

A graphic of several interlocking puzzle pieces. One piece on the left is orange, while the others are white. The background is a dark blue gradient with red diagonal stripes.

GSmart - IO2 FRAMEWORK

*Course:
Workshops
Innovative Pedagogy
& Social Learning*



Erasmus+

generation: smart

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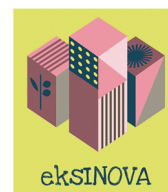
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Jan Długosz
University
in Częstochowa



HdBA
Hochschule der
Bundesagentur für Arbeit
University of Applied Labour Studies



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**Course:
Workshops.
Innovative Pedagogy
& Social Learning
Framework
Solution**

Introduction

generation: smart

Introduction

These workshops consist of innovative pedagogical methods, along with social learning. The elaboration includes:

- Design Thinking Approach
- Liberating Structures
- LEGO® SERIOUS PLAY®

The workshops are directed to the project's target group, i.e., the educators and other personnel who support adult learners. They are a part of a [training program](#) — a MOOC for educating on cross-generational collaboration through social competencies.

The elaboration is based on the GSmart [research](#) results. The approach towards a vivid connection between the workshops and the research has been shown here: [LINK](#)

**Course:
Workshops.
Innovative Pedagogy
& Social Learning
Framework
Solution**

***Design Thinking Approach
In Cross-Generational
Collaboration***

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Design Thinking Approach (DTA)

The workshop consists of the following parts:

1. Introduction
2. Information about the DTA
3. Practical activities of the DTA in a training session
4. Summary and self-assessment quiz
5. References

1. Introduction

In the cross-generational collaboration context, the DTA helps the educators foster creativity and give value to actions that support overcoming the cross-generational gap that the contemporary Network Societies have to deal with. The DTA aims to apply a designer's approach to respond to a problem or an innovation. It is a user-centered, creative, and collaborative problem-solving methodology that transforms ideas and projects into real actions and tangible prototypes. Since the DTA is suitable for analyzing and solving problems in different organizations, it can also be used at universities, companies, foundations, and other organizations to improve cross-generational collaboration through social competences. The DTA relies on user feedback and offers an opportunity for a group to be creative. It supports a response to a need, even if it is not explicit initially, and relies on specific anthropological methods such as observation, immersion, or co-construction with users.

For the sake of the GSmart project's target groups, we provide information on the DTA's basic principles. It is explained what the DTA consists of, its most significant advantages, and how it can be utilized in regards with the education on the cross-generational collaboration. We also show opportunities for its practical applications.

Having completed this workshop, the project's target groups will be able to use the DTA to create user-oriented services connected with the cross-generational collaboration. Both work environments and such senior life-quality boosters as the Third Age Universities are taken into consideration.

Educators are asked to read and understand the concept. The workshop explains how the DTA can help the project's target groups understand and address the organizations' needs in cross-generational collaboration. We will also try to show how the DTA can support new services' design to promote cross-generational collaboration in everyday life and working life domains.

The workshop includes eleven training activities. Depending on the educator's decisions and number of participants, the workshop requires ca. 15 hours of training time.

2. Information about the DTA

What is DTA

The idea of design as a way of thinking can be traced back to Herbert Simon's book titled *The sciences of the artificial* (1996). The concept continued to shape the practice when Peter Rowe was the first one to use the expression *design thinking* in his book *Design Thinking* (1991), and Richard Buchanan published his highly influential article [Wicked Problems in Design Thinking](#). Simultaneously, the Stanford University and the design agency [IDEO](#) formalized design thinking as an innovation process with specific steps, methodology, and tools. Design thinking is now conceived as a new approach to innovation that extends well beyond the designer's traditional sphere.

It is impossible to develop an educational project for cross-generational collaboration education without carefully planning of the stages, resources, roles, and forms of communication between the trainer and the participants. There would then be a joint development of professionalism and considerations that contribute to the development and impact of adult education (an established set of practices that support a group of professionals in their ability to deal with specific educational situations). In our view, this is based on the effective enhancement — through a professional development approach — of the Design Thinking approach (Raffaghelli, 2013).

DTA is the ability to reflect on problems, obtain information, analyze knowledge, and design possible solutions. It can be seen as a style of thinking that combines empathy for the context of a problem, creativity to generate ideas and solutions, and rationality to analyze and adapt solutions to the context (Cross, 1982). On the one hand, this way of thinking is linked to personal taste, creativity, and imagination. On the other hand, in education, it favors the visibility of practices, and the opportunity to share them, so that discussions about the order of values, approaches, and their effectiveness and quality (Kali, Goodyear and Markauskaite, 2011). The DTA is a user-centered, creative, and collaborative problem-solving approach.

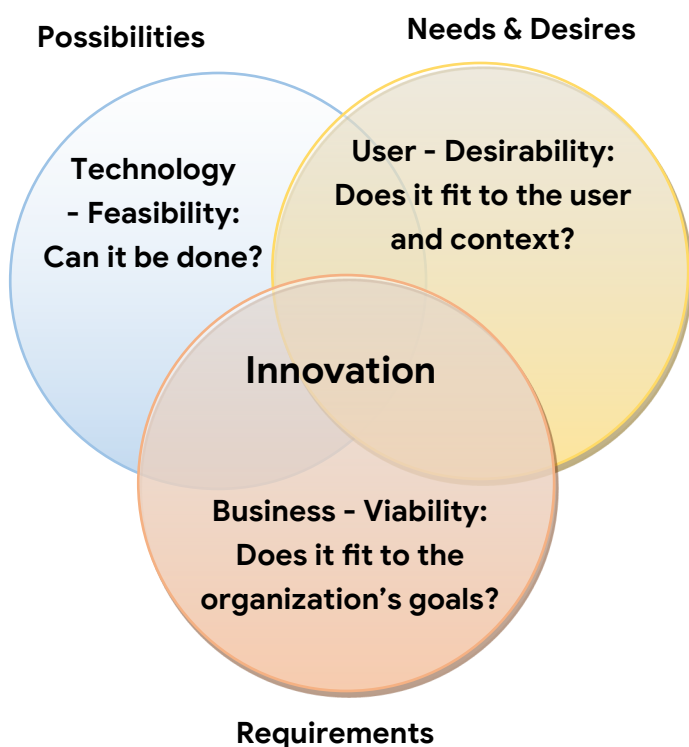
The DTA is a user-centered, creative, and collaborative problem-solving approach. It can be summarised with the following points:

- A way to take on design challenges by applying empathy.
- An approach to collaborative problem solving, also at the systemic level.
- A framework to balance needs and feasibility.
- Means to solve complex or wicked problems.
- Mindset for curiosity and inquiry.
- A fixed process and a tool kit.
- A process that fosters exploration and experimentation.
- A design buzzword that designers can do more than just design.
- A management solution sold as a strategic tool.

To achieve success in the DTA process, it is essential to be:

- Free of prejudices about the service you want to offer.
- Free of expectations about the service you will design.
- Filled with curiosity to understand things more deeply.
- Open to a world of possibilities.
- Accept to fail and learn from failures.

The DTA process gives better results when performed by cross-functional teams – for example, cross-generational ones. It is illustrated in the figure below.

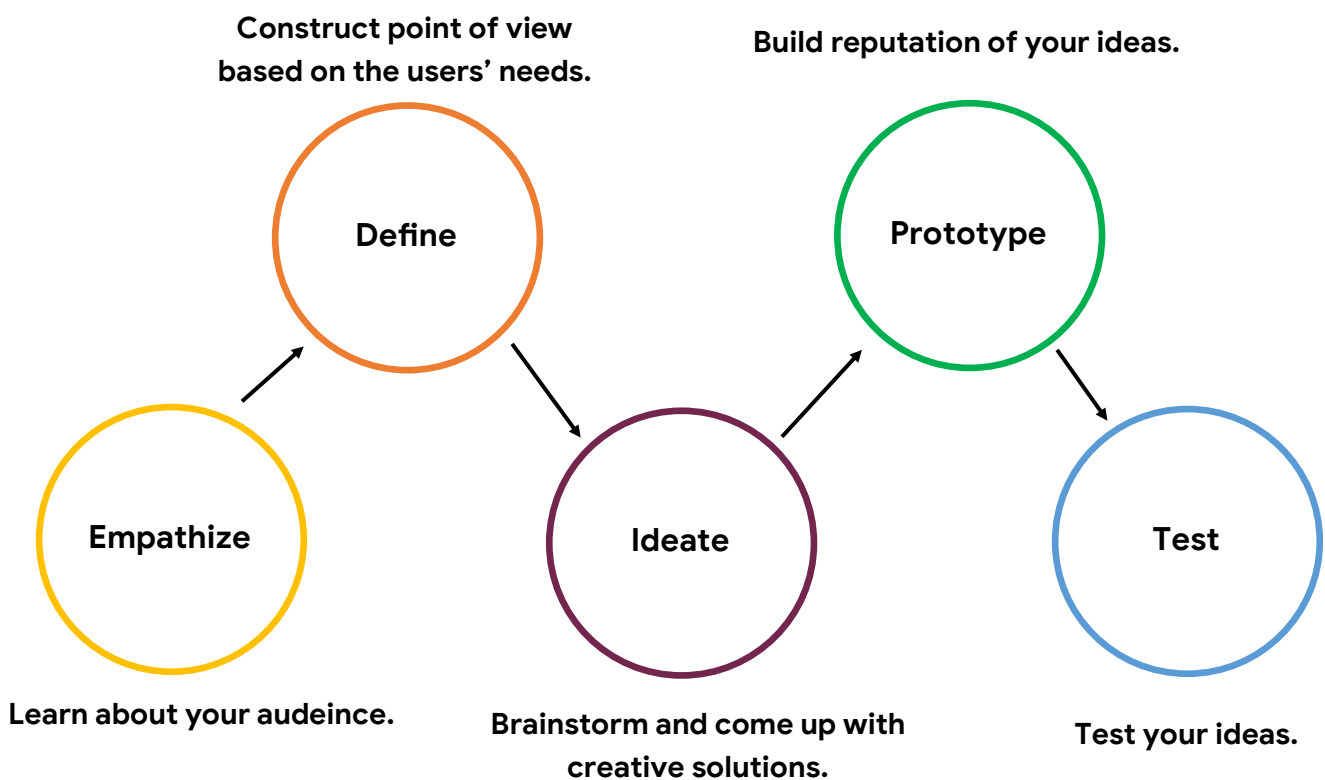


DTA requires placing the users' needs and understanding their problems at the center of your work. Then, grounded in research and fueled by creativity, teams develop ideas, create models out of those ideas, and think critically about those ideas in a cycle of iteration that moves toward a solution.

You need to gather accurate information at the beginning of the process, visualize ideas to evaluate them properly, and come up with a solution that fits the problem or need.

DTA requires placing the users' needs and understanding their problems at the center of your work. Then, grounded in research and fueled by creativity, teams develop ideas, create models out of those ideas, and think critically about those ideas in a cycle of iteration that moves toward a solution.

The DTA produces solutions with the users, and their context is always in mind, increasing the likelihood that the target group will be satisfied with the obtained solution. The DTA is a proven and repeatable problem-solving methodology that anyone can employ to achieve successful results. This process can be summarized in the figure below. Pay attention that this process is iterative. However, an educator can go back and restart if needed at each stage.



How to design a training session using the DTA

Regarding the educational professionals, the DTA can be linked to research conducted in the specific case of teachers and the teaching profession. Teachers' professional identities and their processes of planning, introducing, and discussing (e.g., in informal discussions) their classroom practices can be linked to teaching effectiveness. Consequently, narratives of professional activity have been identified as a means of "crystallizing" the good and the innovative to reproduce experiences in a continuous improvement process. In this sense, DTA can be seen as a process of "imagining" your future practice and thinking creatively about solutions that can be shared through a standard set of professional values. The relationship between the DTA and professionalism can then be represented as follows:

- At the level of the individual educator, the more the educator improves his or her design thinking skills, the better able he or she will be to plan and intervene in poorly structured problems by offering creative pedagogical solutions.
- At the level of the community of adult educators: the better the educator can design for adult learning, the more tools he or she can acquire to present, share, and discuss his or her practice, thereby strengthening the creation of a professional field of practice, which is also part of the professional identity of adult educators. Technologies are a medium in the process of representation and exchange. The DTA can use various supportive and innovative pedagogical solutions. Below there are some examples.

3. Practical activities of the DTA in a training session

The workshop activities are designed in playful activities structures to match the research results in Part 2 and Part 3. Games can be an effective tool for the training session design. When it comes to cross-generational audiences, playful formats can be an essential tool for the DTA activities since they constitute a positive impact on the multi-generational workforce. It's an excellent way for employees or interns to get involved and interact with each other.

Mapping Persona

The DTA uses different tools such as persona, customer journey map and stakeholder map. The activities we design mainly focus on PERSONA. Nevertheless, the Persona helps to understand the customer journey map and the stakeholder map of the cross-generational collaboration problem. In the Design Thinking process, designers will often start creating personas. Generation X, Y, Z, and BB are all personas in our training program. Mapping Persona is a more profound way to understand our customers than traditional research and demographic methods. It allows us to create more personalized strategies, positively impacting the customer experience. Personas convey a wide range of qualitative and quantitative data (Pruitt and Grudin, 2003), and Stickdorn et al. (2018) propose that a persona is more of a research-based archetype. In addition, personas provide an everyday basis for collaboration and internal communication. Contributors' attributes combine to form a single view of the customer (Micheaux and Bosio, 2018). Personas typically include demographic and behavioral variables and general information, such as the user environment, current frustrations, relevant relationships, and goals (Goodwin, 2008; Stickdorn et al., 2018). This is precisely related to the activities we design in this workshop.

Employee personas are getting popular as organizations ask their HR teams to drive growth by designing employee experiences that improve engagement, productivity, and retention. Personas are a tool that has been used in marketing for decades, and more recently in customer experience programs, to understand the moments that matter to specific customer groups.

Recently, they are also becoming more prevalent in the human resources field as organizations have recognized the need to provide their cross-generational employees with more personalized and customized experiences as part of employee experience programs. It is generally connected with a representation of employees with similar qualities, experiences, and behaviors. They draw on available data and knowledge about the people who shape their co-workers and bring them to life by building a story.

To plan a successful employee experience requires understanding the end-users views, challenges, and perspectives – the organization's employees. That is why it is crucial to get to know them well, where employee personalities come in. Employee personas constitute a helpful tool for developing a narrative about cross-generational groups in the workforce, allowing HR teams to reach out to employees. Moreover, design personalized experiences that are tailored to their needs.

Activities

This module contains a series of practical activities to raise awareness in cross-collaboration through different generations known as BB, X, Y, and Z.

The activities' primary focus is to bring together all different generations to work and cooperate. To make this happen, module one defines three steps based on the findings of the report:

1. Put them in play mode to facilitate cooperation.
2. Playing is a powerful tool, when appropriately implemented with a meaning, it fosters interactions.
3. Discover the Persona is a tool of DTA.

The persona tool concept described in the module is implemented here very creatively. The final result is a clear understanding of the "Persona" way of thinking, values, and how they see cross-collaboration in a specific context.

These activities confront them with the reality of life, nothing is what it looks like, and show their system to surprise them.

The training session is composed of eleven activities. Each of exercise delivers a value connected with perceptions and assumptions that may evoke different reactions during the processes of cross-generational collaboration is fostered.

Communication is what we need

We put the participants at work to collaborate to solve a problem and analyze how they communicate, who is passive, who takes leadership. Above all, the competencies they show independently of the age profile.

Materials

Each part of the module has different materials. The materials are given in pdf format. Some of the printed materials need some combination and customization. Some materials need to be acquired directly because we cannot provide them. It is essential to use the materials as they have been designed.

Part 1: Put them on play mode

- The boat pdf (supplied)
- Red adhesive dots (not supplied)
- The feeling Wheel (supplied)

To access all the materials in this part please visit the [LINK](#) (download the file).

Part 2: Discover Persona

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

To access all the materials in this part please visit the [LINK](#) (download the file).

Part 3: It is all about communication

- ZOOM images (supplied)
- Debrief (grill/examine/interrogate) questions pdf (supplied)

To access all the materials in this part please visit the [LINK](#) (download the file).

Through practical exercises, activities facilitate the various notions regarding the cross-generational collaboration, e.g., empathy, the self-known and the personal context for cooperation or personal growth.

These notions are connected with social competences that can boost cross-generational collaboration. An example: social competence – cross-generational attitude swap. A competence that includes the following stages: (1) From the point of pre-existing experience, (2) Through building the cross-generational consideration, and (3) To reach the level of understanding of how to bridge the cross-generational gap.

Regarding the simplified [Bloom's taxonomy](#) (ASK: A – Attitude, S – Skills, and K – Knowledge), the training session participants will gain such new features:

At the level of attitude

- They will respect, understand and accept the differences among themselves. It is necessary to avoid conflict and creating an opportunity to collaborate.
- This practice is also effective for building cross-generational collaboration.
- They will focus on commonalities that will direct their energy in a positive, forward-thinking way.
- They will have more flexible and realistic thinking about each other.
- They will become more open to learning from each other and helping them to learn from each other.

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to write down their shared values and objectives and post them where they are easy to see and refer to.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.
- They will be able to apply new ways of conduct according to what they have learned.

At the level of knowledge

- Thanks to the training session's activities, the participants will learn different personas, needs, expectations and even learn something new about themselves.
- They will change their preconceptions about each other and will be able to define their shared values.
- They will learn more about the generational influences that have shaped them to move forward more productively.
- They will learn how to face the different scenarios of cooperation.
- They will be able to analyze their behaviors and conflicts of collaboration and the activities' results to improve their performance.

The training session's three parts and the expected timing.

Part 1: Put them on play mode:

⇒ **a circle of communication — a boat — a feeling wheel.**

- Group: 15 participants from different generations.
- Duration: 3 hours.
- Why — the purpose:

Activity 1. Circles (of communication), unlike every other shape in our reality, are not linear. There is no corner, edge, or ending to mark where one-line ends, and another one begins. This explanation is a metaphor for what we look for about cross-generational collaboration. Within the circle, you are holding, but at the same time, you are being held. It is an infinite loop of cooperation. Involves the concept to give and take independently of the age. The purpose is to break the ice and understand what level of collaboration they are or could be.

Activity 2. The boat is a tool to start expressing and collecting the emotions and create the first thematic map of the participants and discover why they feel how they feel.

Activity 3. The feeling wheel is expressed by itself. The purpose of these three exercises is to share and co-create emotions and knowledge about the different generations to improve communication.

1. The circle of communication

What to do:

1. Ask the participants to form a circle.
2. Ask the participants to join their hands, as shown in the video.
3. Ask the participants to turn their hands to the left, as shown in the video.
4. Ask the participants to separate and move their hands to connect to each other hands.

What to say:

1. Are we sure everybody turned to the same place?
2. Sometimes, you will notice some participants turn to the other side, then comment about communication, what you said, what you tried to say, and what they finally understood. Another powerful comment is about being present in the circle.
3. Try as a bonus to point one participant and ask if anyone knows his name. Only people connected with them may know the name. The surprise will be even if they mingled for a while before they do not ask their names.
4. Then when they have created the circle ask: What do you think is happening now?

What to debrief (grill):

1. Some people refer to the energy of the circle.
2. Some people refer to the inner circle.
3. You have to motivate people to contribute with definitions and observe the age profile. By the way, it would be good to collect their comments.
4. The conclusion of the exercise is with one hand (left), we hold other people's hands, and with the other hand (right), we are held.
5. So, you may ask them to close their eyes for 30' (that blurs the age profile) and feel the holding and being held. You emphasize the importance of collaboration and the need for workshop participation. That is what the circle represents.
6. Finally, ask the participants: Are we ready to collaborate?

2. The boat

The boat exercise allows you to understand how they feel concerning any question or situation you formulate. It can be, for example: How do you feel about cooperating with BB and the Y generation in this specific project? or it can be any question.

What to do

1. You put in the wall the BOAT printed (pdf).
2. You distribute red dots.
3. After formulating the question, each participant chooses a position on the boat and explains why.

What to say

Let's look at how you see yourself in the boat.

What to debrief (grill)

You elaborate analysis in real-time of their choices and extract meaning, opening the dialogue to everybody with more questions, mainly the why they feel like that. Dig-in.

3. The feeling wheel

The goal of this tool is to train people to be more detailed in describing their feelings. The exercise can help participants learn to identify or recognize emotions with more accuracy.

What to do

Put the wheel on the wall and invite the participants to mark their feelings.

What to say

The wheel organizes 72 feelings into a pie chart and categorizes them into these six groups: sad, mad, scared, joyful, powerful, and peaceful.

The wheel can be useful in identifying the specific feelings and emotions you are experiencing at any given moment so that they can be addressed and resolved. For instance, if you experience a generally sad feeling, you can use the outer bands of the wheel to figure out what specific kind of sadness you might feel. For example, maybe what you are experiencing is feeling ignored. Note that the reverse can also happen. For instance, by using the wheel, you may realize that feeling inadequate may be rooted in rejection or fear at a deeper level.

Direct reflection at the moment

You can use the wheel to explore your emotions at any given moment during the day. For instance, after a friendly conversation with someone, you notice a general feeling of joy. Using the wheel, you may ask yourself, what kind of joy am I experiencing right now? Can this feeling best be described as excitement, creativity, cheerfulness, etc.?

Daily reflection

Take a moment to contemplate and look at the wheel. What did you experience today? Maybe, at some point during the day, you felt guilty. Once you find "guilty" on the middle band of the wheel, you can see that the associated core feeling (nearer the center) is "sad," and the more specific, nuanced feeling (on the outer band) is "remorseful."

Long-term reflection

The wheel can also be used to explore deeper and longer-term emotions that may be affecting you. By going to the core feeling "scared" on the inner band of the wheel, you can look at the two outer bands for feelings associated with "scared" to try to unveil the more detailed, nuanced emotions you are experiencing. You might conclude that you are more specifically feeling rejected and insecure. This can be an important insight that can help you take specific actions towards the desired goal.

What to debrief (grill)

The landscape of emotions connected to the cross collaborations or whatever question you have posed.

Part 2: Discover persona

⇒ **get to know each other — sketch-up — Peter Drucker questions — empathy map — set your values — build your system.**

- Group: 15 participants from different generations.
- Duration: 5 hours.
- Why — the purpose:

In this exercise, the participants develop a new perspective on the generations. Understanding how they think, feel, what they see, how they learn, and what kind of values they have will help them find the sweet spot of collaboration.

This part is composed of six activities:

1. Get to know each other
2. Sketch-up
3. Peter Drucker questions
4. Empathy map
5. Set your Values
6. Build your System

==

1. Get to know each other

How to do it

On the supplied materials, you find a list of questions, depending on the number of participants you choose, the questions that resonate with you most. You need to get the Poker cards medium or large size. On one side of the card (not where the numbers are), you stick the question. It is essential to have Poker cards or any other kind of card because the simple fact of being a card invites unconsciously to play.

Once you have stuck the questions and decided how many cards you bring to the game, you explain the game.

What to say

1. Each participant to pick and choose one card randomly.
2. Explain the game.

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

3. Let's rehearsal the game explanation, yes you rehearsal the game making a demo with two cards.
4. You have to do a certain number of interactions depending on the participants; if you have 12, then six interactions. The time allocated is around 30' but; it varies according to the profile of the participants. The more people you have in the room the more interactions happens.

What to debrief (grill)

1. What about the experience.
2. How did you feel answering these questions.
3. How did you feel in particular when someone answered your question in the interactions
4. If you have to define this game, what noun you would use? Tips:
 - Most people are not used to answering these kinds of questions, it takes them by surprise.
 - When they are confronted with their answers, they start to discover new things, which is very beneficial for them in most cases.
 - Be aware the energy in the room due to these interactions grow exponentially. Allow them to interact and encourage the ones who are lagging.

2. Sketch-up

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

What to do

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

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

What to say

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

When it is finished, you ask any kind of question that comes to your mind to the participant you draw, and you write the question on the page and listen to the answer. Do not write the answer. Finally, put your name on the page (not the participant's name) and handle it to them.

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

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

Once done, stick the Sketch on the Gallery Wall.

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

What to debrief (grill)

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

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

Tips

- Many people have drawing skills, and they will go for the perfect drawing even if you state is about Sketching and not drawing.
- Most people will check how many of their drawings are in the Gallery. They get surprised, and when they identify several selected, they say they were unaware of their skill, and the self-esteem grows.
- You congratulate the artists.

3. Peter Drucker questions (see the materials that you downloaded)

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

The main question: what are my strengths in this workshop?

How do I Perform?

- Am I a reader or a listener?
- How do I learn?
- Do you prefer to advise or to make decisions?
- How do you perform best under stress or when you have it all under control?

What are your values?

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

Where you belong to?

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

How can you contribute?

Considering your strengths, working style and values, how you can contribute to the workshop?

What to debrief (grill)

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

4. Empathy map

Seeing target participants' attitudes and behaviors in an empathy map helps cross-generational teams tune into a deep understanding of end-users. Mapping also reveals gaps in existing cross-generational data. An empathy map is a collaborative visualization used to articulate what we know about a particular user type. Externalize user knowledge to create a shared understanding of user needs and help make decisions. Empathy maps should be used in any cross-generational process to build common ground among team members and understand and prioritize their needs.

In the cross-generational-centered design, empathy maps are best used early in the design process. When empathy cards are completed directly by the participants, they can serve as a secondary data source and as a starting point for summarizing the target group session. Besides, the interviewer can capture the feelings and thoughts of the interviewee that would otherwise remain hidden.

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

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

What to do

On the supplied materials, you handle the empathy map to the participants. You can do it individually A3 size or in teams A1 size, and, in the end, you can consolidate all maps in one A1 size. It is your choice. Stick all empathy maps on the wall. You provide the Post-it and the Edding 1200 pen.

What to say

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

The facilitator elaborates on this question. Participants write in a Post-it their answers, and they stick them in the right quadrant.

What to debrief (grill)

You debrief and consolidate in one empathy map the answers of the participants. It might be possible you want to have different empathy maps seen from a different angle. After the consolidation, you have a landscape of emotions, issues, potential conflicts, and needs. It is an excellent opportunity to encourage to design Actions Guidelines to tackle whatever comes out of the information.

5. Set your values

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

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

What to do

Short into to the audience: So, what does it take to define our values? There are different ways to dig into what's important to you. One of those ways is to gamify it.

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

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

What to say

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

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

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

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

What to debrief (grill)

The personal experience — the missing values.

The company experiences.

Tips

- Pay attention to each table looking at the different set of values.
- You may change some of them to another table looking for a more creative discussion about values; when you do the second exercise, "the company values."

For example, you can put in the same table one, which prioritizes Order and Control with another that prioritize Freedom and Curiosity.

Encourage them to go deeper in explaining the value since each generation has different ones, or if they are the same, the value is experienced differently.

When they express their missing values, you will realize how they feel and what they lack.

6. Build your system

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

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

What to do

You handle the LEGO® and the Minifigures (not supplied in the workshop materials).

What to say

We all belong to a system, and we think we understand and know how the system works. Most of the time, we are based on assumptions and judgement. We are going to make an activity in two steps.

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

Once all systems are set up, we create a landscape of family systems and observe the systems. We do not ask who is who in the system. We are not interested in that. Step two (you do not disclose it until step one is finished).

You ask for a volunteer to recreate with the participants the system.

The volunteer chooses at his free will among the participants, representing the family members replicating the LEGO® structure.

Once the system is built, ask the participant to take a photo, and you say this is your

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

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

What to debrief (grill)

You can observe we have different family systems.

In the second part of the exercise, you could see that the system has relocated itself. We did not ask anything, but the system knows.

You can say: Did you observe how the system moved all the time? Any comment?

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

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

Part 3: It is all about communication

⇒ **zoom — working agreements.**

- Group: 15 participants from different generations.
- Duration: 2 hours.
- Why — the purpose:

This exercise aims to learn how they organize themselves at work by looking at the different age profiles and their contribution. Without proper communication, tolerance, sharing knowledge, how long does it take to come with a solution, and why they can't find a solution. If they fail, they will notice they need working agreements that will take us to understand how they can cooperate.

1. ZOOM

It is working confidence and forming bonds in the group by performing a challenge that can only be overcome by working together.

It is turning the content of Andragogy into life by showing participants the importance of a good learning process that leads trainees to understand the content that is being taught.

What to do

Give the images (supplied) to the group members. Ensure that nobody gets more than 3 images and that these three images are not sequential.

Start the process and stay close to the group to ensure that the rules are being followed. Please don't give them any tips to perform the activity. They need to find the solution by themselves. Warn the group when they have 15, 10, 5 and 2 minutes left. When the time is over or when they are finished, flip the images to see if they can find the sequence and make the necessary corrections.

What to say

Invite participants to experience a new challenge that needs to be done collectively. Explain that you will give them some pictures, which cannot be shown to anyone. Tell the group that they will have, in the next 30 minutes, the challenge of putting these images in sequence, leaving them on the floor, face down. Attention: they cannot show anyone the pictures they have. They can only explain what they contain. Check with the participants if they have any questions about the activity.

What to debrief (grill)

You can use the following set of questions:

- How was it to perform the activity?
- How did you feel during the activity?
- How did you feel at the end?
- How did you organize to accomplish the task?
- What were the biggest challenges of the process? How did you overcome them?
- What helped in the process?
- What hindered the process?
- What does this activity have to do with your work as a participant and interaction with others?
- Is there anything you've noticed about yourself and would like to change from now on? What?

Tips

Here are some points that can be covered during the generalization and considered as "takeaways" from the activity (help the group to get to these conclusions but don't bring them yourself if the group doesn't get to them):

- Understanding the big picture: trainers should give the entrepreneurs a big picture of what will be covered in training to understand the steps (macro to micro).
- Attention to detail: trainers should be as specific as possible to help participants get the complete image of the topic covered.
- Checking to understand: trainers need to check if participants get the image they teach. When you say "boat", every person in the room might be thinking about a different thing—the same works for any content related to entrepreneurship.
- To perform this activity, the group must have at least 10 participants. If you have fewer people in the workshop, reduce the number of images you are using, ensuring that the ones you are using are sequential.

2. Working agreements

The purpose of the working agreement is to ensure the participants share responsibility in defining expectations for how they will function together and enhance their self-organization process.

Working agreements define how groups want to work together, what they want in the working environment, and from each other to feel safe and free to learn, explore, and discover.

Work agreements are the rules/disciplines/processes the team agrees to follow without fail to make themselves more efficient and self-managing. These agreements help the team build a shared understanding of what it means to work as a team.

The key benefit of working agreements is their enforceability. Since everyone has agreed to follow the rules, enforcing those rules becomes less awkward when infractions occur. For example, my team rules that everyone should be attentive during meetings and stay off their phone.

Our values are important because they help us grow and develop. Our decisions reflect our values and beliefs, always directed towards a specific purpose. That purpose is the satisfaction of our individual or collective (organizational) needs.

By asking them, "what you do not like that happens/behaviours in a workshop"? You set the working agreements of the session. The same technique is applied to any possible working/learning scenario.

What to do

You handle the Post-it, the Edding 1200 and the drawing you create in real-time on the supplied materials. Watch this [MIRO BOARD](#).

What to say

We all have to implement the working agreement to facilitate our collaboration. The activity of today consists in mapping our working agreements.

You have to write in Post-it with capital letters what you think should be included in the working agreements.

We put the Post-it for order of importance following this concept, most important in the centre, then others in the following circles.

When done, we cluster the information, and we clean duplicated concepts.

We leave in the room the agreements, so when a deviation happens, we know what the agreement is.

What to debrief (grill)

The agreements.

4. Summary and self-assessment quiz**Summary**

DTA helps develop creativity and gives value to the cross-generational collaboration training session's activities. It is a user-centered, creative, and collaborative problem-solving methodology. It is a method that transforms ideas and projects into actual actions and tangible prototypes. For the sake of the GSmart project's target groups, we provide information on the DTA's basic principles. It is explained what the DTA consists of, its most significant advantages, and how it can be utilized regarding the education on cross-generational collaboration. We also show opportunities for its practical applications based on the results of Gsmart project on cross-generational collaboration. The training activities of the workshop were prepared based on the research results about cross-generational collaboration, and it is directed to the GSmart project's target groups, i.e., the educators and other personnel who support adult learners. The workshop aims to give them the know-how of using the DTA in their educational work on cross-generational collaboration. It will be a transmedia course, a 25-hour-long training program for educating on cross-generational collaboration through social competencies. The course supports the project's targeted groups.

Self-Assessment Quiz

Dear Educator supporting adult learners on the cross-generational collaboration! You are welcome to fill in the online self-assessment quiz. It is anonymous, and the results will not be shared. When you submit your answers, you will see your results.

Good luck!

Link to the test – <http://bit.ly/erasmus-gsmart-workshop-1-test-en>

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**Course:
Workshops.
Innovative Pedagogy
& Social Learning
Framework
Solution**

***Liberating Structures
In Cross-Generational
Collaboration***

generation: smart

Liberating Structures (LS)

The workshop consists of the following parts:

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

1. Workshop aim and content

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

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

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

You will also find that the power of Liberating Structures is not only amazing but also contagious. As you practice Liberating Structures, those around you will enjoy the experience and see the unexpected benefits. You will likely help and encourage them to develop their alphabet. They will become your fellow practitioners,

grateful to you for helping them learn skills that will serve them forever.

You will also find that Liberating Structures is easily scalable and can be used by a small or large team, department or function, organization, class, school, community, or social movement. This makes them useful for everything from a simple meeting to a large project or system-wide transformational initiative. You'll also find that they can help you better structure individual interviews and make them more productive. Moreover, they can also help you talk to yourself more effectively and change the way you think, plan, and decide.

You'll also find that they can help you make individual meetings more structured and productive. Moreover, they can also help you have more effective conversations with yourself and transform the way you think, plan, and make decisions. When asked who the perfect candidates for deploying Liberating Structures are, 'Everyone'. Liberating Structures is for executives, managers, middle managers, and frontline workers; teachers and professors, administrators, assistants, and students; adult trainers, officers, and soldiers; government employees and politicians; consultants and any trainers; community leaders and philanthropists and many others.

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

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

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

The workshop consists of thirteen training activities in a set of simple microstructures. Individuals and groups can choose what suits their likes and dislikes then mix and match them flexibly to address their challenges. All the activities are consolidated in a pack. Educators are asked to read and understand the concept. They can also consult suggested resources for further information. It includes a brief presentation of what the LS is about.

It also explains how the LS can help the project's target groups understand and address the organizations' needs in cross-generational collaboration. We will also show how the LS can support new services' design to promote cross-generational collaboration in working and everyday life domains. It requires 10-12 hours of training (It depends on the trainer and the number of participants).

2. Information about the LS

The conceptual basis for Liberating Structures can be traced back to the teachings of the famous Greek philosopher Socrates over two thousand years ago and more recently to Twentieth-Century educators and scholars such as Dewey, Bruner, Piaget and Montessori. In their ways, all criticized the industrial model of public education for its emphasis on specialized knowledge and its overemphasis on the content of instruction rather than attention to process, Experience, and self-discovery. All valued hands-on, experiential discovery and stressed the importance of interaction, dialogue, and collaboration in the learning process.

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

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

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

LS Development Phases

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

Source: *Liberating Structures, including and unleashing everyone*,
<https://www.liberatingstructures.com/ls-disruptive-innovation/>
 [Access 28.03.2022].

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

Engagement Space with Conventional Microstructures



Source: Ibidem.

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

Disruptive Innovation Engagement Space with LS



Source: Ibidem.

LS users report that LS complements design thinking methods.

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

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

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

3. How to design a training session using the LS

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

Ten Principles of Liberating Structures: [LINK](#)

4. Practical application of the LS in a training session

The use of Liberating Structures spreads most effectively when people experience and discover what they make possible. This module will train cross-generational exploration of creative destruction based on LS. During this training, we will make sense of the transformation we are in the middle of letting go of ideas and dreams that are no longer serving us, and look for new ones. In regards to the simplified Bloom's taxonomy (ASK: A – Attitude, S – Skills, and K – Knowledge), the training session participants will gain such new features:

At the level of attitude

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

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to generate new ideas and momentum for innovation.
- They will develop an ability to work across disciplines and functional silos.
- They will learn to formulate problems and challenges.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.

- They will be able to apply new ways of conduct according to what they have learned.
- They will be able to discover their individual and collective power.
- They will refine listening and consulting skills.
- They will become more receptive to change, regardless of age.
- They will be able to solve problems together in a short period of time (group problem-solving skills).
- They will build listening, storytelling, pattern-finding, questioning, and observing skills.

At the level of knowledge

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

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

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

In terms of social learning Multiple social learning channels, such as online discussion, audio-video interactions, peer-coaching, or Slack collaborative environment, will foster a mutual understanding by cross-generational social competences. Multi-channel communication through the cloud-based systems such as Google Workspace for Education, 5 Telegram Liberating Structures groups and the Slack collaborative mobile environment will facilitate the integration of the GSmart's teaching and learning forms of the project. This procedure will enable us to constitute a bridge on cross-generational collaboration by education on and expansion of social competences. Through Slack platform the educators can ask questions directly about the parts they don't understand about the workshop. Slack can be a helpful way to contain FAQ to help the trainers. Slack can accumulate FAQs you can take the opportunity to recognize that it is the preferred support channel and optimize it for this use-case.

This module contains a series of practical exercises to raise awareness in cross-collaboration through different generations known as BB, X, Y, and Z. The exercises' primary focus is to bring together all different generations to work and cooperate. To make this happen, WORKSHOP 2 defines THIRTEEN EXERCISES based on the findings of the report. The training session's activities and the expected timing are presented here:

LS Activity Title	<u>LINK</u> to Activities
	X page
1-2-4- ALL	1
Conversation Café	4
What I Need from YOU (WINFY)	7
Troika Consulting	11
Eco-cycle Planning	15
25/10 Crowd Sourcing	19
Making Space with TRIZ	23
Impropmtu Networking	28
Tiny Demons	31
15% Solutions	32
Open Spaces	35
User Experience Fishbowl	38
What? So What? Now What?	42

5. Summary and self-assessment test

Liberating Structures (LS) are simple rules that allow each voice to be included and build the future. The LS repertoire consists of a set of practical methods that are so versatile that anyone can use them for various activities and challenges. None of them require special training. Seeing them in action once is enough for many beginners to get results and adapt them in other areas.

LS is designed to involve and engage everyone in an intergenerational work environment. In a sense, they rely on everyone's contribution to the group's success. Interaction and collaboration with others often determine success at work and in other areas of life. For the GSmart target group, we teach the basics of LS, its main advantages and benefits, and how it can be used for cross-generational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on cross-generational collaboration.

Research shows that cross-generational collaboration differs between the older generation-BB- and the younger generation. In generations X, Y, and Z, intergenerational change in attitude, teamwork skills, trust, openness to experience, composure, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational cooperation.

In addition, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages in the performance of their job functions and tasks. Age-related stereotypes and prejudices in the workplace are among the most frequently mentioned difficulties in dealing with generations. The seniors interviewed see the positive aspects of intergenerational cooperation in exchanging knowledge and experience, acquiring new skills, mutual learning, and helping in solving tasks, problems, or crises.

Therefore, every company, institution, or organization needs a human resource management strategy and training on intergenerational diversity management to improve the work processes of different age groups. This workshop, therefore, provides a series of practical exercises for high-level organizations to improve and develop the skills of their educators and other staff supporting adult learners. At the end of the workshop, the project target groups will use the LS tools to overcome cross-generational collaboration issues. The working environment and the quality of life promoters for older people will be considered. The Liberating Structure method is adapted to the development of an organization and a community to manage generational diversity.

The workshop consists of thirteen training activities in a series of simple microstructures. Individuals and groups can choose what works for them and what does not, then mix and match them flexibly to their challenges. It includes several hands-on activities to raise awareness of intergenerational cooperation, called BB, X, Y, and Z. All of the activities are grouped into one packet. Teachers are encouraged to read and understand the concept. For more information, see References and Resources at the end of the workshop.

Self-Assessment Quiz

Dear Educator supporting adult learners on the cross-generational collaboration! You are welcome to fill in the online self-assessment quiz. It is anonymous, and the results will not be shared. When you submit your answers, you will see your results.

Good luck!

Link to the test – <https://bit.ly/erasmus-gsmart-workshop-2-test-en>

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**Course:
Workshops.
Innovative Pedagogy
& Social Learning
Framework
Solution**

***LEGO® SERIOUS PLAY®
In Cross-Generational
Collaboration***

generation: smart

LEGO® SERIOUS PLAY® (LSP)

The workshop consists of the following parts:

1. Workshop aim and content
2. Information about the LSP
3. How to design a training session using the LSP
4. Practical application of the LSP in a training session
5. Summary and self-assessment test
6. References

1. Workshop aim and content

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



Source: the Internet.



2. Information about the LSP

Origins of LSP

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

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

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

Why use LEGO® bricks?

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

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



Source: the Internet.

Why make things, rather than just talking?

Studies have shown that making and discussing an object can lead to much more useful, insightful, and honest discussions. A thoughtful and creative making process challenges the brain to function differently and can open up new perspectives. Although all participants have constructed an object in front of the discussion—an object that represents what they think is important about the topic before anyone else has said a word about it—it allows all participants to present their case (literally and figuratively) and everyone is in the same situation. This is very different from typical workplace discussions, where the dominant person seeks to identify "key issues" at an early stage, and the rest of the discussion follows. At LSP, everyone is constructive and everyone talks. This gives the "younger" or less vocal members of the team a chance to speak, and more importantly, it gives the "older" or dominant members a chance to hear ideas and challenges they might not have heard otherwise. In fact, the process of building and collaborating often produces ideas that would not have arisen in normal discussions. As we shape our imaginations by developing and externalizing concept - making them concrete and divisible - we can not only think for ourselves, but also invite others to think with us. LSP provides an immersive environment where action is seen as meaningful, where one's skills match the challenge, and where there are tools to express the evolution of knowledge.

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

What LSP is, and what LSP is not

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

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

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

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

Roos et al. (2004, p. 15) define serious play as an activity that "stimulates the imagination, integrates the cognitive, social, and emotional aspects of experience, and intentionally transfers the emerging benefits of play to organizational tasks." Serious play invites participants to "think with their hands, creating a model" (Roos and Victor, 1999). Answers emerge through action, i.e., B. by modeling, and the developers of the method argue that serious games have great creative potential due to their intuitive and playful nature (Schulz et al., 2015). The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving that helps participants answer a series of open-ended questions that deepen the topic (LEGO®, 2019).

Teamwork which is the most crucial aspect in cross-generational workspaces is characterized by members working toward common goals in an interdependent and stable environment (Hackman, 2002). Member interdependence is one of the defining characteristics of a team (Wageman, 2001), and as interdependence increases, the need for interaction and coordination within the team increases (Hu and Linden, 2011). Each participant assembles their own LEGO® 3D model using specially selected LEGO® parts to answer questions from the facilitator. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014), and the models serve as the basis for group discussion, knowledge sharing, problem solving, and decision making, rather than verbal responses as in a traditional learning conversation.

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

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

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

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

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

3. How to design a training session using the LSP

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

- Constructivism (Piaget, 1951).
- Constructionism (Papert & Harel, 1991).
- Complex Adaptive Systems' theory (Holland, 1995).
- Autopoietic Organizational Epistemology (Von Krogh, Roos & Slocum, 1994).
- Flow (Mihaly Csikszentmihalyi; 1993).

LSP and the game play theory for training

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

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

The LSP method was developed by Johan Roos and Bart Victor in the mid-1990s (Roos and Victor, 2018). It is a facilitated process of discussion, communication, and problem solving in which participants are guided through a series of open-ended questions and become increasingly immersed in the topic (LEGO®, 2019). Each participant builds their own 3D LEGO® model with specially selected LEGO® pieces to answer the facilitator's questions. Participants create metaphorical models that represent their ideas or experiences (McCusker, 2014) and these models serve as the basis for group discussions, knowledge sharing, problem solving, and decision making, rather than a verbal response as in a traditional educational discourse. Combining models that present personal stories in response to Socratic questions puts the quality of the designed model into perspective and balances the modeling ability of experienced and inexperienced participants (Schulz, et al., 2015).

Why should we play at work?

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

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

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

LEGO® bricks allow us to develop new ideas, explore other possibilities, immerse ourselves in the really important stories, and enrich the working lives of everyone involved in the process.

Five Reasons Why You Should Use LSP

- 1) It is serious business and you build results: LSP creates a working language that guides you in a free and honest exchange of views that ensures that real and genuine problems are addressed. You will be able to see things through the eyes of your colleagues and allow them to see things through your eyes as well. It also allows you to quickly get to the core of your organization or business to find the skills you need to improve the way you work. By using the building blocks, participants get a clearer picture of the organization's goals, actions and simple guiding principles. This allows them to get a much more complete result from their work.
- 2) LEGO® bricks create a common, practical language where everyone can work together as equals and all opinions are heard and respected. In a very direct way, you can get a sense of what everyone in the company or organization knows and what they don't know. Visualization and shared language come from creating metaphors for your real-world problems, strengths, opportunities, etc. This allows you to address complex problems without having to deal with a specific problem. So you can tackle complex problems without having to worry about them. This allows you to tackle complex problems without simplifying them and without missing important details. You will also foster your creativity by expressing what you think and feel with your own hands. Using LSP creates incredible new ideas, solutions and opportunities for your organization or business.

- 3) Stimulates people to communicate in new ways: by sharing a language, participants can communicate on a deeper level. They gain a deeper understanding of the organization or company, which fosters a greater sense of responsibility for their situation and their work within the company or organization. Through this new way of communicating, they can identify problems and formulate action plans that address the real problems in their daily work and not just the symptoms they are experiencing.
- 4) Promote a better understanding of the current situation: Traditional development tools usually analyze the past or speculate about the future. LSP is different! It takes things from the past and the future and tests them in real time to instantly improve your decision making. A real-time process starts with questions about current events combined with relevant knowledge from the past and hopes, dreams and expectations for the future. When you focus on improving your work "now," you will be better prepared for future challenges and opportunities.
- 5) Now is the time to act: the information obtained through the use of LSP can be applied immediately. That is, the information is gathered by the people who work with them on a daily basis. Therefore, it is not necessary to first introduce and anchor the ideas in your organization or company (<https://inhrface.com/wp-content/uploads/2020/03/LSP-Material-UCLL.pdf>).

4. Practical application of the LSP in a training session

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

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

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

At the level of attitude

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

At the level of skills

- They will be able to learn from each other through social learning.
- They will be able to develop, change and strengthen your organization and the teamwork within your company.
- They will be able to optimize processes and performances within your organization or company.
- They will be able to develop and implement dynamic strategies in your organization or company.
- They will be able to engage in and facilitate personal development processes including coaching, mentoring, etc.
- They will be able to communicate complex ideas and expressions that can be difficult to communicate using just words.
- They will be able to create stories to discover, explore and decide.
- They will be able to identify, value, and build on one another's skills and experiences, a key point for modern workplaces.
- They will be able to develop relationships across the team.

- They will be able to apply new ways of conduct according to what they have learned.

They will be able to discover their individual and collective power.

They will refine listening and consulting skills.

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

At the level of knowledge

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

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

Although games have been shown to increase collaboration between different organizations and creativity in organizations, many organizational leaders believe that games can be "useful and ambiguous, frustrating, frivolous, and strangely stupid." (Amsden, 2015). These industrial-age leaders, typically Generation X (born between the mid-1960s and early 1980s), often do not let gaming ruin the sharp thinking skills they use to lead their organizations. Organizations need nonsense technology to deal with this over-reliance on rational technology.

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

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

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

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

PART ONE — Putting them in a Playful mode

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

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

- 1) Your core identity in the cross-collaboration
- 2) Your aspirational Identity in the cross-collaboration model
- 3) Setting up the Cross-collaboration model Life

The training session's activities and the expected timing are explained here:

[LINK](#)

5. Summary and self-assessment test

This workshop built the case to situationally turn on playfulness as a state rather than as a trait during each phase of the design thinking process, so that participants can willingly shift to a beginner's mindset. As the innate creative nature of play is well-understood, what is more intriguing and valuable in the organizational context is its natural ability to foster individual and group creativity when a conducive environment and appropriate tools for individual self-expression and collaborative creation are provided. As evident from the case studies, fostering creativity with play creates the realization that the "answers are in the system" of employees and customers that they need to allow for expression without judgement. When employees are allowed to express freely and voice their opinion, a sense of trust and belonging is created. While applying the design thinking process to drive change in organizations, it is important to manage how we think and feel.

The right behaviors can build adoption and ownership of change.

Activating play behaviors has the potential to build a sense of connection, allow everyone to participate more willingly and articulate tacit knowledge in individuals and teams. LSP is designed to involve and engage everyone in an intergenerational work environment. In a sense, they rely on everyone's contribution to the group's success. Interaction and collaboration with others often determine success at work and in other areas of life. For the GSmart target group, we teach the basics of LSP, its main advantages and benefits, and how it can be used for cross-generational collaboration. We also show the possibilities of its practical application based on the results of the GSmart project on cross-generational collaboration. Research shows that cross-generational collaboration differs between the older generation-BB- and the younger generation. In generations X, Y, and Z, intergenerational change in attitude, teamwork skills, trust, openness to experience, composure, friendliness, and honesty must be specifically encouraged and reinforced to enable cross-generational cooperation.

In addition, the most important element of cross-generational cooperation is the exchange of knowledge and experience, which complements the mutual skills of employees of different ages in the performance of their job functions and tasks. Age-related stereotypes and prejudices in the workplace are among the most frequently mentioned difficulties in dealing with generations. The seniors interviewed see the positive aspects of intergenerational cooperation in exchanging knowledge and experience, acquiring new skills, mutual learning, and helping in solving tasks, problems, or crises.

Therefore, every company, institution, or organization needs a human resource management strategy and training on intergenerational diversity management to improve the work processes of different age groups. In addition, since engaging in non-work related creative activities elevates positive affect, intrinsic motivation, trust and psychological safety for emergent co-creation, organizations should perhaps consider conducting such activities as a starting point for challenges that are directly linked to cross-generational business innovation. That training workshop demonstrates the cross-generational impact of play across and within functions and businesses, each play intervention was meticulously customized by the facilitator with the participants in order to meet specific organizational objectives. This workshop, therefore, provides a series of practical exercises for high-level organizations to improve and develop the skills of their educators and other staff supporting adult learners. At the end of the workshop, the project target groups will use the LSP methodology to overcome cross-generational collaboration issues.

The working environment and the quality of life promoters for older people will be considered. The LSP method is adapted to the development of an organization and a community to manage generational diversity. It includes several hands-on activities to raise awareness of intergenerational cooperation, called BB, X, Y, and Z. All of the activities are grouped into two parts. Teachers are encouraged to read and understand the concept.

Self-Assessment Quiz

Dear Educator supporting adult learners on the cross-generational collaboration! You are welcome to fill in the online self-assessment quiz. It is anonymous, and the results will not be shared. When you submit your answers, you will see your results.

Good luck!

Link to the test – <https://bit.ly/erasmus-gsmart-workshop-3-test-en>

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GSmart Consortium:



Jan Dlugosz
University
in Czestochowa



HdBA
Hochschule der
Bundesagentur für Arbeit
University of Applied Labour Studies



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