

Unit 1 Creativity in your work

| Exercise U1-E1 | | Looking through a different lens | |
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| Short description of the exercise | <p>In this exercise all the participants get assigned a different lens (a different perspective) from which they look during the discussion. Every participant will approach his point of view via this lens and will try to do his best to represent himself in the target group assigned</p> <p>This working method has the purpose to force people to let go of their own existing perspective and to replace themselves in another role and the viewpoint of another person.</p> | | |
| Implementation Dee Fink fase | | Application | |
| | | Integration | |
| Subunit | A. | Thinking and acting open minded | |
| Learning objectives | | <ul style="list-style-type: none"> • Asks questions for rational dealing • Views situations from multiple angles • Is open to the opinion of others about himself and his actions • Can place himself in another's "shoes" during discussion • Can demonstrate empathy and mutual understanding for another person | |

Exercise U1- E1 ; How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

| Time | Steps | Equipment |
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| 5 min | Introduce the subject and the different lenses. Tell the participants that it is important to not only think from your own perspective but also to place yourself in another's perspective. <i>"Don't judge a man until you have walked a mile in his shoes"</i> - Cherokee Indian saying. | |
| - | Divide the participants into 3 groups and give each group a lens or a glass with a subject. Subject: Entrapeneurship. <ul style="list-style-type: none"> • Group 1: 'Entrapeneurship is a mindset, a way of thinking that is in you. It cannot be learnt.' • Group 2: 'You can teach entrapeneurship to students by giving them theoretical | "Glasses" or "lenses" - a different perspective on a subject for each of the 3 groups (see Entrapreneurship example) |

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| | <p>information'</p> <ul style="list-style-type: none"> Group 3: 'You can learn entrapeneurship only by trial and error and learning by doing' <p>You can also use other relevant topics</p> | |
| 10 min | Repeat the purpose of the exercise so everyone knows what to do. Stress that each group must participate in the discussion as if they held the view of their particular lens. | |
| 20 min | Open the discussion and give the 3 groups the opportunity to give input. The trainer is the process-guider. Be sure that you summarize what is being said and make notes of the discussion. If necessary, insert breaks to give the different groups the opportunity to discuss in their group | |
| 15 min | Summarize the discussion. Incorporate at the end of the discussion a moment where the participants step out of their role and to look back on the discussion from their own personal point of view. Summarize the input and discuss what points the discussion yielded. | Flip chart Markers |
| 5 min | Evaluation on the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise | |

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| Exercise U1-E2: | Practising with feedback | |
| Short description of the exercise | Participants practice in groups of 3 or 4 with giving and receiving feedback. Feedback is a message about the behavior or performance of another. Feedback is essential when working with others. You should occasionally say that the work of the other is not right, or is just very good. You correct others by commenting. But who gives feedback, can also expect to receive feedback. That is sometimes unpleasant, but you learn to live with it, if everyone plays by the rules. When you are a job coach, it is extra important to you that you learn to give feedback. You regular perform feedback discussions with people who encounter difficulties in their functioning. But it is also important to use feedback to reflect on yourself. | |
| Implementation | | Application |
| Dee Fink fase | | Intergration |
| | | Human dimension |
| | | Caring |
| Subunit | A. | Thinking and acting open minded |

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| Learning objectives | <ul style="list-style-type: none"> • Reflects on his own experiences improved behavior in the following situations • Is aware of how others behave and is looking for role models. Tries to discover and / or understand what factors in their (example) behavior plays a role • Asking for other concerns and motives | |

Exercise U1-E2 How to implement

Implement this exercise in a room that can serve as main room and as sub space. Organize the room as such that different groups can work.

| Time | Steps | Equipment |
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| 5 min | Introduce the subject feedback and the importance of giving and receiving feedback and that feedback can be positive as well as it can be negative. | Theory about feedback. Provide theory the you think that fits your target group. |
| 5 min | Explain the exercise: <ul style="list-style-type: none"> • You will divide the group in different subgroups of 3 or 4 persons. • In each group there will be a feedback provider (A), a feedback receiver (B) and an observer (C). The fourth person will also be an observer. • In 2 rounds the participants will practice with giving and receiving feedback. | |

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| | Divide the group into groups of 3 or 4 persons. | |
| 15 min. | <p>Round 1 A and C (and D) read the situations for round 1 (see beneath). Then they choose a situation and think how A can give feedback about this to B. Then A gives the feedback to B. C observes how feedback receiver B reacts on the feedback (if D is there, D can observe the way of giving feedback by A).</p> <p>Round 1. Choose one of the practical situations below: <i>1. You want to tell your colleague that you really appreciate that she always leaves the workplace so neat. You know about her that she works rather chaotic. After you told her once that you like to work on a clean neat work place, she takes this into account and cleans on her things when her work is done. You find that very pleasant.</i> <i>2. You want to tell your colleague that you appreciate it that he always arrives on time at work. Because he always just comes earlier, you have the time to do a careful transfer. You must always leave on Wednesdays exactly on time to pick up your children from school on time. You like that it is not problem for him.</i></p> | Description of the practical situation. You can provide them on carts or project them on a beamer or flip charts. |
| 5 min | <p>Evaluate the first round.</p> <p>Focus points when evaluating the first round: - What did B experience with receiving the feedback on this way? - What does it to A to give the feedback? - C and D share what they saw and felt during the feedback session. - A, B, C en D discuss possibilities to give feedback on an alternative way.</p> | |
| 15 min | <p>Round 2 The participants changes roles and will repeat round 1. They discuss the round with the same subject/number choosen from round 1.</p> <p>Round 2. Choose the same number of the situations that you have choosen in round 1: <i>1 You want to tell your colleague that you are terribly annoyed by them mess she leaves on the desk when her work is done. Before you can begin, you must first clean up the mess. You find that everyone has to take responsibility for a tidy workplace.</i> <i>2 You want to tell your colleague that you are fed up of that he always comes late. The transfer, which then takes place, actually happening in your own time. And you have to do all the terrific rush to get your kids to school on time. If he would come on time, you can pass quietly and you can leave on time.</i></p> | Description of the practical situation. You can provide them on carts or project them on a beamer or flip charts. |

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| 5 min | <p>Evaluate the second round.</p> <p>Focus points when evaluating the second round:</p> <ul style="list-style-type: none"> - What did B experience with receiving the feedback on this way? - What does it to A to give the feedback? - C and D share what they saw and felt during the feedback session. - A, B, C and D discuss possibilities to give feedback on an alternative way. | |
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| Exercise U1-E3: | | “Talking Stick” | |
| Short description of the exercise | The talking stick is a stick that is being used for ages. With the talking stick you will get all different perspectives on the surface in a group. The one with the talking stick can speak and gives his perspective on the problem. The other ones are listening and speak only if they have the talking stick in their hands. In this exercise, the participants will replace them in others’ perspectives | | |
| Implementation Dee Fink fase | | Human Dimension | |
| | | Caring | |
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| Sununit | A. | Thinking and acting open minded | |
| | B. | Seeing and Seizing opportunities | |
| Learning objectives | <ul style="list-style-type: none"> • Tunes the question to the situation and the type of information that he want to sort out. • May take into account the needs and feelings of others | | |

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Exercise U1-E3 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can arrange the table/chairs in a round setting where everyone has a good view of the each other and everybody will be involved in the exercise.

| Time | Steps | Equipment |
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| 10 min | <p>Explain to the participant what working with a talking stick contains:</p> <p>The talking stick has being used for centuries as an aid for chiefs of the indigenous population. The one who holds the stick is the only one who should be speaking. All others are expected to listen carefully, empathetic and active to the person who is speaking. When anyone else would like to say something, he may ask for the stick. But he can only receive the talking stick under one condition: the receiver first needs to summarize what the person who spokes had said. If the person who spokes agrees with the summary and feels himself understood, he gives the talking stick.</p> <p>Show the you tube film about the talking stick of Stephen Covey: https://www.youtube.com/watch?v=HUXi-Zc45tA</p> | <p>A talking stick. This can be any sort of stick: A real microphone, a simple wooden stick. Anything can serve as a talking stick, as long as it is manageable and it is easy to for the participants to handle over to each other</p> |
| 5 min | <p>Present different topics which can be discussed and consult them about which topic they want to talk.</p> <ul style="list-style-type: none"> • Young people are obliged to spend part of their high school in another Member State • All EU Member States should legalize gay marriage • The EU should oblige Member States to issue a minimum education • Europe needs a president directly elected by the people • There should be a European army • EU residents should be able to work in any other country | |
| 30 min | <p>The trainer has the talking stick in his hands. If you are ready, keep the talking stick in the middle</p> | |

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| | <p>of the group so the participants can talk away the talking stick. Then the dialogue will start.</p> <p>Make sure the talking stick circulates several times between different participants. After about 30 minutes you stop the discussion.</p> | |
| 5 min | <p>Ask the participants after the discussion about their experience with talking with the talking stick. Lead on to the conclusion that to communicate with each other in this way contributes to a respectful conversation with each other. It transforms negative energy in a creative and formative energy that will give you a sense of the value of each individual's participation.</p> | |

| Exercise U2-E5: Paperclips! | | |
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| Short description of the exercise | This exercise helps to be creative and find solutions for problems that occur. The simple paperclip is a metaphor for problems at the working floor. | |
| Implementation | Application | |
| | Integration | |
| Subunit | A. Thinking and acting open minded | |
| | ■ Seeing and seizing opportunities | |
| Learning objectives | <ul style="list-style-type: none"> • Provides his/her opinion on matters • Is open to the opinions of others • Asks others proactively for information • Considers several solutions for the problems found • Analyses actively what is happening inside or outside the (working) environment • Tracks opportunities for improvement and shares those with others • Asks for and accepts ideas of others and postpones judgment | |
| Exercise U2:E5 How to implement | | |
| Implement this exercise in a room large enough to place tables and chairs in small groups. | | |
| Time | Steps | Equipment |
| | Introduce the exercise. Participants have to find as many uses as they can for a paperclip. This is about thinking outside the box, using innovation and imagination. | Managing change handout |
| 15 min | <p>Divide students into groups of 5 or 6. Give one paperclip to each person and tell them the challenge is to come up with 50 uses in 15 mins.</p> <p>Use an online timer like http://www.online-stopwatch.com/bomb-countdown/ and tell the</p> | |

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| | participants when 10 mins/5 mins/2 mins remain. | |
| 5 min | When they have completed the exercise, ask each group to share their list. Congratulate the team who created the highest number of uses. | |
| 5 min | Evaluate the exercise. How did the participants experience the exercise? What did they learn? Did they expect to think of so many uses? What were the entrepreneurial aspects of the activity? (time management, creativity, deadlines, team working, synergy, innovation). Focus especially on the learning objectives of this exercise. | |