Table of Contents

Innovation

Getting Started

To help you get started and prepare for this program we created a simple format with everything you need to facilitate a successful program. Once you become familiar with the icons and layout of this facilitator guide, you will be able to quickly prepare for and facilitate any of the Emergenetics programs.

Learning Map

Our programs are designed using "content blocks". The learning map below shows each of the content blocks for the Trust program.

The Need for Innovation

Changing Our Innovation Framework

Emergenetics and Innovation

A WEapproach™ to Innovation
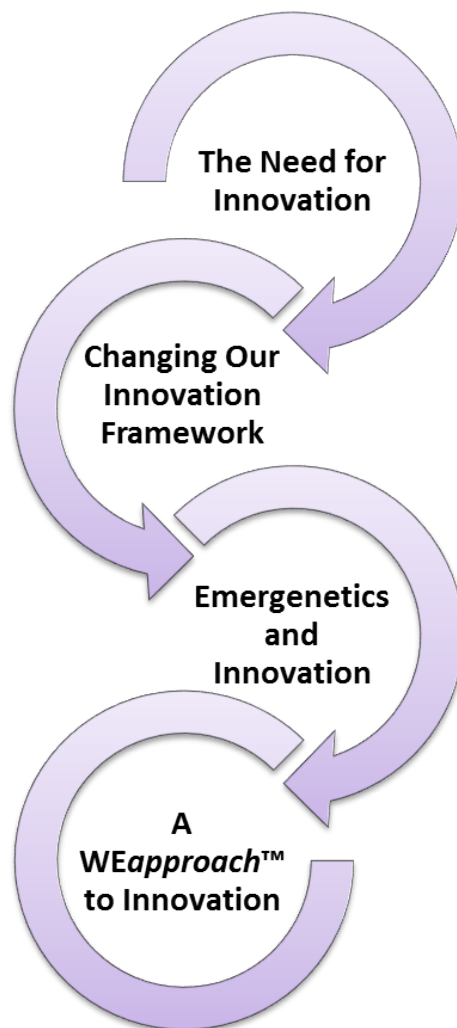
Facilitation Tips

1. Be Aware of Trainer Bias
Present all attributes as strengths and brilliances.

2. Encourage Group Interaction
Help participants to communicate freely in the workshop and ask questions.

3. Remain Impartial
Guide healthy discussion processes without forcing desired outcomes.

4. Focus on Goals
Keep the focus of the program on its objectives. This will also limit distractions.

5. Build Ownership
Help participants take ownership of opinions, decisions, or action plans.

6. Push for Clarity
Help reduce Trusts by probing for intent, purpose, and context.

7. Refer Back to the Group
Help participants discover their own resourcefulness by diverting requests for "expert opinions" back to the group when possible.

8. Go with the Flow
Be sensitive to participant's needs by knowing when an issue is or is not settled. Use a "parking lot" to capture unresolved issues or off-topic issues before moving forward.

9. Adjust Tracking
Keep participants on track by monitoring the pace and participation during each content section.

Using This Guide

The Facilitator Guide is designed to be a tool that will guide you as you facilitate this program. Everything you need to teach the program is contained in this guide.

Icon Explanation

On the following two pages you will find explanations for the icons and colors used throughout this guide. Take a few minutes and familiarize yourself with this information.

Personalize Your Guide

Facilitators have their own ideas of what works best in certain situations and have their own style of instruction. We have planned white and lined space throughout the guide for you to record any personal notes you may want to make. There is also a page located at the back of the guide for your additional notes.

Facilitation Resources Available

An experienced facilitator is available to team teach with you if that is an option you would prefer. Sometimes you can get up to speed faster on a program when you work with a person who has taught the program many times. For additional information pertaining to team teaching options, please contact the Emergenetics International office.
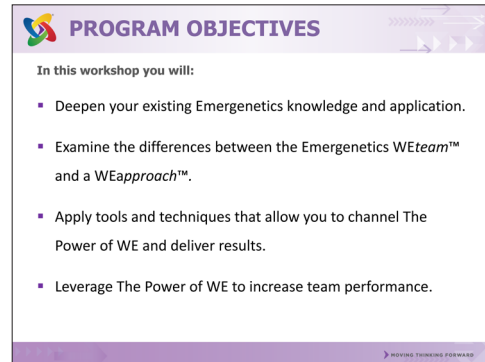
In Every Emergenetics Workshop, Remember...

- The Purples...and the Blue, Green, Red and Yellow attributes.
- Play music. Use Alpha music at the start of the workshop, after lunch (if necessary) and during reflections. Play Beta music during breaks.
- Do brain gym exercises.
- Provide handouts.
- Use scented magic markers.
- Change something every 10 to 15 minutes.
- Use your spectrums for seating assignments and exercises.
- Display the Emergenetics metaphor chart.

Guide Layout Explanation

26.

PROGRAM OBJECTIVES

In this workshop you will:

- Deepen your existing Emergenetics knowledge and application.

- Examine the differences between the Emergenetics WE*team*™ and a WE*approach*™.

- Apply tools and techniques that allow you to channel The Power of WE and deliver results.

- Leverage The Power of WE to increase team performance.

Slides are shown along with the slide number and the text that goes along with the slide.

Plain text means to communicate this in your own words or it is additional information you will need.

Discuss the idea that The Power of WE potential exists for all groups and teams; the challenge is learning how to unleash it.

Shaded text means "say this" as the text appears. We make these suggestions to help avoid potential learner confusion.

This is a learning roadmap for today's program. During today's workshop we will cover the following sections as part of our learning roadmap.

Text in a dotted box denotes important facilitation notes or additional background information will be called out in box like this.

Remember that Emergenetics is about preferences, not competency. Using a WE*approach*™ is a way for participants to begin building competencies and develop under-utilized attributes.

Text in a red dashed box indicates instructions for preparation that needs to happen prior to the workshop.

Replace the profile on the slide with the team's unique Combined Group Profile.

Icon Explanations

Group exercise; the exercise may be in pairs or in small groups.

Activity debrief or discussion.

Indicates that a slide has mouse clicks embedded.

Tip or best practice.

Important directions or information.

15 Indicates the amount of time it will take to complete a section or activity.

Another option is available (usually an optional exercise). You can choose to use any of the options offered or add your own option.

Read text that is outlined on the current slide.

Use or refer to a flip chart.

12 Corresponding Participant Manual page.

Provide participants with a handout or worksheet.

Reminder to play Alpha or Beta music.

Content, Time & Page Location

Total Workshop Time: 3.5 hours

Section #	Content Sections	Time*	Length (in min.)	Facilitator Guide Page
1.0	Introduction & Program Objectives		10	11
2.0	The Need for Innovation		20	15
3.0	Changing Our Innovation Framework		45	20
	BREAK		5	25
4.0	Emergenetics and Innovation		60	25
	BREAK		5	33
5.0	A WE*approach*™ to Innovation		55	33
6.0	Summary and Program Close		10	41
N/A	Notes Page and Handout Gallery		N/A	46

*The time column has been intentionally left blank to allow the facilitator to enter their own times depending on the start time of the scheduled workshop.

Program Outline

1.0 Introduction and Program Objectives

1.1   What is Innovation?

1.2   Unexpected Innovations (4 slides)

1.3   Program Objectives

1.4   Learning Roadmap

2.0 The Need For Innovation

2.1   Innovation is a business need

2.2   Creativity defined

2.3   Innovation defined

2.4   A history of innovation

2.5   **ACTIVITY**: The importance of innovation

2.6   Reasons we innovate

2.7   Why else do we innovate?

2.8   Innovation in business

3.0 Changing Our Innovation Innovation Framework

3.1   **ACTIVITY**: Brain Teaser

3.2   Brain Teaser debrief

3.3   Making room for innovation

3.4   **ACTIVITY**: Transforming Challenges (4 slides)

3.5   Transforming Challenges debrief

3.6   Fostering innovation

3.7   Innovation through Emergenetics

4.0 Emergenetics and Innovation

4.1   **ACTIVITY**: How Do You Doodle?

4.2   How Do You Doodle debrief

4.3   Thinking Attribute review

4.4   **ACTIVITY**: MPA–Design an app that appeals to your attribute

4.5   MPA debrief

4.6   The Power of WE definition

4.7   WE*team*™ definition

4.8   WE*approach*™ definition

4.9   Analytical brain and innovation

4.10   Structural brain and innovation

4.11   Social brain and innovation

Program Outline

4.0 Emergenetics and Innovation (cont.)

4.12   Conceptual brain and innovation

4.13   Behavior attribute review

4.14   Behaviors and innovation

5.0 A WE*approach*™ To Innovation

5.1   A delivery method for innovation

5.2   Behaviors as a channel for innovation

5.3   Innovation going out

5.4   Innovation coming in

5.5   A WE*approach* to innovation

5.6   Innovation scenario

5.7   Step 1: Empathy

5.8   Step 2: Discovery

5.9   Step 3: Evaluation

5.10   Step 4: Design & Deployment

5.11   **ACTIVITY**: Reinventing the Paperclip

5.12   Reinventing the Paperclip debrief

5.13   **ACTIVITY**: Your business challenge

6.0 Program Summary and Close

6.1   Everyday innovation

6.2   Lessons in innovation

6.3   Personal reflection

6.4   Innovation{WE} Checklist

6.5   Review of Learning Map and program objectives

6.6   Personal Learning Log

6.7   Final questions and reflections

6.8   Thank-you and Close

Program Checklist

Materials

General Items	Quantity	Provided by
Metaphor Chart	1 ea.	Associate
Participant Manual	1/participant	EGI
Markers	1/table	Associate
Flip charts	~2 pads	Associate
Manipulatives for participants to tinker with (pipe cleaners, play doh, etc.)	Some for each participant	Associate
Activity Items	Quantity	Provided by
Brain Teasers worksheet	1/participant	EGI
How Do You Doodle worksheet	1/participant	EGI
Large Paperclip	1-3/group	EGI
Handouts	Quantity	Provided by
WEapproach™ to Innovation worksheet	1/participant	EGI

Workshop Preparation (prior to workshop)

❑ Create and print any group reports such as spectrum, combined group profile, dot graph, etc.

❑ Read through the Facilitator Guide and ensure you are familiar with all content and activities. Add personal notes, timing, and customize as needed.

❑ Review and practice the PowerPoint presentation for timing accuracy and content flow.

❑ Review the Participant Manual so that you are familiar with the contents. Respond to activity questions to give you an understanding of what the participant will experience.

❑ Remind participants to bring a copy of their Emergenetics profile.

Workshop Set-up (day of workshop)

❑ Set up room for the size of the class. A "cluster" or grouped table setup tends to work best.

❑ Position laptop and flip charts.

❑ Hang metaphor chart.

❑ Get music player/speakers set up and ready to go.

❑ Lay out participant manuals with name tents (if needed) and markers.

❑ Test projector, check focus and set to the first slide.

❑ Position your Facilitator Guide where you can easily refer to it during the program.

❑ Do a final review the program outline and check your times.

Introduction and Program Objectives ⏱ 10

1.

Welcome to Emergenetics Innovation program, part of The Power of WE Series. In this program we will explore what it means to innovate and how each of us can innovate using our unique thinking and behavior strengths.

[Transition] To get started, let's look at what comes to mind when we hear innovation.
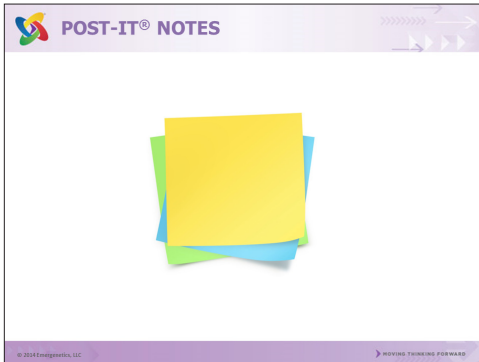
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2.

[5] Each click reveals a picture/example of innovation.

When we think of innovation, many of us think of life changing inventions or constantly evolving products. However, many times innovation can be something so much more simple—it can be as simple as the way we look at things that already exist around us.

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Introduction and Program Objectives (cont.)

3.

POST-IT® NOTES

Take, for example, Post-it notes. We've all seen them, and no doubt most of us use these on a daily basis. But each time you grab a sticky square, do you think innovation?

The story behind them is that Dr. Spencer Silver had been trying to sell a new "low-tack" adhesive for five years, when his colleague Art Fry had the idea of using the adhesive to anchor his bookmark in his hymnbook. From those beginnings the post-it was made!

4.

SLICED BREAD

Or what about this one: sliced bread. By changing the packaging, it changed the success of the product.

Due to the thinner, more uniform slices of bread, people ate more bread at one sitting, and ate it more frequently since it was easier to eat another entire piece. Sliced bread also increased consumption of spreads and jams that went on the bread.

Introduction and Program Objectives (cont.)

5.

HOOK-AND-LOOP FASTENER (VELCRO)

Hook-and-loop fastener, also known as Velcro cam about when creator George de Mestral came returned from a hunting trip and discovered his dog was covered in burrs. After examining the burrs under a microscope, the idea of Velcro was born. By taking an idea from nature something new was created.

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6.
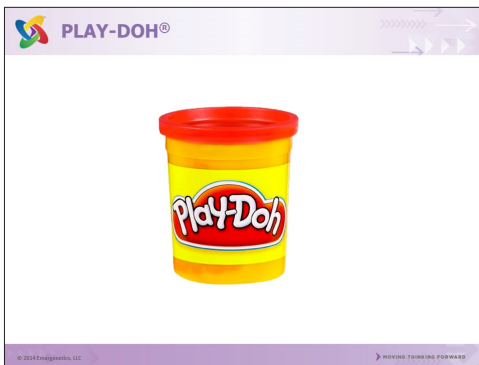
PLAY-DOH®

Lastly, there's Play-Doh®. Originally designed as a wallpaper cleaner, the product became nearly obsolete once coal-fired fireplaces became less commonplace. After discovering that the product was being used in schools to make Christmas ornaments, the product was re-branded as modeling clay.

[Transition] As we'll explore today, innovation is what we do with the ideas for the things that surround us every day. It really may be more ordinary than you think so one of our goals today is to make innovation less daunting when we need to approach it.

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Introduction and Program Objectives (cont.)

7.

PROGRAM OBJECTIVES

In this workshop we will:

- Explore the concept of innovation and the benefits of encouraging it in the workplace.

- Consider innovation from the perspective of the seven Emergenetics attributes and how each attribute innovates.

- Work through a process for fostering and activating innovation in the workplace.

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2

Review program objectives on slide

[3] Each click reveals a new bullet point

As we go through today's program you may have questions, ideas or insights that you want to capture. In the Tools & Resources section at the back of your Participant Manual is a Personal Learning Log where you can write down your reflections from the workshop. This log is personal and will not be shared.

You may have also noticed the metaphor chart that I have posted; this is to serve as a reference as we refresh and deepen our Emergenetics knowledge through today's program.

8.

LEARNING ROADMAP

The Need for Innovation

Changing Our Innovation Framework

Emergenetics and Innovation

A WEapproach™ to Innovation

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2

This is a learning roadmap for today's program; we will cover the following sections during our time together today.

Review Learning Roadmap sections on slide.

The Need for Innovation

20

9.

THE NEED FOR INNOVATION

3

Before we take a look at what innovation means on an individual level, let's take a look at why it's important for us to focus our efforts on innovation.

10.

INNOVATION IS A BUSINESS NEED

A growing competitive landscape is driving the need for businesses to innovate in order to stay relevant.

The growing competitive landscape for businesses is driving the need more and more for people and organizations to innovate in order to stay relevant.

However, although competition may be the force behind the need to innovate, it shouldn't be viewed at the primary reason for fostering innovation in an organization. Rather, when we focus on innovation as a way of solving business problems in response to a recognized need, the revenue generally follows.

The Need for Innovation (cont.)

11.

Oftentimes people confuse innovation with creativity. **They perceive that they are not creative people and therefore, are not capable of innovation.** However, creativity and innovation are different things.

Read definition on slide.

12.

Read definition on slide.

Humans are innate problem solvers. They seek to find solutions in the everyday. Innovation is simply using the process of creating something new and applying it in a way that enhances our performance.

[Transition] So let's take a moment to think about innovation in a new light by looking at past examples.

The Need for Innovation (cont.)

13.

A HISTORY OF INNOVATION ⏱ **3**

List examples of innovations from the past 100 years. Why or how did they come about?

Capture your response in your Participant Manual.

3 Take 3 minutes to complete

5

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In your Participant Manual, take a few minutes to list examples of innovations from the past 100 years and capture your thoughts on why or how they came about.

Instructions:

1. Give participants 3 minutes to think of examples of Innovation from the past 100 years.

2. Have participants capture their responses in their Participant Manuals.

3. Debrief the exercise asking participants to share their examples and why/how they came about.

Flip chart participant responses.

14.

IMPORTANCE OF INNOVATION

Please organize yourselves into the following groups:

INSERT WE*team*™ GROUP NAMES HERE

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Replace slide with your WE*team* groupings.

With these examples in mind, let's do a quick group exercise. I invite you to gather into the following groups.

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_____

The Need for Innovation (cont.)

15.

IMPORTANCE OF INNOVATION   5

In your assigned groups discuss:

Why is innovation important?

IN OVATION

Write your responses on the flipchart paper provided and be prepared to share with the group.

5   Take 5 minutes to complete

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6

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Purpose: Have participants consider from their own perspective why innovation is important.

Tools: Flip chart paper (one per group) and markers.

Instructions:
1. Group participants into WE*teams*™ and provide each group with a piece of flipchart paper.
2. Give participants five minutes to respond to the question on the slide: *Why is innovation important?*

Debrief the exercise by having groups present their responses.

FACILITATOR'S NOTE

In the debrief questions may surface such as the difference between innovation and a fad, the social responsibility for our innovations, and how sometimes good intentions with innovation can have a different outcome in the end. Explore these topics with participants; there is no right or wrong answer. Part of innovation is exploring these ideas and figuring out your unique perspective.

16.

REASONS WE INNOVATE

- Survival
- Economic Growth
- Progression of Human Well-Being
- Competitive Advantage
- Increases Revenue
- Builds Culture
- Fosters Creativity
- Supports Core Values
- Encourages Collaboration

© 2014 Emergenetics, LLC   MOVING T...

6

Much of what we discussed about why innovation is important are the reasons why we innovate, although they are not always one and the same. Here are some additional reasons that we may be driven.

Review bullet points on slide.

_____

_____

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_____

The Need for Innovation (cont.)

17.

REASONS WE INNOVATE

Why do we innovate?

6

[ASK] Is there anything else that you would add to this list that we didn't capture here or in our previous discussion? What about from the perspective of your team or organization?

_____

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_____

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18.

INNOVATION IN BUSINESS

Innovation is a proactive approach to building business, improving processes and looking at how to do what you do better.

7

As we just saw, there are many things that drive us to innovate. When we do so, it allows us to take a proactive approach to helping us solve problems in a way that improves business processes and figure out how to do what we do, only better.

[Transition] Although it's important to understand the reasons for innovating and why this is a business need, in order for innovation to take hold we need to change our innovation framework on an individual level.

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Before we move on, I invite you take a moment to capture any insights from this section in the space provided in your participant manual.

Changing Our Innovation Framework ⟫⟫ 45

19.

CHANGING OUR INNOVATION FRAMEWORK

9

In this next section we're going to take a look at our internal framework and what it means to change the way that we think about innovation.

[Transition] Let's do an exercise to get our brains warmed up.

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20.

EXERCISE: BRAIN TEASERS

3

Answer as many brain teasers as you can in 3 minutes.
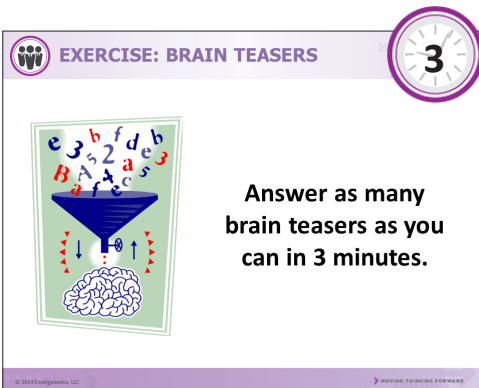
Purpose: Have participants consider their personal approach to innovation and how it may be helping or hindering their ability to innovate.

Tools: Brain Teaser worksheet (one per participant)

Instructions:
1. Hand out the Brain Teaser worksheet and give participants three minutes to solve as many brain teasers as they are able.
2. Debrief the exercise using the questions on the following slide.

Working on your own, you'll have three minutes to complete as many of the brain teasers on this worksheet as you can.

📄 Provide participants with the Brain Teaser worksheet.

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Changing Our Innovation Framework (cont.)

21.

BRAIN TEASER DEBRIEF

- Did you have a method for answering the questions?

- Was it difficult to "think outside the box"?

- Does this ever happen when you are working on a project?

- How does this impact our ability to innovate?

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11

Debrief the activity using the questions on the slide.

[4] Each click reveals a debrief question.

FACILITATOR'S NOTE

The answers for the worksheet are:
1. The river was frozen.
2. An hourglass (it has thousands of grains of sand).
3. If you move the first letter to the end of the word, it's the same word spelled backwards.
4. They are all unique numbers 0-9, in alphabetical order.
5. Push the cork in and tilt the bottle to get the coin out.

_____

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22.

MAKING ROOM FOR INNOVATION

To innovate is to intentionally let go of the way things are and welcome the way they could be.

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11

The first step in innovation is to intentionally let go of set habits, thoughts, expectations, assumptions and beliefs in order to make room for new approaches and ideas. In doing so, we need to shift our perspective on how we view challenges or the way that we do things.

[Transition] The following exercise will help us understand how a shift in our thinking can set the foundation for innovation and make room for our natural innovation strengths to come through.

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Changing Our Innovation Framework (cont.)

23.

For this exercise we are going to take a look at some of the challenges and how we view them. In your Participant Manuals is a table with two columns. I'd like for each of you to take a few minutes and, in the left-hand column, capture any grievances that you may be experiencing in your life.

For example, you may find that each day when you get to work, you get a parking spot way in the back, or next to that car that always parks crooked.

FACILITATOR'S NOTE

This exercise is loosely derived from an episode of the comedy show *Seinfeld*, where friends took turns "airing grievances" about each other. The idea has been translated in this activity to allow people to change their mind set about what ails them.

24.

To generate ideas, think about things like process, products or pressures.

Review questions on slide for each of the three categories listed.

Please take a few minutes to capture your grievances in your Participant Manual.

Changing Our Innovation Framework (cont.)

25.

TRANSFORMING CHALLENGES

"How can I ensure I get a close parking spot every day?"

© 2014 Emergenetics, LLC   **12**

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Now that we've all had a chance to air our grievances, we're going to shift our perspective and focus on how we can transform those challenges into opportunities.
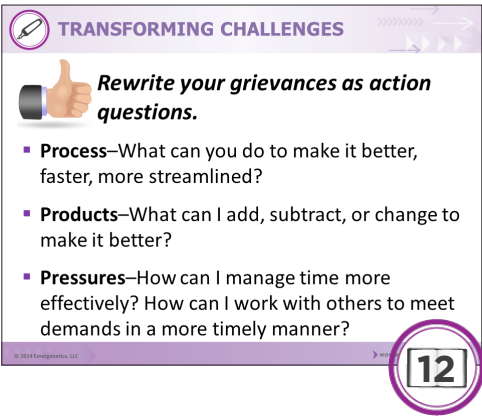
For each grievance that you have listed, I'm going to have you rewrite it as an action question.

Using our earlier example of never getting a good parking spot, we could reframe that as:

Read quote on slide.

26.

TRANSFORMING CHALLENGES

👍 *Rewrite your grievances as action questions.*

- **Process**–What can you do to make it better, faster, more streamlined?

- **Products**–What can I add, subtract, or change to make it better?

- **Pressures**–How can I manage time more effectively? How can I work with others to meet demands in a more timely manner?

© 2014 Emergenetics, LLC   **12**

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Here are some questions to consider that may help you to re-write your grievances.

Review questions on slide for each of the three categories listed.

In the right-hand column of the table, take a few minutes to transform your grievances into action questions.

Changing Our Innovation Framework (cont.)

27.

EXERCISE DEBRIEF

- Was it easy or difficult to think of grievances to write down?
- What happened to your challenges when you reworded them as an action question?
- What does this reflect about how we approach problems in the workplace?
- What role does innovation play in reframing our problems?

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12

Debrief the activity using the questions on the slide.

[4] Each click reveals a debrief question.

[Transition] As we experienced, when we change our perspective, we are able to shift our own internal framework to allow space for new ideas and perspectives to flourish.

28.

FOSTERING INNOVATION

Innovation needs to be nourished and given a framework to latch onto.

What are ways that you can foster innovation in your approach to everyday tasks?

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13

When you change your perspective it gives innovation the framework that it needs in order to flourish.

[ASK] What are ways that you can foster innovation in your approach to everyday tasks?

Flip chart participants responses.

Potential responses include:
- Encourage idea sharing between all levels of an organization.
- Give people time to think (and innovate).
- Provide people with avenues that can spark new ideas.
- Encourage diverse partnerships for people to explore ideas within.
- Enable people to solve their own problems.
- Be more curious.

Changing Our Innovation Framework (cont.)

29.
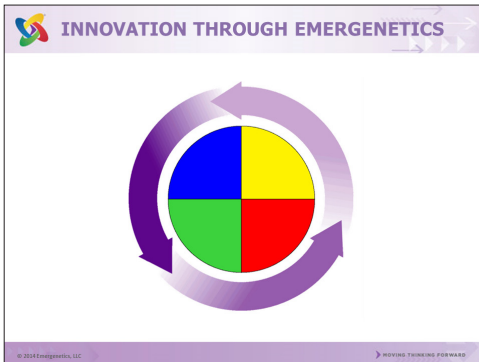
Another way that we can foster innovation is to honor the approach that each Emergenetics attributes takes to the ideation process. Let's take a look at what this means.

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_____

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_____

However, before we move on, I invite you take a moment to capture any insights from this section in the space provided in your participant manual.
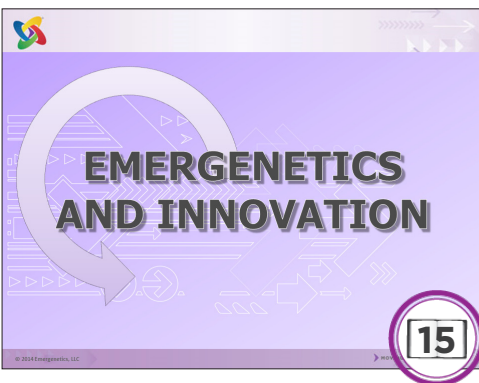
Break   5

Emergenetics and Innovation   60

30.

Another way that we can foster innovation is to honor the approach that each Emergenetics attributes takes to the ideation process. Let's take a look at what this means.

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_____

Emergenetics and Innovation (cont.)

31.

> **HOW DO YOU DOODLE?**
>
> Complete the drawings using the shapes provided on the worksheet.
>
> **5** Take 5 minutes to complete
>
> © 2014 Emergenetics, LLC   MOVING THINKING FORWARD

_____

_____

_____

_____

Here is a worksheet for you each to work on. Please take a few minutes and complete the drawings using the shapes provided on the page. You'll have five minutes to do your drawings.

Hand out "How Do You Doodle" worksheet.

FACILITATOR'S NOTE

There is very little direction for this exercise to allow participants to approach it in whatever way is most comfortable to them. There is no right or wrong way to do the drawings; some people may draw next to the provided lines, some may build upon them, some people may do one drawing that incorporates them all, etc. The purpose is to have them begin thinking about how their approach may reflect on their thinking preferences.

32.

> **HOW DO YOU DOODLE?: DEBRIEF**
>
> - How many completed drawings did you have in common with others in the room?
>
> - How did your thinking preferences impact your approach to this exercise?
>
> - How did your behavior preferences show up in this exercise?
>
> - In what ways is this activity similar to how we each innovate?
>
> © 2014 Emergenetics, LLC   MOVING THINKING FORWARD

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_____

Debrief the activity using the questions on the slide.

[4] Each click reveals a debrief question.

[Transition] With these reflections in mind, let's now look at how each of the attributes approaches or contributes to innovation.

Emergenetics and Innovation (cont.)

33.

THINKING ATTRIBUTE REVIEW

- Objective
- Questioning
- Rational
- Thorough
- Factual

- Inventive
- Original
- Seeks change
- Experimental
- Intuitive about ideas

- Disciplined
- Organized
- Methodical
- Traditional
- Follows rules

- Sensitive
- Thoughtful
- Friendly
- Supportive
- Caring

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17

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As we go through this next section we're going to take a look at each of the Emergenetics attributes and explore how each attribute innovates in its unique way. To refresh your memory, here is a brief overview of each of the thinking attributes since we will cover those first.

To relate this content back to your own profile, please take a out a copy of your Emergenetics profile so that you can refer to it as we go through this next section.

[Transition] To get us thinking about how each attribute views innovation, let's do a Most Preferred Attribute exercise.

34.

ATTRIBUTES AND INNOVATION

Please organize yourselves into the following groups:

INSERT MPA GROUP NAMES HERE

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Replace slide with your MPA groupings.

I invite each of you to get organized into the following groups and go to the assigned corners of the room.

_____

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Emergenetics and Innovation (cont.)

35.

ATTRIBUTES AND INNOVATION 20

In your assigned groups:

Design a new App that appeals to your assigned thinking attribute.

Capture your ideas on the flipchart paper provided and be prepared to share with the group.

10 Take 10 minutes to complete

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Purpose: Have participants approach a new idea from the perspective of their assigned attribute.

Tools: Flip chart paper (4–one per group); markers.

Instructions:
1. Divide group into groups according to their Most Preferred Attribute (MPA).
2. **[10 min.]** In groups, have teams design an App that appeals to their assigned attribute.
3. **[10 min.]** Have groups present their responses to the large group; hang up charts around the room so that they are visible to participants.
4. Debrief the activity using the questions on the following slide.

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36.

ATTRIBUTES AND INNOVATION: DEBRIEF

▪ How did your group approach this assignment?

▪ What was important to you in the design of your App?

▪ Does this reflect how your assigned thinking attribute approaches new ideas?

▪ What are the benefits of including other thinking attributes in your ideation process?

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Debrief the activity using the questions on the slide.

[4] Each click reveals a debrief question.

[Transition] When we involve other attributes in our innovation process, both thinking and behavior, we are able to access something that we refer to as The Power of WE.

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Emergenetics and Innovation (cont.)

37.

DEFINING THE POWER OF WE

The Power of WE is the state of peak performance that teams achieve by honoring all Emergenetics attributes—both thinking and behavior.

THE **POWER** OF

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Read definition on slide.

By harnessing the potential that exists within every group or team and leveraging the strengths of all Emergenetics attributes, you are able to innovate in more comprehensive ways. Leveraging The Power of WE allows you to ensure that your ideas and execution bring the strengths of the entire Emergenetics spectrum. When you encompass all of the attributes, you find ideas that resonate with everyone.

[Transition] Let's talk about two terms that may help us understand this idea better.

38.

WE*team*™: A "WHOLE EMERGENETICS" TEAM

A brain trust composed of individuals who collectively represent all of the Emergenetics preferences, both thinking and behavior.

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18

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Two terms that relate to The Power of WE are WE*team*™ and a WE*approach*™. Let's review their definitions:

Read definition on slide.

[Transition] The second concept is a WE*approach*.

Emergenetics and Innovation (cont.)

39.

THE EMERGENETICS WE*approach*™

A WE*approach* is the conscious effort and strategic practice of embracing the full Emergenetics spectrum of thinking and behavior preferences to replicate the strengths of a natural WE*team*™.

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Read definition on slide.

Using a WE*team*™ or WE*approach*™ values and honors each attribute and the unique gifts all people on the team bring. A WE*team* and a WE*approach* engages team members in a way they normally may not be involved and develops cross-functional relationships within the team. Additionally, team members begin to feel valued for who they are as an individual versus value only for their skill and expertise.

Harnessing The Power of WE brings great benefits to a team. Both a WE*team* and WE*approach* utilize cognitively diverse perspectives and are capable of getting the most out of any team process.

FACILITATOR'S NOTE

Depending on how comprehensive participants' responses were from the previous activity, you may go over the following slides quickly or may need to spend more time reviewing each one. Adjust based on the needs of the group. Another idea is to compare the content on the slide against the results from the MPA exercise to identify where items align.

40.

ANALYTICAL BRAIN AND INNOVATION

≥23%

- Asks what challenge am I trying to make better?
- Uses facts to evaluate the effectiveness of ideas.
- Relevancy of ideas and opportunities are calculated through efficiency and logic.
- Looks towards a measureable end result.

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19

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Let's dive into how each of the thinking attributes approaches innovation.

Before reviewing this slide it may be helpful to ask the participants who has a preference in this attribute.

[4] Each click reveals a bullet point.

Review the content on the slide and discuss additional points about the thinking attribute as group needs dictate.

Emergenetics and Innovation (cont.)

41.

STRUCTURAL BRAIN AND INNOVATION

≥23%

- Establishes a framework for the idea (where have I come from, where am I know, where do I want to be?)
- Notices opportunities in process and organization.
- Looks at examples of how something has been done and builds off of the idea.
- Prefers ideas that follow the rules.

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Before reviewing this slide it may be helpful to ask the participants who has a preference in this attribute.

[4] Each click reveals a bullet point.

Review the content on the slide and discuss additional points about the thinking attribute as group needs dictate.

_____

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42.

SOCIAL BRAIN AND INNOVATION

≥23%

- Asks what challenges others are having; what holds people back?
- Looks for who is knowledgeable in the subject and can help share insights.
- Innovates with and through others.
- Explores new ideas through personal experiences.

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Before reviewing this slide it may be helpful to ask the participants who has a preference in this attribute.

[4] Each click reveals a bullet point.

Review the content on the slide and discuss additional points about the thinking attribute as group needs dictate.

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Emergenetics and Innovation (cont.)

43.

CONCEPTUAL BRAIN AND INNOVATION

>23%

- Will take an idea and "explode" it into several possibilities; bursts of inspiration without detail.
- Ideates with visuals.
- Connects ideas at a level others may not readily see.
- Encourages a safe environment for new ideas.

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Before reviewing this slide it may be helpful to ask the participants who has a preference in this attribute.

[4] Each click reveals a bullet point.

Review the content on the slide and discuss additional points about the thinking attribute as group needs dictate.

_____

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44.

YOUR BEHAVIOR ATTRIBUTES

Expressiveness

First-Third	Second-Third	Third-Third
Quiet · Introspective	Reserved	Talkative · Gregarious

Assertiveness

First-Third	Second-Third	Third-Third
Peacekeeper · Easygoing	Competitive	Forceful · Driving

Flexibility

First-Third	Second-Third	Third-Third
Focused · Firm	Adaptable · Accommodating	Welcomes Change

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20

Although it's critical for us to understand how we approach ideas inside of our heads, we need to make sure that we have the right avenues to express our ideas and move them forward. The Emergenetics behaviors are the vehicle that allows us to do so.

As a brief refresher, here behaviors that are measured on an Emergenetics profile.

If the group needs, quickly define each behavior.

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_____

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Emergenetics and Innovation (cont.)

45.

BEHAVIORS AND INNOVATION

EXPRESSIVENESS
- Do I have a safe avenue to express my ideas?
- Can I express my ideas clearly?

ASSERTIVENESS
- Do I have a way to drive my idea forward?
- Can I work at a pace that is comfortable for me to drive my ideas forward?

FLEXIBILITY
- How do I account for changes to my ideas?
- How do I account for changes that my ideas bring?

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20

Each of our behaviors need something different when it comes to seeing our ideas to fruition, especially as it relates to our result on the behavior spectrum. When we look at how our behaviors impact our ability to innovate and see those ideas through, we can ask some key questions.

Review content on slide.

When you can truly understand what your unique set of behaviors needs in order to see your ideas through, this is where all the great ideas inside of your head can make it to market.

Before we move on, please feel free to capture any insights from this section in your participant manual.

Break   **5**

A WEapproach™ To Innovation   **45**

46.

A WEapproach™ TO INNOVATION

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23

To this point we've discussed the need for innovation, focused on our own innovation framework, and explored how each of the attributes approaches innovation.

In this section we're going to review a process that will help you innovate more effectively using the Emergenetics attributes as a framework. We call this a WEapproach to innovation, and it is not necessary for you to have a preference in all areas in order to use this approach.

[Transition] To start, let's look at how the behaviors can serve us differently by shifting perspective.

A WEapproach™ To Innovation (cont.)

47.

A DELIVERY METHOD FOR INNOVATION

The behaviors are the delivery method through which the WE*approach*™ to innovation happens.

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Our behaviors work as the delivery method through which the WE*approach* to innovation happens. They take the ideas and put them into action.

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48.

BEHAVIORS AS A CHANNEL FOR INNOVATION

Our behaviors provide a two-way channel to innovate:

INDIVIDUAL NEEDS ➡
Am I presenting my ideas in a way that speaks to all areas of the behavior spectrum?

EXTERNAL INFLUENCES ⬅
How do I leverage the behavior spectrum to gain knowledge that sparks new ideas?

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When we talked about behaviors earlier it was from the perspective of what we each need on an individual level to set our ideas in motion.

However, the behaviors can also work as a two-way channel to understand what our core audience needs from our innovative solution. Each end user, on an individual level, has their own way of responding to an idea through their unique behaviors.

Review "Individual Need" question on slide.

_____

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Additionally, the behaviors can function as a communication highway back to us to channel information from external sources and spark ideas for development.

Review "External Influences" question on slide.

A WEapproach™ To Innovation (cont.)

49.

Looking first at considering behaviors as part of our communication process, each one can provide us with a key question to ask to ensure we are listening and responding to the needs of our key stakeholders.

Review questions on slide.

[3] Each click reveals a bullet point.

50.

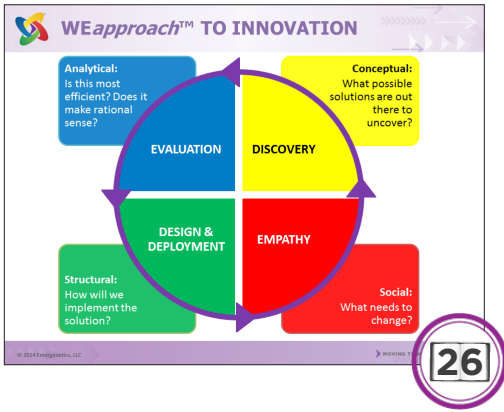When we look at the behaviors as an opportunity to channel information to spark innovation, the questions look and sound a little different.

Review questions on slide.

[3] Each click reveals a bullet point.

A WEapproach™ To Innovation (cont.)

51.

Here is the WE*approach* model for innovation. This model takes key factions of innovation and places it into a framework that is based on the way that people think and behave.

There are four phases for innovation.

Review the phases in the WEapproach model. They go in this order: Empathy, Discovery, Validation, Design & Development.

[8] Each click reveals first a step in the WE*approach* process and then the questions that support that step.

[Transition] Let's take a look at each step in greater detail.

52.

Replace slide with your WE*team* groupings.

I invite you to gather into the following teams.

A WEapproach™ To Innovation (cont.)

53.

INNOVATION SCENARIO

The ThinkBehave Corporation is launching a new product that will revolutionize the way people communicate. There is a strong market need to release the product immediately as competition is fierce and opportunity is high. Challenges include high implementation costs and employees' lack of knowledge about the proposed technology.

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To give us context as we review each section, we'll use the following scenario to help us work through each step.

Read scenario on slide
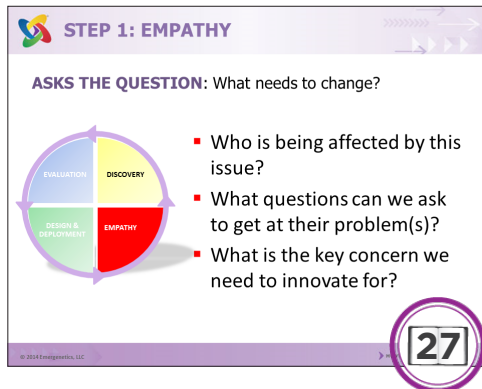
This scenario is also provided in your Participant Manual to reference as we discuss the steps of the innovation model.

FACILITATOR'S NOTE

Depending on the group or their industry, you can adjust the scenario to better align with their business focus or concerns.

54.

STEP 1: EMPATHY

ASKS THE QUESTION: What needs to change?

EVALUATION
DISCOVERY
DESIGN & DEPLOYMENT
EMPATHY

- Who is being affected by this issue?
- What questions can we ask to get at their problem(s)?
- What is the key concern we need to innovate for?

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27

The first phase in the WE*approach* innovation model is Empathy. In this stage we ask the question, **[CLICK]** "What needs to change?"

This is where we consider the people perspective since people are the end users of our innovations. Key questions to work through this phase are:

Read questions on slide.

[4] First click reveals the question statement; the following clicks reveal bullet points.

[3 min.] In your groups, take three minutes to discuss how you use the Empathy step to approach the scenario we discussed.

Debrief the step by having groups share their responses.

A WEapproach™ To Innovation (cont.)

55.

STEP 2: DISCOVERY

ASKS THE QUESTION: What are possible solutions?

- Build from empathy to ideation.
- Use the thinking strengths of others to generate a wide range of solutions.
- Don't judge ideas as you are generating.

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27

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The second phase in the model is Discovery, where we ask the question, **[CLICK]** "What are the possible solutions?"

In this stage we build off of what we've learned in the Empathy stage and begin to generate ideas.

Read bullet points on slide.

[4] First click reveals the question statement; the following clicks reveal bullet points.

[3 min.] In your groups, take three minutes to discuss how you generate ideas and solutions as part of the Discovery stage.

Debrief the step by having groups share their responses.

56.

STEP 3: EVALUATION

ASKS THE QUESTION: Does this make sense?

- Determine what criteria is needed for a successful solution.
- Evaluate possible solutions; select the best response to the Empathy discoveries.

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28

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The third phase is Evaluation, where we check to make sure the idea has been vetted out and makes sense to pursue. Here we ask, **[CLICK]** "Does this make sense?"

In this phase we research all possible solutions and ensure they lead to results-driven data and clear metrics for the solution.

Read bullet points on slide.

[3] First click reveals the question statement; the following clicks reveal bullet points.

[3 min.] Take three minutes to evaluate your solutions from the Discovery stage.

Debrief the step by having groups share their responses.

A WEapproach™ To Innovation (cont.)

57.

STEP 4: DESIGN & DEPLOYMENT

ASKS THE QUESTION: How will we implement the solution?

- What process do we use to put our idea into action?
- What are the next steps?
- What is our timeline?

EVALUATION DISCOVERY
DESIGN & DEPLOYMENT EMPATHY

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[28]

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The fourth and final phase, Design & Deployment, is where we get ready to send the idea to execution. Here we ask, **[CLICK]** "How will we implement the chosen solution?"

The Design & Deployment phase is where create the most efficient processes and procedures and looks at all parts of the problem.

Read bullet points on slide.

[4] First click reveals the question statement; the following clicks reveal bullet points.

[3 min.] Take three minutes to sketch out a possible implementation plan for your solution.

Debrief the step by having groups share their responses.

Here is a handout that captures the entire WEapproach™ to Innovation; on the front are the considerations from a thinking perspective and on the back side are the questions to ask to ensure we are leveraging the behavioral strengths. This worksheet will be helpful as we go through the next exercise.

[Transition] To put all of the steps of the model together and into action, let's do an exercise.

A WEapproach™ To Innovation (cont.)

58.

REINVENTING THE PAPERCLIP · 20

In your assigned groups, using a WE*approach*™ to innovation:

How and why would you reinvent the paperclip?

Capture your ideas on the flipchart paper provided.
Be prepared to share with the group.

10 · Take 10 minutes to complete

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Purpose: Have participants practice the WE*approach* to innovation.

Tools: Flip chart paper and markers for each group; a few large paperclips; WE*approach* to Innovation worksheet.

Instructions:
1. Divide group into groups into WE*teams*™ and have them take a seat somewhere in the room.
2. **[10 min.]** Have teams use the WE*approach* to innovation to determine how and why they would reinvent the paperclip. They may use the handout to work through the process but participants should capture their responses on the flip chart paper provided.
3. **[5 min.]** Have groups present their responses to the large group; hang up charts around the room so that they are visible to participants.
4. **[5 min.]** Debrief the activity using the questions on the following slide.

59.

REINVENTING THE PAPERCLIP DEBRIEF

- Were there areas of the approach that were more energizing for you than others?
- How did it impact your ability to go through all steps in the process?
- How did the WE*approach*™ help you innovate more effectively?
- Where can you apply your learnings to the workplace?

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Debrief the activity using the questions on the slide.

[4] Each click reveals a debrief question.

[Transition] Using the learnings from this exercise, let's see what that looks like when you apply it in a real life setting.

A WEapproach™ To Innovation (cont.)

60.

YOUR BUSINESS CHALLENGE | **10**

Identify one real business challenge in your workplace. Begin to sketch out how you will use the WE*approach*™ to innovate around this challenge.

Capture your responses in your Participant Manual.
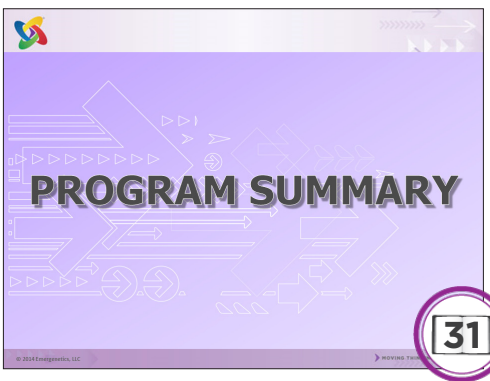
10 Take 10 minutes to complete

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For the next few minutes, think about a business challenge that you may be facing in the workplace right now. Using the template provided in your Participant Manual, begin to sketch out ideas on how you could take a WE*approach* and develop an innovative solution to your business challenge.

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Program Summary   **10**

61.

PROGRAM SUMMARY

31

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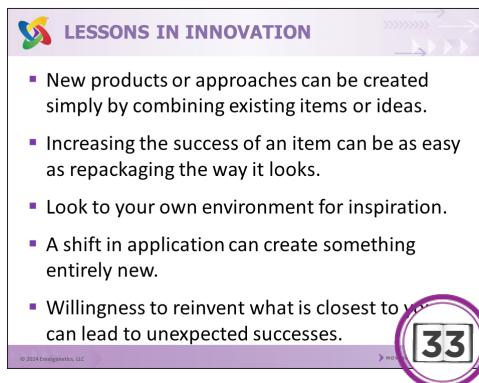
_____

Program Summary (cont.)

62.

Think back to the beginning of the program when we looked at some innovative solutions that we may have overlooked in our everyday use of them.

[Transition] From these items, we can take away a few key lessons.

_____

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63.

LESSONS IN INNOVATION

- New products or approaches can be created simply by combining existing items or ideas.
- Increasing the success of an item can be as easy as repackaging the way it looks.
- Look to your own environment for inspiration.
- A shift in application can create something entirely new.
- Willingness to reinvent what is closest to you can lead to unexpected successes.

Review bullet points on slide.

[5] Each click reveals a bullet point.

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Program Summary (cont.)

64.

PERSONAL REFLECTION

What is one area in your current role where you will focus your innovation?

Capture your responses in your Participant Manual.

3 Take 3 minutes to complete

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33

During our program today we've reviewed a lot of information. The best way to ensure that you can use that information is to set a plan for applying it.

In your Participant Manuals, take a few minutes to capture how you will focus on innovation in your current role.

_____

_____

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65.

INNOVATION{WE} CHECKLIST

❑ You are focusing on new ideas that enhance the performance of a process, your team, or your organization.

❑ You focus on ways that you can foster a climate of innovation in your role and in your realm of influence.

❑ You are using your own unique Emergenetics strengths to generate new ideas.

❑ **You are harnessing The Power of WE to transform solutions through a climate of innovation!**

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Earlier in the program we discussed the concept of The Power of WE and how it applies to innovation. Here is a checklist for you to use to determine whether you are harnessing The Power of WE to develop innovative solutions.

Review checklist items on slide.

_____

_____

_____

_____

Program Summary (cont.)

66.

LEARNING REVIEW

The Need for Innovation

Changing Our Innovation Framework

Emergenetics and Innovation

The Power of WE

In this workshop you:

✓ Explored the concept of innovation and the benefits of encouraging it in the workplace.

✓ Considered innovation from the perspective of the seven Emergenetics attributes and how each attribute innovates.

✓ Worked through a process for fostering and activating innovation in the workplace.

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MOVING THINKING FORWARD

Here is the learning roadmap that we covered today. Let's also review our objectives to make sure that we covered everything.

[3] Each click reveals a bullet point.

Review the key learnings from the program.

67.

PERSONAL LEARNING LOG

5

Take a few minutes to review or capture your key personal learnings.

PERSONAL LEARNING LOG

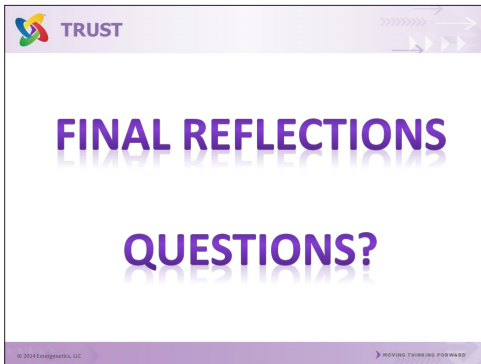© 2014 Emergenetics, LLC

34

Provide participants with a few minutes to review or capture their key learnings from the session. Emphasize that the learning should be about them and what anchors them to today's learning

Remember to play Alpha music while participants are writing in their logs.

Program Summary (cont.)

68.

What final questions can I answer for you today? Any final reflections from today's activities?

If time allows, use the reflective process to capture insights from the entire group.

Instructions:

1. Ask the group to sit in a circle and have their personal learning log accessible.
2. Ask one person to start the process and share their reflections from the day. Once the first person volunteers, participants should choose which direction around the circle/room they will go.
3. During reflections, no other person should talk except the person reflecting.
4. Have each person share their reflections from today's learning, including you, the Facilitator.
5. When the last person finishes we encourage you to have "reflections on the reflections" and open it up for the others who may have some as well.

69.
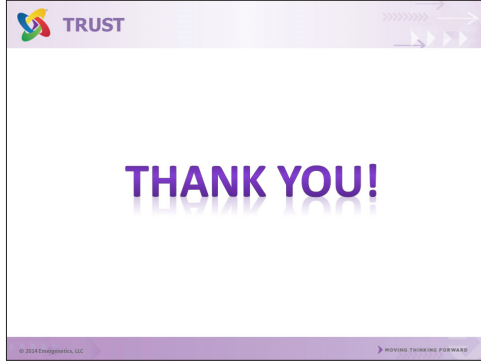
Thank the team for their time and participation. Encourage them to apply what they have just learned.

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Notes Page

Handout Gallery

BRAIN TEASER WORKSHEET

Directions: In the time provided, solve the following brain teasers.

1. A man stands on one side of a wide river, his dog on the other. The man calls his dog, who immediately crosses the river without getting wet and without using a bridge or a boat. How did the dog do it?

2. A sundial has the fewest moving parts of any timepiece. Which has the most?

3. What is unusual about the following words: revive, banana, grammar, voodoo, assess, potato, dresser, uneven?

4. What makes this number unique — 8,549,176,320?

5. Put a coin into an empty bottle and insert a cork into the neck. How can you remove the coin without removing the cork or breaking the bottle?

Handout Gallery (cont.)

HOW DO YOU DOODLE?

Drawing	Your Completed Doodle
1.	
2.	
3.	
4.	
5.	

Handout Gallery (cont.)

TRANSFORMING CHALLENGES

	PROCESS	PRODUCTS	PRESSURES
WHAT *Grievance Language*	What bugs you about your current processes?	What is the most undesirable feature of the product? (What do people complain about?)	What takes too much time? What demands are overwhelming you?
HOW *Action Question Language*	What can you do to make it better, faster, more streamlined?	What can I add, subtract, or change to make it better?	How can I manage time more effectively? How can I work with others to meet demands in a timelier manner?

Grievances	Action Questions

    Power of WE - Innovation

Handout Gallery (cont.)

A WE*approach*™ to Innovation

EVALUATION: Analytical

Is this most efficient? Does it make rational sense?

DISCOVERY: Conceptual

What possible solutions are out there to uncover?

DESIGN & DEPLOYMENT: Structural

How will we implement the solution?

EMPATHY: Social

What needs to change?

Handout Gallery (cont.)

A WE*approach*™ to Innovation

EXPRESSIVENESS

How are we expressing the idea?

Are we listening?

ASSERTIVENESS

How are we moving the idea forward?

Are we responding?

FLEXIBILITY

How are we managing changes from the idea?

Are we shifting?