Facilitating Organisational Innovation

FLOURISH

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MANUAL FOR ORGANISATIONAL INNOVATION COACHES

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INTRODUCTION

Nowadays, innovation is considered central for business growth. Many companies are willing to engage in sophisticated development or change systems, demanding employee participation and time management, mixing functional and project structures in complex matrix organisations. This manual presents a working method involving the employees and management in developing innovation projects and improving business performance. To coordinate this interface, there is a need to designate and train agents, who already have an adequate profile, to assume the role of coaches for organisational innovation.

The course is conceived for a minimum of 12 and a maximum of 16 participants. The minimum must allow for three groups, in order to simulate large-group forums; but more than this maximum cannot allow for individualized training. The course should be developed from a real-life example, and it may include a forum with company stakeholders, therefore providing an immediate transfer of knowledge for the coaches.

This manual is a supporting document for the "Course of Coaches for Organisational Innovation", detailing the concepts and terms used in the course, proposing activities and structuring ways of knowledge evaluation. It is an attempt to understand how organisational innovation can occur in a company, based on practical cases and illustrating, whenever possible, the implementation of the various phases with real-life examples, drawn from the practice of numerous interventions.

The Manual begins with a brief summary of the main theoretical concepts sustaining the course. In order to help those who wish to gain more knowledge about how to foster innovation in an organisation, the theoretical explanations have been substantially reduced. Readers interested in the theoretical foundations and evolution of the problem-solving and large-group methods are invited to consult the suggested publications.

After a brief summary of the main theoretical contents, the Manual describes the three Modules, coinciding with or grouping the model's steps: diagnosis; facilitation; forum, project implementation, evaluation, and process appropriation.

This is an operational manual, where each Module includes examples taken out of real-life interventions to help learners accomplish the learning activities. Objectives, training tips, learning outcomes, and suggested time management are included in each module.

This Curriculum is developed within the framework of the project "Facilitating Organisational Innovation", (acronym FLOURISH with reference №: 2018-1-BG01-KA202-048014) funded by ERASMUS+ Programme. The FLOURISH project aims at supporting the uptake of organisational innovation by SMEs across Europe through the development, piloting and implementation of a holistic innovation coaching methodology using a multilevel approach – individual, group and organizational.

THEORETICAL FRAMEWORK

Organisational Innovation

The theoretical concept of this text presents innovation as the creation of value, which presupposes not only the production of something original and useful but, above all, the capacity of the company to maintain the balance between its productive potential and the generation of differentiated products or services (specialties) whose brand and characteristics are considered original by the market. Here, innovation is seen as a competitive advantage over competitors, creating new and better ways to carry out a company's activity sustainably.

Notwithstanding the importance we attach to the technological and financial aspects of innovation, our objective focuses on the features related to organisational design, business model, external relations, work and employee organisation, which define what we call *organisational innovation* or, in other words, how to mobilize, organise and control material, knowledge and human resources to generate new products and services. This type of innovation is better understood when considering the so-called "innovative potential", which consists of the involvement of co-worker teams, with diverse knowledge and responsibilities, in projects to solve problems identified together with management while maintaining routine tasks. To carry out this process, a matrix structure can be developed to ensure the balance between the functional and the project-based structures. The functional structure is responsible for maintaining the company's routines and generating automatic forms of problem solving; the project structure refers to the organisation's ability to generate innovation and change[1].

Organisational Intervention

When we speak of organisational intervention, we are dealing with the execution of the model's various steps (see Figure 1 below) of making a planned change[2]. From diagnosis to process appropriation, through a large group forum involving all relevant stakeholders.

[1] Sousa, F., Pellissier, R. & Monteiro, I. (2012). Creativity, innovation and collaborative organizations. *The International Journal of Organizational Innovation, 5*, 1, 26-65. http://www.ijoi-online.org/attachments /article/31/FINAL%20ISSUE%20VOL%205% 20% 20NUM%201%20SUMMER%202012%20revised.pdf

[2] This model was implemented with great success in the former Erasmus+ project, Innowork.

When we analyse innovation and its effects on people's attitudes and behaviours, we are talking about change. When we want to refer to organisational change, we tend to address only planned or intentional change, resulting from an innovation process, or from an organisational intervention.

In the next box, you can find some simple factors about change you should keep in mind.

• First of all, try to understand it as much as possible (learn the history of the organisation - as change means to rebuild in new terms).

• It is not possible to change only one element of the system.

• People will resist whatever looks like punishment.

• People resist immediate discomfort, even when future gain is predictable.

• Change always causes stress.

• Participation reduces resistance.

• Behavioural change comes in small steps.

Coaches of Organisational Innovation

When we use the term coaching, it normally means helping the individual to improve their own performance or, in other words, helping the person to learn, not forcefully by teaching but by facilitating the learning, in order to improve performance. This is a concept derived from sports training, namely from Timothy Gallwey's book*, The Inner Game of Tennis* (1997), which revolutionised thinking about coaching. He suggested that the biggest obstacles to achieving potential were internal, not external, and the real insight was that this did not just apply to tennis, and that individuals generally had the answers to their own problems within themselves.

Making the transition to team coaching, the concept is maintained as facilitating and challenging a team to maximize its performance. Team coaches work with a team by challenging its members to leverage on their resources, strengths and life-giving forces to enhance team processes, relationships and performance.

When we address the organizational level, coaching usually concerns a larger structured ensemble of teams. Organizational coaching aims at fostering positive, systemic transformation within organizations. It is frequently used to help organizations achieve strategic objectives, enhance leadership capability, and create culture change. This broader focus is in contrast to executive or leadership coaching, which targets the individual's development needs and more typically comprises standalone engagements.

The Profile produced for the FLOURISH project concluded that the innovation coach represents a multidisciplinary approach to innovation – it integrates different areas of market and organization functioning. An innovation coach participates in creating an innovative ecosystem in the company's organization and innovation culture. The goal of the innovation coach is to support the organization's innovation at individual and team level. Their task is to support a structured innovation process from the stage of inspiration to commercialization, in accordance with the idea of coaching, under the client's (the organization's) responsibility. The innovation coach is a facilitator of changes in the organization, stimulates the organization to seek answers to the questions "what is needed on the market?", "how to respond to these needs?", "how to optimize organizational processes to build an attractive position on the market?". The task of the innovation coach is to support building the company's strengths, providing information about good innovation practices from outside the organization and supporting the organization in the search for its own innovative solutions.

Based on the analyses conducted, it can be stated that an innovation coach is a person who inspires, facilitates and stimulates the creation of an innovation climate in the organization, motivates its members to diagnose the company's needs in the area of innovation, implements innovations in the organization and assesses the effects of innovation from the inside and outside perspective.

Principles of model construction

It is relevant to consider the limitations that a desired change will have on the behaviours and attitudes of staff in an organisation, so as to be able to plan accordingly. As such, it is important to conceive forms of organisational intervention able to produce the desired effects, especially at employees' performance and well-being level. However, in the interest of the intervention's effectiveness, the scope of the intervention must be reduced, making it more objective and easier to execute, and to evaluate its results. Therefore, we decided to follow specific guidelines for the construction of the model, namely:

- **Process speed**

It is vital that the process used for innovation and change is both rapid and inclusive to be effective. In contrast with other planned change processes, namely large group's methods that need to gather people for several days (thus creating problems to the company's routine work), the process we suggest here was conceived to consider that time is the organizations' scarcest resource.

• **Management alignment**

The intervention objective is defined by management. The organising team evaluates the distance separating management's vision and employees' perception and identifies the factors capable of reducing this distance. The organising team may also suggest changing the objective if they feel the gap is too large. The interviews carried out with the co-workers provide a view contrasting with the "official discourse", expressed in documents or presentations, thus allowing a reduction in the gap between espoused (declared) theories ("official" values, objectives and intended behaviours) and theories-in-use (real values, objectives and behaviours pursued in the company)[3] as Argyris (1999) showed. We only seek the contrast concerning the defined objective, thus avoiding the complexity and uncertainty occurring when we try to improve organisational health and employee well-being; an effort so often frustrated.

• **Employee participation**

Change can only be achieved if those responsible for its execution participate in the decision-making process. We are not speaking of limited participation, occurring when the co-workers are consulted before management makes a decision, but about full participation that implies they receive the responsibility for decision and action. Therefore, regarding the objective defined, it is important to determine who the stakeholders with the power to foster or delay the process are, who have the relevant knowledge, are suffering the consequences of change or, last but not least, are volunteering to participate.

The difficulty lies in involving a large number of people in the decision without loss of time or efficiency, and in maintaining control of the decision on the management side, so that both management and co-workers identify with a process in which there is no separation between planning and execution.

• **Project teams**

Change must be conducted by the project teams working on the problems defined by management. These teams integrate the invited stakeholders, and execute the projects simultaneously with their daily tasks, inherent to their organic functions.

• **Innovation process**

The company must use a process channelling individual creativity into collective innovation, quickly and effectively. Whereas it is not necessary for all participants to master the process, it should occur at coordinators level.

[3] Argyris, C. (1999). *On organizational learning*. Oxford: Blackwell Publishers.

- **Facilitators training**

Teams should be coordinated by facilitators who already have teamwork experience and have received specific training for this purpose. The training fosters their ability to lead the work carried out by the teams towards management goals.

- **Business Forum**

Planning the innovation projects must be performed with all the stakeholders present in the same place and at the same time, creating an event that we call a forum. This forum materializes the idea of the "whole company in the room", creating the necessary conditions for joint work between management and co-workers, so that, after one day of work, everyone leaves the room knowing what to do, when, how and with whom, in the project for which they volunteered.

- **Project follow-up**

The defined action plans should include coordination measures (e.g. milestones, digital communication platform) for the projects, and the coordinators should ensure that the different tasks scheduled are done as planned or redefined according to potential circumstances.

- **Process appropriation**

Once the cycle of project planning and execution is completed, the company must design a process in which new projects are defined and implemented, repeating the cycle permanently and simultaneously with the functional structure, thus giving rise to a matrix organisation. In this type of organisation, some of the company's staff works in both structures, making management adapt its human resources policies, namely performance appraisal, training benefits, and career management.

Organisational Intervention Model

According to these principles, the following model consisting of six steps will be explained in this manual, divided in three learning modules.

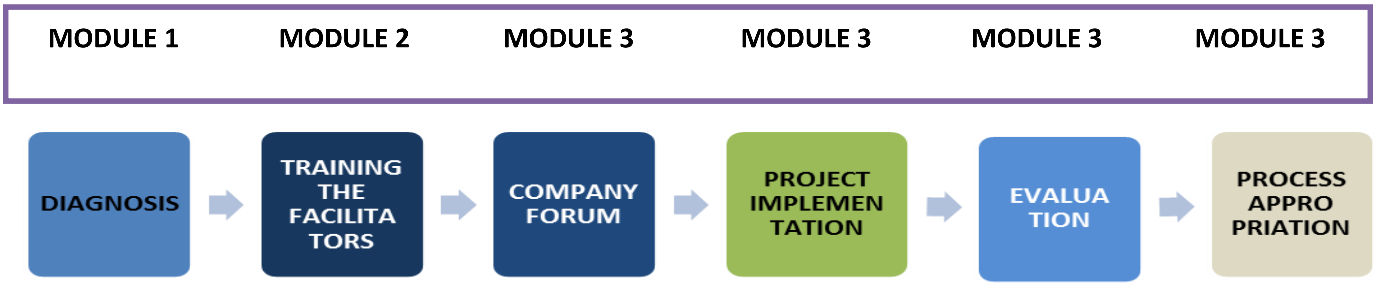


Figure 1 – The six steps of the organizational intervention model

The Innovation Coaches Training Course may have two distinct versions – with or without intervention associated with the course. In both cases, the training will enable the trainees to carry out each step. The course is organised in three modules, along an extended period of time, so that participants may fulfil course requirements between classes.

The objectives to be achieved are:

Based on the professional profile of Organisational Innovation Coach for SMEs, as a result of engaging with the course, learners are intended to achieve the general aim of being able to facilitate the process of innovation, from the inspiration of ideas at the individual level to the definition and implementation of collective projects, resulting in new product or service commercialization.

At the end of the course, learners will be able to:

- Conduct a pre-consultation with management to define the innovation objectives
- Conduct an organisational diagnosis to support the redefinition of the innovation objectives, according to the interests and actions of the co-workers (management alignment)
- Lead teams in solving complex problems
- Prepare project team facilitators
- Conduct a business forum within an interface of management and co-workers
- Manage the organisational innovation projects resulting from the forum
- Assist management in integrating the organisational innovation process in the company

MODULE I

DIAGNOSIS

Learning objectives:

☑ Conduct a pre-consultation with management to define the innovation objectives

☑ Make an organisational diagnosis to support the redefinition of the innovation objectives according to the interests and actions of the co-workers (management alignment).

Learning outcomes:

1. Each participant should be able to write a report of the pre-consult, which should be sent to the manager for agreement. The report should include the mind map, selected objective, and the remaining data agreed during the interview for the intervention (e.g. list of stakeholders, date and place for the forum, logistic arrangements, possible project manager and organizing committee).
2. A diagnosis report must be prepared and issued to the management, so that the intervention objective may be kept or changed. The model should follow the indications given in the text.
3. A sample of the success stories collected should be selected and rewritten, so that they may be included in the handout that will be sent to forum participants. These stories must reflect the desired future company culture.

Training tips:

- Participants who show an aptitude in the making of mind maps should be selected to begin the demonstration of group facilitation (next chapter). Facilitation requires skills in rephrasing sentences, as that is the issue in mind maps.
- If participants experience difficulty in providing the reciprocal correspondence in mind maps, the training can proceed with one-way correspondence only.

- One of the participants can play the role of the manager from the pilot company who has defined the objective for the course. In drawing the mind map during the pre-consult, the objectives defined can be used for practice during group facilitation.
- If all participants belong to the same company, or to the same kind of business, diagnosis interviews can be made in pairs and the report can be written during the classes. If not, participants will have to interview with their "avatars" in the pilot company. The same applies to collecting success stories and the making of company documents review.

Suggested class time management	**Hours**
Module I (Step 1) – Diagnosis	
Course overview, individual presentation	1
Mind mapping – individual practice; completing the pre-consultation	2
Document review and interview techniques; making the interviews in pairs	1
Collecting and reporting success stories	1
Writing and presenting the diagnosis report (3 groups)	2

Module 1 - Content

Diagnosis is the first action to be taken by an organisation wishing to initiate change. Diagnosis is the detection of dysfunctions to be corrected later, trying to optimize the organisation and promote its members' well-being.

Ideally, management's identification of the problem should result from a rigorous market analysis and not just from a diffuse feeling developed by the manager, based only on his or her intuition. Therefore, the usual instruments available to the researcher, such as questionnaires or others, have little relevance here, since we do not want to detect any "illness" but only gather enough information to justify the change in the objectives initially proposed when the co-workers' vision is too different from management's perception.

Management must have ownership over the objective defined for change. Since we are talking about changing individual attitudes and behaviours, whenever management sets goals implying to change complex cultures, or normalize individual differences, success is very uncertain and unstable. Therefore, the first question to ask a manager is whether he or she has sufficient control over outputs, in order to ensure that intentions can be successful. The diagnosis we developed is designated to foster a context of positive change in line with the will of management and co-workers, where problems are transformed into challenges and dysfunctions are overcome by measures to improve organisational efficiency. In this sense, the purpose of diagnosis is not to detect the existing weaknesses, but to clarify the strengths and traits of the organisational culture favourable to the desired situation.

When management takes the initiative to promote the intervention, implicitly it agrees to organise the company in a matrix structure, with the projects working simultaneously with functional routine tasks. Although this construction occurs only after the completion of the first project cycle, it is appropriate to consider this possibility from the beginning, anticipating its implications, especially in the area of people management, as we will see later. If the organisation engaging in this kind of transformation process is already organised by some form of projects, the required changes will not be as significant.

The diagnosis consists of the following steps: pre-consultation, document review, interviews and collection of success stories (Figure 2). The resulting report will be presented to the management.

Figure 2 – Diagnosis steps

Pre-consult

It aims to develop a preliminary definition, together with management, of the aspects related with the "consultation" or organisational diagnosis. It begins with the elaboration of management's mind map, in order to allow the choice of the intervention's objective. It is also an opportunity to make a preliminary list of stakeholders to be invited to the business forum, to determine the composition of the organising team, the facilitators to train, the possible dates for the forum, and other logistics.

Mind map

After a brief introduction, the manager is asked to mention the objectives, concerns, and problems that in his or her opinion should guide a possible intervention to combine the wills, knowledge and powers of the collaborative construction of innovative projects. The subsequent interview will take the form of a mind map, using the same principles as in any kind of interview, or even in problem definition in small groups. The method used is based on Min Basadur's pre-consultation technique[4]. From a central premise it develops others linked to it; both superordinate (Why?) and subordinate (What is stopping us?).

When management does not have a precise idea of an objective, we can ask "what are the possible goals for an intervention" (e.g. What would you like to improve? What concerns would you like to eliminate? What challenges would you like to answer?). Then write them on large post-its and place on a visible surface.

[4] Basadur, M. (1994). *Simplex: A flight to creativity*. Buffalo, N.Y.: The Creative Education Foundation.

EXAMPLE

Imagine that management considered the following concerns:

Follow the steps of the change process (*Defreeze-Change-Refreeze*)

Transform success into a catalyst for change

Overcome the problem of diverse age groups coexistence

Extend the concern to the level below the directors

It is the responsibility of management to identify what the biggest problems are and to place them at the centre of the process. From the management's response to the "Why?" question, write down the objectives at the top, until the options are exhausted (at least three objectives should be registered at the top). Whenever possible, the objectives initially stated as concerns should be integrated into the structure.

Taking the given example, let us imagine that management chose as its central goal "Transforming success into a catalyst for change" (Figure 3). From this objective, we question "Why?" ("Why do you want to turn success into a catalyst for change?") And the answers are written at the top line as follows (note that one of the initial concerns was included):

EXAMPLE

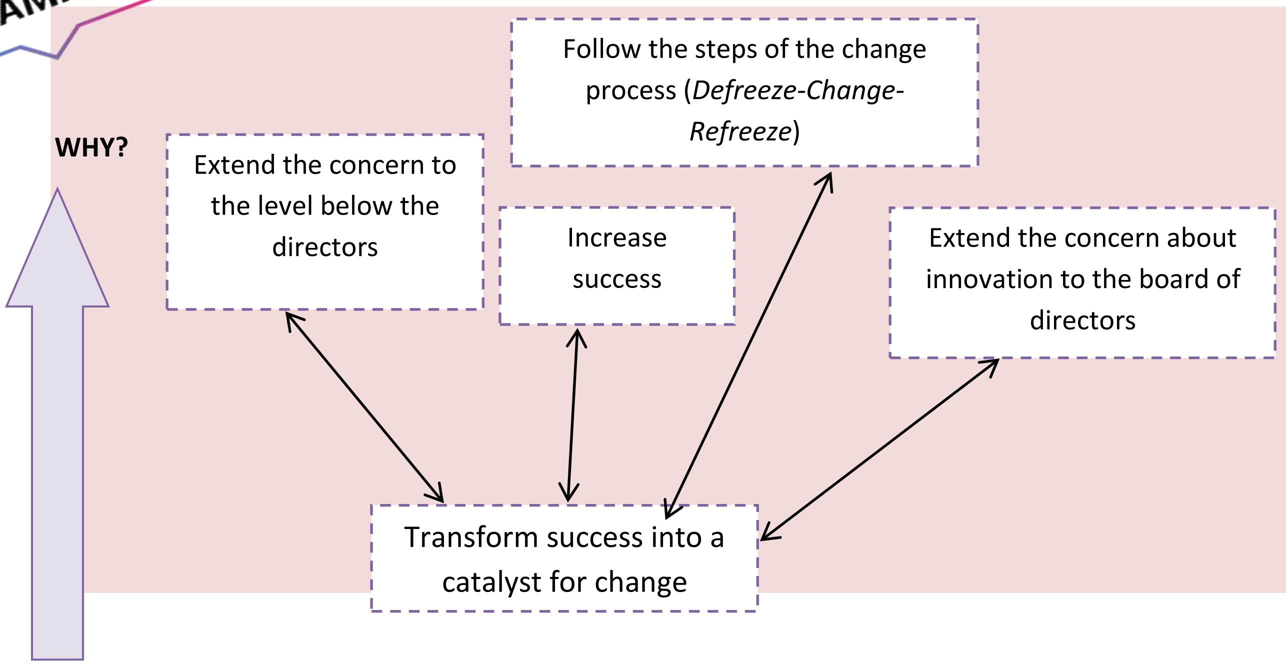


Figure 3 – Building the mind map starting with "Transforming success into a catalyst for change"

It is then necessary to check if the answers have a one-to-one correspondence with the central premise, i.e. if you ask the question "What is stopping us?" the answer must be positive. So for example, asking: - "If you agree that it is not the responsibility of any individual below the level of director, is this stopping you from turning success into a catalyst for change?" As the answer is positive, the arrow indicating the one-to-one correspondence is placed. But if the answer was "No", the objective would have to be moved for later inclusion. Having obtained answers to the higher level, the same is done for the lower level, "asking" the central premise, "What is stopping us?" Let us assume that the answers were those obtained in Figure 4:

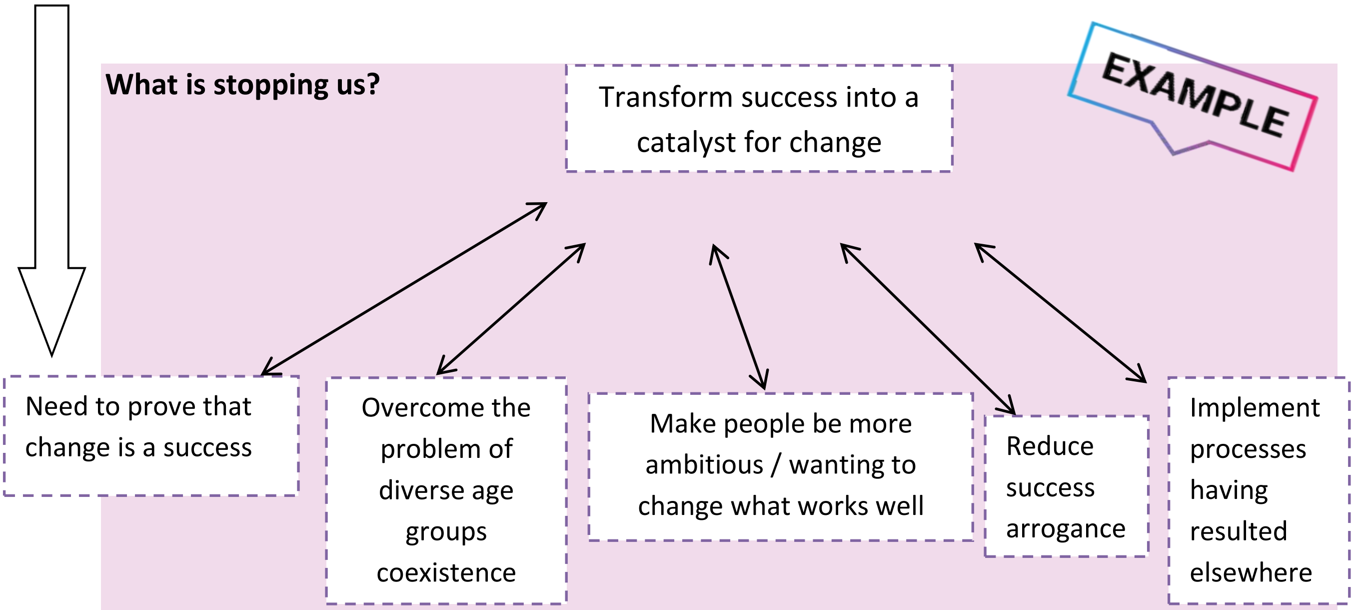


Figure 4 – Mind map built from the objective “Transform success into a catalyst for change”

Again, each higher-level sentence is confronted with the question "Why?". For example, "One of the ways to prove that change is effective is to transform success into a catalyst for change?" or "Should we reduce the arrogance of success in order to make it a catalyst for change?"; "Is it necessary to overcome the problem of the age groups in order to turn success into a catalyst for change?" As the answer to all these questions is positive, the indicator arrow of one-to-one correspondence is placed.

In this example we were able to insert all the initial problems in the mind map. However, given the need for ownership, let us assume that the interviewee considers that none of these problems match exactly his or her vision and that something more concrete is needed. In that case, it would be necessary to go to a lower level of complexity, and management would then be asked about each sentence – “What is stopping us from …?” – and the common answer could be "Creating an attitude of innovation", which eventually became the final goal. After the one-to-one correspondence was assured the mind map was ready, as shown in Figure 5.

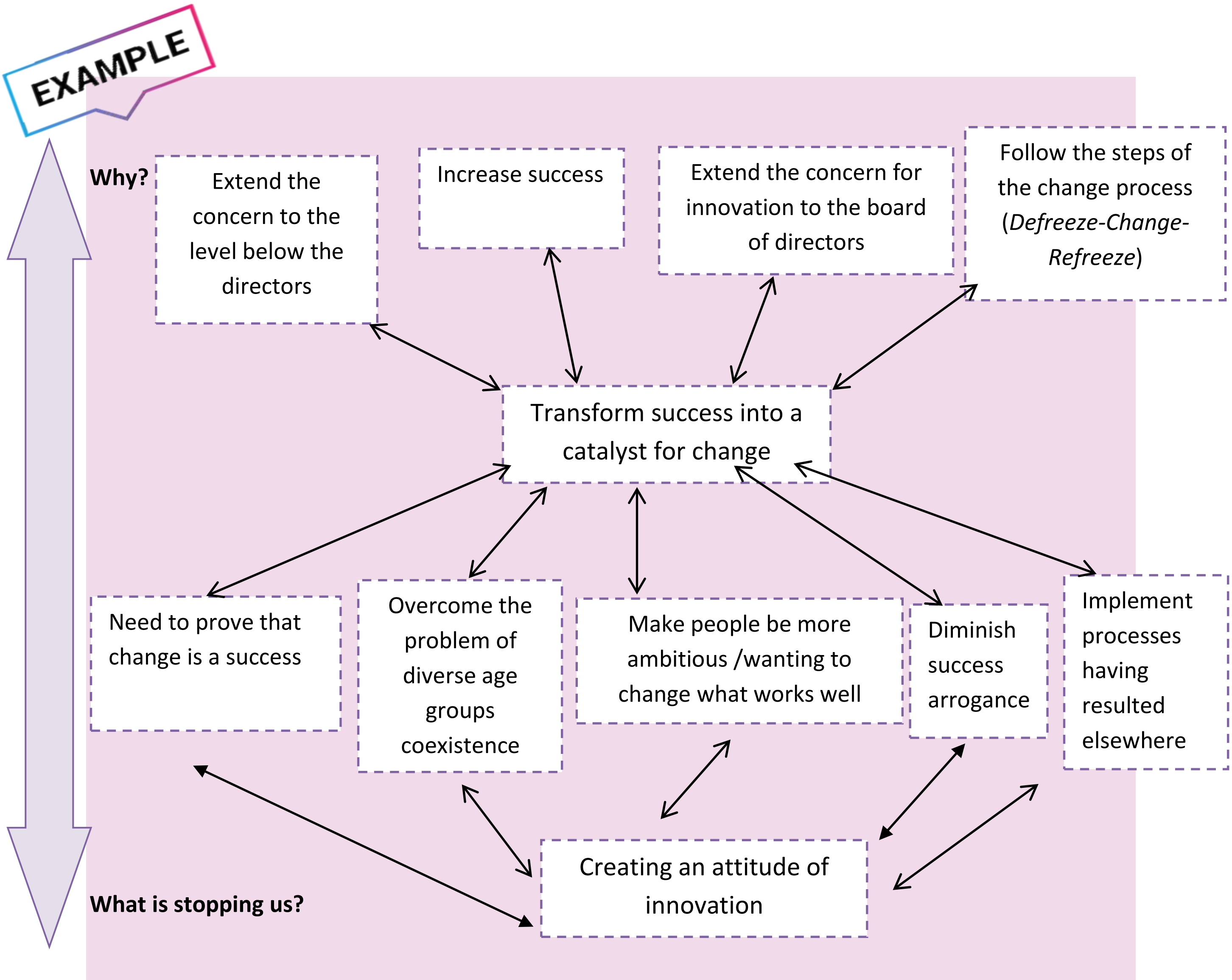


Figure 5 – Complete mind map, built from the objective "Transform success into a catalyst for change"

Since the purpose of the mind map is to help choose an objective through a better understanding of the problems implications, there is a doubt about when the map is complete, since the deduction can continue indefinitely. As there is no final answer, we should use common sense, which tells us that an interview should not last longer than 30-40 minutes, knowing that there are still other aspects to deal with during the meeting. On the other hand, when all the initial concerns have been integrated into the mind map and the manager feels that there is enough data to define the goal, there is no need to expand the map[5].

Once the goal is defined it is necessary to obtain a list of documents in order to get a better knowledge of the organisation. Usually newsletters, quality manuals, account reports,

[5] Basadur, M. (1994). *Simplex: A flight to creativity*. Buffalo, N.Y.: The Creative Education Foundation.

personnel reports and presentations about the company are enough to understand the organisation and its history.

Then, considering the business forum, the manager is asked to designate the co-workers who will take part in it. Although this task can be carried out later by the forum organising team, the manager is responsible for helping to make a first appointment, designating the co-workers considered relevant for the success of the objective. In other words, management should give a first list of those who have the power to help or hinder the projects, who have valuable knowledge to carry out the intended change, or who may be affected by the changes. In short, the stakeholders who could help achieve the goal as it will be developed in the forum chapter. It should be noted that some of these people will be interviewed later to support the diagnosis. The manager should also designate the people who should constitute the team committee and who should receive training to act as the team facilitator during the forum.

Lastly, we should get an idea of the forum's possible dates, location and associated logistics that require budgeting (e.g. catering, audio-visual equipment).

Note that the employee appointed by management as coordinator of the entire project will assume from the beginning the direction of the whole process.

Document review

Having interviewed management, it is advisable to start the document review in order to get a deeper knowledge of the company and help sustain the dialogue in the interviews that will follow.

This knowledge can be obtained through official documents (e.g. quality manual, HR reports, accounting reports, newsletters, website, social networks) and presentations that have been made about the company. Although this information may be somewhat skewed to convey an ideal image of the company, it will enable the acquisition of the minimum knowledge needed for the interviews if we do not have access to better sources.

If the knowledge about the company is very little, it is better to make a first review of some documents before interviewing the manager.

Interviews

There is no need to interview every participant in the forum, as it would make the process too long and would most likely generate redundant information. As a rule, given a forum gathering between 30 and 80 participants, it is acceptable to hold 12 to 25 interviews, which can be conducted by the organising team members.

Let us recall the rules for conducting non-directive interviews:

* The interviewee should not be subjected to a list of questions because it usually leads to short answers. We aim for a free conversation around the stated objective.

* During an interview lasting from 20 to 40 minutes, the interviewer will write the respondent's opinions, obtaining contrasting views on the implications of change proposed by management. The document study will support the preparation of a checklist expanded with the interviewee's contributions.

* Some interviewees may have difficulties in expressing their opinions, thus requiring the use of normal interview techniques (e.g., eye contact, empathy, verbal and non-verbal cues). When facing some trouble in expressing ideas or moving to more abstract levels, they can be asked "How?" and "Why?", respectively. Another way to maintain a stimulating conversation is to repeat the last words, expressions or ideas stated by the interviewees.

* As in any interview, everything starts with the presentation of the interviewer, the objective and the assurance of the confidentiality of the data collected. Then the interviewee may be requested to describe his or her professional path inside and outside the company. To end the conversation, he or she will be asked to suggest other co-workers to interview.

Success stories

The story of any organisation is full of important events dictating its major changes and known by all the company members. However, the construction of the culture is made of less striking events, translated into stories seldom published but orally transmitted, person to person, and maintained or altered according to the present tendencies and the transformations of human memory. If the company has been recently created, there are fewer stories, especially if there is a high degree of employee rotation or replacement.

As any intended change must consider the current corporate culture, to acknowledge the distance separating it from the intended culture, it is important to identify what stories translate the way of being in the company and connect each one to the business community. Therefore, nothing is better than collecting and disseminating some of these examples, asking people to report events that have been a source of pride and of belonging. In addition, the company can make this request to more or even all its co-workers, thus obtaining a set of narratives that will be anchors of the culture that it wishes to reinforce. Later a selection will be published in the forum or as an internal newsletter.

EXAMPLE

Let's look at one story collected in the company "Q":

"Mr D's testimony, of Portugalia Airlines (PGA), in Q-Day 2013, is one of the episodes that struck me the most here in Q. He told us about the responsiveness of the Q team to changes in the Aircraft Maintenance Training. It was a day when they were audited and they needed to change an essential functionality for that process. They called "Q" which sent its Special Projects Team who made the requested changes in a minimum of time. For the customer, at that moment, there was nothing more important than feeling that there was actually a company they could count on and was constantly on their side. This was really a source of pride, knowing that I belong to a company that does everything to keep its customers happy."

Diagnosis report

Having finished the interviews and collected the other diagnosis elements, a report should be prepared to present to the manager. It should reflect the main constraints likely to motivate a change of objective.

There is no rigid form, but we may suggest a comparison between the management vision (strengths and weaknesses) and that of the interviewees' (strengths and weaknesses).

Let us look at an example from a social organisation where management had expressed an interest in developing innovation.

EXAMPLE

MANAGEMENT'S PERSPECTIVE (in favour)	CO-WORKERS PERSPECTIVE (in favour)
• The innovative personality of Management • The alignment between the line and the executive management • Refreshment provided by the national presidency • Reinforcement of central services and incorporation of external ones • Organisational design with place for innovation • The experience of working on projects • The practice of volunteer management • Management experience (item for line management) • Organisational stability (2 years), certification and innovation • Communication strategy • Size (140 co-workers + 1000 volunteers) • Potential of some areas (e.g. health)	• The team's youth • Management alignment and recognition of autonomy • Training in the social area • "Brand's" respect • Resilient curriculum of coordinators • The practice of innovative projects • Experience of doing more with less • Volunteer practice • Collaboration with external entities • Commitment to the mission • The degree of satisfaction
MANAGEMENT'S PERSPECTIVE	CO-WORKERS PERSPECTIVE

(difficulties)	(difficulties)
• Financial limitations and difficulties in generating revenue • Staff limitations • Limitations inherent to the 3rd sector, in terms of management control • HRM at the beginning • Obligations to external entities with bureaucratic implications • Dependence of the National CV • Services diversification, limiting the entrepreneurial vision • Resistance of some sectors to modernization • Danger of an isolated scandal discrediting the institution	• Fear of not meeting the challenges • Fear of personal space reduction • Doubts about the "new" innovation • Reduced digital skills • Over-occupation and insufficient targeting • Poor internationalization • Reduced personnel positions • Basic training outside the management area • The fear of Social Security • Difficulties in involving the community • Difficulty in delegating • Difficulty in involving the "client" in the decision making process.

This analysis clearly shows the alignment of management and co-worker discourse, expressing the difficulties in warranting the ownership for the objective of the intended intervention. Financial and governance constraints, as well as the lack of control over external factors (e.g. clients and community) and internal factors (e.g. managerial knowledge), make it uncertain whether enthusiasm remains when facing unplanned difficulties.

MODULE II

TRAINING THE FACILITATORS

Learning objectives:

- ☑ Lead teams in solving complex problems
- ☑ Prepare project team facilitators

Learning outcomes:

1. Each participant should be able to facilitate a small group throughout a problem-solving session, from problem definition to the action plan, using the four-step creative problem solving (CPS) protocol.
2. Adapting a problem-solving session to specific constraints and time limits (e.g. writing an agenda for a three-hour session).
3. Identifying the correct performance when facing mistakes in the facilitation process (participants should prepare scripts of short videos representing wrong and right facilitation procedures).
4. Simulating a train-the-trainer situation (simulate the training of another participant in a 10-minute performance).

Training tips:

- ➢ The initial demonstration on problem solving should be made by participants who have demonstrated an acceptable standard in the making of mind maps and using a virtual problem situation (e.g. Monica's problem). One participant could facilitate the process till the problem definition and another till the action plan.
- ➢ After the initial demonstration, participants should be split into two groups (the trainer should have a prepared assistant), so that each one goes through either problem definition or action plan. In a second round of facilitation, trainers should change group, and participants should complete the step not yet rehearsed. Each performance should last 20 minutes, followed by a 10-minute performance review.

For every performance each group must rate the performance. Ideally the rating average should be higher in the second performance of each participant.

- Participants should be organized in three groups for the purpose of preparing scripts of wrong/right facilitation performance (2-3 mistakes per group). The dramatization of each script must be made in class.
- A quick review of train the trainer in facilitation should be part of this module.

Suggested class time management	Hours
Module II (Step 2) – Training the facilitators	
Four-step CPS overview and demonstration	3
Individual practice (two groups of 8 participants x 30 minutes)	4
Continue (change trainers and CPS step by participant)	4
Dramatization of wrong/right facilitation situations	2
Train the trainers simulation	1

Module 2 – Content

The role of the innovation coach is just to "facilitate" the rise of this opportunity, i.e. to create favourable conditions for the development of creativity.

By facilitation we mean the act of pulling out of a team a better result than the one obtained by the sum of the individual actions. Training team facilitators is to qualify them with the necessary technical and leadership skills to decide on complex problems, encouraging creativity, commitment, consensus and action. These skills are developed based on a group problem-solving method called CPS – Creative Problem-Solving – to transform individual creativity into collective innovation, helping to formulate action plans from the ideas presented.

Notwithstanding the need for a greater individual depth on the leadership subject, the training provided consists only of learning the procedures of a methodology, complemented by reflection on how to overcome the most frequent facilitation errors.

The small-group creative problem-solving method – CPS

Several studies on the impact of CPS on organisational effectiveness have revealed aspects such as cost reduction, high return on investment, or the development of a culture more favourable to innovation. Thus, if it is successful, the model can contribute to the creation of a culture of innovation in the company, as more and more co-workers develop profitable innovation projects.

Of the various creative group systems available since Alex Osborn, we chose Min Basadur's model – consisting of eight steps (find the problem, analyse the facts, define the problem, find the solutions, make the decision, plan the action, plan the acceptance and implement the decision). Using a method under a specific leadership, it is possible to develop imagination (in the divergent phase), and later (in the convergent phase) to choose the best options among the ideas generated in each step of the process.

The method aims at promoting innovation in a company by valuing the group members' experience and knowledge, in a synergy directed towards an organisational goal. It is also a way of involving group members in the decision making and thus improving the sense of belonging between the individuals and the organisation, while doing so it enhances the group's creativity as they already have the necessary knowledge to produce original and valuable results.

The Four-Step Model

A four-step model was designed following theoretical considerations, and to increase its efficiency, the session time was reduced. As Figure 6 shows, it includes the following steps: *Objective Finding*, *Problem Definition, Action Planning* and *Action*. However, since the step of objective finding is to be accomplished during the pre-consult with the management and the action occurs after the CPS session, the process during this session is reduced to only two steps: problem definition and action planning. Using this new cycle, the team meeting time is reduced to four hours or less (Min Basadur's model takes 16 hours). This way the members of the team remain in the session from start till finish, leaving only when the action plan, the management control measures and the communication plan are agreed. This approach provides the group with an initial structure, during the divergent phase of problem definition, followed by an emotional connection between members developed as they struggle to reach consensus during the convergent phase of problem definition. Another structured step occurs during action planning, when the team members' creativity rises as they agree on the "how to" for each task in the action plan.

The sequence of divergence and convergence is only maintained during goal definition (with the client) and problem definition (in the CPS session). During this last step, the team enumerates all possible barriers to achieve the goal and then selects a definition of the final problem that it considers appropriate to work on. They will transform the previous statement in a sentence beginning with the expression "What are the steps needed to....?". This formulation, instead of "How can we ...?", concentrates the team in search for specific and concrete tasks.

The action planning begins with the identification of all the actions needed to solve the problem, which will then be placed in order of execution. For each task, the "how to?" is defined to include all the necessary actions to overcome the resistances that may arise. Each task is assigned to a sub-team, which defines the deadlines and assigns responsibilities.

An effective communication structure (e.g. Google Groups, Wikis) within the team will enable collective awareness of the work accomplished by each team member. In addition, advertising the project within the organisation (e.g. through an intranet bulletin) may reduce organisational resistance to task performance and increase peer pressure on the team to meet the project goals.

The acceptance plan, designed to overcome external resistance towards the team and sometimes the most important cause for failure, is replaced by including in the team those who may be affected by the project results, those who have the power to help or hinder the project, or those with relevant information or expertise.

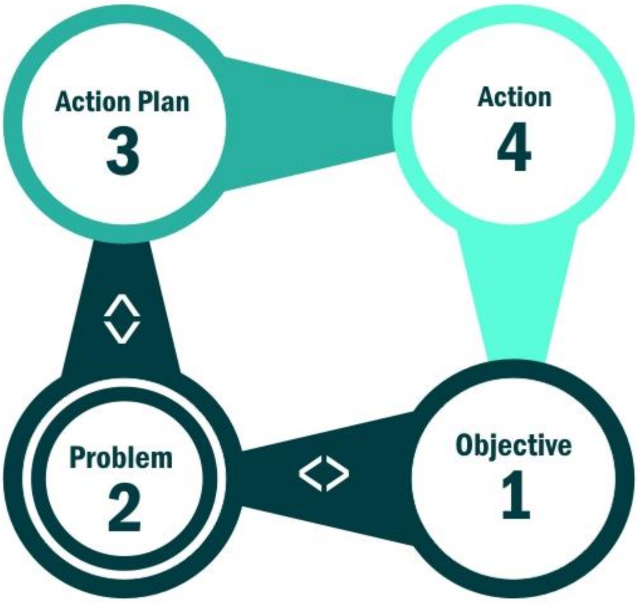


Figure 6 – CPS Four-Step Model

Basic operation

The method works best with groups of 5 to 10 elements, specializing in the subject to be discussed throughout the session. In the session there are other figures with different roles - the facilitator (process) and the client (content). The facilitator-coach assumes the group coordination (the process leader), ensuring the group complies with the method's rules and keeps itself within the defined objective, summarizing in the flip chart all the participants' contributions. It is the facilitator who will channel the group's contributions to the common goal, acting as an energizer of group dynamics in a mix of coach and activity initiator. The client (content leader) will make the choices during the problem identification step and will decide which problems should be addressed. If the client disagrees with the team proposals, he/she may suggest new proposals for divergence. Finally, the participants are responsible for contributing to the group work, generating the necessary information. The facilitator is responsible for the relationship of the client-group during the session. After the session, the coordination of actions decided by the group and the future connection with the client will be assigned to an appointed coordinator, who will be accountable for much of the success or failure of the project.

This methodology makes it possible to make a clear separation between the moments of divergence and convergence, which require different skills. In terms of tools, they are, above all, inherent to the convergent phase, in order to optimize the choices and, simultaneously, involve all participants in the decision making process.

Model Steps

This model contains two distinct parts: defining the problem and solving the problem. The Objective Definition and the implementation of the decision (Action), although included in the chart, are outside the team meeting, since they are either not defined by the group (the goal is generally defined during the pre-consultation with the client), or they concern the resolution of other problems occurring during the implementation phase of the action plan. The separation of the phases of divergence and convergence is only clear in the definition of the problem; both are quite interconnected during the elaboration of the plan.

The first two steps allow defining the problem to solve. These are essential steps that should not be avoided or neglected in any way, for a well-defined problem is half solved.

In fact, people often rush to find solutions before they have developed a good problem definition, thus preventing a more in-depth view of the issue. If the group takes time to analyse the various aspects of the problem, the situation can be understood more comprehensively and thus generate more creative solutions.

- **Step 1 - Defining the Objective (see in Module 1, during the pre-consult)**

Before the first step, it is necessary to find the starting point orienting the ideas – a first problem, or objective, that the manager intends to solve. These are challenges, concerns or opportunities that need to be dealt with, stating simply and clearly complex situations and facts.

As already mentioned, the objective is defined during consultation with the administration (pre-consult), in which the mind map of the possible objectives is elaborated.

- **Step 2 - Problem Definition**

The group begins this step by formulating the problems arising when pursuing the objective. After obtaining a comprehensive list, the most significant problems are selected, and each choice is reformulated, preceded by the expression "What are the steps needed for ...?". The wording should contain only one verb (which translates an action) and an object, avoiding adding elements with conjunctions ("and") or disjunctions ("or"). Expressions like "What steps do you need to ... absorb surplus using your own software?", ... "reduce consumption of alcoholic beverages and drugs?", are not appropriate in the definition of problems. Consider the following most appropriate formulations: "What steps are necessary to absorb surplus production?"; “What steps do you need to reduce the use of additives?”.

From the definitions resulting from convergence, the group should select the one allowing the most promising definition in the action plan step, bearing in mind that it must be subordinate to the initial objective, point to several original solutions, and these solutions must be within the resolution capabilities of the group (ownership).

Let us explain the meaning of the ***Telescope convergence tool***, adapted from Min Basadur[6].

This convergence technique aims to select the most important, or significant, options out of a large list. This method allows the reduction of the number of options, following three phases:

1. Select a small and acceptable number of options (e.g., two to three) in the divergence list, by means of an individual pre-selection. The facilitator should invite the participants to stand up and use a personal signature to help recognise the choice. Each participant should select options they consider most important to achieve the goal.

2. The facilitator, pointing at the first chosen option, asks the participant(s) who marked this option to explain the reasons for their choice, so that everyone understands their point of view. At this stage, it is necessary to avoid making judgments because the explanation provided allows increasing and deepening the understanding of the different points of view, which helps the identification of the most important options.

3. The options identified will then be listed and rephrased by consensus so that all understand them, thus selecting critical problems. In paraphrasing, the following expression "What are the needed steps to...?" acknowledges the need to use only one verb and one object without "and" or "or" and to write in the positive form. The facilitator’s role is to help the team to reach consensus on a small number of distinct and specific options and to ultimately choose only one (or the client to choose) definition of a problem. It may be necessary to rephrase some of the ideas, making them clearer.

   For example:

   "What steps are needed to improve employee training?"

   "What steps are needed to improve product quality?"

   "What steps are needed to promote a good working environment?"

- **Step 3 - Action Plan**

[6] Basadur, M. (1994). *Simplex: A flight to creativity*. Buffalo, N.Y.: The Creative Education Foundation.

The convergent phase consists of identifying the specific actions to solve the problem, as well as all the factors associated with their fulfillment, in other words: *How*, *Who*, and *When*. The definition of simple and realistic tasks, together with the definition of concrete dates, act as a highly motivating structure for its realization.

The team first discusses the tasks to be performed, listing them regardless of the execution order. Then they will be put in order. This discussion implies processes of negotiation and acceptance, so the definition of "*How*" suggests the understanding that even the best ideas and plans may encounter implementation difficulties due to resistance to change. Thus, it is necessary to show how a given task can bring benefits and how it is possible to minimize the problems of such implementation. It is important to predict the aids and obstacles for each task when considering the "*How*".

The divergence is practically exclusive to the "*How*": the group should give clues about creative ways of performing each task (including the issue of acceptance, if appropriate). Only after completing this step should the assignment (by volunteering) of the sub-team responsible for the task will be decided, followed by the indication of the date on which it will be executed as defined.

Based on the experience gathered in previous interventions in companies, it is easy for the teams to implement the plans, despite the pressure of daily tasks.

- **Step 4 - Action**

This step is executed outside the session. The sub-groups defined should comply with the milestones and time limits agreed, reporting any change to the team facilitator. In the forum there will be follow-up meetings scheduled, between the project coordinator and the team facilitators. It is important that any change or problem is resolved as soon as possible, so that time limits are not compromised. If the tasks to be done by a subgroup are needed for another subgroup, this requirement becomes even more important[7].

[7] Sousa, F., Monteiro, I., Walton, A., & Pissarra, J. (2014). Adapting Creative Problem Solving to an organizational context: A study of its effectiveness with a student population. *Creativity and Innovation Management, 23* (2), 111-120. doi: 10.1111/caim.12070.

EXAMPLE

Example of applying the CPS method

Let us look at the case of a professional school with great local importance, where we conducted an intervention.

Let us start with the pre-consultation diagram, made with management (Figure 7):

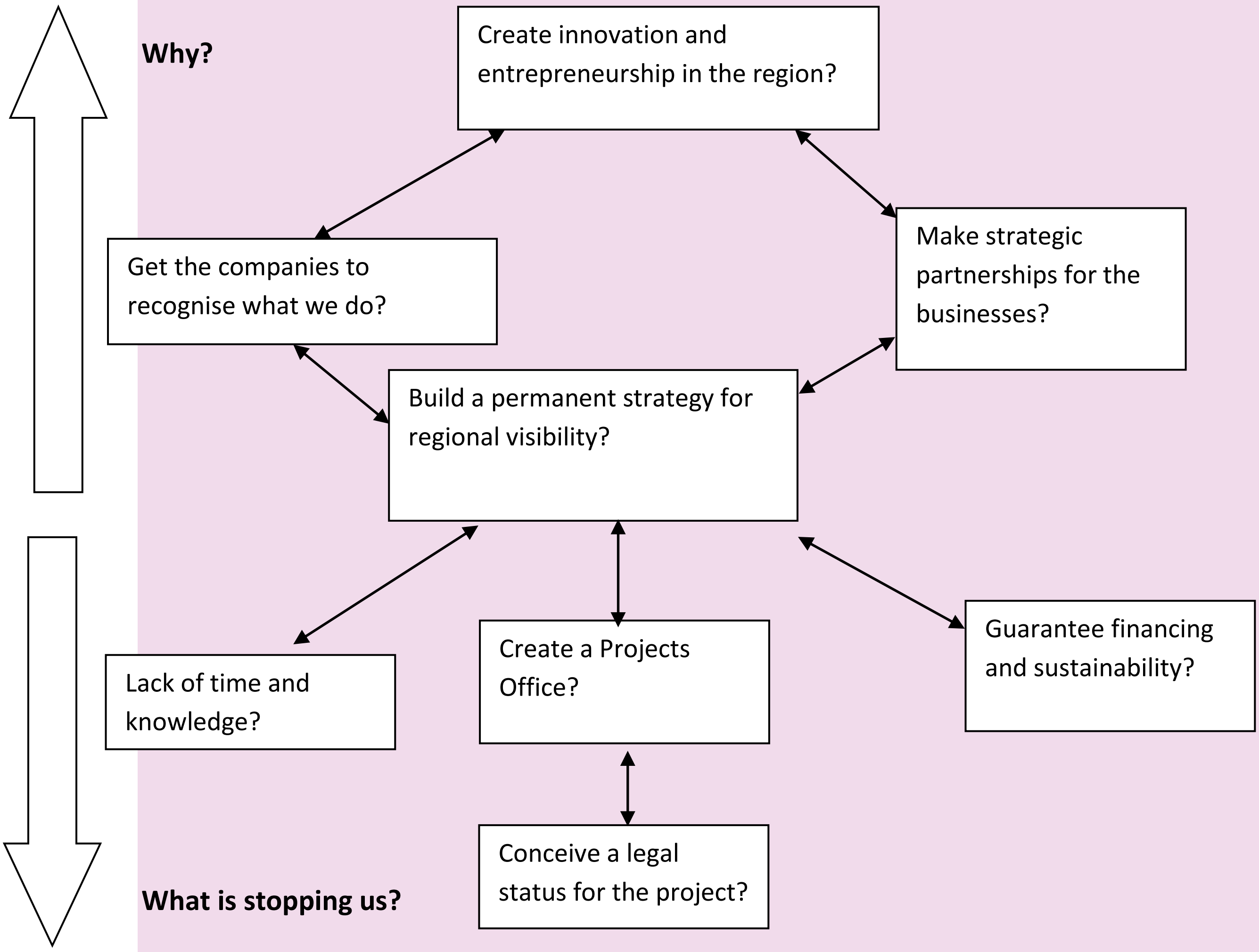


Figure 7 – Mind map of a pre-consult with management

OBJECTIVE

BUILD A PERMANENT STRATEGY FOR REGIONAL VISIBILITY

GENERAL LIST OF PROBLEMS

1. Make competitive advantage more visible 2. What channels? 3. How to use the channels? * 4. The offer is not typified 5. Customers are not typified 6. Internal communication should clarify these factors * 7. There is no cost-benefit analysis 8. No channel-customer adjustment ** 9. Who makes the disclosure? 10. The idea of entrepreneurs is limited to the place for internship * 11. Know the business fabric 12. Standard presentations for the public 13. Extend enterprise network * 14. There is no training for companies 15. There are no presentations for companies 16. What companies hire 17. The business angels 18. No shark tanks	19. There is no communication team 20. Too many fronts per person * 21. Weak online communication tool 22. People come here 23. Invite communicators 24. Dialogue Association - School 25. Is it the School brand? * 26. The responsibilities of the Association 27. There is no association of entrepreneurs 28. There is an association of merchants 29. The NOS / Optimus example 30. Clear lines of the administrative board on the common strategy 31. There are people who do not know each other 32. The extension of the name 33. The starting point 34. The value of outsiders 35. The business-oriented brand does not have to give everything 36. Include a dedicated telephone line

(*) Choices made

Group selection

What steps are needed to:

- Ensure internal communication?
- Adjust the channel/message to the client?
- Consolidate the brand?

SELECTED PROBLEM:

WHAT STEPS ARE NEEDED TO ADJUST THE CHANNEL / MESSAGE TO THE CLIENT?

ACTION PLAN

TASKS

1. Offers' recollection
2. Typify the market
3. Name each offer
4. Choose the channels
5. Make a presentation – event

GENERAL ACTION PLAN

TASKS	HOW	WHO	WHEN
1. OFFERS' RECOLLECTION	Consult the activity planning, balance sheets, presentation documents, chart, quality manual.	RITA MIGUEL ALEXANDRA	07/07
TASKS	HOW	WHO	WHEN
TASKS	HOW	WHO	WHEN
2. TYPIFY THE MARKET	Consult business help desks, IEFP, IAPMEI, CCDR, ESCE/IPS, Commerce associations.	RITA MIGUEL ALEXANDRA	07/07
3. NAMING EACH OFFER	Brainstorming session about each offer naming. Other schools' examples; internal contests		
4. CHOOSE THE CHANNELS	Check available budget – consult a marketing expert, a creative Use Facebook to make the	MIGUEL CLAUDIA	13/07

	advertising segmentation Use Mailchimp (free)		
5. MAKE A PRESENTATION EVENT	Bring companies – institutional persons; teaser; speaker; Internal test What has been already done; what has to be done? October	PEDRO ALEXANDRA CLAUDIA	30/09

Team next meeting: 18th July
END OF THE PROJECT - EVENT
Coordinator: MIGUEL

Follow Up

The action plan should include coordination measures like intermediate meetings to correct procedures, review some tasks and deadlines, and eventually redefine the plan. In a 3-month project, for example, it will be appropriate to hold the follow-up meeting in around mid-term, scheduling it during the session.

Facilitating a CPS session

The facilitator's primary mission is to get the group to produce an action plan within the allotted time. At the end of the session all team members should know what tasks they must perform, how, when, and with whom. For this, the construction of the meeting's agenda is fundamental. Let's look at an example:

EXAMPLE

Schedule	Title	*What is it about?*
14:00 h	**Presentation**	*Presentation of the facilitator, participants and client, objective, methodology, agenda and contents*
14:15 h	**Problem Definition (divergence)**	*The group states the main problems within the chosen objective*
15:00 h	**Problem Definition (convergence)**	*The group begins the selection of the fundamental problems, and then selects the problem they will work on*
15:30 h	**Coffee break**	
16:00 h	**Action plan - tasks**	*Considering the problem, the group will agree on the tasks needed to solve it, then will order them*
16:30 h	**Action plan**	*The group will assign the tasks to sub teams, defining the tasks contents, schedules and coordination measures*
18:00 h	**Closure**	

In spite of the apparent rigidity in time distribution, the facilitator has some flexibility as, facing some unexpected delay, he/she may choose some tips such as shortening the divergent phase in problem definition and reducing of the number of choices by each participant in the convergent phase of problem definition. During the action plan, he/she can reduce time for suggestions on how to complete each task and for debriefing.

The facilitator has also the mission to provide an appropriate interface between the client and the team. Let us mention that it is a process of team facilitation to fit into the larger group, so this interface is done at forum level, only.

For each part of the process, here are some recommendations:

Problem definition step

- ✓ The session has no strict rules. However, participants should be warned in the beginning about three important principles:
  - During the divergence phase, no suggestion can be criticized, because criticism inhibits participation and trust. If a team member does not agree with a suggestion presented, he or she will be invited to submit another one that will be registered (even if it is the opposite of the initial one).
  - The so-called "side conversations", where two or more participants exchange impressions during the session, should be avoided, as their content is not recorded and is a distraction for the team. If anyone has any comments to make, they should be directed to the facilitator and acknowledged by the group. It is up to the facilitator to exercise a constant regulating action.
  - The facilitator should avoid making suggestions as this could lead to group polarization. If he/she thinks there are important aspects not mentioned, he/she should share it with the group and await contributions.
- ✓ This step is only a first approach to problem definition. Just as in a thesis, it is when we reach the end of the research that we can say which issue, once solved, would be the real discovery. Here, as well, we cannot expect a team to be able to define the real problem at the beginning of a learning process. Thus, the intention is to develop an exercise allowing to structure teamwork, reinforcing both the thinking flexibility and the commitment of each team member and the project. Therefore, no one should set very high expectations of the originality of the problem defined.

- ✓ The exercise of building consensus within the group is one of the best tools available for team building. This phase is decisive for transforming the group into a cohesive team.

- ✓ The facilitator's expertise relies largely on the ability to achieve a balanced participation of all stakeholders and to establish a good interface between the team and the client. It is good to remember that the real leader of the meeting is the client, whose image should come out reinforced, and who should be given every opportunity to clarify his/her thoughts before the team. Let us remember that if the team session lies within a large group forum, it is the forum facilitator who is responsible for the interface with the client.

Defining the action plan

- ✓ The initial difficulty in drawing up the action plan relates to the listing of tasks required. Indeed, when answering the question *What are the steps needed to…?* , it is expected that team members will start with ideas that may not be operational, although they may be good ideas. For example, answering the question *What are the steps needed to ensure a rapid response to the customer?*, we could come up with some ideas like *create a territorial network of services*; *acquire faster vehicles to travel*; or *establish teleconferencing services*. However, these ideas, no matter how good they are, appear out of context and raise even more complex problems than those they are trying to solve. Thus, when the facilitator repeats the question and draws attention to the need to define logical and achievable steps, it is natural that there is some initial silence. This silence is not an indicator of blockage, but only the need for some time to adjust thought to reality. However, once the first task is defined, the others will follow smoothly.

- ✓ How does the facilitator know when all the tasks needed to solve the problem are defined? There is no rule of thumb, as each problem has its particularities. What usually happens is that the team "feels" that the task list is complete but this can be confirmed later, either during the action ordering phase or when discussing how they should be performed.

- ✓ When placing tasks in order of execution it is natural that some tasks are carried out simultaneously or that, given their nature, they should be assigned to the same sub-team. As can be seen above, in the action plan, tasks 1 to 3, relating to previous studies, although different, would lose consistency if they were worked on by different teams. Thus, although they appear individualized, their assembly in the plan turns to be useful.

- ✓ The next step concerns the definition of how each task, or set of tasks, should be performed. Here is an opportunity to make the team's imagination work, since if the *How to* only describes the routine, it becomes unnecessary. For example, during a session aiming at preparing a plan to strengthen team leadership, as an essential part in the company's communication network, the *"How"* for the task *"clarifying the middle managers role"*, was to establish the procedures out of good leadership examples, rather than using existing checklists. This option made all the difference, as it considered the exercise of leadership from the existing reality and not from the imagined ideal.

- ✓ The *How* should include some reflection on what to do to overcome possible resistances. However, the best way to achieve this it is to include the persons representing that resistance into the team. For example, if the defined tasks somewhat collide with acquired rights, the absence of potentially affected elements (or their representatives) may prove to be fatal for the project. Another way to reduce resistance is to announce the project internally, since when everyone knows who does what in the organisation, resistance will be lower.

- ✓ The first time the facilitator asks *Who*? is generally a "shock" for the team. This happens because the climate of relaxation caused by the method makes people forget the intense work they will have to do later. Only when they are individually assigned the tasks will they become aware of what will happen.

- ✓ Each sub-team will have one leader (e.g., the first to volunteer). It is also important to ensure equity in tasks distribution, eventually determining the participation of some elements in more than one sub-team. Nobody should be isolated, however simple the task may be.

- ✓ The meeting should not end before each participant has the tasks clearly defined and has committed himself/herself to a date.

- ✓ Reaching the moment of establishing the deadlines (*When?*), the sub-team coordinator must get consensus to set a date. However, there are sometimes advantages in starting at the end, meaning define the project deadline and then plan each task's date.

- ✓ A final reminder of the need to schedule at least one meeting for the team to assess the work progress. It may happen that the team (or some of its members) focus on the task and forget about the problem and the purpose that gave rise to it. For example, in a project for communication improvement, let us imagine that the team wants to organise the training. It may happen that the sub-team members concentrate so much on diagnosis and planning the training that they produce an overly complex document, far from the defined goal. This is precisely why it is necessary to schedule dates to review the results of the tasks, with emphasis on the problem and objectives. When scheduling these meetings, we need to guarantee the performance of a significant number of tasks. These milestones are also intended to give way to potential renegotiations between the project coordinator and the team on possible reformations of the action plan.

Lastly, the facilitator is responsible for the team coordination, whose level of excellence depends on several factors, namely his/her skills, experience and expertise. However, we must keep in mind this is a training action, i.e., a first approach to facilitation; hence the requirements have to be reduced to what is crucial to the teamwork. We will then list some of the most common mistakes, which we will call "sins of facilitation." This will be part of the video linked to the course. When ready, the appropriate link will be indicated.

Meanwhile, we can list some of the most common mistakes, and indicate a possible solution.

21 “sins” – recommendations for facilitators

From our practice, we selected 21 common critical incidents that may occur during creative problem-solving sessions. These incidents have been classified in three areas – **process**, **facilitation** and **leadership** – with “7 sins” each, illustrating what is considered a “bad performance” followed by “good performance”.

PROCESS “SINS”

Method’s technical features

1. UNCLEAR OBJECTIVE

Poor definition	Better definition
To fit the role of each member in the innovation strategy defined for the company, within a competitive market	Wouldn’t it be great if everyone showed a more favourable attitude towards innovation?

2. ILL-DEFINED PROBLEM

Poor definition	Better definition
How might we prepare people to structure and implement the programmed plans, working as a team?	How might we work together to implement the plans?

3. LACK OF TEAM *OWNERSHIP*

Poor definition	Better definition
What are the required steps to get a legislation suitable to the situation?	What are the required steps to adapt the situation to the current legislation?

4. SOLUTIONS MORE AMBITIOUS THAN THE PROBLEM
   Problem example: What are the steps needed to achieve a more pro-innovation attitude?

Poor definitions	Better definitions
Restructure the company	Promote innovative projects
Change the way people think	Reward promising ideas
Approve suitable legislation	Develop training in new techniques

5. SOLUTIONS TO BE IMPLEMENTED BY OTHERS
   Problem example: What are the tasks needed to establish new forms of *networking*?

Poor definition	Better definition
Call HR department to organize new forms of networking.	Build a virtual communication platform

6. UNREAL DEADLINES

   Participants may suggest too tight deadlines to execute the task (not compatible with their daily work) or too long ones, thus compromising the whole project.

7. EXCEEDING TIME LIMITS

The facilitator gives excuses for the lack of time, instead of changing the session's sequence without letting participants notice it.

FACILITATION "SINS"

Being the interpreter of the group's opinions

1. PATERNALISM – Counselling, giving opinions or remaking the participant's reasoning, instead of limiting oneself to writing it on the flip chart.

2. LAXISM – Allowing criticism, lateral conversations and ideas that will not be registered on the flip chart, instead of disciplining the group members.

3. INSECURITY – Being unable to react positively when confronted with moments of silence, or mentioning time constraints to narrow one's own anxiety, instead of tolerating silence and using some techniques to regain members' participation.

4. AMBIGUITY – Allowing the team to step out of the defined goal, thus losing focus.

5. DISCRIMINATION – Taking sides, proposing to vote in opposition to some element expressing dissonant ideas or criticizing the facilitation, instead of supporting the "dissonant" and leading the group to understand the motives, thus fostering consensus.

6. IMMOBILISM – Allowing the participants to stay immobile or limiting their movements, instead of encouraging it. For instance, in the convergence phase, participants should get up and mark their choices in the flip chart.

7. CONTRAST IN INVERVENTION – Allowing someone too talkative to monopolize the session or avoiding to invite more reserved participants to intervene, granting equity in time allocation.

LEADERSHIP "SINS"

Capacity to influence the group to produce more and better solutions

1. FAILURE TO ANTICIPATE THE NEXT STEP

A facilitator led by events, as opposed to a facilitator dominating process development (must always keep the focus on the next step in order to control it).

2. TEMPTATION TO HAVE THE LAST WORD
   The facilitator chooses to answer questions or objections, instead of returning them to the participants.

3. CONFLICTS POORLY SOLVED
   The facilitator interrupts a conflict unsolved, instead of encouraging the participants to give suggestions that may restore consensus.

4. COMPROMISING THE CLIENT
   Putting the client in an uncomfortable situation in front of the group, instead of giving him/her the opportunity to reinforce his/her leadership.

5. SHOWING IGNORANCE
   The facilitator reveals ignorance about the session's goal and objective or about the company, instead of showing that his/her homework was properly done.

6. INCAPACITY TO ENHANCE TALENT
   The facilitator refutes contributions when they do not fit the participants' allocations or roles, instead of promoting them.

7. INCAPACITY TO LISTEN
   The facilitator misinterprets the participants' statement, instead of applying the rules of "active listening" (repeating what was said and associating it to an emotion).

MODULE III

ORGANIZATIONAL FORUM

Learning objectives:

☑ Run a business forum within an interface of management and co-workers

☑ Manage the organisational innovation projects resulting from the forum

☑ Assist management in integrating the organisational innovation process in the company

Learning outcomes

1. Each sub-group (out of three sub-groups) should prepare a handout that could be issued to real forum participants.
2. After the forum (within the non-real forum version) course participants should bring the planned tasks to an end, so that the final results can be reached.
3. Based on the forum, and after the completion of planned tasks, there will be a complete report. This should be sent to the pilot company's manager, who will provide comments as to its possible use for the company. In a way, this report provides an image of what would happen if the company had made a real intervention.
4. Each sub-group should write and present a small memorandum about the procedures needed to install the innovation process in the company.

Training tips:

- As there will be no time for each participant to go over the forum facilitation, they should rotate as many times as possible between team facilitation and large-group facilitation.
- After the forum, the participants will go over the planned tasks as if they were executing the plan and imagine what would realistically happen in that situation.

- When the plan is executed, participants must present the end results in a creative way.
- The memo on how to carry out innovation process appropriation in the company should be written by each sub-group after a period of discussion about the functioning of a matrix organization.

Suggested class time management Version A (No Intervention is planned)	Hours
Module III (Step 3 to 5) – Organizational forum	
Preparing the handout (three sub-groups)	2
Company forum (rotate team and forum facilitators)	5
Executing the planned tasks	2
Preparation of the final report	2
Evaluation	1

Suggested class time management Version B (An Intervention is planned)	Hours
Module III (Step 3 to 5) – Organizational forum	
Preparing the handout (three sub-groups)	2
Preparing for the Company forum (rotate team and forum facilitators)	3
Company forum	6
Executing the planned tasks	
Preparation of the final report	2
Evaluation	1

Module 3 - Content

This Module includes everything related with the forum execution, from preparation until evaluation, dealing with the way to develop large-group sessions (more than 20 participants). We will present a short historical development and some methodological reflection about the large-group decision-making methodologies.

Research on large-group methods, intended to bring innovation and change to organisations and communities, through the involvement of people in the decision-making process, is well documented. Kurt Lewin, Douglas McGregor, Mary Parker Follet, Fred Emery, Eric Trist, are just a few of the authors quoted in literature reviews about the theoretical foundations of large-group methods. *Search Conference, Future Search, World Cafe, Appreciative Enquiry, Real Time Strategic Change, ICA Strategic Planning, Work Design Conference Model, Fast Cycle Full Participation Work Design, Real Time Work Design, Participative Design, Simu-Real, Work-Out, Open Space Technology, Large Scale Interactive Events* are just some examples of it.

Large-group methods are tailored to suit group interventions having between 30 and 150 participants or more (ideally 70-80), and meeting in sessions ranging from two to four days. Although large-group methods may deal with similar types of objectives, each has its own sequence of procedures. In general, sessions begin by asking the groups of eight (around tables of approximately 1,5 m in diameter) for an analysis of the past and present, followed by a vision of the desirable future. This is done in order to understand the history of the organisation and create the necessary atmosphere for attaining the ideal future. The definition of strategic directions, required actions, timelines and follow-up procedures, generally close the sessions.

Given the involvement of all stakeholders in the same location at the same time, large-group methods allow a change to occur at a much quicker than normal pace. They also allow opportunities for conflict management, by establishing a focus on common ground rather than on differences and promote a flat hierarchy[8].

[8] Sousa, F. & Monteiro, I. (2015). *Colaborar para inovar: A inovação organizacional e social como resultado do processo de decisão*. Lisboa: Sílabo. (pp. 343).

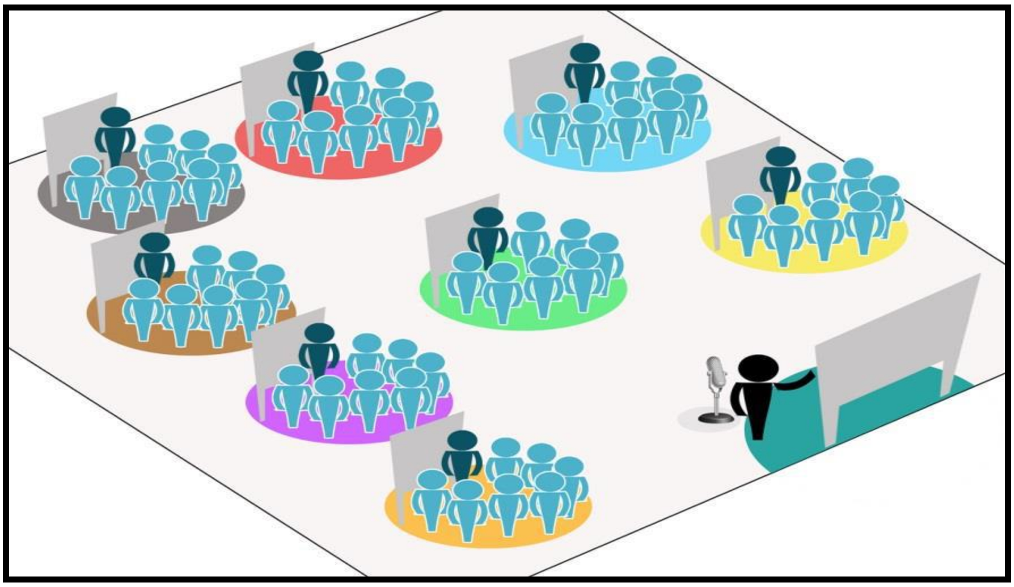


Figure 8. Forum layout

Before the forum

As already mentioned, the forum preparation should be assigned to a committee, assuming all the execution features, as the location choice, room preparation (Figure 8), date, stakeholders selection and invitation; the handout preparation and circulation; catering service; audio-visual devices and secretariat (Figure 9):

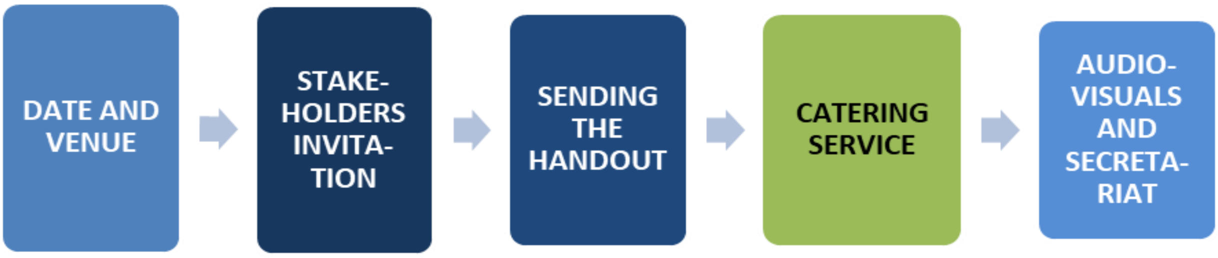


Figure 9 - Forum preparation steps

The organising committee should be led by the forum coordinator, designated by management. The coordinator is the acting liaison between the teams and the management, coordinating the action of team leaders and, in general, monitoring the projects. He/she can also facilitate the forum and, if not, should not be responsible for a project. The coordinator will be responsible for much of the intervention's success or failure, thus his/her designation should take into account the definition of organisational innovation coach given earlier in this text.

The organising committee, in close liaison with management, is responsible for:

• Designation of the stakeholders to be invited to the forum.

- Performing the organisational diagnosis.

- Defining the date and place of the forum, taking into account the following characteristics most suitable for the room: natural light, space for the group (two square meters per participant), walls available to hang the flip chart sheets of paper, visibility between groups and sound isolation.

- Providing the necessary supplies: one table per group of eight participants (there may be a minimum of five); two conference boards for the facilitator and one per table (this can be replaced by A3 or A0 paper sheets); A0 sheets, markers and paper tape; sound system; equipment for slide projection (optional).

- Catering service in a separate room.

- Handout distribution to participants one to two weeks in advance of. Here is a possible model:

EXAMPLE

Project Ref. № 2018-1-BG01-KA202-048014

COMPANY'S LOGO

COMPANY FORUM

DATE AND PLACE:

MAY THE 22ND, 09:30 TO 17:30 H

MONTARIOL, SANTAREM

SESSIONS' OBJECTIVE

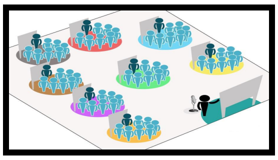
PARTICIPANTS

Name	Function	Responsibility Area

Success stories and manager's sentences

METHODOLOGY

When the whole system is in the room, the participants get the feeling of belonging to a wider community. That is why the session will follow a project methodology, allowing all decisions to be made together, without predefined plans. The meeting will last for six hours and in the end there will be a presentation of the projects to be developed in the short run.



Layout of the room

SESSION'S OBJECTIVE:

AGENDA FOR THE 22ND OF MAY

SCHEDULE	Contend
09.00	- Participants reception and accreditation (random group allocation)
09:30	- Opening - Step 1 – Objective clarification. - In-group presentation.
10:00	- Step 2 – Problem definition: selection of the more important problems in each group: 45' divergence (maximum number of possible problems); 45' convergence (2 individual choices, justification and final choice)
11:30	- Coffee break
12:00	- Each group presents its final choice (1 problem) and justifies
12:30	- Definition of the projects that will solve the problems chosen by management.
13:00	- Lunch (selection of the priority projects and attribution of a number to the tables)
14:00	Groups reorganise by stakeholders. Each participant chooses a project from the list, and sits in the corresponding table. Having stabilized the groups (with a minimum of 5 and a maximum of 8 participants), each member introduces himself/herself to the group. If we do not have trained facilitators, the group chooses one. Projects' timing definition.
14:30	- Tasks definition in each group – 30' - Action plan (task distribution to the group members, defining the execution timings and the "How to") – 01h30 - Deadlines definition, schedule coordination meetings, and the communication system – 15'
16:30	- Coffee Break
17:00	- Results sharing. Communication system definition and follow up meetings. Final debriefing
17:30	- Closure

TEAM IDENTIFICATION

SPONSORSHIP

VENUE

As preparation, the secretariat should: receive the participants, give them a card with the number of the table they should sit on; record presences and absences, change the table composition in order to ensure the numerical balance; act as a photographer; administer session evaluation questionnaires (if any) and complete minutes of the meeting.

Let us look at a possible minutes template (only the fields to fill out with contributions from each group):

EXAMPLE

DATE AND PLACE:

DATE, 09:30 TO 17:30 H

VENUE

SESSION'S OBJECTIVE:

(INITIAL OBJECTIVE DEFINED BY THE CEO, DURING THE PRECONSULT)

AGENDA (SCHEDULED day, earlier example**)**

INITIAL GROUPS

Group 1	Group 2	Group 3	Group 4	Group 5

(*) Mark the group facilitators

Selected problems

Group 1: (Identical for the other groups)

- …….
- …….
- ……..

Group 2:

- …….
- …….
- ……..

(Identical for the other groups)

Selected problems by management:

What are the steps needed to:

PROJECT SUGGESTIONS

-
-
-

Group 1:

- **…….**
- **…….**
- **……..**

Group 2:

- **…….**
- **…….**
- **……..**

(Identical for the other groups)

SELECTED PROJECTS

-
- …….
- ……..
- ……..
- ……..
- ……..

FINAL GROUPS (after choosing the project in which each participant wants to work)

Group 1	Group 2	Group 3	Group 4	Group 5

(*) Marks the group facilitator

ACTION PLANS

-
-
-

GROUP 1 (Identical for each group)

Task	How	Who	When

Follow-up Meeting (Secretary/coordinators):

- **Coordinator's Name – …….**
  Communication Team: …………………….-Communication Platform: …………..:

Final Meeting – Results presentation:

FORUM EVALUATION BY THE PARTICIPANTS

EVENT'S PHOTOGRAPHS

This is an example of the protocol we have used to report the sessions. It should be sent to every participant after the forum.

Forum Execution

Before the agenda

As mentioned, when participants register for the session, they receive a card with their table number, thus ensuring a random distribution in order to guarantee the widest variety of opinions in each team. This is a somewhat lengthy process, due to delays or even absences, which can require the reorganisation of the tables. It is advisable to allow half an hour extra to get all participants seated. The team's facilitators, who have already been assigned to the tables, can help in this task. If there are no trained facilitators, each table will choose its own. The secretariat will be responsible for recording the table composition and identifying its facilitators.

Introduction

During the next thirty minutes, the CEO will introduce the project and the objective, the forum facilitator will describe the agenda, and the participants will present themselves within each team. If there has been no opportunity to train the team facilitators, each group must designate one facilitator.

Although the manager's mission is to welcome the participants and explain the objective, he/she may use this opportunity to strengthen his/her leadership with a short motivational intervention.

The forum facilitator's intervention should only describe the administrative and coordination aspects, never entering the manager's exclusive field.

Problem definition

The next 90 minutes are allocated to the problem selection by each team, half of which is dedicated to divergence (each team must be able to define at least 30 problems) and the other half to convergence, by means of the ***telescope method***, resulting in only one problem. The forum facilitator is responsible for keeping time and monitoring each group's work. In the converging phase he/she will remind the teams of the need for problem ownership, and the importance of being within the objective. During this period there is no need for the manager to be present.

Let's look at an example from a project developed in a school (with untrained team facilitators):

OBJECTIVE- IMPROVING STUDENT LEARNING
List of problems per group

EXAMPLE

Group 1:
- Immaturity
- Lack of stimulation in children's first years
- Instability, teachers' turnover
- Number of students per class
- Different levels per class *
- Family atmosphere
- Extensive / complex programs for the pupils' age
- Excessive number of activities inside and outside school

- Excessive bureaucracy / teachers' demotivation
- School versus students' interests ****
- Is the student seen as a holistic being? **
- Lack of human resources
- Lack of family time demands
- To value learning and resources / not only results ******
- Have time / listen to students
- To emphasize evaluation as a tool rather than a purpose
- To value artistic areas too

Group 2:
- Family environment
- "Vocation" of teacher in certain areas *
- Maturity
- Stimuli
- Number of students in class **
- Extensive programs ****
- No 1st year retention **
- Several years in the room
- Attention deficit
- Outdoor stimuli
- Minimum income / compulsory school attendance
- Teacher's motivation
- Overprotective parents
- Very demanding and competitive parents
- Disinterested parents
- Number of hours spent at school (too long) *
- Lack of computer equipment *
- Lack of support for students (human resources / materials / training) *
- Lack of financial resources
- Indiscipline
- Parents' resistance to specialized support (psychology)
- To acquit the children's failure due to their own school course "heredity"

Group 3:
- Number of students per class **
- Lack of conditions
- Lack of physical spaces
- Extensive curriculum
- Irregular behaviour **
- Lack of attention / concentration

- Immaturity
- Families
- Demotivation*
- Lack of experience *
- Unstructured families
- Demanding / competitive families
- Devaluation of the teacher's role by the parents *
- Evaluation focusing on quantity rather than quality
- Lack of specialized co-workers **
- Create a good image of the school / profession

Group 4:
- High number of students per class *****
- Classes with more than one year of schooling
- The bureaucracy
- The students' immaturity
- Parent's lack of follow-up
- Extensive and outdated student programs *****
- Lack of support for students in learning difficulties
- Lack of rules
- Lack of basic discipline
- Unstructured family environment

Group 5:
- Large classes
- Behaviour **
- Several students per class **
- Freedom / Libertinage
- School / reality gap
- Lack of support (inside the classroom) **
- Parents' lack of interest in school
- Demotivation (students) ***
- Extensive curriculum *
- Curriculum / development of children
- Economic / social factors as facilitators of learning
- School schedules

(*) Selections made by team members

Selected problems

After the break, in the presence of the manager, each team facilitator must present and justify the chosen problem(s), which the forum facilitator will register on the flip chart.

Once all the problems have been written, the manager will choose the ones he/she wants to be the basis of the projects defined in the second part of the session. Let's look at the selection made in the previous example (two problems per team):

EXAMPLE

What are steps needed to:

Group 1:

- Value learning and resources and not only results
- Bring students' interests towards school

Group 2:

- Acquire more computer equipment
- Encouraging voluntary co-operation

Group 3:

- Create a good image for the school
- Establish partnerships

Group 4:

- Lower the number of students per class
- Reduce programs

Group 5:

- Organise educational camps during the holidays
- Redefine the curriculum

Problems selected by the school board:

What are the steps needed to:

- Lower the number of students per class?
- Reduce the programs?

Here is a reminder of some issues the facilitator should be aware of at this point of the process:

• Time control is critical, so this phase may be adjusted to ensure that the break occurs as scheduled. The facilitator can give more or less time, either in the divergence phase or in the convergence one, which in general is as time-consuming as divergence.

• The client must be present at the beginning for the presentation and leave afterwards to allow the groups to work in freedom. He/she will come back in time to hear the choice justifications. This allows a relaxed atmosphere. Once this climate is set, the client's presence will not create inhibitions.

• The forum facilitator's responsibility is to establish a good interface between the group and the client. It is important to remember that the meeting's leader is the client, whose image should be reinforced, and who should be given every opportunity to clarify his/her thinking before the teams.

Project Definition

Once the manager has selected the problems, the teams will be asked to choose one and then define possible solutions for 30 minutes (projects), listing them on A0sheets (specifying the selected problem). These projects will be posted on the walls all over the room. As the lists are being posted, the teams leave for lunch, not before being reminded that when they return, they will find a number of projects matching the number of existing tables and each participant will have to choose the project they want to implement. No group can have more than 8 participants.

During lunch break, the facilitation team, management, and possibly the organising committee select the projects to be worked on in the second part of the forum (which should not be fewer than the existing tables). This choice can be made in several ways, namely:

- If there is only a small number of valid suggestions it is possible for the manager to choose directly from the list of projects produced. Let's look at an example taken from an intervention in a hotel, based on the following problems selected by management:

EXAMPLE

PROBLEMS

What steps are needed to:

Improve reputation?

Improve the SPA service diversity?

Review the S.O.P. (Standard Operating Procedures)

POSSIBLE SOLUTIONS (PROJECTS)

GROUP 1:

Qualify the offer of personalized services

Welcome drink at the pool + towel and spray

Customize check in offering a refreshment drink

Diversify the health service

Room fitting to customer's taste

GROUP 2:

Provide butler and concierge service

Implement the CRM system

Partnerships with super luxury SPAs to qualify co-workers

Hire international chefs

GROUP 3:

The hotel must have a butler service

More quality in the concierge department

Lack of reputed co-workers in the F & B area

Know better / be more attentive to the client in order to offer a more personalized service

GROUP 4:

Review SOPs

Review mission and values

Adapt standards to the offer

Adapt the standards to the category of super luxury

Intensive personalized and qualified staff training

SELECTED PROJECTS (4 tables)

1. Improve the offer of SPA services
2. Implement the luxury CRM
3. Increase services personalization
4. Review SOPs

- Another possibility to decide which projects should be retained, when team facilitators are trained, is to ask the organising committee to eliminate the least appropriate suggestions, and let each facilitator choose a project for their table. Here it may happen that not all choices are picked by the participants, requiring readjustments to respect the minimum and maximum number of members per table. Let us remember that the maximum number of participants per table should be eight, in order to make the facilitator's task of coordinating the group easier.

Action plans

After the lunch break each participant chooses the project on which he or she wants to work (participants are advised to set groups of between three and eight members); this setting is designated as a distribution by stakeholders, since a greater homogeneity in the work groups is expected.

Once the groups' composition is established, the participants will introduce themselves and, if there are no assigned facilitators, they will designate a team facilitator. In any case, the secretariat will register the new groups' composition; this procedure should be completed in less than 30 minutes. The deadline to conclude the projects should now be communicated to the teams, before they start the action plan preparation.

The first action of each team is to define the tasks to be performed and to order them within the schedule (30 minutes).

Then, the plan of action will be developed for 90 minutes. The teams will also have to set their coordination meetings and communication forms, as well as to prepare the final presentation.

After a short break, 90 minutes later, the teams present their results, trying to "sell" their project. The 30 minutes scheduled should also include the definition of follow-up meetings, communication system, and the session evaluation (eventual) and of the final debriefing.

Let us look at an example for a group with three teams:

EXAMPLE

Selected Problem

What are the steps needed to create clear procedures?

ACTION PLAN

Team 1 - ANALYSING EXISTING PRACTICES IN THE COMPANY			
Tasks	**How**	**Who**	**Till when**
1. Establish a team for the	Briefing and presenting the ideas to all users of organization	Dar., Dav..Ir, Jt	19.01

project	Selection of the best candidates		
2. Define rules within the team	Defining responsibility allocation and choosing the team leader		
3. Collect all existing information	Review of existing data and systemising it	Ir., Jr	30.4
4. Interviews with senior employees	Creating the content of the interview (questions) and selecting the persons that will be interviewed		01-14/04
5. Define good/bad practices	Defining criteria for good, bad practice Meeting presentation of all the collected data Common discussion	Dar., Dav. Ir., Jr	
6. Systemize data collected	Preparing a report on the collected data	Ir.	14.05
7. Selection of the best cases	Ranking and voting the cases	Dar., Dav. Ir., Jr	25.05
8. Overview of the results of analysis	Improving previous report	Ir.	02.06
9. Adaptation of the selected cases to nowadays	Analyzing the current situation and the organization's needs	Dar.	17.06
10. Making a presentation	Determining the content	Dar., Dav., Ir, Jr	30.04
Develop facilitation guide	Combining all the information	Ir., Jr	31.08

Team 2 – ESTABLISHING A REGULAR NEWSLETTER			
Tasks	**How**	**Who**	**When**

1. Define team leader		Bob., Dor.	2-3 January
2. Choose email marketing software	Analysis and comparison of different software Final selection	Mag., Tor.	7-18 January
3. Create a contact list	Collecting contacts from HR department	Kat., Tip.	21-22 January
4. Consider GDPR regulation	Reading the GDPR and compliance with it	Kat., Mag.	29 January
5. Select content categories + structure	Structuring the content	Bob., Mag., Kat. , Car.	31 January
6. Content creation	Contacting different departments Developing template forms Processing received inputs Elaboration of a draft version	Car., Dor.	1-28 February
7. Content approval by management	Arranging a meeting with the manager Preparing a presentation Waiting for follow up Improvements based on feedback	Mag.	1-2 March
8. Issuing time schedule	Preparing a time plan, fixing the issue date	Cat., Bob.	11-12 March
9. Testing and sending the final version of the newsletter	Testing results collection and sending the final version	Carl., Kat.	14 March

Team 3 – CREATING OPPORTUNITIES FOR KNOWLEDGE TRANSFER			
Tasks	**How**	**Who**	**Till when**
1. Identify the existing results (tools, questionnaires, manuals, guidelines…) **2. Identify knowledge transfer gaps** **3. Identify knowledge transfer**	Designing the internal questionnaire Retrieving data and conclusions data analysis Sharing the conclusions within the company	Mar., Hel., Ev., Ram.	31.01

channels			
4. Sharing brief notes in knowledge pools	Creating an online knowledge pool Creating knowledge Creating knowledge pool manual Regular activity as a duty to maintain the pool Regular activity on existing company communication channels informing about the pool	Cat., Ram.	31.03
5. Participating in knowledge transfer **6. Internal Peer trainings**	Ensuring conditions (room, equipment, etc.) for regular knowledge meetings / peer learning Providing possibilities to support learning the individual initiatives Awarding mechanisms for the contributors	Mar., Hel., Ev.	01.05

The final debriefing

If all goes as scheduled, you will still have about half an hour to turn the meeting into learning. Although the session is not a training action, the experience should be an opportunity to learn and gain awareness of processes that occurred during the session. Knowledge and learning are not only the result of training sessions, lectures, presentations and courses. We always remember the first time we used the method in a real situation, with a concrete problem and within a real company, almost all the previous training, various certifications and work done did not prevent us from being challenged with unanticipated situations, forcing us to deal with uncertainty.

It is not necessary to transmit too much information, as we are dealing with the process of learning by doing. Only by facilitating does a person become a facilitator. But how can any of the team members teach anything when they do not have any experience or studies on the subject, and they are not even aware of the process they are involved in? The answer is that there is no need to teach creative problem solving to learn about creative problem solving. Just go through each step of the session, asking for opinions, feelings, thoughts and criticisms. Essentially make the process conscious and everyone will learn by reflection.

In order to complete the final debriefing, the facilitator should ask for a general opinion about the session, in particular on things that did not go well or were not understood. At first the group will probably remain silent, but sooner or later someone will make a contribution, and thenceforth important learning issues will be provided. Then continue with the problem definition: "*What did you initially think when you were asked to list obstacles* *preventing to reach the objective?*"; "*Do you think it is important that all contributions are accepted without criticism?*"; "*Do you think we chose the best problem definition to work on?*"

After about 15 minutes of exchanging impressions, it is time to move on to the action plan: "*Do you think the tasks defined are appropriate to solve the problem?*"; "*And about the sub-teams, do you think everyone will do what is agreed and on time?*" And now, the last question: "*Where did you see the occurrence of creativity in this whole process?*"

It is not the facilitator's responsibility to answer direct questions and give information, since the intention was not to train the group, but rather to help them solve a problem. No session will be complete without clarifying the processes used and asking for feedback on how to improve. The suggestion we make is that the facilitator should stick to his/her role till the end, teaching through questions and letting the answers come from the rebound in the participants.

Therefore, using a simple debriefing technique, you can turn a non-training session into high-quality learning, within the four-hour session.

Follow-up meetings

At first, for project duration of less than 4 months, a meeting between the coordinator and the team leaders will be suitable to evaluate problems and suggest changes, namely regarding deadlines.

Final evaluation

It is convenient to match the end of the projects with some company formal ceremony. However, there is no guarantee that the projects will all end at the same date, nor with the same rate of success. Therefore, to celebrate the results, it is advisable to plan the presentation in an event already scheduled by the company, instead of carrying out an event expressly for the projects. This way it is possible to present the results of complete projects without preventing the others to go on, or even new projects to initiate. In any case, the team should produce a short report on the obtained results.

MODEL'S 6th STEP

Company innovation process appropriation

Learning objectives:

☑ Assist management in integrating the organisational innovation process in the company

Learning outcomes

Each sub-group should write and present a small memorandum about the procedures needed to install the innovation process in the company.

Training tips:

- The memo on how to make the innovation process appropriation in the company should be written by each sub-group after a period of discussion about the functioning of a matrix organization.

Suggested class time management	Hours
Module III (Step 6) – Process Appropriation	
Discussing the introduction of a matrix structure	1
Preparing a memo on process appropriation	
Course debriefing and evaluation	1

Process Appropriation - Content

Once a successful project cycle is completed, time has come to think about continued develop of the organisation, generating more objectives, problems and solution projects using this methodology. This stresses the need to build an organisation by projects coexisting with the current functional organisation, in other words, a matrix organisation. However, this may create some problems related to the structure functioning that are worth examining.

Matrix Organisations

The matrix organisation (Figure 10), theorized by renowned economists and developed by leading companies such as Procter & Gamble, Unilever, IBM, Boeing, Intel or General

Electric, diverges from the classical mechanistic model. It was born from the need of the American aerospace industry in the 1960s to meet several projects simultaneously (moon landing, Vietnam War and supersonic flights) with scarce resources. In these matrices, the engineers in charge of budgets and deadlines worked with those responsible for technical development, both reporting to their functional and project managers simultaneously. As with other processes becoming management trends, this one also peaked in the 1980s and declined in popularity due to poor utilization. This was due to the human resources management process being not appropriately aligned to the matrix structure. For example, a lack of collaborative leadership, not incorporating enough teamwork, not allowing for an adjusted system of salaries and benefits helped to bring about its decline in popularity.

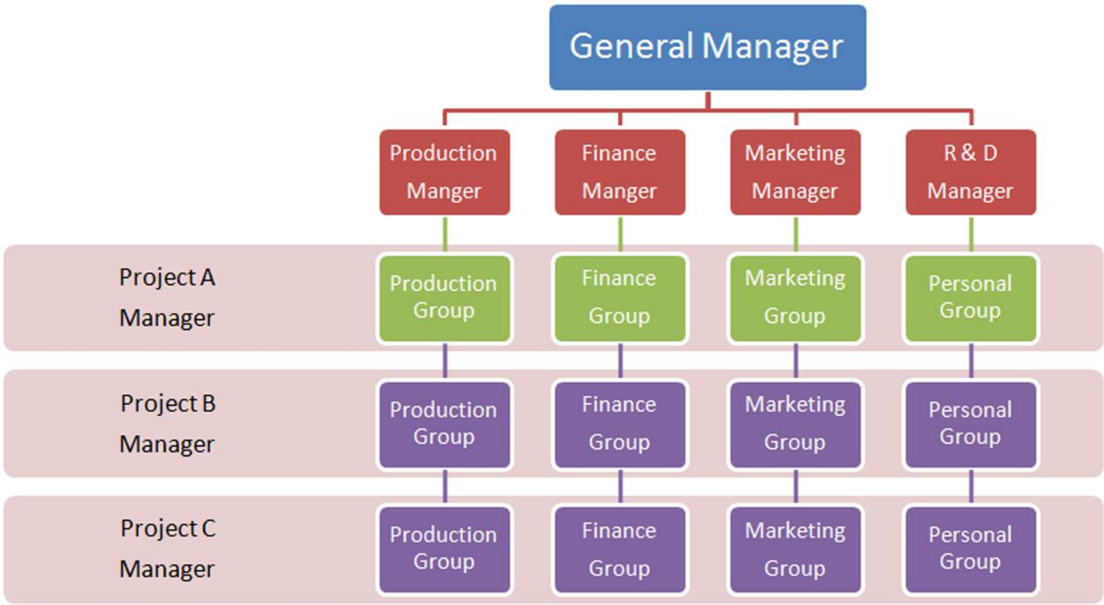


Figure 10 - The matrix structure

At present it is difficult to find a company that does not have projects underway. However, these are occasional projects, limited to some co-worker participation or even restricted to the research and development area. Without aiming at perfect models, we propose a way of functioning that enhances the benefits of both functional / hierarchical structure and the temporary structure of projects, thus ensuring the interaction between the different levels and the organisational units[9]. The idea is to establish a matrix organisation coexisting with the functional organisation, allowing the creation of collaborative projects, thus maintaining the balance between the need for innovation and the maintenance of the fundamental company routines.

[9] Bazigos, M. & Harter, J. (2016). *Revisiting the matrix organization*. McKinsey Quarterly, January

Since the coordination of this projects structure is management's responsibility, it is advisable that the person designated as coordinator has sufficient power to assign responsibilities to elements of the functional structure to avoid having to rely on managers' goodwill to allocate enough time to their co-workers to work on the projects.

The matrix configuration requires managerial skills that include a focus on the entire company, the acceptance of uncertain environments, and the willingness to consider complicated trade-offs and negotiate conflicts between both structures. Moreover, it will involve doubts as to how projects should be triggered and about the team members' management, namely in terms of performance appraisal, productivity awards and career management. Considering that the decision to implement a matrix organisation depends on the initial projects' success, the procedure can focus on the generation of a new series of projects, using the same methodology. This new series should come from strategic objectives defined by management, segmenting the company's areas of innovation through objectives based in market analysis. Nevertheless, repeating the complete cycle, from diagnosis to results evaluation, the procedure will certainly be simplified and automated, as the system develops.

As to the areas of human resource management, it is important that the work carried out in projects receives at least the same degree of importance as the work developed in the functional structure. However, the existence of two performance appraisal systems would be an unnecessary complication, as well as a source for conflict between managers. The ***responsibility should remain in the functional management*** who will be kept abreast (by team leaders) of the performance evaluation related to the projects. The co-workers will be evaluated by another manager but in just one evaluation, used for the intended purposes, namely career management. If a good performance in the functional structure is important for the allocation of productivity bonuses, for example, good performance in the project structure is equally important for the attribution of new responsibilities and training opportunities. Notwithstanding granting cash rewards resulting from profitable innovation, we know that the processes for turning projects into profitable innovations are slow and difficult to assign to individual merit. Thus, it is better to use project performance evaluation to manage and develop careers than to reward productivity, especially since the good results should fundamentally be ascribed to teamwork, while the result of functional work may easily be restrained to an individualized evaluation.

Therefore, the discussion points that could be stressed during the last part of the course, while thinking of process appropriation in the participants' company, are:

- How likely would it be to install a matrix organization in the company?
- What would be the required changes?
- What coordination measures would be required to assure good functioning of both structures?
- How could the need for coordination meetings be reduced?

- How should HR management be adapted to this way of functioning?
- What would be the difficulties related to performance evaluation?
- What changes should happen related to rewards?
- And to career management?

A final exercise in sub-groups, is to discuss a possible matrix structure considering memos related with the discussion above and then to provide tips for the pilot company manager.

After a final debriefing, the course should end with participants filling in an evaluation form.

FURTHER READINGS

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