

[Bedrijfsnaam]

The Learning Methodology

Behind the training of trainers for FairShares Labs



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THE LEARNING METHODOLOGY

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INTRODUCTION

In this text we explain the learning methodology behind the training of trainers for FairShares Labs. First we consider the difference between learning and training. We then consider the competences that FairShares Lab trainer-coaches need to have in order to stimulate and steer the learning processes in the Labs and thus guide the participants in an exploration of the possibility of FairShares enterprises.

You will take a brief look at the learning process in the Lab workshops. We will answer questions like: where can I find trainer, how can I become trainer, what can trainer do?

Further on we describe briefly the content of the curriculum for the training of trainers and give a short introduction in the Train-the-Trainer course for trainers.

THE DIFFERENCE BETWEEN LEARNING AND TRAINING

Learning can be understood as a much wider term than training. Learning can be regarded as the act of acquiring, modifying or reinforcing existing, knowledge, behaviours, skills, values or preferences. Learning often leads to changes in the way a person synthesises information. It changes the depth of their knowledge, affects their attitudes and behaviours depending on the range of previous experience they possess.¹ Progress over time follows a learning curve. Learning does not happen all at once - it builds upon and is shaped by previous knowledge.²

¹ Gross, R. (2013) *Psychology: The Science of Mind and Behaviour*, 6th edition, Hachette UK, ISBN 9781444164367

² This assumption is based on the philosophy of *constructivism* - that learners construct knowledge by combining information given to them in a current context and situation with information acquired from previous experience.

To that end, learning may be viewed as a process, rather than a collection of facts or capacity for remembering procedures. Learning produces changes in the organism that is learning, and the changes produced can be durable over long periods of time.³ Learning may be goal-oriented (undertaken to enable the learner to do something new) and may be aided by context specific or learner specific motivations.

The study of how learning occurs is inter-disciplinary, shaped by knowledge from educational psychology, neuropsychology, learning theory, pedagogy (studies of the way children learn) and andragogy (studies of the way adults learn). **In the context of FairShares Labs**, learning needs to be understood as the ongoing process of andragogy, in which learners shape, and are shaped by, FairShares values and principles. Participants are learning by doing, learning from their own planning and organising activities, learning by trying to change themselves and their community, learning from experience and their mistakes.

However, **training**, therefore, is different in the way that there is a proactive element of people teaching or developing themselves and others to acquire skills and knowledge related to a specific goal or competency. Training has specific goals for improving one's capability, productivity and performance. In addition to the basic training required for a trade, there can be occupational and professional training that covers a field of activity. Recent trends in labour market studies stress the need to engage in continuous professional development beyond initial qualifications to maintain, upgrade and update our skills throughout our working lives.

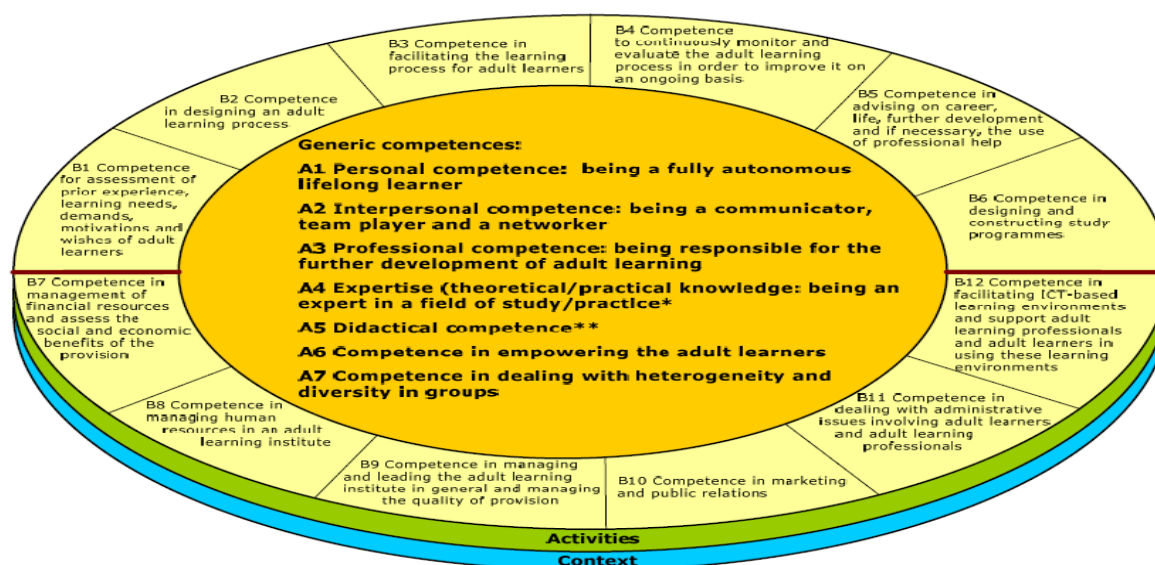
So we need FairShares advisers/consultants who are trained to stimulate, steer and support the learning processes in FairShares Labs. We call them alternately coach or mentor.

COMPETENCES OF A FSL COACH

The main task of a FairShares Lab coach is to help learners to develop knowledge, skills and attitudes to identify and explore possibilities to establish FairShares enterprises. This is a specialisation of the activities of adult learning professionals (see Methodology for Creating a FairShares Lab, page 41). In figure 1 you can see the corresponding generic and specific competences of adult learning professionals, according to their usual tasks and activities in practice. It is a helpful overview for professionalisation and further competence development. The professional development of people working in education and training is one of the vital measures to improve the quality of learning at all levels.

³ Schacter; D., Gilbert, D., Wenger, D. (2011) *Psychology*, 2nd edition. Worth Publishers. p. 264. ISBN 978-1-4292-3719-2.

Figure 1 - Key competencies of adult learning professionals



Source: Buiskool et al. (2010)⁴

The “Self-assessment and Blended Learning Tool for Adult Learners” for identifying learning needs of people in the Train-the-Trainer course is based upon this model.

EXPERIENTIAL LEARNING

The learning steps in the FairShares Labs are mainly based on experiential learning. Broadly speaking, experiential learning is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning.⁵ A classroom, laboratory or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments and art projects. When students are given opportunities to learn in authentic situations in the classroom or in the community (like those provided in internships, field placements, clinical experiences, research and service-learning projects) the learning becomes significantly more powerful. By engaging in formal, guided, authentic, real-world experiences, participating individuals:

- deepen new knowledge and skills through repeatedly acting and reflecting on actions
- hone new skills through active practice and further reflection
- support the construction of new understandings when placed in novel situations, and
- extend their learning as they bring their learning back to the classroom.

Experiential learning teaches students the competencies they need for real-world success. Although we can simulate the real world in the classroom and laboratory, authentic experiential learning creates an invaluable opportunity to prepare students for a profession or career, learn the craft of a fine artist, or discover how the discipline creates evidence to contribute to its body of knowledge. Adult education should bridge the gap between theory and practice. Experiential learning provides

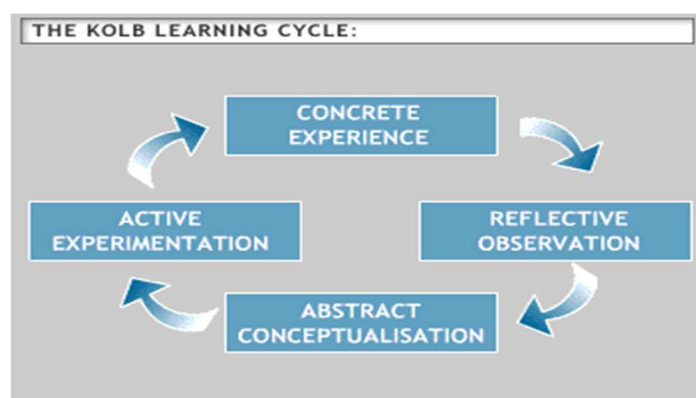
⁴ Buiskool, B. J., Broek, S. D., van Lakerveld, J. A., Zarifis, G. K., & Osborne, M. (2010). *Key competences for adult learning professionals*. Research voor Beleid, Zoetermeer.

⁵ Beard, C., & Wilson, J. P. (2013) *Experiential learning: A handbook for education, training and coaching*. Kogan Page Publishers.

the conditions for optimally supporting student learning. When students are engaged in learning experiences in which they see the relevance, they increase their motivation to learn. To complete these tasks, students need to figure out what they know, what they do not know and how to learn to bridge the gap. This requires students to reflect on their prior knowledge and deepen it through reflection, to transfer their previous learning to new contexts, to master new concepts, principles and skills and to be able to articulate how they developed this mastery. Ultimately, these skills create students who become self-directed, lifelong learners.

Therefore it is important that FairShares Lab coaches understand and can work with the theory behind Kolb's learning circle (see also Methodology for Creating a FairShares Lab, page 43-46).

Figure 2 - Kolb's learning cycle



Source: <http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

The 'concrete' aspects of experience ('discovery') are shaped by social and physical systems - the institutional arrangements that provide us with stability and relative certainty in our lives. These are amenable to change when conditions are conducive within a group for reflecting on, then imagining, new worlds they can create ('dream'). By articulating 'dreams' as new ways of being, participants work out *how* it can be ('design') and then start living the new narrative by trying out new behaviours and practices ('destiny'). Effective critical appreciative processes depend on active dialogue to test the reliability of knowledge of existing social systems (our experience of them as 'real'). FairShares Labs, therefore, can be seen as spaces for reimagining enterprise norms based on the new arrangements posited by FairShares values and principles (see Methodology for Creating a FairShares Lab, page 24).

Early development of Kolb's work produced a picture of the role of the adult educator. It was envisaged to be one that:

- Selects suitable experiences that meet the criteria above;
- Pose problems, set boundaries, support learners, provide suitable resources, ensure physical safety;
- Provide emotional safety and facilitate the learning process;
- Recognize and encourage spontaneous opportunities for learning, engagement with challenging;

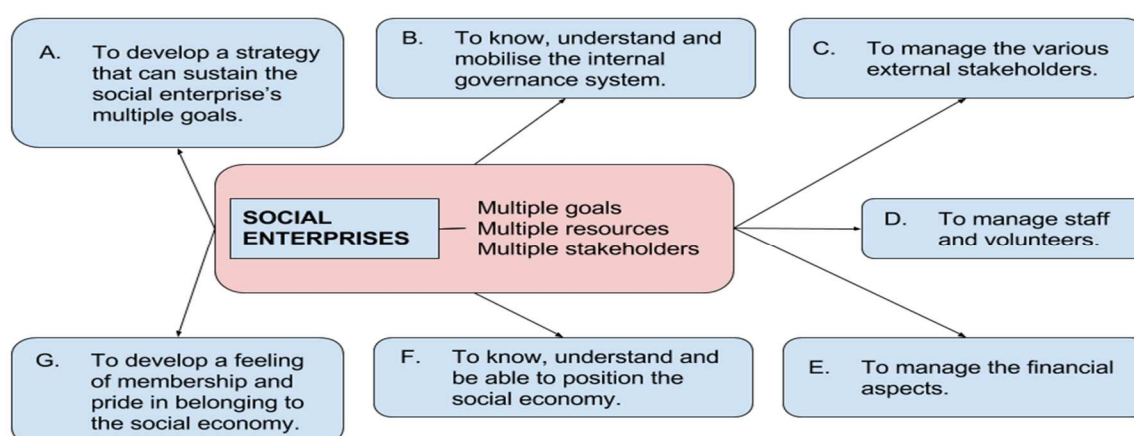
⁶ Kolb, D. (1984) *Experiential learning as the science of learning and development*, Englewood Cliff, NJ: Prentice Hall.

- Create situations, experimentation (that does not jeopardise the wellbeing of others) and which promotes the discovery of solutions;
- Helps the learner notice the connections between one context and another, between theory and the experience and encouraging this examination repeatedly.

KNOWLEDGE ABOUT FAIRSHARES

Coaches need not only the ability to work with experiential learning methods, they need also to become familiar with methods and processes which are necessary to support the development social enterprises generally, and FairShares enterprises specifically.

Figure 3 - Competency framework for social economy management



Adapted from: Moreau, C. and Mertens, S. (2013) 'Managers' competences in social enterprises: which specificities?', *Social Enterprise Journal*, 9(2): 164-83.

In short, they need training to act as adult educators that develop skills and abilities in forming new multi-stakeholder social enterprises. As a previous EU study has already tracked and developed a curriculum model for social enterprise management education, and it is useful to show it here. The skills of adult learning professionals can be geared towards developing the above curriculum by integrating the material in Methodology for Creating a FairShares Lab (Values and principles, page 24) primarily addresses competencies G and F (Six key questions, page 25) helps to develop thinking on competencies C, D and E (Learning and development methods, page 29) addresses competencies A, B, C and D, while sections 2.1.4 (Legal Identities, page 31) and 2.1.5 (ICT platforms, page 36) shape responses to competencies B and E.

In the sections below, we examine the way in which blended- and self- learning materials can be developed to support the goals of adult educators/coaches in a FairSHares Lab.

LEARNING STEPS IN FAIRSHARES LABS

The favoured learning method FairShares Labs is blended-learning delivered in a variety of ways. The learning philosophy is strictly non-formal because the expertise of the people must be the route to empowerment, with facilitators assisting its adaptation to the context of the workshop. Learning

content will be made available through the [FairShares Platform](#) (the FairShares Planner and the FairShares e-Learning and Exchange tool).

A FairShares Lab consists of three learning steps:

- 1) ideas workshops;
- 2) incubator workshops and
- 3) social enterprise start-up/implementation workshops.

Each workshop will help participants to prepare a FairShares Plan (using the FairShares Planner), then undertake further learning activities to fill out a [FairShares Canvass](#) to hone ideas and build confidence in pitching the enterprise to potential members and/or supporters and investors.

The **Ideas Workshop** is the first stage. Its role is to generate relevant ideas that have the potential to become sustainable activities. Potential and interested stakeholders from local neighbourhoods (or online communities) will be invited to a creative workshop that explores their expertise and interests in a way that generates creative ideas. The objective is to identify potential innovations/ideas that can be added to the FairShares Platform as a project. Each stakeholder can comment and develop the idea using the FairShares Planner. The design of the workshop and the FairShares Planner will enable learners to interact with each other, promote their right to participate and increase their creative potential. An ideas workshop will include activities for *generating* ideas include OPERA and Open Space (see Methodology for Creating a FairShares Lab, page 30-31).

The Ideas workshops will take between 1 and 10 days depending on number of participants, the scale of any limitations or handicaps that affect participating citizens, the rate of progress towards defining innovative ideas, and the time it takes to structure and work on them. Participation is voluntary and daily time commitments will vary, as well as the resources and abilities of the participants. Learning objectives include: empowering local people; supporting their creativity and result oriented work; identifying interesting innovations; identifying potential entrepreneurs.

Incubator Workshops are the second stage of a FairShares Lab. Ideas carried forward from Ideas Workshop will be structured by local stakeholder/citizens using the FairShares Planner. They may be blue/social entrepreneurs - single people or recognisable groups - who have the objective of developing and establishing a blue/social enterprise. During this second stage, the objective is to support potential entrepreneurs to work alone or in a group on their innovative business ideas and to develop them to the level where their thoughts can be formed into a FairShares Plan, then transferred into a social enterprise (business) plan (using a [FairShares Canvass](#)).

The incubator workshops will go on for a longer period - up to 3 months - depending on the number, limitations and disabilities of participants, the speed of progress transferring ideas into the FairShares Planner and getting feedback from invited stakeholders. Participation remains voluntary (and free during the pilot programme) for all citizens/stakeholders who wish to take part. Learning objectives are: further empowering and training local people; supporting their creativity, and; advancing their results so that they can turn their ideas into FairShares Plans. As the plan develops, areas that need further work (e.g. market research, benchmarking, operational and management systems) can be identified and acted on in the next phase.

The last step in the FairShares Lab is **Planning Workshops** in which individual and/or groups are supported by **coaching** to help create of blue/social enterprises. The final stage involved taking outputs from a FairShares Planner, using e-Learning and Communication tools, to help stakeholders create/convert and develop an enterprise. The objective is to support a defined group of people (perhaps led by a single entrepreneur) through the process converting their FairShares Plan into an actionable social enterprise (business) plan. This coaching process is more individual and will last (in our pilot phase) for up to 3 months depending on number of participants and factors that affect their capacity to participate and the progression of their business idea into a viable social enterprise. In this case, action learning and appreciative interviewing become more prominent as support techniques and participants will need to use the FairShares Platform in addition to choosing appropriate additional platforms for their enterprise's operations. Participation becomes more guided by contractual obligations and/or governance rules of the FairShares Lab, supported by working practices and the governance rules of the enterprise itself. It may require social licenses and the creation of a FairShares constitution (company, co-operative, partnership or association) using the [FairShares Rules Generator](#). This helps to formalise commitments to a legal form so that stakeholders have the legal power to share the benefits their enterprise generates. The power and wealth distribution arrangements in the constitution can be agreed face-to-face or using technology platforms that support multi-stakeholder decision-making. The learning objective in the final stage is to train people so they can finalise their arrangements for starting-up and operating their blue/social enterprise.

CURRICULUM FOR FAIRSHARES COACHES AND MENTORS

A Train-the-Trainer Programme has been developed as a curriculum within the e-Learning and Exchange tool, adapted to the FairShares Labs methodology and the requirements of the “Self- and Blended Learning Tool for Adult Learners”. Although we can identify different kinds of people who might be interested, for different reasons, we agreed that finally only two criteria are relevant for us:

- Being interested in or engaged with the FairShares Model
- Being interested and motivated in developing or updating training skills

The train-the-trainer tool has been piloted in a 2-day transnational training session with coaches and can be made available in three ways:

- As a 3-day face to face course with external trainers
- As a self-learning tool with a virtual trainer
- As a blended learning course.

The Train-the-Trainer programme is meant for business advisers and consultants who want to be FairShares Lab advisers and support potential social/blue entrepreneurs as coaches and mentors. The Train-the-Trainer Programme includes a curriculum on the FairShares E-Learning and Exchange tool, adapted to the FairShares Labs methodology and the requirements of the “Self- and Blended Learning Tool for Adult Learners”. The curriculum for coaches/trainers is taking care to consider the different learning steps, time needed, content, available and usable learning methods, tasks of control and links to training tools, technical equipment, requirements for staffing, checklists, templates and guidelines for the coach/trainer. The Train-the-Trainer programme has been based on self-assessment reflecting the competences of an adult educator and identifying the learning needs

of the participants through an online questionnaire. The training programme generally discusses knowledge versus process, identifying the learning styles and practices of experiential learning, and preparing participants to use the FairShares E-Learning and Exchange tool, the set-up of idea, incubator and planning workshops, start-up support and online coaching.

The Train-the-Trainer course is organised into 13 sessions, plus a final evaluation. The train-the-trainer course is available on the <https://fairsharesplatform.eu> site as a Moodle backup. All materials have been uploaded to <http://fsi.coop/courses>. Here is also an online course Introduction to the FairShares Model available to getting acquainted with the FairShares Model. The train-the-Trainer course has been posted also as a new course on the <https://fairsharesplatform.eu> site (FairShares Association Labs) as a Moodle backup.

FAIRSHARES LABS NEEDS WELL-TRAINED COACHES/MENTORS

A FairShares Trainer is an experienced founder or consultant that supports projects within the FairShares Lab to become FairShares and to apply the FairShares Platform and the FairShares Planer. He or she has undergone the FairShares Lab process with their own project and knows the process from the back of his or her hand.

In order to become a trainer, you must undergo a FairShares training of trainers. This can be done online, in the real world or ideally, a mix of both. To become a trainer you must become fluent in all things FairShares, meaning theory and practice. Tools and methods of FairShares must become second nature to the way you think. Optionally, you can also become a certified trainer. A non essential addition to your highlight your expertise.

Once dealt with and having done most of the homework, you might call yourself a FairShares Trainer. However, please reach out to more senior trainers whenever you run into problems of practically adapting the FairShares Method to a project your are consulting. For example, in some cases the consumers and part of the workers might consist of the same group of people or you are unable to apply social auditing to your succeeding project. Each FairShares Project partner has trained coaches/mentors through a special developed Train- the-Trainer Programme. You can find the data of these coaches on the FairShares Platform. On this Platform you also can see which partners are organising further train-the-trainer courses. If you are interested you can apply to follow one of these training courses.

Curriculum for FairShares Train the Trainers

Day 1

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
1	Introduction to the FairShares Train the Trainer Course.	To know what the expectations are of being a FairShares Labs trainer.	Tutor-led introduction to the structure of the course and its aims and objectives. Ask participants about their experiences of being a trainer.	Video introduction by a tutor on the structure of the course and its aim and objectives (native language speaker). Ask participants to write down their experiences of being a trainer.
	<i>Learning approach</i>	Video or tutor-led introduction to the aims and objectives of the course.		
2	Initial Self-Assessment	To identify what kind of FairShares Labs trainer you are.	Self-assessment questionnaire (14 questions) on pedagogic preference, and readiness to teach FairShares. In pairs, interview each other about your attitudes to the five FairShares values and principles.	Online survey + asking for feedback from three people who might have an idea of you as trainer.
	<i>Learning activity</i>	Self-assessment activity plus orientation on attitudes to FairShares values and principles.		
3	Orientation on Adult Learning	To identify your strong and weak points as an FSL trainer. To understand and navigate the complexities of learning styles and adult learning.	Learning cycles and principles of cooperative learning (tutor-led/discussion). Working with different kinds of learners in different roles (case study/role play). Identifying teaching and training styles (diagnostic questionnaire).	Learning cycles and principles of cooperative learning (video presentation). Working with different kinds of learners in different roles (case study). Identifying different teaching and training styles (diagnostic questionnaire).
	<i>Learning activity</i>	Study learning cycles, consider a case, undertake a questionnaire.		

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
4	Overview of a FairShares Lab	To understand the elements of FairShares Labs. To be able to navigate and explain the FairShares Model in detail.	Examine Fig 2.1 (IO1). Jigsaw learning activity with FairShares Model V3.0a documents (1 - 6). Prepare a five-minute (group) presentation on FairShares Model V3.0a.	Examine Fig 2.1 (in IO1). Read 'Methodology' (in IO1, Section 2). Upload a YouTube video (max five minutes) of you explaining the FairShares Model (get feedback from three people).
	<i>Learning approach</i>	Study key documents and explain (in a video/perspective) your perspective on the FairShares Model.		
5	Final self-assessment	To measure progress in learning about FairShares Labs and being a FairShares trainer. To identify any aspects which need more in-depth (follow up) learning.	Repeat the initial self-assessment questionnaire and compare the outcomes. Ask other participants to help you complete a plan for follow up learning.	Repeat the initial self-assessment questionnaire and compare the outcomes. Complete a plan for your follow up learning.

Day 2

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
6	Attracting and motivating people for FairShares.	To be able to explain the value and relevance of FairShares to ensure participant engagement.	Listen to your tutor's presentation of 'The Relevance of the FairShares Model', then plan your own version of the presentation. In pairs, use Google to search for videos to problematise wealth and power inequalities in your location/region/industry. Choose 'relevant practice cases' from in IO1 (Annex 6).	Watch your tutor's presentation on 'The Relevance of FairShares', then plan your own version of the presentation. Use Google to search for videos to problematise wealth and power inequalities in your location/region/industry. Choose 'relevant practice cases' from in IO1 (Annex 6).

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
			<p>Think of additional resources you can offer to support the use of FairShares.</p> <p>Choose the technology you will use to add your voice track to your presentation on 'The Relevance of FairShares.'</p>	<p>Think of additional resources you can offer to support the use of FairShares.</p> <p>Choose the technology you will use to add your voice track to your presentation on 'The Relevance of FairShares.'</p>
7	Introduction of the FS Platform and how to use it.	To enable participants to familiarise themselves with the Platform and to register themselves.	<p>Room with internet access and computers/laptops.</p> <p>(you can ask the participants to bring own laptops)</p> <p>Short presentation: why is the Platform more than a usual website?</p> <p>Slideshow presentation with screenshots about the most important activities on the Platform.</p> <p>Each participant to register on the Platform.</p> <p>Explore the User Manual with exercises.</p> <p>Undertake an activity in your country's Online Lab.</p>	<p>Create a five minute Screencast in English, subtitled in five languages/or Screencast in all languages.</p> <p>Why is the Platform more than a usual website?</p> <p>Screenshots and explanations about the most important activities on the Platform.</p> <p>Activity to explore the User Manual with exercises (supported also by ScreenCast).</p> <p>Undertake an activity in your country's Online Lab.</p>
	<i>Learning activity</i>	Learning activity that requires the user to register and undertake a structured task on the FairShares Platform.		

8	Running an idea workshop	To learn how to facilitate the creation of a FairShares enterprise idea in a FairShares Lab.	Participate in brainstorming, mind mapping and participatory decision-making exercises (OPERA). Design your own programme (agenda, methods, resources, exercises) for the idea workshops.	Set out how you would organise brainstorming, mind mapping and participatory decision-making exercises (after re-reading IO1 - Section 3). Design your own programme (agenda, methods, resources, exercises) for the idea workshops.
	<i>Learning activity</i>	Present your design to other course participants (via a face to face or online presentation).		
9	Registration of projects on the FS Platform and invitation of other stakeholders	To support Lab members so they can engage different stakeholders in their projects through the FairShares Platform.	Register an idea/project from Session 8 in the appropriate country's Train the Trainer's Lab. Think about what kind of partners are needed (by studying the Canvass and Canvass questions). Collect experiences from the Map (other projects). Invite other stakeholders (e.g. Labour, Users and Investors) to a project. Find local, national and international projects as possible partners, Labs and other practices using the FairShares Platform. Build a connection network.	Register your own Project (in your country's Train the Trainer's Lab). Develop a strategy for inviting other stakeholders e.g. Labour, Users and Investors to the project (using the Canvass and Questionnaire to think about stakeholder needs). Collect other project-experiences using the Platform Map). For example, find local, national and international projects, Labs and other practices using the OpenStreetMap on the site. Invite other stakeholders.
	<i>Learning approach</i>	Successfully inviting, processing and corresponding with other Lab/project participants.		
10	Introduction of the Planner and Canvass	To assist people to get to know and use the tools available for incubation and planning.	Why do we need a FairShares Planner and Canvass? (Presentation)	Prepare a video tutorial on the need for the FairShares Planner and Canvass (Video Presentation).

	and/or other project management tools		Case Study: previous deconstructions of Resonate.	Case Study: previous deconstructions of Resonate.
	<i>Learning approach</i>	Activity to prepare.		

Day 3

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
11	Running an incubation / feasibility workshop.	To be able to facilitate the process of exploration of the feasibility and the incubation of ideas for FairShares enterprises.	Exercises in working with Open Space. Speed dating. Rapid decision making and OPERA. Set up a programme for an incubator workshop.	Read section 2.1.3 of the Methodology (Long) on Learning and Development Methods. Read 'Asset-based Co-operative Management' (Ridley-Duff and Grant, <i>Journal of Co-operative Studies</i>). Plan a programme for an incubator workshop that integrates OPERA with other group learning techniques.
	<i>Learning approach</i>	Design an incubator workshop that uses group learning techniques described in IO1 (Section 2.1.3) to answer some of the questions in the 'feasibility' section of the FairShares Canvass (Red questions numbered 2.1 to 2.12).		
12	Running a planning workshop	To be able to facilitate a group working to finalise a FairShares plan.	Guide them through Resonate example in the FairShares Planner / FairShares Canvass. Undertake an exercise in working with World Café. Design a World Café activity to answer 'sustainability' and 'final' questions on the FairShares Canvass.	Go through the Resonate example in the FairShares Planner / FairShares Canvass. Study YouTube videos on World Café and choose one to use in your FairShares Lab. Design a World Café activity to answer 'sustainability' and 'final' questions on the FairShares Canvass.
	<i>Learning approach</i>	Design a planning workshop that uses World Café to answer some of the questions in the 'sustainability' and 'final' sections of the FairShares Canvass (Green/Blue questions numbered 3.1 to 3.9 / 4.1 to 4.6)		

Session	Activity description	Objectives and expected outcome	Face-to-Face Learning	Online Learning
13	Realisation of a FairShares plan	To be able to facilitate the process of pitching, prototyping and looking for professional advice.	<p>(Big) goals and (smaller) targets are plotted together with the needed and available resources on a timeline.</p> <p>Various pitching group exercises.</p> <p>Overview of the ecosystem (internationally) and creating a spreadsheet for the local ecosystem.</p> <p>Exercise: interview a local entrepreneur/coop etc. and go with them through the canvass.</p>	<p>Mindmeister is used to plot (Big) Goals and (smaller) targets are plotted together with the needed and available resources on a timeline</p> <p>Introduce different</p>
14	Evaluation and final assessment			

Each trainer will need to:

- Work out methods, audits/tests, required resources as well as appropriate Learning-material such as supporting material, working sheets, literature and schedules.
- Understand any shared tasks and deadlines

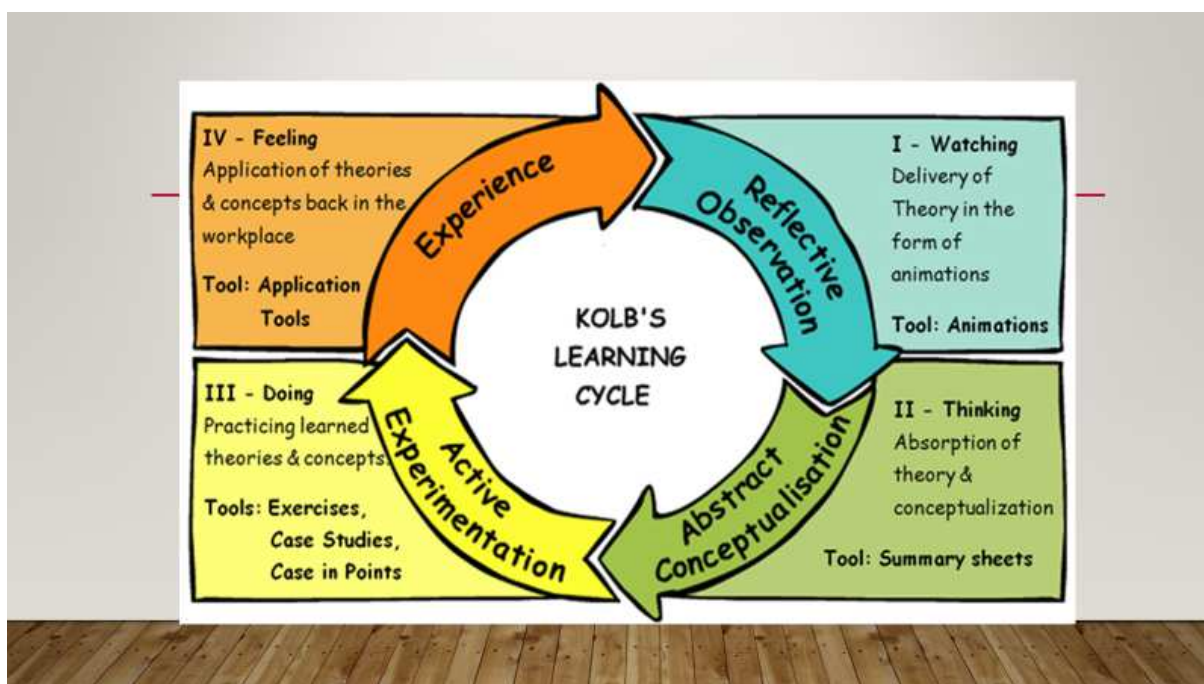
METHODS TO USE IN THE WORKSHOPS

Choose the right method

In the workshops different kind of methods which can be used. To make the right choice it is highly recommended to analyse in advance the starting situation of a workshop session and the participants involved. Based on your estimation and intuition you can consider which methods might be the most effective for this moment in this particular group.

Most of the methods can be used by beginning trainers as well as by more experienced trainers.

On page 4 we have mentioned Kolb's learning cycle. This cycle can also be helpful to identify which methods should be used and show at the same time that you vary the different options regarding if watching, thinking, doing or feeling is the dominant action in a part of session.



Furthermore we have developed a method matrix which might be helpful for trainers.

Matrix of method

	Idea workshop	Incubator workshop	Planning workshop	Remarks
OPERA	x	x		
Circle time	x	x	x	
Brainstorm	x	x		Small group (<10 persons)
The Charlotte procedure	x	x		Large groups (>10 persons)
Biz-e-bee				Medium group (15- 25 persons); Requires some experience!
Mind map	x	x		Also available as digital tool
Imagination exercises		x	x	
Speed dating	x	x	x	
Guess who?	x	x	X	
Idea set up	x	x	x	
Storytelling				
Innovation circle				Requires some experience!
Open space		x	x	Also for large groups; Requires some experience!
Flip-thinking	x	x	x	
Simulation game	x	x	x	Medium group (15- 25 persons) Requires some experience!
Start-up game		x	x	
World cafe		x	x	Medium and large groups
Rapid decision making model		x	x	

In the annex short explanation of these methods will follow (you can use the hyperlinks)

OPERA

OPERA is a holistic participative process, developed by Swedish consultants working for Innotiimi (Slaen et al., 2014). Innotiimi is part of an EU-wide company, ICG Consulting Group. OPERA is advanced as a process that challenges hierarchical dominance in meetings. Originally used for group problem solving, applications of the process are now applied in teaching, learning and planning contexts. Underpinning the process is a desire to counter the negative effects of extroversion. An individual's fear of group critique is managed through the process of engagement. Participants start by considering their own ideas on a topic before pairing for further discussion.

Beginning with a topic/question of focus, the process has five stages:

- **Own ideas** – each person works independently to think of their responses to the topic/question posed.
- **P Pairing** – building on the assumption that working in pairs is a 'safe' way to share ideas, people are paired up to share their responses with each other.
- **E Explaining** – Each pair then decides which of their ideas to present to others. These ideas may be related to the initial question posed, or may be something that surfaced during discussion. The chosen ideas are written in full sentences on sheets of paper then placed on an OPERA board. When explaining, both partners are encouraged to speak to the wider group but the emphasis is on brevity. The purpose of the oral presentation is to clarify the meaning and intent of the statement(s) before undertaking the final two stages.
- **R Ranking** – Still working in pairs, each group casts several votes for the ideas they want to carry forward. Only 1 vote can be cast for their own ideas.
- **A Arranging** – Statements that receive no votes are removed and the remainder are arranged into common themes to shape and clarify what actions will need to be organised.

As trainer you accommodates specific questions such as:

1. What problems do we have doing / operating in x?
2. What factors influence x?
3. How can we change x to y?
4. What is the best way to develop x?
5. How can we overcome problem x?
6. How can we halve the waste of x?
7. How can we meet target y?
8. What reward systems could we consider?
9. Why do we want to lead on this issue?
10. What do we want to accomplish on this project?
11. On which projects shall we concentrate?

Circle time

Circle time refers to any time that a group of people are sitting together for an activity involving everyone. Circle time provides a time for listening, developing attention span, promoting oral communication, and learning new concepts and skills. It is a time for auditory memory, sensory experiences, socialization, and a time for fun. Circle time can be a complex, dynamic interaction among adults, children, and resources used. Teachers have the power to make group time more effective and enjoyable for all involved. It also has roots in social group work and in solution focused therapeutic approaches.

The ideal number of people to be involved is between 6 and 18 because any more than that and it becomes difficult for everyone to take a full part in proceedings. An open circle is made of chairs or cushions (there should not be any tables or desks which could act as a barrier), allowing everyone to face each other clearly.

Many schools also use a 'talking object' to facilitate discussion. The talking object can be anything (a stuffed toy, a cushion or a decorated piece of wood or plastic). This talking object is then passed around the circle and only the person who has the talking object is allowed to speak.

The teacher sits on the same type of chair or cushion as everyone else. This helps to signal that what is happening is a special kind of classroom activity in which the teacher is a facilitator rather than a director. The teacher has a special responsibility to make sure that structured rules of the Circle Time are kept, that everyone's emotions are protected and

that suitable activities are prepared. The teacher must also be ready to draw a session to a close if students are persistently breaking the rules.

The most important thing about the rules for circle time is that they should be discussed and agreed by all members. This is one of the first activities that should take place. The three basic rules which should be discussed are:

1. One person speaks at a time
2. Everyone listens to the person speaking
3. They all have fun.

At the heart of the Circle Time Model is a class meeting which involves the whole class sitting in a circle to look at issues relating to personal, social, moral and health education. The circle meetings aim to encourage the development of positive relationships, self-discipline, conflict resolution, assertive communication and democratic group processes alongside the skills of speaking, listening, observing, thinking and concentrating.

Circle Time follows a clear structure:

- Opening game: pulls the group together, provides a sense of fun and enjoyment, used to teach learning skills, moral values and codes of conduct
- Round Table: gives everybody a chance to speak. A speaking object such as a conch can be used to enable a focus on the speaker and indicate that all others must listen. It is this section of Circle Time where scripted sentences are often used. Examples might include: I find it easiest to work in class when...I get fed up when... I was pleased with myself when...
- Open Forum: an open, free discussion phase which can be used to discuss and solve problems and set targets
- Celebration of successes: a chance for pupils to thank others, both children and adults, for acts of kindness etc. during the past week
- Closing game: brings a sense of closure and bridges into the next part of the school day

The structure is designed to build a sense of class community and the teacher acts as a non-authoritarian facilitator, encouraging co-operation and creating a climate of emotional safety.

Circle time can be used to help solve problems which have been identified by either the teacher or students. Issues and problems can be identified by brainstorming or by rounds such as, "the best thing about this school is..." and "the worst thing about this school is...". Then the idea is to make sure that if a real problem is identified at least one positive suggestion is agreed on before the session ends.

Biz-e-Bee

Biz-e-bee is a board game, designed and developed by the European funded project Serious Games for Entrepreneurship Skills of Adult Learners (SG4Adults). The main aim of this board game is to help vocational training trainers to stimulate entrepreneurial skills and competences in their trainees through a variety and diversity of exercises and activities.

The name Biz-e-bee is a direct reference to business ('Biz') and entrepreneurship ('e'). On the other hand, 'bee' refers to the shape of the hexagonal game board, which is similar to a honey comb. The name is pronounced as 'busy bee', which refers to a person who acts and gets things done, an important skill for a starting entrepreneur.

Biz-e-bee can be used as additional informal learning to any vocational training course related to entrepreneurship by trainers who opt to use new tools and methods of delivering training. The game consists of pre-set questions but the trainers have the opportunity to create their own ones, connecting them to the game. This allows for flexibility but also the possibility of integrating existing training structures into the game, making Biz-e-bee an integral part of regular entrepreneurial training provided.

The objective of the game is for the groups of students playing it, to:

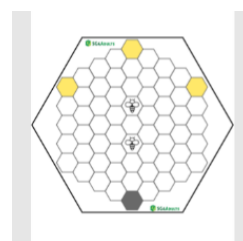
When it comes to your, finances, rising interest rates are

A. Good for borrowers, bad for savers

B. Good for savers, bad for borrowers



- Get acquainted with the terminology used for entrepreneurship,
- Get acquainted with using games in education,
- Get acquainted with the definition of entrepreneurship,
- Identify key characteristics of entrepreneurship,
- Start a reflection process within them related to their motivation to become entrepreneurs,
- Introduce a different tool of entrepreneurial training, Prepare them for an entrepreneurial venture.



The game and the user manual can be downloaded from the website <http://sg4adults.eu/>.

Brainstorm

Brainstorming is a method of effectively using brains to storm the problem. The goal is to develop as many ideas as possible in the shortest possible time to solve a predefined problem. It is not so much about going into detail about the ideas or choosing one of them.

Brainstorming is an instrument that is applied in many organisations in order to generate as many ideas as possible within a team. The emphasis is only on the quantity of the presented ideas and not so much on the quality. For the sake of effectiveness, it is good to have the group consist of at least five and up to fifteen people. The composition of the group also needs proper attention. It is important that there is a variety of knowledge, experience and backgrounds, which will allow all participants to provide a contribution from different perspectives.

This is usually used in the beginning stages of a project, when the possibilities for the project have not yet been clearly defined. It is also a very useful way to come up with creative ideas in product development or production methods. Advertising and marketing objectives are also a popular application. The process provides a fast way to stimulate a group's creativity. Brainstorming encourages participants to come up with unconventional ideas and creativity. All contributions are welcome and can lead to a great diversity of ideas.

It is important that there is a clearly defined question or problem beforehand, where the participants can focus their attention on. Brainstorming is less effective for problems that are difficult to describe or complex, or for problems that require thorough specialised knowledge.

The most important rule when brainstorming is the 'postponement of judgement'. Criticism (and even positive feedback) on the ideas of others is not allowed. All ideas are welcome; from common to far-fetched ideas, from obvious to absurd ideas and from impossible to clever ideas. It is about collecting as wide a variety of options as possible. As soon as criticism is expressed, this hinders free thinking and discourages participants from contributing, while instead they should be motivating each other. The spontaneity must not be hindered. The environment needs to be pleasant and everyone needs to feel safe to contribute.

These rules are not meant to limit, but to give space and remove all barriers, in order to allow for free thinking. Below you will find several more rules of the game.

1. **Postpone judgement** – all ideas are good, are accepted and written down; criticism can wait until later;
2. **Focus on quantity** – strive to gather as many ideas as possible, every idea is welcome;
3. **Freewheel** – feel free to jump from one idea to the next and think out loud;
4. **Hitchhike** – hitchhike on another person's ideas and apply synergy; complement each other by continuing to work on what the other says and working towards surprising solutions.

The Charette Procedure

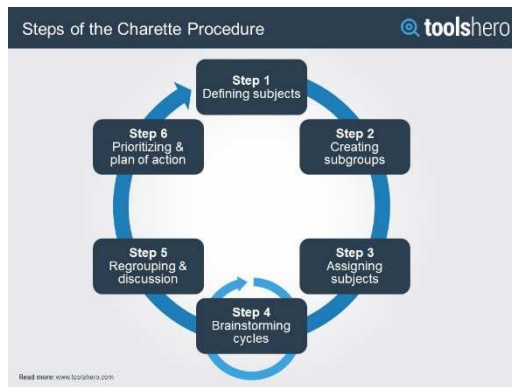
The Charette Procedure is a type of brainstorming. It can offer a solution for problems regarding one or more topics that have to be solved simultaneously. It helps keep the process on track in the hopes of achieving a successful result.

This method works particularly well if the group consists of a large number of people. Brainstorming sessions with more than 10 people tend to get out of hand; let alone sessions where multiple problems need to be addressed. Usually, such meetings are dominated by a small number of people and more passive employees barely say anything. The Charette procedure enables everyone to contribute to the discussion. The method prevents discussions from getting bogged down. During each round, everyone is given equal opportunity to participate.

The Charette Procedure can be used when:

- Multiple topics will be discussed
- A large group of people is involved with the discussion (think of 10 to 30 people)
- There is limited time to address all topics
- It's important that everyone contributes to the discussion

In the Charrette Procedure, the large group is divided into smaller groups of for instance five people. The number of subgroups depends on the number of topics that will be discussed. If it's four topics, then each group will get one topic to discuss and generate ideas about. The collected ideas are subsequently handed over to the next group for them to think about. Like that, the topic and idea suggestions go from group to group to be discussed. The same happens for the other topics. By the end, all final ideas are collected, analysed and prioritised. That way, the search for the best solutions can start.



An important role during the Charette Procedure is that of **'recorder'**. This person acts as chairman and ensures that the brainstorming sessions stay on track. He facilitates the entire meeting, ensures that the problems have been clearly defined and divides the group into subgroups. The recorder physically goes from group to group, keeps the discussion going, monitors the time and delivers the ideas to the next group. In addition, his task is also to record the discussions that are taking place. The Charette Procedure is complete when all topics have made the rounds past all subgroups and the recorder has collected all the ideas.

The following steps can help to guide the process:

Step 1: defining subjects

The recorder comes to an agreement with the groups about the problems that will be discussed.

Step 2: creating subgroups

The recorder divides the group into smaller subgroups with a maximum number of seven people. It's good to form diverse groups, so that different skill sets make a contribution and creativity is encouraged.

Step 3: assigning subjects

The recorder assigns a problem to each subgroup and possibly lets each subgroup choose its own recorder to collect and record ideas.

Step 4: brainstorming cycles

The discussions start and the recorder monitors how much time the groups have to discuss the topic. He then collects the ideas from the first group and hands them to the second, which will then start working on it. In that fashion, he assigns ideas per group and then passes them on to the next group.

Step 5: regrouping and discussion

When all topics have been discussed by all subgroups and sufficient ideas have been generated, the entire group comes together. Led by the recorder, they discuss the results for each topic. At this stage, the ideas are sorted and divided into good and not-so-good ideas.

Step 6: prioritizing and plan of action

Based on the ideas that have been offered, grades are assigned and priorities are set. That makes it easy to come up with a plan of action based on the filtered ideas. Democratic decision making can help to prioritise the required actions.

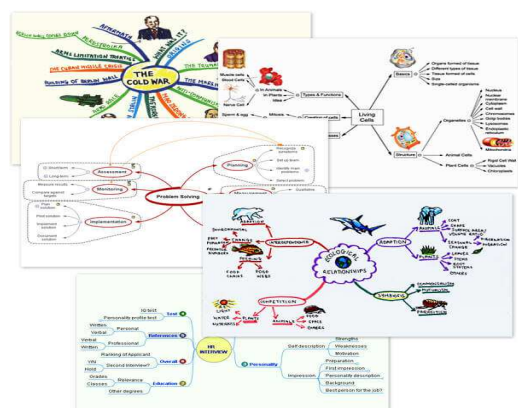
Mind map

Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts. Mind mapping converts a long list of monotonous information into a colourful, memorable and highly organized diagram that works in line with your brain's natural way of doing things.

One simple way to understand a Mind Map is by comparing it to a map of a city. The city centre represents the main idea; the main roads leading from the centre represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The great thing about mind mapping is that you can put your ideas down in any order, as soon as they pop into your head. You are not constrained by thinking in order. Simply, throw out any and all ideas, then worry about reorganizing them later.



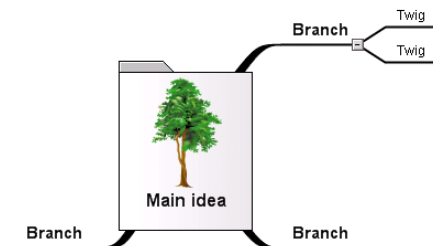
While it is absolutely possible to mind map the old-fashioned way with a pen and paper, why not take advantage of the technology age and save yourself some much needed time? There are many great **mind mapping software** programs (such as Freemind; Matchware; Mindview) out there to help you organize your thoughts and then automatically export them to an easy-to-read, ordered list. The **mind map** is the external mirror of your own radiant or natural thinking facilitated by a powerful graphic process, which provides the universal key to unlock the dynamic potential of the brain.

The Five Essential Characteristics of Mind Mapping:

- The main idea, subject or focus is crystallized in a central image
- The main themes radiate from the central image as 'branches'
- The branches comprise a key image or key word drawn or printed on its associated line
- Topics of lesser importance are represented as 'twigs' of the relevant branch
- The branches form a connected nodal structure

How to Make a Mind Map?

- Think of your general main theme and write that down in the middle of the page. i.e. Food
- Figure out sub-themes of your main concept and draw branches to them from the middle, beginning to look like a spider web i.e. Meats, Dairy, Breads
- Make sure to use very short phrases or even single words
- Add images to invoke thought or get the message across better
- Try to think of at least two main points for each sub-theme you created and create branches out to those
-



Imagination exercises

If you want to become an artist and paint a picture every day, you will become one. You may not become another Van Gogh, but you will become more of an artist than someone who has never gone through the motions. These exercises are designed to help you go through the motions of being a creative thinker, it will probably add new dimensions to your plans and it surely will bring a lot of fun!

- Write down tree adjectives for your company
- What will be the colour of your business?
- If your enterprise would be an animal, what kind of animal would it be?
- What country does fit the best to your company?
- What means of transport belongs to your business?
- What kind of sport belongs to your enterprise?
- Which famous painting express the values and principles of your business the best?
- Call a song title which characterise your company?
- Which tv-personality would be a good ambassador for your business?
- Which tv-personality would be anti-Advertising for your company?
- What kind of bathroom product would characterise your company the best?
- What kind of tree should grow near your company?
- And what kind of flowers...?
- How would the keyring of your company look like?
- How would the flag of your company look like?

You can add this list of question unlimited.

Speed dating

Speed dating is not only for singles. It is also an effective method to get to know all other participants in a group or to get an impression from how they are relating to an idea or a plan.

The rules for speed dating are simple:

- Divide the group in an inside and outside circle, sitting in pairs opposite to each other.
- The outside circle is go to turn in the direction of the clock
- Set an issue to discuss
- Start speed dating – each pair can talk 5 minutes with each other and afterwards the outside circle turns
- The speed dating stops when you are back to your first conversation partner

You can combine this method with some other methods

Guess who?

Everyone calls writes down a specific characteristic from the third person which who he/she has talked. All pages are collected and out in a big bowl. Turn after turn each participant get one page out of the bowl and has to guess which persons has been meant.

Idea set up

One of the group formulates an idea and all other look for a position as close as they feel to this idea.

Storytelling session

Corporate storytelling makes the abstract company story accessible in stories of people and people. Corporate storytelling connects people, engages them with the company, inspires, enthuses, makes people proud of what they achieve together. It brings the story of organization, brand and community to life.

Storytelling in a modern context concentrates on the question: to what extent are you able to make your employees, customers and other stakeholders believe in a beckoning vision of your company? How can you connect them? How can you activate them for this? Storytelling is universal, but not every story is the same. Telling stories - organizing events in our work and life - is the primary way people give meaning to their lives, pass on knowledge, learn behaviour and understand their history and future. Our daily life offers us all the opportunity to be storytellers. Storytelling is the inspiring power in presenting ourselves and the story of the organization.

Storytelling tips to start

- Storytelling does not start with the narrator, but with empathising with what fascinates and touches the recipient. Emotion, authenticity and credibility are essential.
- Show who you are by telling a personal story. Tell a story that expresses what is valuable to you in life or within your organization.
- Formulate a clear core message: what do you really want to say? Tell your core message immediately and clearly, right away with the door in the house.
- Use a clear structure in your personal story, with a few clear story anchors in addition to a convincing core message.
- Avoid jargon. Tell us understandably, from the perspective of the recipient(s).
- Dare to zoom in on relevant details and emotions that fit your core message.
- Practice your story on a colleague, a friend or family member. Verify how it happens, whether they understand it, where they drop out and incorporate their feedback where possible in your story.

Anyone who wants to discover, record and implement core values must go through a process of storytelling to make the 'invisible' visible. This requires communication that puts people at the centre. Less sending, more dialogue. Less information, more stories. Less modesty, more proud.

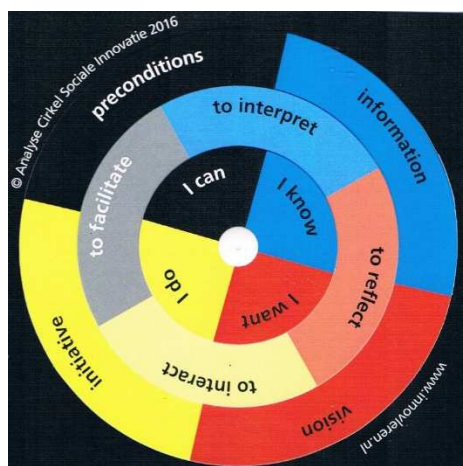
The importance of core values

Values give meaning and recognition to organizations; stories bring values to life. By being consciously engaged in collecting and sharing stories from the organization, an inspiring framework of collective values and ambitions is created. This framework offers guidance and direction to daily work. Steering on ambitions and shared values shifts the focus to what drives and connects people in their work. A good manager puts out the picket posts. Within this framework, employees are given the trust and responsibility to complete their work according to their own views. Because employees can link organizational values to their own values, motives and ambitions, they can act much more independently. Freedom here means happiness.

A good brand story connects how your customer sees, experiences and tells your brand. It tells from a wealth of impressions, ideas and dreams that have been condensed into the brand in the course of time.

- Capture personality, positioning and perspective clearly in a brand story.
- Provide a narrative core positioning and a consistent story, in which everything breathes your brand.
- Link the brand story to a specific storytelling content and social media strategy.
- Touch the essence and touch the hearts and minds of your customers.
- Tell authentic and convincing customer and employee stories.
- Build a 'storytelling community' around the brand.

Innovation circle



The twelve dimensions together form a "tool" that can deepen and stimulate insight into social renewal.

Innovlearning consists of connecting and validating content and process, participation and ambition, action and skills, renewal and learning.

Innovation and learning as open "liquid" and partly self-organized process, with intermediate changes and results being the input for subsequent steps.

The social circle of innovation brings together the "hard" and the "soft" aspects of innovation to investigate which factors make a socially innovative process that, like the weather, makes it predictable to some extent. Combining innovation and learning can lead to unexpected new insights and explanations of change processes. The value of the innovation circle lies in the interdependence of the individual and the social, where the interaction can stimulate both development processes.

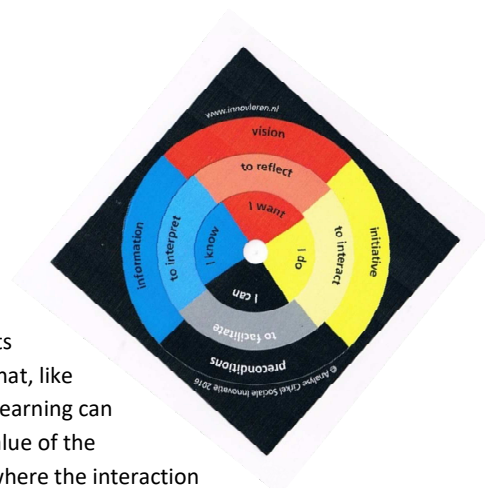
The model provides an incentive to develop insight into social innovation and through research, creates a basis for effective social innovation.

Innovlearning = integration of innovation and learning

Innovlearning is about the relationship between social innovation and learning and explains why social renewal is in contact with the natural learning process of involved persons.

In the developed formula, twelve factors are related, which show the relationship between learning and innovation. This provides an overview of dimensions from which renewal can be approached and which can investigate the interaction between social innovation and individual development. An interaction with four distinctive processes:

- interpreting
- reflecting
- facilitating
- interacting.



Open space

Open Space is an approach to purpose-driven leadership,¹ including a way for hosting meetings, conflict minded peacebuilding, conferences, corporate-style retreats, symposiums, and community summit events, focused on a specific and important purpose or task — but *beginning* without any formal agenda, beyond the overall purpose or theme. Open Space is the only process that focuses on expanding time and space for the force of self-organisation to do its thing. Although one can't predict specific outcomes, it's always highly productive for whatever issue people want to attend to. Some of the inspiring side effects that are regularly noted are laughter, hard work which feels like play, surprising results and fascinating new questions.

Seen by proponents as especially scalable and adaptable, the OST event format has been used in meetings of 5 to 2100 people (in self-discovery work for smaller groups or even individuals). The approach is characterized by a few basic mechanisms:

1. a broad, open invitation which articulates the purpose of the meeting;
2. participants' chairs arranged in a circle;
3. a "bulletin board" of issues and opportunities posted by participants;
4. a "marketplace" with many break-out spaces that participants move freely between, learning and contributing as they "shop" for information and ideas;
5. a "breathing" or "pulsation" pattern of flow, between plenary and small-group breakout sessions.

The approach is most distinctive for its *initial* lack of an agenda, which sets the stage for the meeting's participants to create the agenda for themselves, in the first 30–90 minutes of the meeting or event. Typically, an "open space" meeting will begin with short introductions by the sponsor and usually a single facilitator. The sponsor introduces the purpose; the facilitator explains the "self-organizing" process called "open space." Then the group creates the working agenda, as individuals post their issues in bulletin board style. Each individual "convener" of a breakout session takes responsibility for naming the issue, posting it on the bulletin board, assigning it a space and time to meet, and then later showing up at that space and time, kicking off the conversation, and taking notes. These notes are usually compiled into a proceedings document that is

distributed physically or electronically to all participants. Sometimes one or more additional approaches are used to sort through the notes, assign priorities, and identify what actions should be taken next. Throughout the process, the ideal facilitator is described as being "fully present and totally invisible", "holding a space" for participants to self-organize, rather than managing or directing the conversations.

Open space works the best when these conditions are present, namely high levels of

1. *Complexity*, in terms of the tasks to be done or outcomes achieved;
2. *Diversity*, in terms of the people involved and/or needed to make any solution work;
3. *Conflict, real or potential*, meaning people really care about the central issue or purpose; and
4. *Urgency*, meaning that the time to act was "yesterday".

Because the agenda of an Open Space meeting is emergent, it is impossible to know exactly what is going to be addressed during the meeting. That said, there are several important outcomes that *always* happen, because they are specifically built into the process, and some other outcomes that can be built in:

1. All of the issues that are most important to those attending will be raised and included in the agenda.
2. All of the issues raised will be addressed by the participants best capable of getting something done about them.
3. All of the most important ideas, recommendations, discussions, and next steps will be documented in a report.
4. When the purpose requires, and time is allowed for it, the group can prioritize the issues addressed in the report.
5. When the purpose requires, and time is allowed for it, the group can draft action plans for the highest priority issues.

Good documentation design is vital for ideas, recommendations, discussions, and next steps, it is part of the pre-work to make a good design.

Open Space works best when these conditions are present:

1. A real business issue that people care about, that it is something worth talking about.
2. Mind numbing complexity, such that no single person or small group fully understands or can solve the issue
3. High levels of diversity, in terms of the skills and people required for a successful resolution (far-reaching, boundless)
4. Much passion and real or potential conflict, which implies that people genuinely care about the issue
5. Real sense of urgency, meaning the time for decisions and action was "yesterday"

Flip-thinking

"Omdenken" (flip-thinking) is a Dutch method to embrace your problems. The art of flip-thinking is about saying YES-AND instead of YES-BUT. When you turn problems into opportunities you will free your mind.

We will help you think in terms of possibilities and chances instead of limitations or threats.

We encourage you to stop saying YES-BUT to life.

And start saying YES-AND to life. Look at <https://youtu.be/qzRhYQcZaTo>

More concrete for FairShares you can do the following flip-thinking exercise:

- Ask participants to write down on post-it stickers what they see as barriers and obstacles to establish a FairShares enterprise
- Make three flip-chart papers. The first one is called "POSSIBLE", the second one "PROBABLY" and the third one (INEVITABLE)"
- Ask the participants to put their post-its on the paper where they think they should be
- Discuss the outcome

More to read: <https://omdenken.com/>

Simulation game

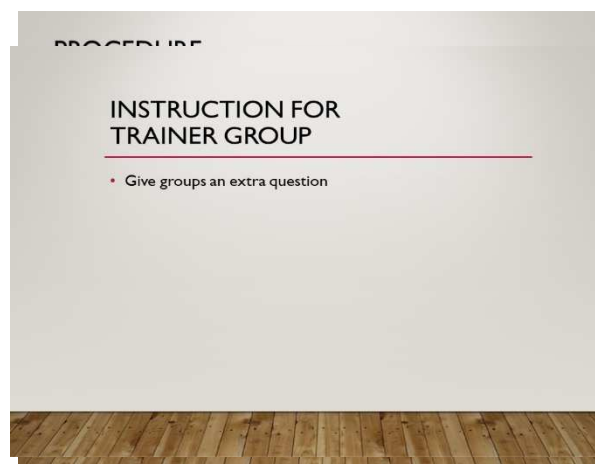
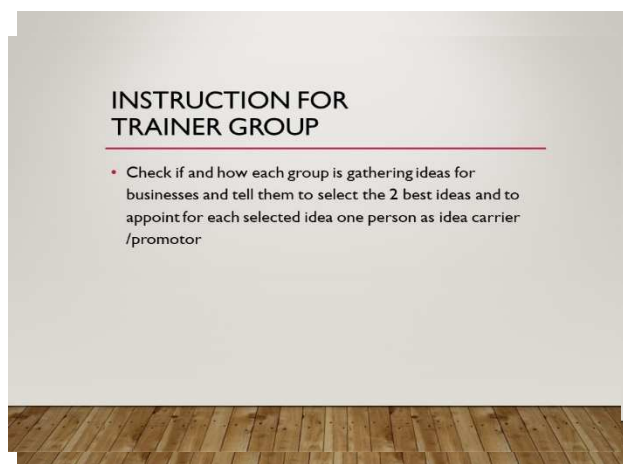
A simulation game is a very effective method to test what can happen in reality. Creating a simulation play requires a strong preparation:

- Time, situations, planning and instructions for different groups have to be carefully developed
- A simulation play as several stages:
- Explanation, division in groups, preparation in groups minimal 30 minutes
- One or more rounds for mutual consultation minimal 60 minutes for each round

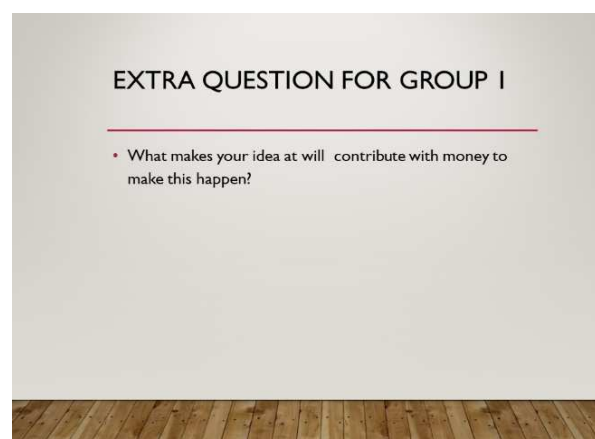
SIMULATION PLAY

- Playing in groups with each other (3 participants groups, 1 trainer group)
- No role play
- Each group decides self how to fulfill each task
- The game has different stages and will not be interrupted.
- Afterwards we discuss the by groups chosen methods and strategies and we can analyse the patterns in the game.

- (followed by) plenary presentations, discussion and decision making minimal 30 minutes
- Debriefing asks mostly 1 ½ hour
- A simulation play takes 4 - 8 hours all inclusive



Below you see some examples of specific instructions for specific groups:



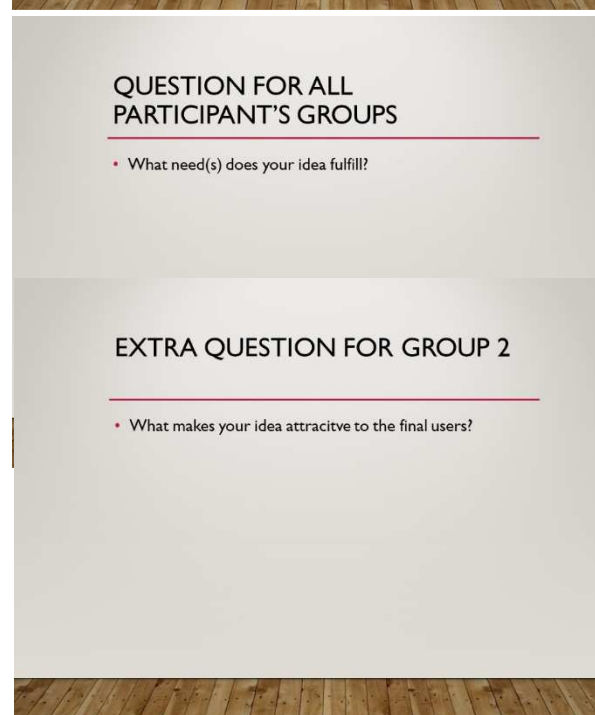
The trainer is game master and announced each new stage in the game. The gamemaster can give extra instructions to bring more dynamic and/or changes in the process of playing the game. The groups don't know the instruction of the other groups, so there can be secret tasks or challenges.

You can make the game more complex by adding more and different groups such as:

- Chamber of Commerce
- Press
- Bank
- Municipal/ administration
- Etcetera

You can also put in special rounds such as

- Entrepreneurs café (coffee break integrated in the game)
- City council meeting (where local policy discuss the plans)
- Public hearing (where all kind of groups can set up advocacy activities)
- Business lunch (lunch break integrated in the game)
- Breaking news (ecological catastrophe; financial crisis; etc.)



EXTRA PROBLEM FOR GROUP 1

- Working out your idea some people want to have more clarity about each role as founder, as producer as, consumer and as investor. How to deal with that?

EXTRA PROBLEM FOR GROUP 2

- Working out your idea some people claim that the preconditions are very important. How do you take this into account?

EXTRA DISCUSSION TASK FOR GROUP 1

- Do you want to be in the group that starts an enterprise on this idea?
- Do you want to work in such an enterprise?
- Do you want to be client form such an enterprise?
- Do you want to invest money inn suuch an enterprise?

EXTRA PROBLEM FOR GROUP 3

- Working out the idea people discuss what should be done first and who needs to take the initiative? How to deal with that?

Debriefing:

This is a crucial moment – take the time for it- give the participants the time to come out of their role in the game to create some distance between game and reality.

Start the debriefing by asking each group

- what kind of instructions they had got
- how they have decided to deal with that
- ask them if they have considered several options
- and if so, what have been the reasons to play the game as they have decided
- ask them if there have been certain actions (from the game master, or any of the other groups) that have changed their strategy
- ask them what they should change if they should start playing the game again

After paying attention to each of the groups you can discuss more general questions such as:

- What do you think will be different in a real situation?
- What have you learned from playing this game
 - in general?
 - about your own group role/task?
 - about the roles and tasks of other groups
- What have learned about the role of game master?
- What did you learn from the interventions of the game master?
- What did you learn from the role of the trainer in the debriefing?

Start-up game

In the start-up game the group get an imaginary company or creates its own company. Participants are asked to pitch in 2 minutes questions about this new company. This exercise is part of larger card game which generates lots of effective ideas in just 45 minutes. It is a game for 1- 4 players (or groups of players) with 60 card, 6 company examples and the opportunity to make your own company. It is called the start-up game and can be found and ordered on sixwaypoints.com

World café

Drawing on **seven integrated design principles**, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) *Setting*: Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a white linen tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.

3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.



4) crafted for same

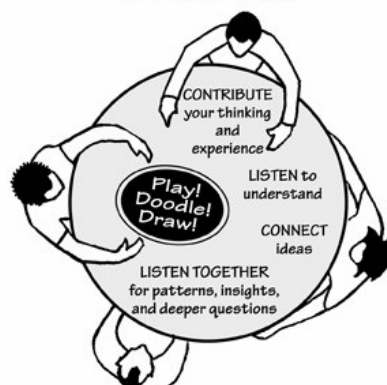
built upon each other to focus the conversation or guide its direction.

5) *Harvest*: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using **graphic recording** in the front of the room.

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help.

CAFÉ ETIQUETTE

FOCUS
on what matters!



Questions: each round is prefaced with a **question** specially the specific context and desired purpose of the World Café. The questions can be used for more than one round, or they can be



More information: <http://www.theworldcafe.com/>

Café To Go! This **NEWLY REVISED EDITION** of the classic concise guide to hosting World Café covers the basics of the World Café process. It includes brief outlines of each principle, a description of Café Etiquette, an outline of key elements of the World Café conversations, and tips for creating Café ambiance.

<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

Rapid Decision Making Model

Below you will find a brief explanation for each element:

- **Recommend:** This is about giving all employees within an organisation the opportunity to give proposals and/or recommendations. They provide input and can add information that becomes part of the decision-making process. It is the manager's responsibility to consult every team member, which allows for effective and efficient decision-making. Every employee should be given insight into the process, and the manager should make clear in which aspects they will and will not be involved.
- **Agree:** First of all, the group of employees should agree to the proposals that were presented by others. They can change the negotiations and/or talk to the people in charge. Secondly, this part asks different stakeholders, including customers, suppliers, employees and other departments' managers to give their opinion. A good decision can be made when everyone has given their approval.
- **Perform:** An individual or a group of employees is accountable for the execution of the process. This is a testing phase, carried out by key figures who have the right knowledge, expertise and experience. They are asked to carefully analyse the process, report on it and discuss the proposed decisions with each other.

Bain & Company (2011). *RAPID®: Bain's tool to clarify decision accountability*. Retrieved 25/07/2017 from:

<http://www.bain.com/publications/articles/RAPID-tool-to-clarify-decision-accountability.aspx>

