in Wikipedia
Copyleft in Wikipedia
Creative Commons in Wikipedia
IX.2. IDENTIFYING RISKS

HERE YOU WILL:

A. understand the general characteristics of "risk identification" process;
B. know the importance of this process for the general risk management;
C. find different methods to apply the risk identification process.

Risk identification is an iterative process in the risk management area, that helps a company or project to find and solve the risks that can affect the quality and success of a project.

Risk identification is the process of determining risks that could potentially prevent the program, enterprise, or investment from achieving its objectives. This process includes documenting and communicating the concern. Risk identification is an absolutely necessary process in the development and the success of a company and must be clear and easy to understand.

Risk identification is the main and critical process in the risk management area.

The objective of risk identification is the continuous identification of events that, if they occur, will have negative impacts on the project's of the company.

These risks may come from within the project or from external sources.

The Risk Identification is an iterative process.

There are different methodologies for Risk identification. Here are some important points to consider for this matter:

- Documentation Reviews
- Information Gathering Techniques - Brainstorming, Delphi Technique, Interviewing, Root cause analysis
- Checklist analysis - previous similar project, lowest level RBS
- Assumption analysis
- Diagramming Techniques - cause and effect diagram, system and process flow chart, influence diagrams
- SWOT Analysis  
- Expert Judgment

An exhaustive review of the documentation of a project is necessary to identify risks of misunderstanding and/or lack of definition in the project.

Once the documentation is reviewed, gathering information is required by organizing brainstorming, interviews with the actors etc. to identify the problems.

Then it is crucial to list the risks found to have a clear route map to follow.

A SWOT analysis and the judgment of the expert could conclude the process with a clear identification of the risks.

This process is have to be performed for any project and and from time to time have to be aplayed to the whole company policy.

After the risk identification also called risk analysis is done, the process of risk management will begin.

There are many tools available for risk identification and analysis to choose from depending on the sector, the size of a company or its activity.

This pill is not a relation of all the methods available but encourages you to be aware of the importance of a good identification of risks in any project and give you some keys to found deep references and papers on many methods for anaylising the risks.

**VIDEOS**

**Risk Identification and assessment.** By Iyad Mourtada. This video explains in an easy to understand way the process of identifying risks and assessment.  
https://www.youtube.com/watch?v=vg-jARMqIHA

**Understanding the risk identification by Alfredo Armies.** A video explaining step by step one of the methods for risk identification.  

**TIPS AND TRICKS**

Examine your project within its environment and make a quick SWORT analysis

Choose the best method for your protectiont to be applied

Determine if you are going to need external experts help for the analysis
**SUMMARY:**

Understanding the importance of identifying risks;

Know how to search and find different methods of risk identification;

Be aware of the risk identification in your company.

**SELF-REFLECTION**

**THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS:**

Did I understand the importance of identifying and detecting the risks in my company?

Do I need external support for identifying risks?

Do I have a culture in my company to avoid or at least identifying risks?

**REFERENCES**

Risk identification by MITRE SE.

Risks Analysis in Wikipedia.

**XI.3. METHODS OF RISK MANAGEMENT**

**HERE YOU WILL:**

A. understand the main risk management methods;

B. identify the risk management methods most suitable in your business.

There is always a chance that something will go wrong. The things that might go wrong are called risks, and a wise manager identifies them early enough so that he or she can do something about them. Of course, risk management is an ongoing activity, so you should carry on identifying and recording new risks as they come up.
Identifying and evaluating the risks is a good starting point; then you need to know how to manage them effectively.

There are 5 main ways to manage risk: acceptance, avoidance, transference, mitigation or exploitation.

1. **Acceptance**

Accepting the risk means that while you have identified it and recorded it; you take no action. You simply accept that it might happen and decide to deal with it if it does. This is a good strategy to use for very small risks. It could take a lot of time to put together a risk management strategy so it’s often a better use of your resources to do nothing for small risks.

Risk acceptance is also common in pharmaceutical companies when developing a new drug. The cost of research and development does not outweigh the potential for revenue generated from the sale of the new drug, so the risk is deemed acceptable.

2. **Avoidance**

You can choose to adapt your plans to avoid the risk. This is a good strategy for when a risk has a potentially large impact on your project. For example, a business could refuse purchasing a building for a new retail location if the risk of the location not generating enough revenue to cover the cost of the building is high. A hospital or small medical practice may avoid performing certain procedures known to carry a high degree of risk to the well-being of the patient.

Although avoiding risk is a simple method to manage potential threats to a business, the strategy also results in lost revenue potential.

3. **Transference**

Transference is a risk management strategy where you transfer the impact and management of the risk to someone else. Risk transfer typically takes place by paying a premium to an insurance company in exchange for protection against substantial financial loss. For example, property insurance can be used to protect a company from the financial losses incurred when damage to a building or other facility takes place. If you are transporting equipment and the van is in an accident, the insurance...
company will be liable for providing new equipment to replace any that was damaged.
In practice if the insurance company or contractor go bankrupt or end up in court, the original
risk is likely to still revert to the first party. The insurance policy simply provides that if an
accident (the event) occurs involving the policy holder then some compensation may be payable
to the policy holder that is commensurate with the suffering/damage.

4. Mitigation
Mitigating is probably the most commonly used risk management technique, especially when
business risks are unavoidable. It’s also the easiest to understand and the easiest to implement.
Mitigation means that you limit the impact of a risk or the likelihood of the risk happening.
For example, if you are launching a new product and the sales team has to demonstrate it to
customers, there is a risk that the sales team doesn’t understand the product and can’t give a
good demonstration. As a result, they will make fewer sales and there will be less revenue for
the company.
A mitigation strategy for this situation would be to provide good training to the sales team. There
could still be a chance of not understanding the product well but the impact of the risk will be
reduced as the majority of the team will be able to demonstrate the new product effectively.
You can mitigate against the impact, but you can also mitigate against the likelihood of it happening.

5. Exploitation
Acceptance, avoidance, transference and mitigation are great to use when the risk has a
negative impact on the project. But what if the risk has a positive impact? For example, the risk
that the new product is so popular that we don’t have enough sales staff to do the
demonstrations? That’s a positive risk – something that would have a benefit to the project and
the company if it happened. In this case we want to maximize the chance that the risk happens!
Exploitation is the risk management strategy to use in these situations. Look for ways to make
the risk happen or/ and for ways to increase the impact if it does. For example, you could train
another sales person to also give product demonstrations and do some extra marketing, so that
the chance that there is lots of interest in the new product is increased, and there are people to
do the demonstrations if needed.
You’ll probably find yourself using a combination of techniques, choosing the strategies that best
suit the risks on your project and the skills of your team.
VIDEOS

"Business As Usual Risk Management" - check out this short animated story that contains the basics of risk management
https://www.youtube.com/watch?v=vjvlANNgGW8

"Facing the future of risk - Managing business risk to take opportunities and grow" by PwCUK:
https://www.youtube.com/watch?v=6U9e2eurhD8

"Protecting Your Business: Risk Management Planning" by Dr. Christine Taylor Berry, Director of Insurance Studies University of Louisiana at Monroe College of Business:
https://www.youtube.com/watch?v=8AKhHYmBEiY

TIPS AND TRICKS

• Put a risk management plan in place and you’ll spend less time worrying about your business and more time building it;
• Create a risk aware culture, discuss your risk management plans with your colleagues/employees and make sure they are trained on what to do in the event of an emergency;
• Consider a general liability insurance to protect your business but don't solely rely on your insurance.

SUMMARY

• It is not enough to identify potential risks, you need to decide how to manage them;
• There are 5 main risk management methods but risk management strategies are different in each business;
• Risk avoidance can result in lost revenues;
• Risk acceptance is a good strategy for small risks or when potential gains of a risky clearly outweigh the costs;
• Mitigation or limiting the impact of a risk is the most commonly used technique.

SELF-REFLECTION

THINK OF SOME ANSWERS TO THE FOLLOWING QUESTIONS

What are the main risk management methods?

Which risk management methods do I apply in my business and why?
REFERENCES

The six ways of dealing with risk (by Jan Husdal)
See some examples of risk mitigation
Risk management guide for small to medium businesses (by CPA Australia)