Lifelong Learning Programme

Creative Holism to Improve Management and Entrepreneurial Role models and Approaches

C.H.I.M.E.R.A.

Polish CREAlab experience

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TABLE OF CONTENTS

TABLE OF CONTENTS 3

POLAND EXPERIENCE 4

1.1 BASIC GUIDELINES 4

1.1.1 STRUCTURE OF THE NATIONAL CREALAB PLAN 4

1.1.2 AIMS AND OBJECTIVES OF THE ACTIVITIES 4

1.1.3 SHORT DESCRIPTION OF THE CONTENTS 4

1.1.4 SPECIFICATION ABOUT ADDRESSED TARGET GROUPS / PARTICIPANTS 4

1.1.5 SCHEDULE AND A TIME LINE OF THE ACTIVITY 5

1.1.6 EXPECTED RESULTS 5

1.1.6.1 LEARNING OUTCOMES 5

1.1.6.2 LEARNING OUTCOMES 5

1.1.7 DESCRIPTION OF THE PLANNED METHODOLOGIES AND / OR APPROACHES 6

1.1.8 DETAILED ACTIVITY SCHEDULE 6

1.1.9 RESULTS 6

POLAND EXPERIENCE

In the framework of experimental educational activities CHIMERA provides for the design, implementation and delivery of activities named CREAlabs. They are organized in Poland in the form of workshops and / or learning by doing approach. The design, organisation and delivery has been care of **Krakowskie Centrum Zarządzania I Administracji Sp. Z O.O**.

1.1 BASIC GUIDELINES

From the point of view the methodology it is suggested the model of the "business theatre" considering its potential for facilitating the expression and the enhancement of creative thinking in business and at producing innovation through the exchange of creative and entrepreneurial skills among old and new generations of entrepreneurs and managers.

In Poland, the methodology of "business theatre" has been applied making reference to an introductory phase of preliminary exercises and role plays. The CreaLabs were developed in the form of workshops with short introduction by trainer and a set of practical exercises.

1.1.1 STRUCTURE OF THE NATIONAL CREALAB PLAN

The **CREALabs** experience has been implemented developing **three-day modular session (4 hours).**

1.1.2 AIMS AND OBJECTIVES OF THE ACTIVITIES

The overall aim is to define training pathway testing pilot delivery for facilitating the expression, the expansion and the enhancement of creative thinking in business and to *produce innovation, also through the exchange of creative and entrepreneurial skills among old and new generations of entrepreneurs, managers and enterprise workers.*

In the specific case, the **CREALabs** purposes are related to the acquisition of basic competences to trigger creativity enhancement processes in organisations using handy, flexible and modular methods.

1.1.3 SHORT DESCRIPTION OF THE CONTENTS

In the three meeting the principle topics of the activity have been related to:

1 Personal Characteristics for creativity 2 Personal barriers to creativity 3 Ways to enhance creativity 4 Techniques for boosting creative ideas	1. What is creativity? 2. Creative thinking. 3. Measuring creativity. 4. What impacts creativity? 5. Creativity on labour market.	1.Personal Characteristics for creativity 2. Understanding creativity 3. Social barriers to creativity 4.Techniques to enhance creativity: a) connotation, b) memory games; c) mathematic games

1.1.4 SPECIFICATION ABOUT ADDRESSED TARGET GROUPS / PARTICIPANTS

In the first CreaLab took part students of management 8 participants.

In the second CreaLab took part women, aged between 20-35. 11 participants.

In the third CreaLab took part women, aged between 20-35. 8 participants.

1.1.5 SCHEDULE AND A TIME LINE OF THE ACTIVITY

The CREALABs has started in November 2013 and accomplished in January 2014

1.1.6 EXPECTED RESULTS

The approach is similar to that in paragraph **Errore. L'origine riferimento non è stata trovata.**

1.1.6.1 LEARNING OUTCOMES

The set of the learning outcomes is outlined at paragraph **Errore. L'origine riferimento non è stata trovata.**

The approach is similar to that in paragraph **Errore. L'origine riferimento non è stata trovata.**

1.1.6.2 LEARNING OUTCOMES

The set of the learning outcomes is outlined at paragraph **Errore. L'origine riferimento non è stata trovata.**. A synopsis for contextual reading is below.

MODULE	CONTENT	EXPECTED RESULTS IN TERMS OF		
		KNOWLEDGE (TO KNOW)	SKILLS (TO DO)	ATTITUDE (BEHAVIOURS)
1	1.Personal Characteristics for creativity 2.Personal barriers to creativity 3.Ways to enhance creativity 4.Techniques for boosting creative ideas -reversing the problem -using random words -using similes 5. Case studies.	1. Personal characteristics for creativity. 2. Personal barriers to creativity 3. Techniques to enhance creativity and boost creative ideas. 4. Way to use the techniques in given situations.	1. Identify personal characteristics for creativity of oneself and others. 2. Identify barriers to creativity of oneself and others. 3. Use the techniques to enhance creativity and boost creative ideas. 4. Maximize own creative strengths. 5. Use the learnt techniques in given situations and adapt them to different conditions.	1. Realize own (and of others) potential to creative performance. 2. Realize own (and of others) barriers to creativity. 3. Start acting against the barriers to creativity. 4. Start acting to enhance own (and of others) creativity. 5. Boost self-confidence. 6. Open attitude to problem solving.
2	1. What is creativity? 2. Creative thinking. 3. Measuring creativity. 4. What impacts creativity? 5. Creativity on labour market.	1. What is creativity? 2. Rules of creative thinking. 3. Indicators for measuring creativity. 4. Factors impacting creativity. 5. How creativity could be used in the situation of searching and applying for a job. 6. Learning about new professions.	1. Practising creative thinking. 2. Developing ideas. 3. Assessing own strong and weak points. 4. Learning about how to prepare for job interview and a creative CV. 5. Learning about methods of searching for a job.	1. Stimulating own creativity. 2. Boosting self-confidence. 3. Creative attitude to job searching, retraining, self-employment, and other situations on the job market. 4. Open attitude for positive change.
3	1.Personal Characteristics for creativity 2. Understanding creativity 3. Social barriers to creativity 4.Techniques to enhance creativity: - connotation - memory games - mathematic games.	1. Personal characteristics for creativity. 2. Meaning of creativity. 3. Social barriers to creativity and how they influence the individuals. 4. Techniques to enhance creativity.	1. Identify personal characteristics for creativity of oneself and others. 2. Identify how social barriers to creativity influence oneself and others. 3. Use the techniques to enhance creativity. 4. Maximize own creative strengths.	1. Realize own (and of others) potential to creative performance. 2. Realize barriers to creativity. 3. Start acting against the barriers to creativity. 4. Start acting to enhance own (and of others) creativity. 5. Boost self-confidence. 6. Open attitude to problem solving.

1.1.7 DESCRIPTION OF THE PLANNED METHODOLOGIES AND / OR APPROACHES

In Poland, the CreaLabs were in the form of workshops that involved individual work, work in pairs, work in group, with tutoring by the trainer. Methodologies of work were: case study, didactic games, discussions, role playing.

The exercises are conducted in small groups. The activities are carried out with a feed-back approach that interlinks personal experiences (people are invited to talk about theirselves), case histories, illustration of instruments and tools. At the end people are able to identify crucial points in theirs experiences, the proper instrument and the process (to solve problem, to manage situations, to enhance creativity, etc.)

1.1.8 DETAILED ACTIVITY SCHEDULE

CREALAB SCHEDULE					
meeting n.	**module**	duration	methodologies	educational material	Trainer and/ or Tutor
1	1	30.11.2013, 4h	Individual work, work in pairs, work in group. Case study, didactic games, discussions	Exercises' descriptions	Aneta Kutnik
2	2	25.01.2014, 4h	Individual work, work in pairs, work in group. Didactic games, discussions	Exercises' descriptions, ppt presentation	Natalia Nóżka
3	3	28.06.2014 4h	Individual work, work in pairs, work in group. Discussions, didactic games, role playing	Exercises' descriptions, film	Sylwia Błaszczyk

1.1.9 RESULTS

KCZIA has implemented a monitoring and evaluation phase from the beginning of the activity through the participant observation by KCZIA's staff. Open-ended questions after the activities or the meeting have been used to focus feed-backs from participants. In this way it has been possible to outline a synthesis of the results accordingly with the a reference table of expectations.

CREALAB RESULTS SHEET							
Module		Short term (one month)		Mid term (6 months)		Long term (12-24 months)	
		a)	b)	a)	b)	a)	b)
1	CREALabs basic	high rate of satisfaction (above 100%)	Increasing the duration in order to better finalize the individual skills improvement	Modules are going to be redesigned in order a) to be in included in different educational curricula and training course b) to develop specific implementation modules	not yet measured	not yet achieved	not yet measured