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Development of a facilitation toolbox to foster creativity and innovation climate within teams

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Creativity is always happening, but what you do with it depends on your culture.
(Chris Bangle)

Mirjam Pfenninger
Service Innovation and Design
Master's Thesis
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Abstract

Mirjam Pfenninger

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Innovation is a necessity for every business and a key driver of competitiveness in today's economic world. Researchers and practitioners are in search of ways to enhance creativity and innovation within organizations. IN.flow facilitation GmbH is a consultancy, facilitating organ-izational transformation towards innovation culture. One of IN.flow's focuses is anchoring crea-tivity and innovation within teams, because the complex problems organizations face today cannot be solved by an individual, but by teams. The basis for enhancing and providing con-stant team creativity and innovation flow is a team climate fostering creativity and innova-tion. The goal of this thesis is to elaborate the factors, fostering team climate that fosters creativity and innovation. According to these factors, a facilitation toolbox is developed con-taining tool cards, an IN.flow facilitator uses during customer workshops. In addition, an in-tervention concept is developed that helps the facilitator to plan his/her team intervention in order to grow and anchor a team climate fostering creativity and innovation.

The methodology used for the development of this facilitation toolbox and intervention con-cept is the four-step innovation Design Thinking methodology called Double Diamond. The first two phases of the Double Diamond are called "discover" and "define" and contain in this thesis a literature review and narrative interviews with innovation experts. The results of these phases are nine factors fostering team climate for creativity and innovation and good practice examples from the interviewees. The factors are clarifying and ensuring commitment to shared vision, task orientation, managing conflicts and minority dissent constructively, psy-chological safety, trust, cohesion, support for innovation, participation in decision-making and reflexivity. The third phase of the Double Diamond is called "development" and contains in this thesis two interactive workshops. The first workshop is a brainstorming workshop with facilitators from different fields like coaching, change facilitation and Design Thinking in or-der to summarize facilitation tools for the toolbox. The second workshop is a co-creative workshop during which customer journey mapping helps to develop the intervention concept for IN.flow facilitators.

The developed toolbox contains 55 tool cards providing information to which factor(s), out of these nine, the tool contributes, how to apply it, how long it approximately takes, material and space needed, a recommendation when to apply it during the intervention and the source/theory the tool is based on. The developed intervention concept is called "3 month innovation journey" and is divided into three phases, which are initiation, innovation, and in-tegration. In addition, a questionnaire is developed that helps the facilitator to recognize the current situation of the team regarding the nine factors fostering team climate for creativity and innovation and plan his/her intervention accordingly.

As innovation positively effects a firm's market share, profitability, sales growth, revenues, patent citation rates, market leadership, firm renewal and efficiency, this thesis provides a modest contribution to these effects, because IN.flow facilitators and other Design Thinking facilitators can use this toolbox and intervention concept in order to enhance team climate fostering creativity and innovation. It is called a modest contribution, because many other factors besides team climate, like leadership, organizational structures, salary, and many more need to be aligned in order to reach constant creativity and innovation flow within or-ganizations.

Keywords: team creativity and innovation, facilitation, toolbox, Design Thinking

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1 Introduction

This first chapter of the thesis contains the initial situation and the research questions of this thesis. It describes also the goal and the structure of the thesis.

1.1 Initial situation

Innovation is a necessity for every business and a key driver of competitiveness in today's economic world. The advantageous effects of innovation on (1) firm's market share, (2) profitability, (3) sales growth, (4) revenues, (5) patent citation rates, (6) market leadership, (7) firm renewal and (8) efficiency has been proven by different researchers as Khessina, Goncalo and Krauseas (2018) list in their article. It is therefore not surprising, that researchers and practitioners are looking for ways to enhance innovation and creativity within organizations. "How do I find innovative people for my organization? And how can I become more innovative myself?" are questions found in management journals like Harvard Business Review (Dyer, et al. 2009). In the past, the focus of research was on individual and contextual variables that facilitate or hinder creativity and innovation (Reiter-Palmon & Harms 2018). However, creativity and innovation in the workplace takes place on four different levels which are (1) individual, (2) team, (3) organizational and (4) multi-level (Anderson, et al. 2014). To focus on team creativity and innovation nowadays is especially important, because due to changes in technology, increased globalization, and competition, the complexity of the problems organizations face increased. These problems cannot be solved by an individual but need a team providing additional performance benefits beyond those offered by individuals (Reiter-Palmon & Harms 2018). Many short articles advising how to build creative teams or to increase creativity in teams are found in today's management magazines (e.g. Satell 2018; Duhigg 2016). The different variables improving team creativity and innovation can be grouped into (1) team structure and composition, (2) team climate and processes, and (3) leadership style (Anderson, et al. 2014). Hülsheger, Anderson and Salgado (2009) found in their meta-analysis stronger relationships of team climate and process variables with innovation, than team structure and composition variables. Managers should therefore pay attention to developing a team climate for innovation, as the largest effects on innovation come from this factor (West & Sacramento 2012).

Therefore, in this thesis in a first step the author investigates which factors positively influence team climate for innovation. Within the field of team climate for innovation, West (1990) strongly influenced further research with his four-factor model, comprising (1) participative safety, (2) support for innovation, (3) objectives and (4) task orientation. While numerous researchers investigated team climate and processes as antecedents for team innovation (e.g. Choi, et al. 2011; Pirola-Merlo & Mann 2004; and Zhang, et al. 2007), only few studies are published focusing on which variables of team climate and processes are important

during the different stages of the innovation process. In their literature review, Anderson et al. (2014) only found four publications (Schippers, et al. 2015; Somech & Drach-Zahavy 2013; Van de Ven 1986; West & Richter 2008) investigating important factors along the innovation process. They stated: "Since it is likely that different climatic variables influence innovation processes at different stages in the innovation process (Schippers, West, & Dawson, in press; Somech & Drach-Zahavy, 2013; Van de Ven, 1986; West & Richter, 2008), our expectation was for there to have been more studies into this important but largely unaddressed question" (Anderson, et al. 2014, p. 24). Nevertheless, even if the important variables of team climate during the different stages of the innovation process would be well known, managers would still need to know what they need to do in order to improve these variables. One way to do it, is through a dynamic intervention process. Kylén and Shani (2002) showed how team creativity is improved, by improving team interaction patterns thanks to a dynamic intervention process. This thesis therefore wants to shed light on which variables of team climate are important at the different stages of an innovation intervention process fostering climate for innovation, and it puts together a toolbox for this dynamic intervention processes that can be applied to improve team creativity and innovation.

IN.flow Faciliation GmbH

IN.flow Facilitation GmbH (IN.flow) is a start up consultancy launched in autumn 2017. IN.flow's vision is to enable organization and teams to work together, innovate and grow in personal and collaborative flow. In order to reach this goal, IN.flow focuses on facilitation instead of consulting. Thanks to facilitation instead of consulting the solutions emerges inside the company, is aligned with the company and its employees and is therefore sustainable. IN.flow services are (1) change facilitation, (2) innovation facilitation, and (3) value[3]. This master thesis focuses on innovation facilitation. Innovation facilitation consists of different innovation services. The first service (1) is called "Innovation Injection" and is the facilitation service of one or more innovation workshops. During this/these workshop/s, services and products are developed together with the customer. The second service (2) is called "Innovation Out-of-the-box" and is an innovation camp for several days outside the company. The third service (3) is called "Innovation Guard" and is beside the facilitation of a whole innovation process, also the facilitation of an aligned change process in order to get everyone on board and coached during difficulties until the new service or product is embedded into the company's daily business. The fourth (4) service is called "Innovation Engine". This service is building-up internal innovation competences through trainings and train-the-trainer trainings as well as coaching. The fifth (5) service is called "Innovation Flow". This service consists of facilitation of the company's cultural change towards a failure friendly innovation culture.

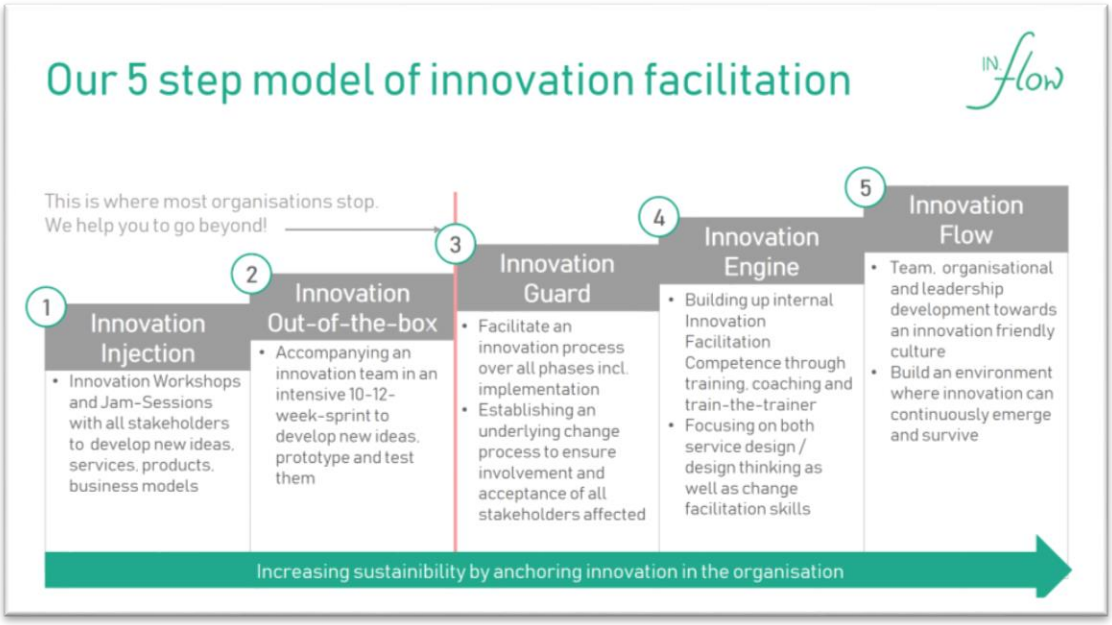

Figure 1: IN.flow five step model of innovation facilitation (translated into English from https://www.inflow.swiss/leistungen/innovation-facilitation-1/)

1.2 Research questions

In order to deliver "Innovation Flow" facilitation service for companies, IN.flow facilitators need effective tools, to apply during workshops. These tools should support the change towards an innovation culture. In order to bring an innovation culture to life, IN.flow decided to start to work with teams, the smallest unit in companies. The following research questions were elaborated for this thesis:

- Which team climate factors foster creativity and innovation in teams?
- How could a toolbox for facilitation service look like in order to support teams to grow towards creativity and innovation friendly team climate?
- What kind of dynamic intervention process can be elaborated from these tools in order to support teams to grow towards creativity and innovation friendly team climate?

1.3 Goal of the thesis

The goal of this thesis is to develop a toolbox and a dynamic intervention process for facilitation service, which supports teams to grow towards creativity and innovation friendly team climate.

1.4 Structure of the thesis

The first chapter of the thesis is an introduction presenting the initial situation and the goal of the thesis. The second chapter provides the necessary theory for the research and development part of this thesis. The third chapter of the thesis provides information about the research methodology used for this thesis. The fourth chapter then presents results from the research and development phase and the last chapter is the conclusion containing reflection and managerial implications.

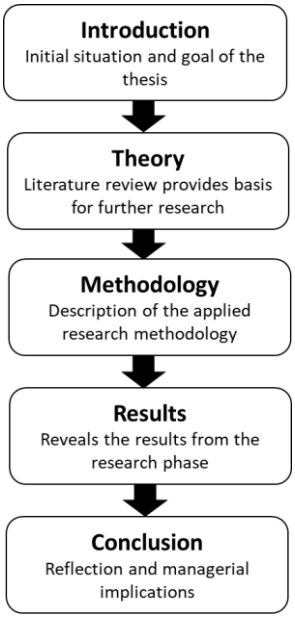

Figure 2: Structure of the thesis

2 Theory

This chapter defines important terms like team, creativity and innovation. It contains theoretical background about the innovation process and stages of team creativity. A holistic overview about factors positively influencing team climate fosters creativity and innovation is provided as basis for the further development of a corresponding toolbox and intervention concept. This chapter ends with an example how team creativity and innovation is triggered by dynamic intervention.

2.1 Team

The definition of team used in this thesis is taken from Paulus' and Kenworthy's (2018). Teams are "a group of individuals working interdependently on a common goal. This could be a short-term goal such as a team tasked with developing a strategic plan or a long-term goal such as a research team working on a complex scientific project." (Paulus & Kenworthy 2018, pp. 11-12). Compared to other definitions, for example Paulus et al. (2012), the definition

from Paulus & Kenworthy (2018) drops additional characteristics of a team like long-term or short-term, relationship and embeddedness to an organization. Because the goal of this thesis is to develop a toolbox for any kind of teams, the use of a broadly defined definition of a team is important.

2.2 Creativity and Innovation

In literature focusing on organizational creativity, creativity is distinguished from innovation in the way that creativity means to generate novel and useful ideas (Anderson, et al. 2014; Sternberg & Lubart 1999) while innovation contains both, the process of developing ideas as well as implement new ideas (Van de Ven & Angle 1989). This distinction is proposed from several authors (Amabile 1996; Oldham & Cummings 1996; Shalley & Zhou 2008; West & Farr 1990) while other authors point out, that creativity occurs not only in the beginning of an innovation process, because an innovation process is an iterative process of generation and implementation (Paulus 2002; Brown & Wyatt 2010). Anderson et al. (2014) suggest combining creativity and innovation in the following definition: *Creativity and innovation at work are the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things. The creative stage of this process refers to idea generation, and innovation to the subsequent stage of implementing ideas toward better procedures, practices, or products. Creativity and innovation can occur at the level of the individual, work team, organization or at more than one of these levels combined, but will invariably result in identifiable benefits at one or more of these levels-of-analysis." (Anderson et al. 2014, p. 4)* This definition not only combines idea generation and implementation, but it also defines both as innovation, new ways of doing things and improved ways of doing things. Creativity and innovation in the sense of this definition is not only an absolute, radical novelty, but also ideas that are relatively novel and more incremental. Furthermore, this definition shows the different levels on which creativity and innovation occurs. Until now, researchers mainly focused on individual creativity and innovation and how teams influence individual creativity and innovation. Which factors influence the collaborative outcomes that teams produce was less investigated (Reiter-Palmon & Harms 2018). Therefore, this thesis focuses on team creativity and innovation in the sense of collaborative creativity and innovation. Within team creativity, researchers mainly investigated team creativity as a sequence of creative activities and within these sequences, they often focused on the idea generation process (Harvey & Kou 2018). However, West (2003) argues that it is more important to understand the factors that promote the implementation of ideas into practice and action. Therefore, this thesis investigates both – idea generation and implementation within teams – and uses the above cited definition of creativity and innovation.

When it comes to measurement of team creativity and innovation, researchers use different parameters. Paulus and Kenworthy (2018) listed the different parameters they found in litera-

ture so far. These are (1) number of ideas generated, (2) quality of ideas by coding dimensions as novelty, feasibility and effectiveness, (3) number and novelty of the products of the team, (4) number of innovative products and inventions. West (2003) also highlighted the number of innovations and quality of the innovations. His dimensions of quality are radicalness, magnitude, novelty and effectiveness.

2.3 Innovation process – stages of team creativity

The earliest work about the creative process Harvey and Kou (2018) found in their analysis was from Poincaré (1924) when he described his innovation process involving generation and synthesis of ideas. According to Harvey and Kou (2018) a four step process was introduced by Wallas (1926) comprising preparation, incubation, illumination, and verification and Rossman expanded to a seven step process in 1931. These seven steps are (1) observing and then (2) analyzing a need, (3) surveying all available information and (4) forming possible solutions, (5) critically analyzing, (6) selecting, and (7) testing ideas. According to Paulus et al. (2012) the diverging phase of idea generation and the converging phase of selecting among alternatives, modification of alternatives, and implementing preferred ones, are often seen as distinct processes. Bledow, Frese, Anderson, Erez and Farr (2009) emphasize that these two processes need different orientations and possibly different people, because some team members or teams may be good at diverging thinking (creating new ideas) and other at converging thinking (implementation of ideas). These two steps – diverging and converging – are also found in Rossman's process. While observing and analyzing needs, surveying all available information and forming possible solutions are the diverging part, critically analyzing, selecting and testing ideas are the converging part. However, Bledow et al. (2009) suggest to see these two steps not as static sequences but as a dialectical flow from one type of process to another, as the situation demands. The keyword they use in this context is ambidexterity, meaning to apply both diverging and converging thinking according to the needs.

Interestingly, both - the seven steps from Rossman (1931) and the application of ambidexterity in diverging and converging - are found in the Design Thinking innovation model. Design Thinking is a "(…) discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity." (Brown, 2008, p. 86) . It offers new models of processes and toolkits, which help to improve, accelerate and visualize creative processes (Tschimmel, 2012). Two models are introduced below.
The first model from the British Design Council (2015) – called Double Diamond - highlights the two phases of diverging and converging (see figure 3). By opening the first diamond (=square) with the discover phase it visualizes the diverging character of gathering inspiration and insights, identifying user needs and developing initial ideas. By closing the first diamond with the define phase, it visualizes the converging character, containing reviewing, selecting

and discarding of the gathered information. This diverge and converge process is repeated in the second diamond. The second diamond opens diverging with the develop phase, when solutions are created, prototyped and tested. The second diamond then converges with the deliver phase, when the new product or service is finalized and launched (Design Council 2015). Lindberg, Meinel, and Wagner (2011) emphasize that the first diamond explores the problem space, while the second diamond explores the solution space. The diverging and converging process takes place twice, once in the problem space and once in the solution space of the model.

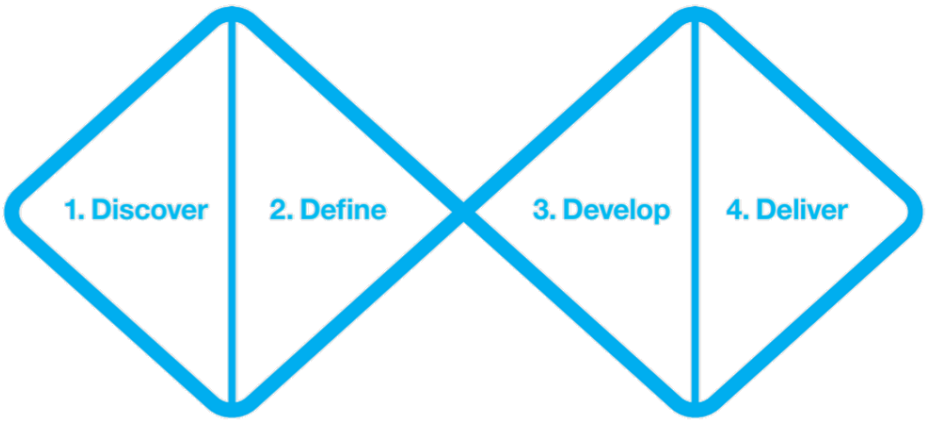

Figure 3: Overview of the Double Diamond phases (Design Council 2015, p. 6)

The second model from Hasso Plattner Institute (HPI) (2019) shows the iterative character in contrast to static sequences (see figure 4). The oval lines connecting the six steps of the process visualize the iteration. These are (1) understand –the team sets the problem space, (2) observe- the team gains an outward view and forms empathy for the users and stakeholders, (3) point of view – the challenge/problem that should be solved is framed/formulated, (4) ideate – a variety of solution possibilities is generated and selected, (5) prototype – concrete solutions are build and (6) test – the prototypes are tested on the appropriate target group (hpi academy 2019).

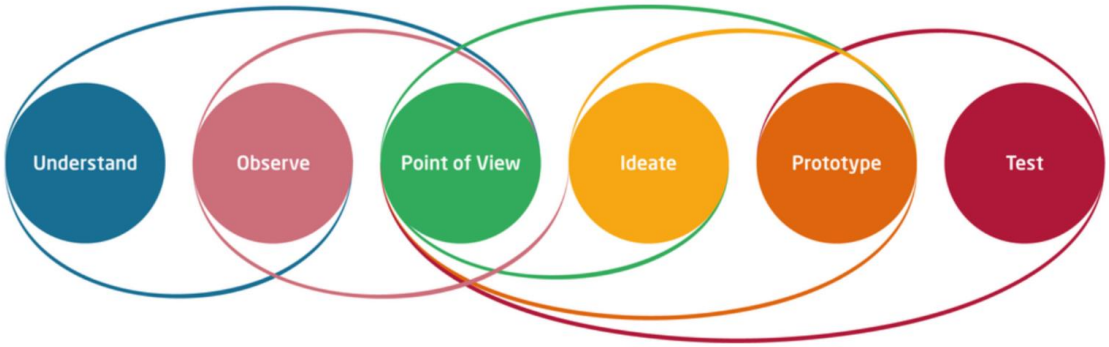

Figure 4: Design Thinking process Hasso Plattner Institute (hpi academy 2019)

Compared to the earlier mentioned creative processes, the HPI Design Thinking model involves the steps “point of view” – when the problem to be solved is identified and formulated, after exploring the initial situation. Both models introduce the prototyping phase – when ideas are visualized as rudimentary prototypes, and the British Design Council model introduces the step “deliver” – when the new product or service is launched/implemented. The integration of the “deliver” phase is important as in this thesis the focus is on both, creating new ideas and implementing new ideas. The step “point of view” is also found in team creativity and innovation literature. For example, Harvey and Kou (2018) emphasize three critical stages of a creative team interaction, which are problem identification, idea generation, and idea evaluation. They also highlight the interlacement of these three stages, similar to the oval lines in the HPI Design Thinking process. However, Harvey and Kou (2018) go a step further and do not speak about iteration in terms of going steps back and repeating them, they emphasize the interactive nature of the three stages. For example, team members do not work on a static problem that was brought to them. They interpret this problem and their interpretation develops when they start to generate and evaluate ideas.
The author of this thesis would like to add that during the creativity and innovation process, the team faces many different problems and has to identify and develop these problems. For example, while they prototype, they have to identify the problems of their prototype and during implementation, they have to identify the problems of implementation. These problems pop up during the process. All these “pop-up problems” need to be identified along the way and get developed within the group. Ideas to solve these problems need to be generated. Therefore, even problem identification at first view seems to happen during the problem space, it also happens during solution space. Harvey and Kou (2018) similarly argue with idea evaluation. They highlight that idea evaluation happens for example during brainstorming, which is thought to be an idea generation stage. Because team members build on some ideas and others are ignored and collectively forgotten, some sort of idea evaluation happens during idea generation. Therefore, even if the above mentioned creativity and innovation process models present an iterative creativity and innovation process, the team seems to be continually in three interactive stages. These three stages are (1) problem identification, (2) idea generation, and (3) idea evaluation. It is therefore important for a team to handle these three stages and to apply the corresponding patterns of thinking and working as the situation demands.

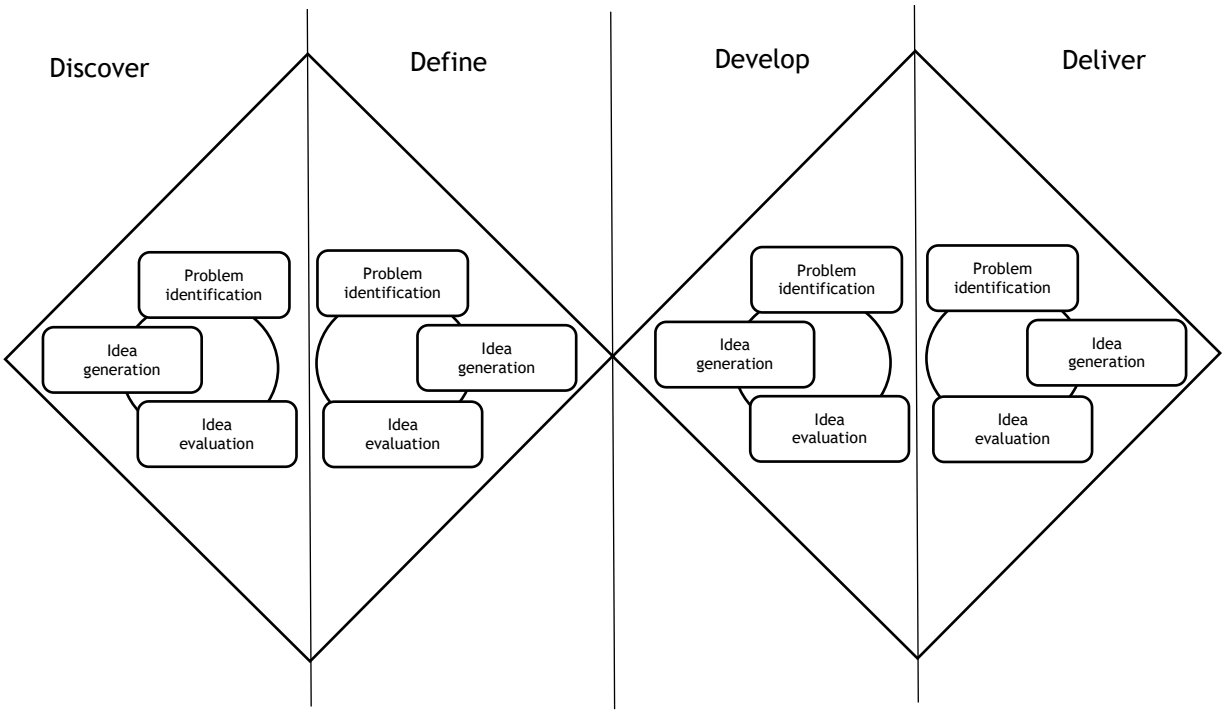

Figure 5: Double Diamond phases with the three critical interactive stages of a team (Source: Double Diamond based on Design Council (2015) extended by author

The figure above shows these three main interactive stages (1) problem identification, (2) idea generation, and (3) idea evaluation integrated into the Double Diamond innovation model from the Design Council, as the author of this thesis argued so far. The following chapter of this thesis focuses on team climate, which foster creativity and innovation within teams and sheds light on the factors responsible for this climate.

2.4 Team climate for creativity and innovation

The model of collaborative creativity introduced by (2012) shows how group member characteristics, group structure, group climate, and external demands influence the cognitive, social and motivational processes, which underlie collaborative creativity and innovation.

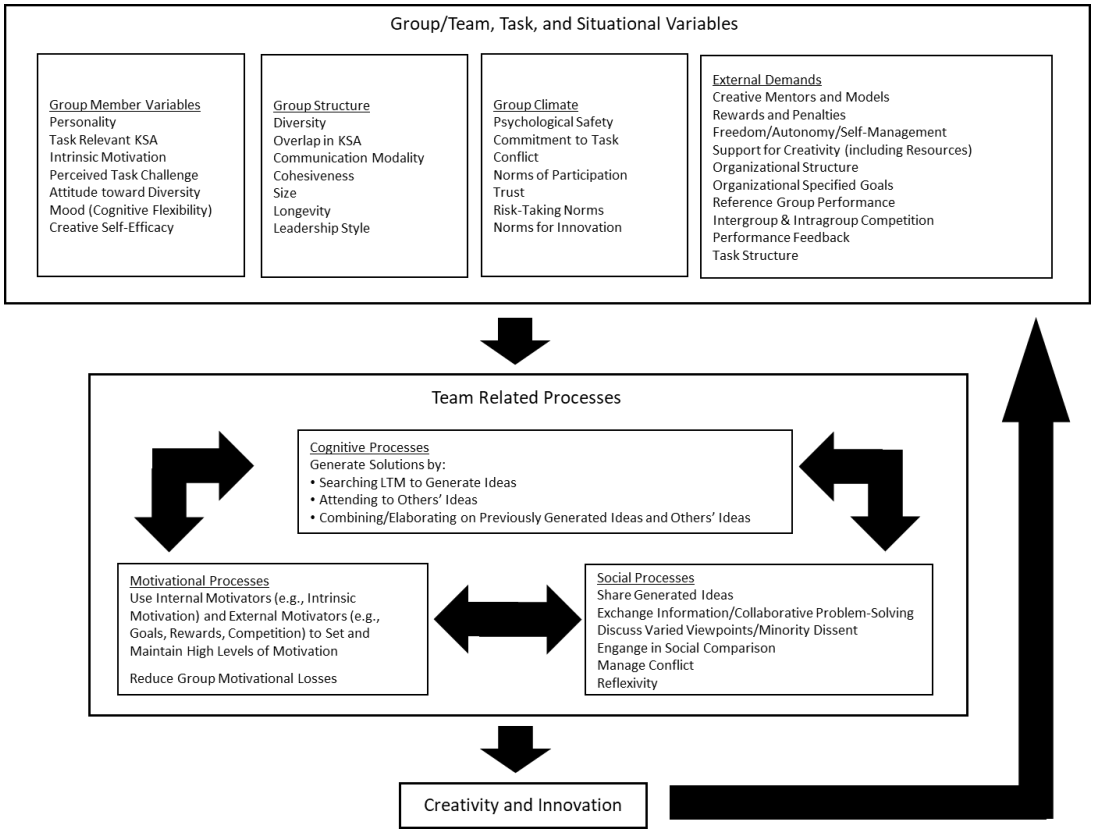

Figure 6: A model of collaborative creativity. Reproduced with permission from Paulus and Dzindolet 2008 (Paulus, et al. 2012)

West and Sacramento (2012) recommend that managers should pay attention to developing a team climate for innovation, as the largest effects on innovation come from this factor. Team climate has not only a strong effect on the extent to which team members engage in creative behavior, it also effects the degree, to which the whole team is able to deliver innovation output (West & Sacramento 2012). West and Sacramento (2012) include seven critical team climate factors affecting team innovations. These seven factors are introduced below and widened to nine factors by the author of this thesis.

1. *Clarifying and ensuring commitment to shared vision*

To clarify shared team objectives or vision and to commit to these is an indispensable action within innovation teams, because it enables focused development of new ideas as well as selecting those (West & Sacramento 2012). Hüter, Müller and Bauer (2018) emphasize that this shared vision or dream is not a vision from an individual who harnesses others for his/her vision/goal. It is a vision that is equally meaningful for every team member and can be pursued together. This shared vision or dream is the basis for a team to outgrow itself. In Google's words, team members have meaning and impact of work. This means, that team members work on something that is personally important for each of them and they fundamentally believe that the work they are doing matters (Rozovsky 2015).

2. *Task orientation*

"Task orientation is the shared concern with excellence of quality of task performance in relation to shared visions or outcomes" (West 1990, p.313). This shared desire to perform excellence in the task combined with the shared vision lead to mutual engagement in the task. For teams this means to collectively develop deep concentration and absorption on the process. This means that team members attend to and respond almost automatically or fluidly to each other's stimuli. The conversation flows quickly and freely (Harvey & Kou 2018). Harvey and Kou (2018) compare this kind of team creativity engagement with the concept of flow from Csikszentmihalyi (1990). Van den Hout, Davis and Weggeman (2018) who investigated team flow speak about collective ambition, meaning that all team members feel intrinsic motivation to engage in the same activity/task. This is based on the team members' values and believes about how they should accomplish their tasks and goals (Van den Hout, et al. 2018).

3. *Managing conflict and minority dissent constructively*

Team conflicts can be divided in task and relationship based, even these two are often related and influence one another (Reiter-Palmon, et al. 2012). De Dreu found out, that a moderate level of task conflict facilitates creative performance while too much or too little task conflicts hinder creativity (De Dreu 2006). The quality of decision-making and creativity is improved by constructive controversy in a cooperative team context. Constructive controversy is characterized by full exploration of opposite opinions and frank analyses of task-related issues. It occurs in a cooperative team context rather than in a competitive context, when team members feel their personal competences confirmed rather than questioned and mutual influence is perceived in processes rather than dominance. Paying attention to dissent of a minority also increases creativity because too much conformity and alignment involves the danger to focus on familiar and therefore well-known information, thought patterns, and methods (De Dreu & West 2002).

4. *Psychological safety*

West and Sacramento (2012) introduce the factor participative safety and trust. For this thesis, the author would like to divide this into two separate factors, psychological safety and trust. Safety climate consists of the experienced freedom of team members to express ideas and thoughts without being afraid of ridicule or negative reactions of their fellows (Paulus, et al. 2012). Psychological safety therefore describes team members' perception of the consequences of taking interpersonal risk and a sense of confidence, that the team will not embarrass, reject or punish someone for speaking up (Edmondson & Lei 2014). Team members feel safe to take risks and be vulnerable in front of each other (Rozovsky 2015). Tjosvold (1998) found out, that managing conflicts in a cooperative context leads to a greater sense of integration and safety among team members. In other words, conflict or diversity in a team support participative safety (West & Wallace 1991).

5. Trust

According to Carmeli and Spreitzer (2009) there are many authors emphasizing on the importance of trust within teams when it comes to innovation. To trust team members means having confidence that they will act in accordance, fair and with certain accepted standard behavior like being honest, supportive and reciprocate positive exchange. Building up trust takes time and is therefore a construct only found in longer-term teams (Paulus, et al. 2012). Interestingly, teams with a high level of trust have often also high levels of psychological safety and cohesion. Nevertheless, teams can be cohesive and its members feel psychologically safe without having a high level of trust (West & Sacramento 2012).

6. Cohesion

West and Sacramento (2012) also mention cohesiveness when they introduce the factor participative safety and trust. The author of this thesis would like to look at cohesion as a separate factor of team climate for innovation, as other authors also do (e.g. Amabile 1998; Hargadon & Sutton 2000). Team cohesion that fosters innovation consists of strong interpersonal bonds, strong shared commitment to the task, and pride in the team. Collaborative help and helpfulness are also nurturing creativity and innovation within teams (Amabile, et al. 2014). As long as team cohesion involves a strong task commitment to innovation, it increases team creativity. If team cohesion mainly involves a commitment to maintain positive relations and feelings, it can lower creativity (West & Sacramento 2012). This is not surprising, as task conflicts foster creativity within teams, even if they can lead to relational conflicts, as mentioned earlier. Nevertheless, the willingness to help each other through difficult periods and setbacks (Amabile 1998) and sharing knowledge and helping each other (Hargadon & Sutton 2000) are important gestures within highly innovative teams.

7. Support for Innovation

Coming up with new ideas or initiatives bears always the chance that someone else might not like it. Trying out new things means to risk that things which worked well might be difficult in the future (Paulus, et al. 2012). Support of innovation on the other hand means that within a team, new ideas and new and improved ways of doing things are welcomed, expected, approved, attempted and supported. This encourages team members to introduce new ideas (West 1990) and try out novel ways of thinking. While participative safety and trust is the basis for team members to feel free to share new ideas, support for innovation encourages doing so.

8. Participation in decision-making

Participation and sharing ideas in teams can lead to high levels of creativity and an increase of new ideas (West & Sacramento 2012). In this context, Harvey and Kou (2018) introduce the

term collective attention, meaning that by mutually paying attention to and discuss an idea/information, reveals underlying different assumptions and cognitive frameworks and helps integrate and build on each other's ideas and information. Especially high participation in decision-making leads to less resistance to change and therefore the likelihood for innovation being implemented increases. Team members who are involved in decision-making by having influence, interacting and sharing information with those involved in the change process, tend to invest in the outcome and offer ideas for new and improved ways of working (King, Anderson, & West 1992 cited by (West & Sacramento 2012).

9. Reflexivity

Team reflexivity is the collective reflection of a team upon its objectives, strategies and processes and according actions. Therefore, mutual reflecting, planning, and acting are the main three elements of team reflexivity (West & Sacramento 2012). Reflecting means paying attention, be aware, monitor, and evaluate. Detailed implementation plans lead to more innovation because planning creates a conceptual readiness and guides team members' attention towards relevant opportunity of action and means for implementation (Gollwitzer 1996 cited by West & Sacramento 2012). Actions consist the goal-directed behaviors that are relevant to achieve the mutual desired change (West & Sacramento 2012). Team reflexivity is therefore important for the team to learn from past mistakes and achievements (West 1996) and for successful implementation of creative ideas.

When it comes to measurement of team climate for creativity and innovation, Anderson and West (1998) developed the so called Team Climate Inventory. This is a multi-dimensional 38-item questionnaire, based on West's four factor theory comprising (1) participative safety, (2) support for innovation, (3) objectives and (4) task orientation. The Team Climate Inventory was validated and applied by different researchers e.g. Tseng, Liu and West (2009) and Mathisen, Einarsen, Jorstad and Bronnick (2004).

2.5 Triggering team creativity and innovation through dynamic intervention processes

Argyris (1969) investigated different interaction pattern of teams – meaning the general interaction shown by the majority of teams. He classified two forms of teams - interaction pattern A and interaction pattern B. Interaction pattern A was characterized by less risk taking, experimenting and openness than interaction pattern B. Team members from interaction pattern A were holding back feelings and had a low degree of security and trust within each other. Teams with interaction pattern B on the other hand were characterized by a greater expression of feelings, high degree of openness, and encouragement to take risks and experimentation, as well as lower demand for conformity and less pronounced antagonism. Argyris

found out that teams with interaction pattern B were more creative than teams with interactions pattern A. The therefore so called defensive interaction patterns (interaction pattern A) regularly used interactions that block learning creativity, innovation and change (Kylén 1999 cited by Kylén & Shani 2002). Knowledge creation interaction patterns (interaction pattern B) on the other hand regularly used interactions that support learning and change (Kylén 1993 cited by Kylén & Shani 2002). The following figure shows the consequences of the two interaction patterns.

Interaction pattern characterized by: →	Consequences on behavior →	Consequences on performance/results
Defensive IP (Interaction pattern A)	Insulting feedback High degree of errors/mistakes Few dialogues Work method not given Any consideration	Low interaction Few ideas Few refined ideas for methods/products Low quality Few improvements 'Normal or worst practice' No radical change
Knowledge creation IP (Interaction pattern B)	High interaction Constructive feedback Few errors/mistakes Many dialogues Well-considered work method	Many ideas Refined ideas for methods/products High quality Many improvements 'Best practice' and radical changes

Figure 7: Consequences of interaction patterns on behaviour and results (Kylén & Shani 2002, p. 20)

Interestingly, the interaction pattern B with its expression of feelings, high degree of openness and encouragement of risk taking and experimentation as well as lower demand for conformity suites very well to the team climate factors positively influencing creativity and innovation introduced before. For example, psychological safety and trust as a basis to be able to express feelings; a high degree of openness also due to psychological safety and trust as well as support for innovation. Support for innovation is also the basis for encouragement of taking risks and experimenting. A lower demand for conformity is related to manage minority dissent constructively.

Kylén and Shani (2002) investigated whether it is possible to change team's interaction pattern from A to B through a dynamic intervention process. Their intervention process was characterized by the following four cornerstones, (1) starting by reflecting upon the team's purpose/mission, (2) investigating what kind of action exists within the team, (3) thinking about why actions are the way they are, (4) thinking about what values and basic assumptions lie behind the team's interaction. As in the past, during this kind of change intervention mainly things were in focus that hindered the change process (for example Beckard's (1967) intervention method called confrontation meeting), nowadays authors like Cooperrider and Whitney (2015) suggest to focus on what is working and where things are going well (intervention method called appreciative inquiry).

IN.flow works with the concept of facilitation if during a change process dynamic intervention in a team is needed. A facilitator guides change processes in companies and organizations or for individuals. He or she initiates, guides, supports and encourages. A facilitator deals with conflicts and the unforeseen with intuition and “mindful attentiveness”. Facilitators focus for example on the future potential of a team more than on the present situation. This focus on the future potential helps facilitators to guide others securely in uncharted territory emerging to the future (School of Facilitating 2019). For dynamic intervention within a team that wants to grow towards an innovation-friendly team climate, this means for the facilitator to concentrate on the nine factors positively influencing this climate. It means to find out which positive elements of these factors already exist in this team and continuously guiding, supporting and encouraging further development of these factors. A box of tools, which helps to develop these nine factors, is therefore very helpful for a facilitator. Nevertheless, it is the facilitator’s competence to decide right on the spot, which tool suits and supports the situation in the team.

So far, the literature review of this thesis showed that creativity and innovation contains both – idea generation and implementation. The innovation process is iterative and comprises diverging and converging phases/activities in problem and solution stage. During a creativity and innovation process teams are mainly in three interactive stages which are problem identification, idea generation, and idea evaluation. Literature review about team climate fostering innovation unveiled, that there are nine main factors positively influencing this climate which are (1) clarifying and ensuring commitment to shared vision, (2) task orientation, (3) managing conflicts and minority dissent constructively, (4) psychological safety, (5) trust, (6) cohesion, (7) support for innovation, (8) participation in decision-making and (9) reflexivity. Thanks to dynamic intervention processes, these factors can be fostered within a team and lead to more creativity and innovation. The following empirical research part of this thesis provides examples for these factors and the development a facilitation toolbox and intervention concept, which helps facilitators to foster the factors during a dynamic intervention process with the team.

3 Methodology

The research methodology of this thesis is analogous to the Double Diamond process described in chapter 2.3. The start of the process is the discover phase which contains gathering information, inspiration, and identifying user needs. This phase requires from the researcher to look at the issue in a fresh way. During the second phase - called define - the researcher mainly makes sense of all the data gathered during the first phase and decides according to these insights, which challenge needs to be addressed. The third phase – called develop – is the moment when the researchers gather new ideas and prototype solutions and test them in

a process of trial and error. During the final phase – called deliver – the resulting service is finalized and launched (Design Council 2015).

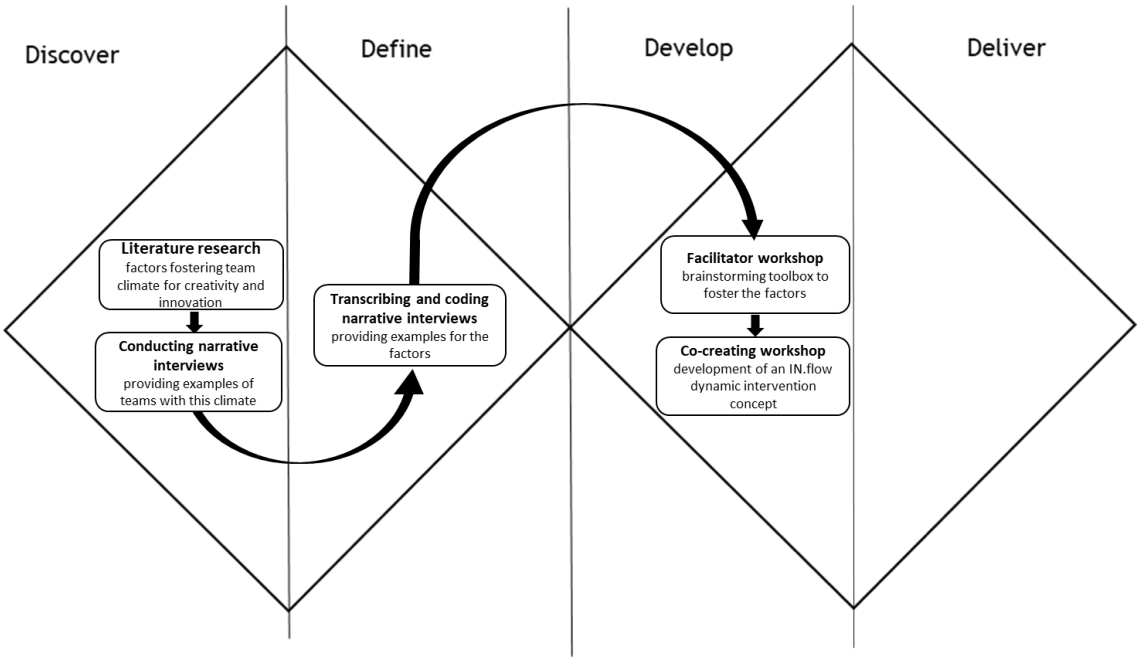

Figure 8: Overview research methodology of this thesis based on Double Diamond

3.1 Discover

Because the author of this thesis does not have previous knowledge or experience about team climate for innovation, she needs to gain information and develop a feeling for such a climate. As qualitative research is predestined to better understand real-world settings and the contextual richness of these settings (Yin 2016), the author decided to use qualitative research methodology during the discover phase. The discover phase therefore includes a literature review on factors positively influencing team climate of innovation investigated so far. The literature review comprises following keywords: team creativity and innovation, team creativity, team innovation, team climate for creativity and innovation, team climate for innovation, innovation and Design Thinking and was conducted in google scholar, nebis and finna, which is the library search engine from Laurea University of Applied Sciences, Finland. Specific journals like “Creativity and Innovation Management”, “Harvard Business Review”, “European Journal of Work and Organizational Psychology” and “Journal of Management” are searched separately. The result of this literature review is a so-called study bank as Yin (2016) recommends first when doing qualitative research. An extract of the study bank of this thesis is found in appendix 1.

At the same time the discover phase also includes narrative interviews with two innovation experts, which are either team leader of innovation teams or team member of an innovation team. Qualitative interviews are interviews with mainly open-ended questions and a conversational mode that without a questionnaire containing the complete list of specific questions. Nevertheless, the researcher has an implicit agenda of study questions and may follow an interview guide (Yin 2016). The author of this thesis decides to conduct narrative interviews – meaning asking the interviewees to narrate from their experiences with a specific innovation team. The described situations and experiences help the author of the thesis to gain a feeling of team climate of innovation. A short introduction of the two interviewees:

(1) **Khalil Bawar** works at Swiss Post as Head of EspaceLab. Before, he used to work at NavigationLab GmbH as a Senior Manager. He is an experienced innovation manager in both situations – being part of an innovation team and leading an innovation team.
(2) **Angela Haas** is partner and professional Inventor at Creaholic SA. Before, she used to work at Swisscom as senior human centered design expert. She is also an experience innovation manager in both situations – being a member of an innovation team as well as leading innovation teams

The interview guide contains three parts (1) first step into the interview, (2) main part of the interview, and (3) closing, as recommended by Portigal (2013). The goal of the first step into the interview was to find the ideal project and team situation, from which the interviewee could narrate. The main part of the interview contains the description of the team and questions to the collaboration and behavior and emotions within the team. The closing part entails questions about the enablers, which were important for the team success. The interview guide can be found in appendix 2.

3.2 Define

During the define phase of this research the author gains insights about the factors positively influencing team climate for innovation, which were introduced in chapter 2.4 (1) Clarifying and ensuring commitment to shared vision, (2) task orientation, (3) managing conflicts and minority dissent constructively, (4) psychological safety, (5) trust, (6) cohesion, (7) support for innovation, (8) participation in decision making and (9) reflexivity. The combination of the factors found in literature and the experiences and narrations from the two innovation experts leads the author to a better understanding of the factors and how good practice looks like. The author codes the transcribed interviews according the nine factors. A code is as short phrase or a word that "(…) symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language (…)." (Saldaña 2016, p. 4). The author uses the nine factors as categories. A category is a variety of similar coded data grouped

because they share some characteristic (Saldaña 2016). The factors found in literature therefore serve as coding guideline in terms of categories. For the author it is important to understand, which elements of the transcribed interview stand for the factors found in literature. If for example, in research literature trust is mentioned as a factor fostering team climate for innovation, the author codes elements that reveal trust in the transcribed interviews. Thanks to this coding, the author gains insights about how these factors are revealed in innovation teams and what good practice looks like. Additionally to the coding, the author makes analytic memos – meaning to write down conjectures, for example about additional factors, while coding (Saldaña 2016). These analytic memos might reveal additional categories/ factors in the end and need to be recorded during disassembling data.
The coding guideline of this research based on literature review is shown in the figure below and the coded interviews can be found in appendix 3:

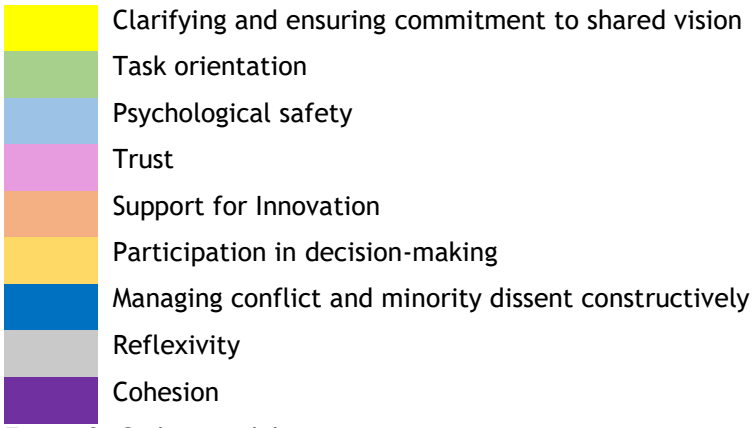

Figure 9: Coding guideline

3.3 Develop

During the develop phase of the research, the author starts gathering facilitation tools which can be used during interventions with teams. In order to get a comprehensive toolbox, the author organizes a workshop among professional facilitators. A group of five professional facilitators meet in Zurich - Switzerland for 3 hours in order to gather facilitation tools fostering these nine factors.

(1) **Jennifer Konkol** is CEO and partner of IN.flow Facilitation. She is an experienced change facilitator and coach.
(2) **Christian Herbst** is CEO and owner of nXstep. He is an experienced coach and trainer.
(3) **Thomas Etter** is associate partner at Innoveto. He is an experienced Design Thinking facilitator.
(4) **Lea Im Obersteg** is Service Designer at Georg Fischer. She is an experienced Design Thinking facilitator.
(5) **Mirjam Pfenninger** is partner of IN.flow Facilitation GmbH. She is an experienced Design Thinking facilitator and author of this thesis.

In order to prepare for the workshop, the author of this thesis and facilitator of the workshop sends to all participants information about the nine factors fostering team climate of innovation found in literature and according examples from the interviews. An extract of the material can be found in appendix 4. During the workshop, the facilitation tool mainly used is the brainstorming techniques. Brainstorming was introduced by Osborn in 1953 and is a group exercise that helps participants stay in a productive, nonjudgmental, highly divergent mode while producing many ideas (Osborn, 1963). In order to start brainstorming, the workshop facilitator formulates How Might We-Questions according to the How Might We-Method. The How Might We-Method was introduced by Procter & Gamble in the 1970's (Knapp, et al. 2016). The How Might We-Question tool used in this workshop is from Stickdorn, Lawrence, Hormess and Schneider's toolbox (Stickdorn, et al. 2018). The workshop facilitator therefore formulates How Might We-Questions like: "How might we help the team to manage team internal conflicts constructively, so they benefit from diverse opinions within the group?" or "How might we help the team to thoroughly listen to minorities, in order to benefit from diverse opinions within the group?" in order to brainstorm tools for the factor "Managing conflicts and minority dissent constructively". The workshop participants then brainstorm tools form different fields like teambuilding, Design Thinking, coaching, change facilitation and many more. The tools gathered for each factor are then put together in a toolbox by the author of this thesis. The toolbox is then reviewed by two change facilitation experts , Jennifer Konkol (MSc in organizational psychology) and Manuela Roschi (MSc in applied psychology).

After having the toolbox, the last step of the develop phase is to align the tools to an IN.flow intervention concept. In order to develop this intervention concept, the author of this thesis and her business partner develop an intervention plan in a co-creation workshop. The tool used during this co-creation workshop is Co-Creating Journey Mapping. A journey map is a visualization of the customer's experience over time. Co-creating journey maps can be used (1) for visualization of user stories during interviews, (2) to understand how existing services works, and (3) to envision future services (Stickdorn, et al. 2018). In this case customer journey mapping is used to envision the future IN.flow service called "Innovation Flow" (see figure 1).

3.4 Deliver

The deliver phase of the Double Diamond process is not part of this thesis. Testing, improving and implementing the intervention concept starts with the first IN.flow customer after finishing this thesis.

4 Result

4.1 Results of discover and define phases

In this chapter to each of the nine factors fostering team climate for innovation - (1) clarifying and ensuring commitment to share vision, (2) task orientation, (3) managing conflicts and minority dissent constructively, (4) psychological safety, (5) trust, (6) cohesion, (7) support for innovation, (8) participation in decision making and (9) reflexivity – examples from the two interviews are added. For each factor, a table is presented with the examples from the first interview in the left hand column, and the examples from the second interview in the middle column. The interview topic of the left hand column is a project conducted in a large organization in Switzerland. The interviewee was part of the project team. The goal of the project was to develop a customer centricity quality measurement tool for the company. The interview topic of the middle column is a project conduced in a large organization in Germany. The interviewee was external facilitator/consultant and helped this international team to develop an international new service. The internationality characterized the teamwork and required a lot of remote work. The right hand column consolidates the examples of both interviews. This consolidation column for each factor is the result of the problem phase, which the author of this thesis uses to start into the solution phase. The following tables are therefore the answer to the first research question of this thesis: “Which team climate factors foster creativity and innovation in teams?”

1. Clarifying and ensuring commitment to shared vision

Result interview 1	Result interview 2	Consolidation 1 and 2
• All team members were pet owners themselves and love pets. Therefore, the project was a matter of the heart for them. This entailed that all team members spared time to work on the project and were strongly committed to it. • Some team members took their pet to the workshop from time to time; for example dog. • The topic of the project was in conflict with the company's core business. The mutual love for pets and ongoing open dialogues about this conflict helped the team to mutually manage this tension.	• All team members saw a need for a mindset change within the organization and were happy to contribute to this change. • All team members wanted to do things differently than it used to be within the company. • All team members focused on this big potential for change and not their individual performance within the project. • All team members wanted to learn more about teamwork and what good teamwork entails and needs. • All team members desired to grow, progress, and learn personally. • To take time in the beginning and discuss the "position" of the project within the organization made the team progress slow in the beginning of the project. Later on, it was this mutual understanding that was responsible for the team flow that made the team progress very fast.	• Mutual interests • Strong commitment because it is a matter of the heart • Mutual goals on different levels (personally, team level and organizational level • To be able to contribute to something bigger • Take time to discuss the importance and meaning of the project for the organization and for each team member personally in the beginning of the project

Table 1: Interview results regarding clarifying and ensuring commitment to shared vision

2. Task orientation

Result interview 1	Result interview 2	Consolidation 1 and 2
• Team members from different divisions. All pet owners with a big heart for pets. • Mutual definition of work packages, their volumes and deadlines at the beginning of each session. • Team members chose freely and according to their skills on which tasks they wanted to work. • The team was able to overcome hard times when they were unsure about what they were doing. They agreed to go the next miles and even the extra mile. • Interviewee was the facilitator of the team.	• Self-organized team, with members from different divisions, with a mutual interest for the topic. • Very agile and energy driven workflow, that felt like team flow. Things developed naturally and automatically. • Minimal structures like check-in in the beginning of a meeting and breaks every once a while meanwhile meetings. • Mutual definition of meeting agenda. Agendas developed naturally in the beginning of the meeting. • Change of meeting lead among the team members happened naturally, the longer the project progressed. • Team meeting hold in a project room. The same project room available for the team for the duration of the whole project. • Almost all team members had strong facilitation skills.	• People from different divisions • If possible, team member choose of their own accord to work for this project • Natural development of the project with a minimum of structures → team flow • Feel energy for something/a direction/task, then go this direction and try it out. • Mutual definition of work packages/tasks/meeting agendas. • Free choice of tasks. Often evolves naturally according to team members' skills and interests • Facilitator skills and mindset within the team is important. • Tasks were defined and discussed during meetings • Team members participated physically and not virtually whenever possible.

Table 2: Interview results regarding task orientation

3. Managing conflict and minority dissent constructively

Result interview 1	Result interview 2	Consolidation 1 and 2
• One conflict the team had to overcome was the conflicting project topic regarding the company's core business. • By openly talking about this conflict and having an expert within the team, who knew exactly about facts and figures from within the organization, it felt good to all team members to be working on the project even there was this ongoing conflict. • Other conflicts they had to manage was during prototype testing, when other divisions criticized their work. • Team members were even unsure whether tests of their prototypes offended internal legal requirements or harm their career. • The interviewee is convinced that it is helpful to keep a cool head if something unexpected happens and causes conflicts.	• Even the team members often had different/ contrary points of view, their social interactions were very appreciative. Thanks to this appreciativeness, the different points of view became an enrichment for the team. • All team members wanted to learn more about feedback. They wanted to know how to give and receive feedback and experimented within the team. • They were able to give feedback very honest and open and did it very often. • They were able to handle critical feedback. • People from outside the team had to get used to their way of giving open feedback when they joined the team. • The team faced pushback from people around the team. The interviewee is convinced that it is not negative to feel pushback during innovation. She thinks pushback is the sign that one really works on something innovative. If a team faces no resistance, it is working on something that is not new/mind blowing. • There was not one person within the team who tried to distinguish him- or herself. They all wanted to contribute to something bigger and did not focus on their own performance. No hidden agenda. The focus was on the topic.	• Appreciativeness among the team members • Development of a good feedback culture within the team (honest, open and often) • Being curious how good feedback looks like • Being able to handle critical feedback • Conflicts within the company due to different and unfamiliar approaches/ideas of the team. • Seeing resistance from people around the team as a sign for working on something that is innovative. • Mutual focus on how the (project) work contributes to something bigger • Not focusing on one's own performance

	• The team dynamic changed at the end of the project when other people joined the team who were looking for opportunities to make their mark.	

Table 3: Interview results regarding managing conflicts and minority dissent constructively

4. Psychological safety

Result interview 1	Result interview 2	Consolidation 1 and 2
• Team members with different backgrounds and skills brought together without judging the importance of the skills. • Team members sensed if one team member was off balance, thanks to the openness, honesty and the affection among the team members. • Team members approached each other about personal topics, like the source of being off balanced. • Speaking about the imbalance of someone helped the team and the person to deal with it. • Team members often had side talks about things/topics not directly related to the project like hobbies. Interestingly, most often some keywords of the side talk lead the team back to the project and gave new ideas or information into it.	• Different points of view were discussed openly. • All team members knew that all of them expressed what they wanted to say. • There was no right or wrong • Variation of warm-up and check-in in the beginning of each meeting, changed to only check-in.	• Openness • Honesty • Affection • Expression of what one thinks/feels. • Meanwhile, knowing that all team members also express what they think and feel. • No judgment of right or wrong or more or less important. • Knowing more about each other than what is needed for the project. • Telling each other things that matters to oneself for example during check-in and side talks • Speak about feelings/ sensed feeling in the team

Table 4: Interview results regarding psychological safety

5. Trust

Result interview 1	Result interview 2	Consolidation 1 and 2
• No fixed roles within the team but allocation of tasks according to skills happened very naturally. • Team members were open and honest to each other. • Interviewee got direct and immediate feedback about what was useful for the team and what was not. • It was good to know, that all expertise needed for this project was represented within the team. • It was also helpful to know that team members fulfill their tasks according to their strengths and role.	• No fixed roles within the team. • Team members had to find out about each other's skills and competences in the beginning of the project. • It felt good to trust each other. • Knowing that everyone bears responsibility • Knowing that everyone is honest and says what she/he wants to say. • Team members knew from each other, that everyone has an intrinsic motivation to learn and there is no one following his/her hidden agenda and misuses others for his/her goals.	• Knowing each other's skills and competences • Trust each other's skills and competences • Trust the team/ the team's expertise • Experience that all team members bear responsibility • Trust each other's sense of responsibility • Knowing that all team members contribute to the common good (no one is misusing others to achieve a hidden agenda) • Being honest • Giving and receiving open and direct feedback

Table 5: Interview results regarding trust

6. Cohesion

Result interview 1	Result interview 2	Consolidation 1 and 2
• Right from the first meeting until the last one, team members hugged each other for greetings and goodbyes. Hugging for greetings and goodbyes sometimes develop while a project goes on and team members start to know each other better. These team members did it right from the beginning. • The cohesion within the team got stronger because of internal headwind and/ or troubles. • Some team members even were afraid that keep on working on the project could harm their career. Nevertheless, this experience strengthened the internal bonds. • At the end of each working day the team came together to quickly discuss what they did, how they progressed and where help is needed. • Acting with open, honest, friendly, human, modest and joyful behavior. • If a team acts like this, team members become a circle of friends.	• Team members need to spend time together/sit together. A team is only a team if they spend time together. • A (project) room is very helpful. The team knows where to go to and where it belongs. • The team was a very confirmed team and people from outside the team had to get used to their way of working when they entered the team. • The team started its meetings with warm-ups or check-ins. At the end of the project mainly check-ins. • "I found we were cool. We called ourselves the penguin team. We even called each other penguin. We gave us this team name so others had to ask what this was all about. Within the organization, this team name got known and even the top management spoke about the penguin team." • "It felt good when all of the sudden slides or statements form the penguin team were used in ordinary organizational presentations even though in the beginning of the project the pushback against this unfamiliar approach was big. This made us proud. " • More cohesion caused by pushbacks/ headwind from outside the team. • "Together we had to convince others to give our ideas a chance and try it out. We saw this as our challenge. This mutual challenge brought us together.	• Equality within the team • Spend time together, if possible in the team's project room. • Start team meetings with warm-ups or check-ins. • Development and testing of team structures and rituals. • Sharing progress • Asking for help • Being open, honest, friendly, human, modest and joyful with each other • Stronger cohesion caused by pushbacks/ headwind from outside the team • Team name • Distinction from others/ other teams. Being different. • Being proud of the team's success • Celebrating success/ milestones • Having a mutual challenge • Mutual working for something bigger • Hugging each other for greetings and goodbyes

	• There was not one person within the team who tried to distinguish him- or herself. They all wanted to contribute to something bigger and did not focus their own performance. No hidden agenda. The focus was on the topic. • The team dynamic changed at the end of the project when other people joined the team who were more looking for opportunities to make their mark. • From time to time, the team celebrated reaching milestones. For example, they went to an adventure room together. • "We also talked about private topics as friends. In my life, workmates become more and more friends." • "We were our own project and had somehow a special status. We did not underlay traditional project structures. Some people might have been jealous." • "I enjoyed this time working in this team!"	• Teams members become friends • Joy

Table 6: Interview results regarding cohesion

7. Support for innovation

Result interview 1	Result interview 2	Consolidation 1 and 2
• In the beginning, the team was not venturesome, but was used to a maximum of regulation with low freedom of discretion. As the project progressed and team members experienced being more venturesome and risk taking, they started to like it and wanted to go on working like this in their daily business after finishing the project. • More autonomy felt good to them. • The team got used to immediately try out knew things/tools and was able to rapidly decide whether something was useful to them or not. • They rapidly gave feedback to me.	• The team progressed very agile, even though this was an exotic pattern within the organization at this time. • The team had to pitch their ideas in front of the senior management • Team members tested and developed their ideas over and over again until they were confident that they found an ideal solution. • The team wanted to learn from cases and experiences. • Team members agreed that they call the project “a successful project” if at the end they know better how "good teamwork" looks like and how an ideal team looks like. • Team members eagerly tried out new tools like Slack and Trello. They used some of them and some of them disappeared naturally. • All team members had an intrinsic interest to grow and try out new things. We tried, tested and learned. • In order to constantly learn as a team, team members should always ask themselves: "What helps us progressing? What is holding us back?"	• Intrinsic interest to grow and try out new things by testing and learning. • Learning on different levels (project content-related, on team level and individual) • Learning as a mutual goal • Learning from cases and experiences • Learning by then asking: "What helps us progressing? What is holding us back?" • Learning to like risk taking and being venturesome by experiencing its effects on different levels (personal and organizational) • Openness to try out new things/tools and report experiences • Rapidly decide whether something, for example tools, is useful or not. • Agile project management with iterative testing and developing phases and pitches

Table 7: Interview results regarding support for innovation

8. Participation in decision-making

Result interview 1	Result interview 2	Consolidation 1 and 2
• No fixed roles within the team but allocation of tasks according to skills happened very naturally. • The interviewee's role was a facilitator's role. • The interviewee called each team member after finishing a work session in order to reflect on the session with everyone individually • During these calls he did not make decisions for the team members. For example, he did not decide whether he or she did enough and whether the quality of his/her result was sufficient or not. Even if sometimes he personally had a different opinion than the team member, he accepted the team member's decision and did not interfere. • The interviewee thinks, that if this was a mutual attitude within a team, the result might be better, because most of the time there is one team member - for example the team leader, consultant, or a strong character - who dominates decision making according to his/her opinion. • More autonomy and taking more freedom of discretion felt good to the team members even though they were not sure whether it was tolerated or not within the organization.	• There were no fix roles within the team. People naturally took over tasks according to their skills. • One team member was called "project/team leader", because the team officially had to have a team leader. This person did not act as a team leader in the sense of guiding the direction of the project and/or deciding for the rest of the team. • This person – as everyone else in the team – acted as a facilitator and helped the team to come to the point, when it was able make its decision. • Team members mutually developed the agendas of their meetings • Team members mutually determined when the meeting is a successful meeting. • Decision making was very natural. Team members mutually focused on some elements of the project and developed them, while other elements were put aside/ignored by all team members. This happened naturally and somehow replaced decisions. • Interestingly decision-making became more difficult and needed more energy when the team spirit changed due to new and not like-minded people joining the team.	• Facilitate decision making • Importance to have facilitation skills within the team • Acceptance of individual decisions • No domination of one team member's opinion • Mutual decision making, for example about which tasks need to be done • Mutual definition of success • Less decision-making thanks to team flow • More energy needed for decision-making when team flow is harmed • Having fun making decisions • Mutually agree on bravely taking freedom to make certain decisions/ trying out things, without being 100% sure that it is tolerated within the organization.

	• The team took the freedom to make decisions. If the team internally agreed on trying out something, they did it. They did not wait until someone else from the organization decided for them. They knew, that they made/make decisions that could cause change/ could be game-changing within the organization.	

Table 8: Interview results regarding participation in decision-making

9. Reflexivity

Result interview 1	Result interview 2	Consolidation 1 and 2
• At the end of each working day the team came together to quickly discuss what they did, how they progressed and where help is needed. • At the end of each working session, the interviewee talked to each team member individually in order to reflect with him/her. (Examples of the reflexing questions: How did it go?; What did you discover?; What are your results?). • The goal of this mutual reflection was to lead the team member to a decision how he/she needed to progress without influencing him/her.	• As a team, it is not only important to reflect on the innovation topic (new product/service) but also on how the teamwork is. Teams therefore need to take time for mutual reflection and learning. • In order to constantly learn as a team, team members should always ask themselves: "What helps us progressing? What is holding us back?"	• (Mutual) reflection of team meetings/working days • (Mutual) reflection of working sessions/ sprints • (Mutual) reflect on different levels (content-related, on team level and individual level) • Reflection as a facilitation tool in order to create the basis for decisions • Reflect on: "What helps us progressing? What is holding us back?"

Table 9: Interview results regarding reflexivity

4.2 Results of develop phase

This chapter contains the results of the develop phase. The develop phase was characterized by two developments, first the facilitation toolbox and second the dynamic facilitation intervention concept.

4.2.1 Results dynamic toolbox

The results from the problem phase – discover and define – were the basis for the following facilitator workshop hold in Zürich – Switzerland. The author of this thesis facilitated a workshop with five experienced facilitators (see methodology chapter 3.3 Develop). The goal of the workshop was to summarize tools, which can be applied by facilitators in order to foster factors promoting team climate for creativity and innovation. The tools - coming from different fields like teambuilding, Design Thinking, coaching, change facilitation, and many more - were then put together in a toolbox by the author of this thesis. The toolbox contains 55 tools and is the answer to the second research question of this thesis: “How could a toolbox for facilitation service look like, that supports teams to grow towards creativity and innovation friendly team climate?” The toolbox can be found in appendix 5. As mentioned (in chapter 3.4 Deliver), this toolbox is the first prototype IN.flow will test and improve during future workshops. The toolbox will therefore be further developed after finishing this thesis. As employees of IN.flow are experienced facilitators, this toolbox is developed for experienced facilitators and is not suitable for beginners.
The following picture shows one tool card out of the toolbox. The structure of the tool cards is described below.

Facilitation Toolbox for team climate fostering innovation

IN.flow

Name of the tool

Purpose Prototyping

Impact on

- Clarifying and ensuring commitment to shared vision
- Reflexivity

Keyword: Purpose, meaningfulness

Description

Everyone builds a prototype of the very best/ most meaningful impact this work/project could have on:

- one's personal life
- the client's life
- the team
- the organization
- society

1. Start with one's personal life and prototype individually for 20minutes. Then gather as a group and share the results. 3 minutes sharing time per person.
2. Start client's life and prototype individually for 15min. Then gather as a group and share the results . 3 minutes sharing time per person.
3. Start team prototyping as a whole group and use only the material used in the personal and client's prototypes. Prototype 30 minutes.
4. As a team record a 3 minute video message addressed to the project / work about its impact on the client and the team .
5. Reflect individually AHA-Moments

Option: pick from the impact list as many impacts as useful

Intervention phase

Initiation

Duration

120 min

Complexity

●●○○

Material/sapce

- LEGO
- Playmobil
- cardboard, paper
- tape, glue, ...
- Video recorder / smart phone
- AHA-Moment template

Source

Based on rapid prototyping methodologies like:

- Cardboard prototyping
- LEGO® Serious Play

Figure 10: Example of a tool card out of the toolbox

Name of the tool

The name of the tool puts the topic of the tool in a nutshell. The name is short and attractive in order to use it to introduce the exercise to the customer and during workshops.

Impact on

Impact on shows to which factor out of the nine factor(s) fostering team climate for innovation the tool contributes. It also contains keywords which help to find a tool out of the toolbox when a facilitator needs a tool for a specific topic like goals, skills, team flow etc.

Drawing

Each tool has a drawing that accentuates the tool's topic. Sometimes the drawing is symbolic and sometimes it shows content of the exercise. As this toolbox is a prototype, the drawings are not yet implemented. IN.flow first wants to test and improve the prototype before engaging a graphic designer for the drawings.

Description

Description first describes the tool briefly and then contains a step by step guide for the facilitator to employ the tool with the team. If necessary, the description also contains "Options" and "Comments" if additional information about further tools or applying techniques are needed.

Intervention phase

Recommendation during which stage of the intervention phase to use this tool. See chapter 4.2.2.

Duration

Is the approximate time needed for the exercise. It is a rough time indication because the duration always depends on the group size, the complexity of the project and the interpersonal situation.

Complexity

Complexity is also a rough declaration about the perceived complexity of the participants. It strongly depends on the prior knowledge about the topic within the team and again on the existing interpersonal situation and rituals.

Material/space

Material/space contains information about the needed arrangement within the room, for example chairs in a circle. It also contains information about the material needed for the exercise, for example prototyping material or templates.

Source

Offers information in terms of web links to either (1) an additional description of the same tool from another company/organization, (2) a description of a similar tool that serves as foundation of the tool, or (3) authors and the theory the tool is based on.

4.2.2 Results intervention concept

After having the toolbox, the last step of the development phase was the development of an IN.flow dynamic intervention concept. At the same time, this is the answer to the third research question of this thesis: “What kind of dynamic intervention process can be elaborated from these tools, in order to support teams to grow towards creativity and innovation friendly team climate?”. The intervention concept was developed during a co-creation workshop participating the author of this thesis and her business partner. The applied tool during this workshop was Co-creation Journey Mapping (see methodology chapter 3.3 Develop).
The parameter of an IN.flow intervention is a three months intervention with a team that works additionally to the daily business on an innovation project. These parameters derive from the most common situation found among IN.flow customers. The goal of the team is to simultaneously learn from an IN.flow facilitator Design Thinking process and tools and foster the team climate for innovation within the team. The IN.flow facilitator therefore focuses on both, teaching the team the innovation process by working on an innovation project of the company, and facilitating team climate for innovation. The intervention program is part of the IN.flow service called “Innovation Flow” (see figure 1). The intervention program contains three major phases (1) initiation, (2) innovation, and (3) integration.

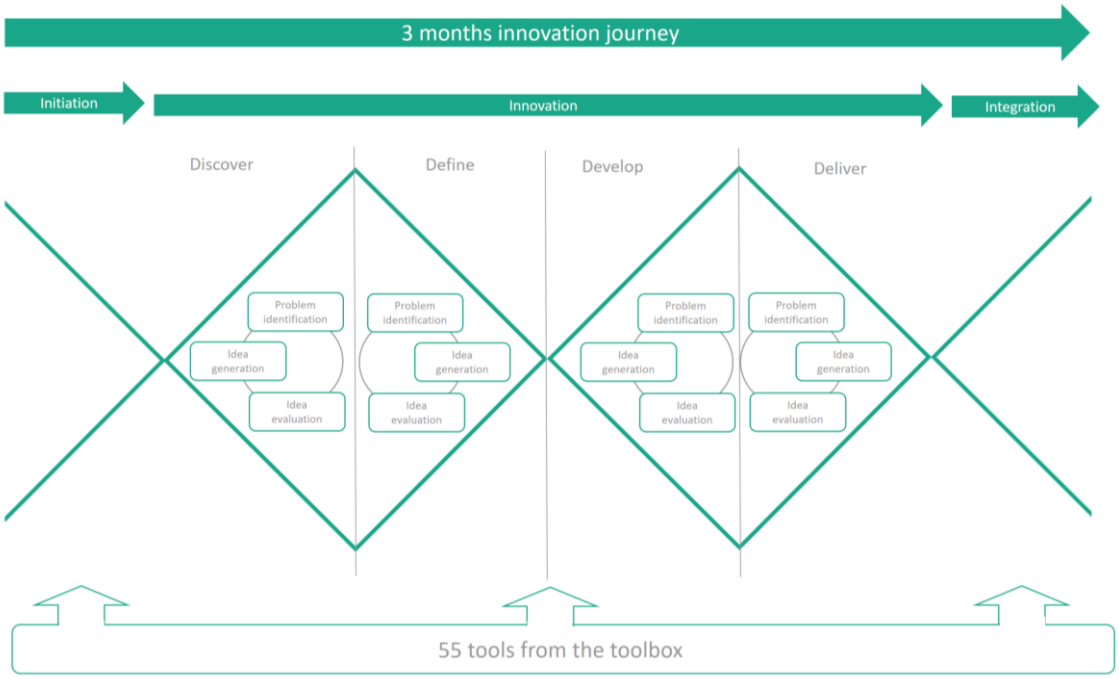

Figure 11: Intervention journey with a team

The middle phase, called innovation, is the innovation project of the company, on which the team and the facilitator work. This phase is designed analog to the Double Diamond innovation process. Even though this phase is called innovation, the facilitator works with the team

simultaneously on the innovation process and on team climate fostering creativity and innovation. The two phases, initiation and integration, before and after the innovation phase, focus mainly on team climate. During the initiation phase, the team members come from different angles regarding know how and attitude towards team climate and thus need to be aligned. This phase is converging because during this phase, the team members align by working on, and defining mutual purpose and values and other important topics regarding team climate, before starting into the innovation project. The phase after innovation phase is called integration. During this phase, team members reflect on their experiences and start to overtake the responsibility for fostering the team climate. They integrate tools and rituals regarding team climate into their daily business. This phase is diverging because the team overtakes more and more of the responsibility for fostering the team climate, while the facilitator cedes slowly.

For an intervention facilitator it is now important to set up an intervention concept and to know when to use which tool during this three months innovation journey. He/she needs to know which variables of team climate are important at the different phases of the innovation intervention process. The customer journeys, the author of this thesis and her business partner made during the co-creation workshop (see chapter 3.2), revealed two insights. First of all, an intervention concept strongly depends on the situation within the team. Because these are different from team to team, there is no standard intervention concept, which can be applied for all teams. An intervention concept therefore needs to be put together for each team individually, depending on the situation within the team. For example a team with strong cohesion, trust and psychological safety but little openness towards new and unknown things, need to first and strongly focus the factor “support for innovation”, while another team for example needs to focus on psychological safety first. Nevertheless, the author of this thesis and her business partner found out, that there are some factors out of these nine factors, which (1) need to be focused before starting the innovation phase and other (2) need to be focused after the innovation phase. For example, “clarifying and ensuring to shared commitment” is a factor that is good to focus before starting with the innovation phase of the intervention.
The author of this thesis and her business partner then brainstormed two complementary solutions to these insights. The first solution is an additional information on the tool cards of the toolbox. The information “intervention phase” was added to the tools card and provides the facilitator the information when, during the intervention phase, this tool is recommended to be applied (see figure 10). Thanks to this additional information, the toolbox takes into account that there are some factors which need to be focused before or after the innovation phase. Nevertheless, as mentioned earlier the factor a team needs to focus is highly depending on the team’s situation. This leaded to the second solution, which is a questionnaire the

facilitator can use at the beginning of the intervention. The result of the questionnaire provides the facilitator information about the present situation in the team regarding the factors fostering team climate for innovation. He/she can then see which factors need to be focused intensively and which less intensive. He/she can then elaborate his/her intervention program and assort the tools, by combining the results of the questionnaire and the intervention phase recommendation on the tool cards.

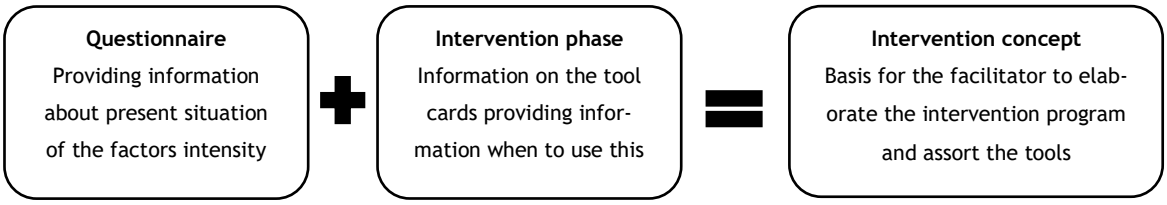

Figure 12: Development of a team individual intervention concept

The questionnaire is shown below. The questions on the bottom line represent the ideal situation of each factor fostering team climate for innovation. This ideal situation is taken from the results of the interviews (see right hand columns in chapter 4.1). For example, the ideal situation of the factor “task orientation” occurs, if the team experiences team flow and task allocation appears naturally. Therefore the according question on the questionnaire – called team mirror – is “Tasks and allocation of tasks appear naturally within the team”. Each team member then crosses individually and anonymous how much he/she agrees on a scale from “I totally agree” to “I totally disagree”. From left to right the questions represent following factors: (1) Clarifying and ensuring commitment to shared vision, (2) task orientation, (3) managing conflicts and minority dissent constructively, (4) psychological safety, (5) trust, (6) cohesion, (7) support for innovation, (8) participation in decision-making and (9) reflexivity.

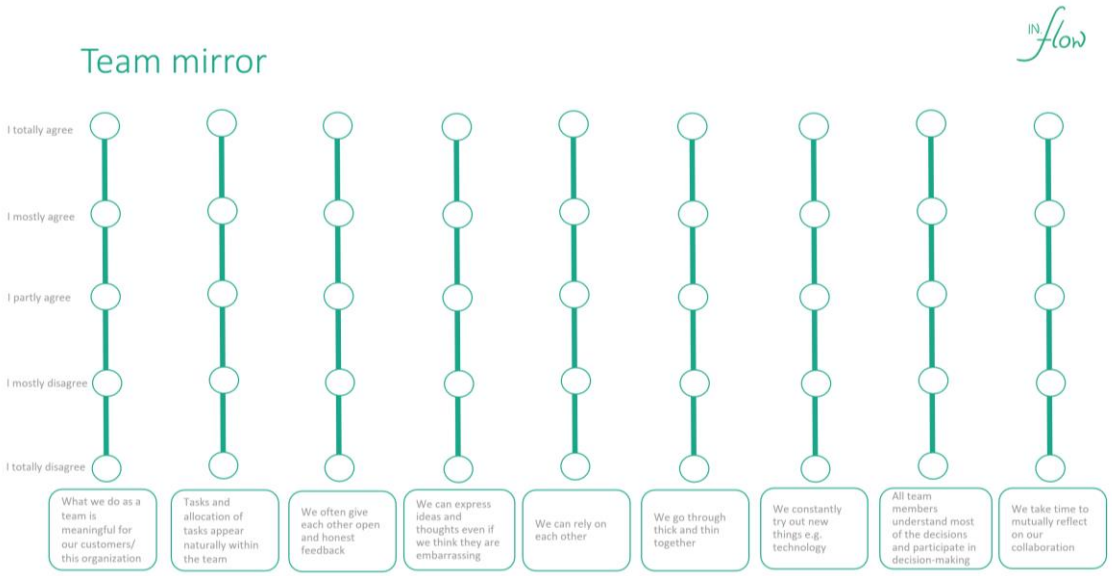

Figure 13: Questionnaire informing the facilitator about the situation within the team

It is up to the facilitator how many times he/she wants to use this team mirror during the intervention phase with the team. The author of this thesis recommends to use it in the very beginning of the initiation phase in order to put together his/her detailed intervention program (see figure 12). Additionally he/she uses it again in the beginning of the integration phase in order to see how the situation within the team changed and to plan the integration phase containing reflection on their experiences and preview on the teams perspective.

5 Conclusion

The conclusion of this thesis contains a reflexion part, where the results of the thesis are discussed in a broader context and the limitation as well as opportunities for further research is provided. The second part of the conclusion are managerial implication of this thesis on different levels (1) general, (2) Design Thinkers, and (3) IN.flow.

5.1 Reflection

Creativity and innovation is a key driver of competitiveness in today's economic world and researchers and practitioners search for ways to improve creativity and innovation within organizations (Khessina, et al. 2018). It appears on four different levels, (1) individual, (2) team, (3) organizational and (4) multi-level (Anderson, et al. 2014). In order to anchor creativity and innovation within organizations, IN.flow focuses on team-level and uses dynamic facilitation to facilitate the team's journey towards a creativity and innovation friendly team climate. The first goal of this thesis is therefore to understand, which factors foster creativity and innovation within teams. The second goal is the development of a facilitation toolbox, which can be used by IN.flow facilitators during dynamic facilitation with teams. The third goal is to develop an intervention concept for IN.flow facilitators in order to facilitate a sustainable change towards creativity and innovation friendly climate within teams. The first two goals are reached by the development of a toolbox with 55 facilitation tool cards, which can be applied to foster the nine important factors fostering team climate for creativity and innovation. These factors are (1) clarifying and ensuring commitment to shared vision, (2) task orientation, (3) managing conflicts and minority dissent constructively, (4) psychological safety, (5) trust, (6) cohesion, (7) support for innovation, (8) participation in decision-making and (9) reflexivity. The third goal is reached by the development of the 3 months innovation journey with the three phases, initiation, innovation, and integration and a support questionnaire and information about the chronology of the tools. This team intervention is part of an IN.flow service called "Innovation Flow" containing an introduction into Design Thinking by applying a Double Diamond process on a team specific innovation challenge and simultaneously facilitating the development of team climate fostering creativity and innovation within the team. The facilitation toolbox and intervention concept contain only facilitation tools and

assistance fostering climate for creativity and innovation factors. The tools used for facilitating the innovation process (Double Diamond) are not integrated, as this is not the goal of this thesis.

This thesis shed light on a specific aspect of organizational creativity and innovation. As mentioned, it focuses on team-level and leaves out individual, organizational, and multi-level. Within the team-level, it focuses on team climate and leaves out (1) structure and composition, (2) processes, and (3) leadership style, as West and Sacramento (2012) recommend that managers should pay attention to developing a team climate for innovation, as the largest effects on innovation come from this factor. The toolbox and the intervention concept is useful to facilitate team climate for creativity and innovation but in order to grow creativity and innovation within teams and organizations, additional influencing factors and parameters like leadership style, salary and incentive systems, goals, team/organizational structures and composition, space, tools, support from the management board, innovation processes, and many more need to be considered. Nevertheless, by applying the facilitation toolbox and the intervention concept, the chance for more creativity and innovation within the team rises, because climate and processes variables have a stronger influence on team creativity and innovation than team structure and composition variables (Hülsheger, et al. 2009).

In order to successfully use the toolbox and the intervention concept, Design Thinking and facilitation skills are required from the facilitator. Some of the tools are based on Design Thinking tools like prototyping. Without a background in Design Thinking the facilitator is not able to understand and apply these tools. In addition, the 3 months innovation journey contains the facilitation of a Double Diamond process with the team. Only an experienced Design Thinker can facilitate and teach a team through this process. Because the toolbox contains many tools on team psychological-level like trust, cohesion and psychological safety, the facilitator needs to be experienced in order to discuss topics like vulnerability and shame with the team.

The limitation of the methodology of this thesis is the small number of interviews conducted in the discover phase. Nevertheless the planned effect of the interviews, which was to give the author of this thesis a better understanding of the nine factors fostering team climate for creativity and innovation, was achieved.
Even one interviewee narrated his experiences with an international team developing an international services, the author of this thesis would like to mention, that the results of this thesis cannot be applied all over the world. Even if the nine factors fostering team climate for creativity and innovation would be the same in any culture, the way they are expressed within the team would be different. For example, the interviewee who facilitated the international team mentioned hugging as a special behavior he observed within the team. Hugging

each other is an expression of cohesion in some culture. In other culture, cohesion is not expressed by hugging and hugging would not be an appropriate behavior among team members, nevertheless cohesion exists within the team. A facilitator therefore needs to be aware of the different cultures within a team and wisely choose the right tools. It might be necessary to talk about how the nine factors fostering team climate for creativity and innovation are expressed in the different culture represented in the team.

An interesting insight of this thesis are the three interactive stages (1) problem identification, (2) idea generation, and (3) idea evaluation an innovation team constantly is in, no matter whether they currently started the innovation process or whether they are currently implementing the developed solution (see chapter 2.3). Further research about these three stages and how there are intertwined is needed. The author of this thesis is convinced that a team should be informed about these three stages and trained to (1) recognize in which stage they constantly are, (2) know what kind of thought patterns to apply in which stage, (3) know what kind of team roles are important in which stage and (4) how to handle the stages, for example when to switch from stage to stage. Additionally a Design Thinking facilitation toolbox can be developed that contains tools for each of these stages and can be applied by facilitators or the team itself.

5.2 Managerial implications

5.2.1 Managerial implications in general

As mentioned in the previous chapter, creativity and innovation is a key driver of competitiveness in today's economic world and researchers and practitioners search for ways to improve creativity and innovation within organizations (Khessina, et al. 2018). As written in the introduction of this thesis, Khessina et al. (2018) list a number of advantageous effects of innovation on (1) firm market share, (2) profitability, (3) sales growth, (4) revenues, (5) patent citation rates, (6) market leadership, (7) firm renewal and (8) efficiency. Managers therefore need to know which factors and parameters are important to enhance organizational creativity and innovation and how to do it. The results of this thesis provides a comprehensive overview of a specific part influencing organizational creativity and innovation, which is team climate fostering creativity and innovation. The thesis contains an intervention concept and a toolbox that can be applied by facilitators to facilitate this climate within team and simultaneously within organizations, because team climate fostering creativity and innovation is a sustainable factor for innovation flow within the company. This thesis therefore provides a modest contribution to enhance creativity and innovation within organizations and therefore also positively effects (1) firm market share, (2) profitability, (3) sales growth, (4) revenues, (5) patent citation rates, (6) market leadership, (7) firm renewal and (8) efficiency.

5.2.2 Managerial implications for Design Thinkers

In order to sustainably enhance creativity and innovation within a team, the team needs – among other things - to grow a team climate fostering creativity and innovation. The factors fostering this climate are clarifying and ensuring commitment to a shared vision, task orientation, managing conflicts and minority dissent constructively, psychological safety, trust, cohesion, support for innovation, participation in decision-making, and reflexivity. The conversations the author of this thesis had during the development of this toolbox and intervention concept revealed that Design Thinkers are experts on the innovation process-level. They know hundreds of tools that facilitate the innovation process of a team. Nevertheless, the above listed factors enhancing team climate fostering creativity and innovation are mainly on team psychology-level, like trust, cohesion, managing conflicts constructively and many more. This team psychological knowledge is not available for all Design Thinkers. In order to establish a sustainable innovation flow and not only an innovation dayfly, a Design Thinker needs to facilitate growth and establishment of team climate fostering creativity and innovation. This thesis provides an insight into team psychological aspects for Design Thinkers in the theory part of the thesis. In addition, further knowledge is provided in the toolbox and especially the weblinks in the source part of the tool cards provide good descriptions of (1) same tools from another company/organization, (2) descriptions of similar tools which serve as foundation of the tools, or (3) authors and the theory the tools are based on. This information, the toolbox and the intervention concept helps Design Thinkers providing both, the facilitation of the innovation processes and the team climate fostering creativity and innovation.

5.2.3 Managerial implications for IN.flow

Innovation facilitation is one out of three main services of IN.flow. Within the innovation facilitation field, IN.flow faces competition from innovation consultancies and organizational internal innovation departments. The unique selling proposition IN.flow provides is anchoring creativity and innovation within the company by the services called “Innovation Guard”, “Innovation Engine”, and “Innovation Flow” (see figure 1). The service called “Innovation Flow” contains team, organizational and leadership development towards an innovation friendly culture and building an environment where innovation can continuously emerge and survive. The development of the intervention concept – the 3 months innovation journey - provides IN.flow a specific description of the main part of “Innovation Flow” and can be used during sales pitches. In this way, the introduction into Design Thinking and the anchoring of creativity and innovation within the team and organization is intuitively accessible for IN.flow customers. IN.flow’s goal is to facilitate profound and sustainable transformation in organizations. IN.flow operates at the interface of change facilitation and (Service) Design Thinking because Design Thinking basic attitudes like human centricity and methodology and tools, like idea generation and prototyping are very impactful for change facilitation (see figure below).

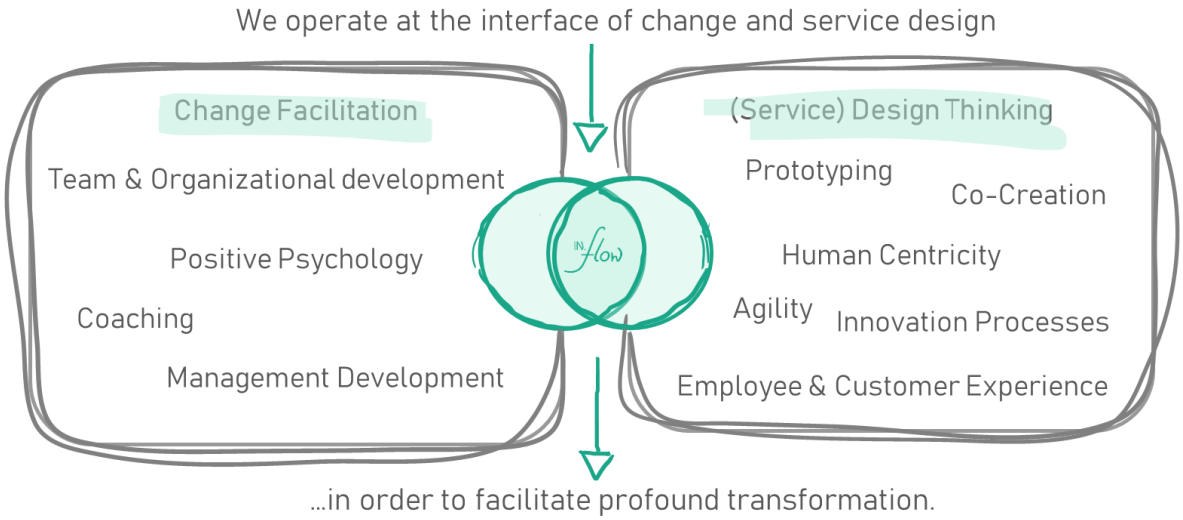

Figure 14: Our way of working (translated into English from https://www.inflow.swiss/)

The toolbox developed in this thesis is therefore useful for any kind of IN.flow workshop facilitation. Thanks to the keywords added on the tool cards, IN.flow facilitators find the appropriate tool very quickly. Testing, improving and finalizing the toolbox will therefore be the next step of IN.flow.

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Figures

Tables

Appendices

Appendix 1: Extract or the research bank of this thesis

TEAM INNOVATION

Author	Titel	Abstract/content	Year	Source
Roni Reiter-Palmon	Team Creativity and Innovation		2018	Roni Reiter-Palmon Eds. (2018) Team Creativity and Innovation, New York: Oxford University Press
Somech, A., Drach-Zahavy, A.	Translating team creativity to innovation implementation: The role fo team composition and climate for innovation	This study investigated team innovation as a process phenomenon by differentiating the creativity stage from the implementation stage. Based on the interactional approach, the authors argue that team composition (aggregated individual creative personality and functional heterogeneity) affects team creativity, which in turn promotes innovation implementation depending on the team's climate for innovation. Results from a study of 96 primary care teams confirmed that aggregated individual creative personality, as well as functional heterogeneity, promotes team creativity, which in turn interacts with climate for innovation such that team creativity enhances innovation implementation only when climate for innovation is high.	2013	Somech, A., Drach-Zahavy, A. (2013) Translating team creativity to innovation implementation: The role fo team composition and climate for innovation, Journal of Management, 39 (3)
Mathisen, G.E., Einarsen, S., Jorstad, K. Bronnick, K.	Climate for work group creativity and innovation: Norwegian validation of the team climate inventory (TCI)		2004	Mathisen, G.E., Einarsen, S., Jorstad, K. Bronnick, K. (2004) Climate for work group creativity and innovation: Norwegian validation of the team climate inventory (TCI), Scandinavian Journal of Psychology, 45 (5) p.383-392
Mumford, M.D. (Editor)	Handbook of Organizational Creativity (Sammelband)	Handbook of Organizational Creativity is designed to explain creativity and innovation in organizations. This handbook contains 28 chapters dedicated to particularly complex phenomena, all written by leading experts in the field of organizational creativity. The format of the book follows the multi-level structure of creativity in organizations where creativity takes place at the individual level, the group level, and the organizational level. Beyond just theoretical frameworks, applications and interventions are also emphasized. This topic will be of particular interest to managers of creative personnel, and managers that see the potential benefit of creativity to their organizations.	2012	ISBN 978-0-12-374714-3
West, M.A.	Sparkling Fountains or Stagnant Ponds: An Integrative Model of Creativity and Innovation Implementation in Work Groups	In this article I synthesise research and theory that advance our understanding of creativity and innovation implementation in groups at work. It is suggested that creativity occurs primarily at the early stages of innovation processes with innovation implementation later. The influences of task characteristics, group knowledge diversity and skill, external demands, integrating group processes and intragroup safety are explored. Creativity, it is proposed, is hindered whereas perceived threat, uncertainty or other high levels of demands aid the implementation of innovation. Diversity of knowledge and skills is a powerful predictor of innovation, but integrating group processes and competencies are needed to enable the fruits of this diversity to be harvested. The implications for theory and practice are also explored.	2002	West, M.A. (2002) Sparkling Fountains or Stagnant Ponds: An Integrative Model of Creativity and Innovation Implementation in Work Groups, Applied Psychology: An international review, 51 (3) 355-424.

Appendix 2: Interview guide for the narrative interviews conducted with innovation experts

Interview guide

Date:

Time start: Time end:

Duration:

Name interviewee:

Language:

Place:

Introduction

- To thanks for willingness and time spend
- Agreeing about anonymity in the thesis and further blog posts
- Agreement to audio recording
- Informing about the topic of the interview
    - Master in Service Innovation and Design at Laurea University of Applied Sciences
    - Explaining IN.flow service called "facilitation innovation culture" and goal of the thesis: establishing a toolbox for workshops facilitating team climate for innovation
    - The importance to understand the factors fostering team climate for innovation
    - Narrative interviews with experienced innovation manager in order to learn about their experiences
- Approximate time for the interview: 45 to 60min

First step into the interview

1. Can you describe to me three different situations when you worked in or lead an innovation team?
2. Where did you work at this time? company, time, place etc. if the interviewee is allowed to tell it
3. Can you shortly tell me more about these three situations and teams so I have an idea about it.

➔ Mutual decision which situation/team suits best for the interview

Main part of the interview

Description of the team

1. Please tell me more about this team. Who were the team members and what was their mutual task?
2. Please tell me more about your role and tasks in the team?

Collaboration and behavior of the team

3. How was the collaboration during this project? Please remember a team meeting, sprint or daily collaboration within the team. What happened?
4. Questions to dig deeper: 5 whys, Can you tell me more about it?, Do you have an example?, How exactly?, Why did you do it this way?, Tell me more about the impact this caused.
5. Do you remember certain important rituals/ behavior of the team?
6. Do you remember things that you did very often within the team? Why? Why do you think this was important?
7. Do you remember things you hardly ever did or even never did within the team? Why? Why do you think was this important?
8. Were there moments when something went wrong?
9. If yes: Could you describe such a moment? What was different? Why do you think did it go wrong at this time?
10. Imagine you meet someone of the team again. What would you talk about? About which successful experience would you wallow in memories?
11. Please tell me about this experience? What made it so special? (situation and parameters)

Description of emotions

12. How did it feel to work in this team?
13. What made you proud to work in this team?
14. What do you think did externals say about the team? Where they envy? For what?
15. What do you miss when you think about the team and the time you spent together?

Closing

Enablers

Imagine I am asked to lead an innovation project and team and I am not experienced in doing something like this and working with such a team.

1. To what do I have to pay attention?
2. What would you recommend?
3. We are now about to finish this interview. Is there anything I did not ask but is very important in your opinion?

Thanks for the interview

Ask, whether I am allowed to contact him/her if any further questions arise

Offer to share results with them after finishing the thesis

Hand over the gift

Appendix 3: Coded interviews

		Examples interview 1 **Development of an innovation for pet owners**	**Examples interview 2** **Development of the Customer Centricity Score, a tool for measuring customer centricity in an organization**
	Clarifying and ensuring commitment to shared vision	All team members were pet owners themselves and love pets. Therefore, the project was a matter of the heart for them. This entailed that all team members spared time to work on the project and were strongly committed to it. Sometimes in other projects, team members start to prioritize other things stronger and stop taking time and put effort into the project as the project progresses. This team prioritized the project until the end. Some team members brought from time to time their pets for example their dog to workshops. Even the project theme was in conflict with the company's core business, the mutual love for pets and ongoing open dialogs about this conflict helped the team to mutual manage this tension.	We all wanted to have a different approach that causes change within the organization. Apart from the topic of the project, we all wanted to learn more about teamwork. We were all interested in what is acquired for good team work. Therefore, we had the mutual goal to learn more about it. All of us was wanted to progress personally and we all wanted to test new things in order to do so. We all saw a chance for change and we believed in this big potential, rather than in our project. We were happy to contribute to something bigger with our project. We were happy to have the chance to do so. In the beginning, we were slower than in other projects/ project teams but as we progressed, we got faster and faster and were then faster than in other projects. In the beginning, we spent a lot of time for the interhuman relations. We "fought out" a mutual understanding of the position of the project. Nevertheless, it was these "fights" in the beginning that contributed that we progressed faster later on. One has to last this phase in the beginning.
	Task orientation	The team was able to overcome hard times when they were unsure about what they were doing. They agreed to go the next miles and even the extra mile. In the beginning of each session they formed work packages and discussed what needs to be done, until when and they could than decide on which package they wanted to work on.	We were a self-organized team, with members from different division, with a mutual interest for the topic. We progressed very agile and energy driven. Nevertheless, we had some minimal structures like check-in in the beginning of a meeting and breaks every once a while meanwhile meetings. Thanks to this energy driven work flow, meeting agendas, and tasks developed naturally. Similarly, meeting lead changed naturally among the team members. I loved working in this team. Within this team there was this flow. Things developed naturally/ automatically. We decided to meet in a project room and organized one that was reserved for us. As a team you need to see each other.

	Psychologi-cal safety	Team member with different backgrounds and skills are brought together and there is no judgment about which skill is more important than the other. If a team member was in a bad mood, he or she tried to hide it. Thanks to the openness, honesty and the affection within the team members, most of the time one team member realized that there was something going on and immediately talked with this team members and asked him/her what was wrong. He or she said, that it felt like something was going on. To share what was wrong and maybe also a joke about it helped this team member to overcome this bad mood. For the team it was important to know, that the bad mood of this team member - which was often revealed in inappropriate social intercourses - like choosing the wrong tone - was not due to them or the project but had its roots in 'external' problems. It was easier for the team members to deal with this bad mood. For the one who was in a bad mood it was important to get the feedback that he/she showed inappropriate social intercourses.	The different points of view were discussed openly. It was good to know, that all of us say what they want to say and would not hide their opinion. There was no right or wrong.
	Trust	Team members were open and honest to each others. I got direct and immediate feedback about what was useful for them and what was not. It was good to know, that the needed expertise was within the team. It was also helpful to know that team members will fulfill their tasks according to their skills and role.	In the beginning we had to find out each others skills and to understand each other more and more. Until the end we had no fixed roles within the team. Nevertheless, it felt good to trust each other. We knew from each other, that everyone bears responsibility and everyone is honest and says what she/he wants to say. We also knew from each others, that everyone has an intrinsic motivation to learn and there is no one following his/her hidden agenda and misusis others for his/her goals.

	Support for Innovation	In the beginning the team was not venturesome but was used to a maximum of regulation with low freedom of discretion. During the project they experienced how it is to take risks and to try out without detailed knowing what will happen or what kind of problem could emerge. The feedback was, that out of 100 things they used to be worried about, only one thing finally was critical. They started to like this venturesome way of working and wanted to go on working like this in their daily business. Thanks to risk-taking propensity and eagerness to experiment team members started to test and progressed thanks to erring. More autonomy felt good to them. They got use to try out knew things and immediately and rapidly decide whether it was useful to them or not. They rapidly gave me their feedback.	We progressed very agile, even though this was unusual within the organization at this time. We all wanted to learn from cases and experiences. We tested and developed our ideas over and over again until we were confident that we found an ideal solution. As a team we also learned a lot. It was one of our goals. We said that this projects is a successful projects if at the end we know better how "good team work" looks like and how an ideal team looks like. This goal was a team internal goal because all of wanted to learn more about this topic. We all had some sort of consulting background and were interested in this team topic. We eagerly tried out new tools like Slack and Trello. Some of them we used and some of them disappeared naturally. Everyone of as had an intrinsic interest to grow and try out new things. We tried, tested and learned.

	Participation in decision-making	The interviewee's role was a facilitator's role. He did not decide for team members, for example whether they did enough and the quality of their result was sufficient or not. Even sometimes he had a different opinion, he accepted the team members' decision. The interviewee thinks, that if this was a mutual attitude within a team, the result might be better, because most of the time there is one team member (for example leader, consultant, strong character) who controls decisions according to his/her opinion.	We mutually developed the agenda of your meetings and also mutually determined when the meeting is a successful meeting. There were no fix roles within the team. People naturally took over tasks according to their skills. One of us was called "project/team leader" because we officially had to have one. This person did not act as a team leader in the sense of guiding the direction of the project and/or deciding for the rest of the team. He and everyone else acted as a facilitator and helped the team members to come to the point were it was able make their own decision. Almost all team members acted as facilitator from time to time. It is important to have them within an innovation team. Nevertheless, in the beginning meeting agendas and meetings were mainly facilitated by the same two team members. One of them was the "team leader". As the project progressed, it grew naturally according to skills and spared time. Decision also seemed to come naturally. As a team we mutually focused and developed elements and others we mutually put aside/ignored. Interestingly decision making became more difficult and needed more energy when the team spirit change due to new, not like minded people in the team. We took freedom to make decision. If we team internally agreed on something we did it. We did not wait until someone else from the organization decided for us. We knew, that we made decisions that could causes change/ could be game-changing within the organization.

	Managing conflict and minority dissent constructively	One conflict the team had to overcome was the conflict of the project topic with the core business of the company. By openly talking about it and having an expert within the team, it felt good to the team members to work on the project and handle this ongoing conflict. Other conflicts they had to manage was during prototype testing, when other departments criticized their work. Team members were even unsure whether their tests offended internal legal requirements. It was important to react calmly and if possible with humor. A stressful reaction can exaggerate the conflict.	Our social interactions were very appreciative, even we often had different/ contrary point of views. Thanks to this appreciativeness, the different point of views became an enrichment for the team. All of us wanted to learn more about feedback. We wanted to know how to give and receive feedback and experimented within the team. Therefore, we were able to give feedback very honest and open and we did it very often. We were able to deal with critical feedback. People from outside the team had to get used to our way of giving feedback openly when they joined the team. As a team, we felt pushback from people around the team. In my opinion, it is not negative to feel pushback during innovation. I think pushback it is the sign, that you really work on an innovation. If you don't have resistance, you are working on something that is not new/mind blowing. There was not one person within the team who tried to distinguish him- or herself. We all wanted to contribute to something bigger and did not focus our performance. No hidden agenda. The focus was on the topic. The team dynamic changed at the end of the project when other people joined the team, which were more looking for opportunities to make their mark.
	Reflexivity	At the end of each working day the team came together to quickly discuss what they did, how they progressed and where help is needed. At the end of each working session the interviewee talked to each team member to mutual reflect on how he/she progressed, what he/she discovered, talk about the results. The goal of this mutual reflection was to lead the team member to a decision how he/she needs to further progress without influencing him/her.	As a team it is not only important to reflect on the innovation topic (new product/service) but also on how the team work is. Teams therefore need to take time for mutual reflection and learning. Team member need to spend time together/sit together. You are only a team if you spend time together. A (project) room is very helpful so the team knows where to go to and where it belongs. Teams should develop their own structures and rituals. These need to be tested several times before the team decides whether these rituals brings them forward or not. In order to constantly learn as a team, team members should always ask themselves: "What helps us to progress and what is holding us back?"

	Cohesion	Right from the first meeting until the last one team members hugged each others for greeting and goodbyes. Hugging for greetings and goodbyes sometimes develop while a project goes on and team members start to know each other better. This team members did it right from the beginning. Team members often had side talks not about the topic of the project. They, for example, talked about hobbies. Interestingly most often some keywords of the side talk leaded the team back to the project and gave new ideas or information. The cohesion within the team got stronger because of headwind and/ or troubles from outside the project team. Some team members even were afraid that working on the project could harm their career. Nevertheless, this experience strengthened the internal bonds. At the end of each working day the team came together to quickly discuss what they did, how they progressed and where help is needed. Acting with open, honest, friendly, human, modest and joyful behavior. A team is then more than a project team it is circle of friends.	We always started our meetings with warm-ups or check-ins. At the end of the project mainly check-ins. "We were cool". We called ourselves the penguin team. We even called each other penguin. We gave us this team name so others had to ask what this was all about. Within the organization this team name got known and even the top management spoke about the penguin team. It felt good when all the sudden slides or statements form the penguin team were used in organizational presentation even in the beginning of the project the pushback was big. After a year the "mind-blowing" mindset seemed to got a foothold and was applied naturally within the organization. This made us proud. The pushback from "outside" brought us together. Together we had to convince others to give our ideas a chance and try it out. We saw this as our challenge and this mutual challenge also brought us together. There was not one person within the team who tried to distinguish him- or herself. We all wanted to contribute to something bigger and did not focus our performance. The focus was on the topic. The team dynamic changed at the end of the project when other people joined the team which were more looking for opportunities to make their mark. From time to time we celebrated successful milestones as a team. On time we went to an adventure room together. We often worked together in the project room. We also talked about private topics as friends. In my life, workmates become more and more friends. We were a very confirmed team and people from outside had to get used to our way of working when they entered the team. We were our own project and had somehow a special status not underlying traditional project structures. Some people might have been jealous. I enjoyed this time!

Appendix 4: Extract of the preparation material for the facilitator workshop

IN.flow

Veränderungs- und Innovationsprozesse

Development of a facilitation toolbox to foster creativity and innovation climate within teams

IN.flow

9 Factors fostering team climate for innovation

1 Clarifying and ensuring commitment to shared vision

To clarify **shared team objective or vision** and to commit to these is an indispensable action within innovation teams because it enables focused development of new ideas as well as selecting those. This shared vision is **equally meaningful for all team member** and can be **pursued together**. Team members work on something that is **personally important** for each of them and they fundamentally believe that the **work they are doing matters**.

Insights from interviews

- Mutual interests
- Strong commitment because it is a matter of the heart
- Mutual goals on different levels (personally, team level and organizational level)
- To be able to contribute to something bigger
- Take time to discuss the importance and meaning of the project for the organization and for each team member personally in the beginning of the project

2 Task orientation

"Task orientation is the shared concern with excellence of quality of task performance in relation to shared visions or outcomes". This **mutual engagement** in the task feels like **team flow** to team members, when deep concentration and absorption on the task is possible and conversation flows quickly and freely. All team members feel intrinsic motivation to engage in the activity/task. This is **based on the team members' values and believes about how they should accomplish their tasks and goals**.

Insights from interviews

- People from different divisions
- If possible, team member choose of their own accord to work for this project
- Natural development of the project with a minimum of structures → team flow
- Feel energy for something/a direction/task, then go this direction and try out
- Mutual definition of work packages/tasks/meeting agendas
- Free choice of tasks. Often evolves naturally according to team members' skills and interests
- Facilitator skills and mindset within the team is important.
- Tasks were defined and discussed during meetings team members participated physically and not virtually whenever possible.

Appendix 5: Facilitation toolbox

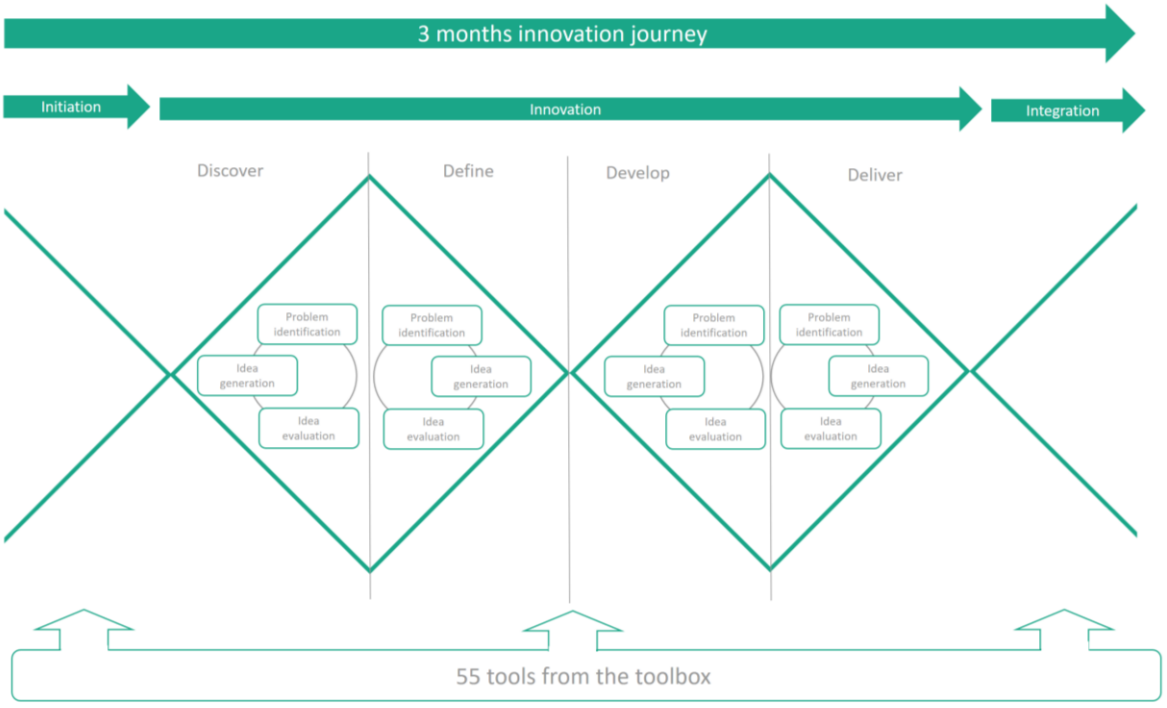
IN.flow

Facilitation Toolbox

to foster a team climate for creativity and innovation

About this toolbox

The 55 tools of this toolbox help facilitators supporting teams to grow towards a team climate fostering creativity and innovation. Scientific research showed that there are mainly nine factors fostering a team climate for creativity and innovation. These factors are the basis of this toolbox and are introduced on the following page. This toolbox is developed for experienced facilitators with Design Thinking know-how or vice versa. The tools of this toolbox can be applied during a 3 months innovation journey like the one pictured below. During this journey, the facilitator provides both, facilitation in Design Thinking theory and practice and facilitation in team climate fostering creativity and innovation. The tools of this toolbox help fostering team climate for creativity and innovation. Tools for Design Thinking theory and practice facilitation are not included.



9 factors fostering team climate for creativity and innovation

Based on scientific evidence, the following nine factors that foster innovation climate within teams can be identified:

1) Clarifying and ensuring commitment to shared vision

To clarify shared team objectives or vision and to commit to these is an indispensable action within innovation teams, because it enables focused development of new ideas. If a team has a vision/shared objectives which are equally meaningful for every team member and can be pursued together, it is able to outgrow itself.

2) Task orientation

Task orientation is the shared concern with excellence of quality of task performance in relation to shared visions or outcomes. This shared desire to perform excellence in the task combined with the shared vision leads to mutual engagement in the task. For teams, this means to collectively develop deep concentration and absorption on the process. During this so called team flow, all team members feel intrinsic motivation to engage in the same activity/task.

3) Managing conflict and minority dissent constructively

A moderate level of task conflict facilitates creative performance while too much or too little task conflicts hinder creativity. The quality of decision-making and creativity is improved by constructive controversy in a cooperative team context.

4) Psychological safety

Psychological safety describes team members' perception of the consequences of taking interpersonal risk and a sense of confidence that the team will not embarrass, reject or punish someone for speaking up. Team members feel safe to take risks and be vulnerable in front of each other.

5) Trust

To trust team members means having confidence that they will act in accordance, fair and with certain accepted standard behavior like being honest, supportive and reciprocate positive exchange.

6) Cohesion

Team cohesion that fosters innovation consists of strong interpersonal bonds, strong shared commitment to the task, and pride in the team. Collaborative help and helpfulness are also nurturing creativity and innovation within teams.

7) Support for innovation

Support of innovation means that within a team, new ideas and new and improved ways of doing things are welcomed, expected, approved, attempted and supported. While participative safety and trust is the basis for team members to feel free to share new ideas, support for innovation encourages doing so.

8) Participation in decision-making

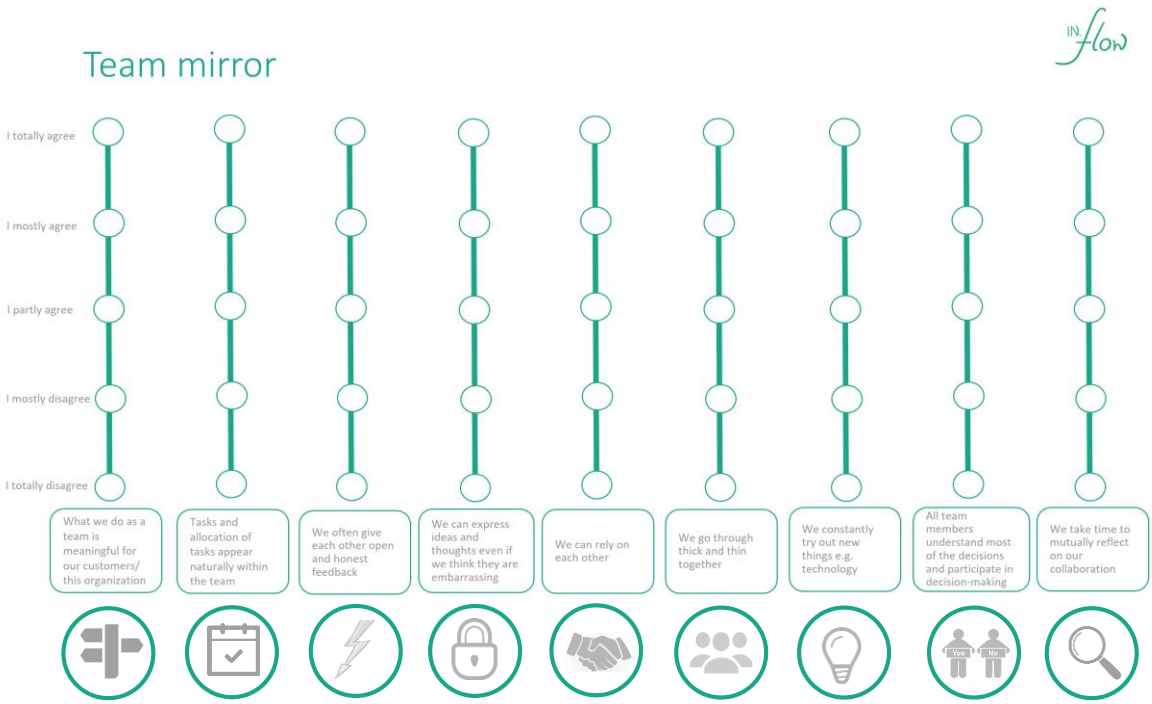
High participation in decision-making leads to less resistance to change and therefore the likelihood for innovation being implemented increases. In addition, collective attention - meaning that by mutually paying attention to and discuss an idea/information - reveals underlying different assumptions and cognitive frameworks and helps integrate and build on each other's ideas and information.

9) Reflexivity

Team reflexivity is the collective reflection of a team upon its objectives, strategies and processes, and according actions. Team reflexivity contains mutual reflecting, planning, and acting. It is therefore important for the team in order to learn from past mistakes and achievements and for successful implementation of creative ideas.

How to use this toolbox

In order to plan the intervention journey with the team, the facilitator needs to know which of the factors described before need to be fostered within the team. The following team mirror helps the facilitator to get an overview of the situation within the team. Each statement of the team mirror represents one of the nine factors fostering team climate for creativity and innovation, as shown below. All team members fill out the team mirror individually and anonymously. The results show the facilitator which factors need improvement.



- Clarifying and ensuring commitment to shared vision
- Task orientation
- Managing conflict and minority dissent constructively
- Psychological safety
- Trust
- Cohesion
- Support for innovation
- Participation in decision-making
- Reflexivity

How to use this toolbox

Each card of this toolbox comprises the following sections. The functionality of each section is described below.

Name of the tool
The name of the tool puts the topic of the tool in a nutshell. The name is short and attractive in order to use it to introduce the exercise to the customer and during workshops.

Impact on
Impact on shows to which factor out of the nine factors fostering team climate for innovation the tool contributes. It also contains keywords which help to find a tool out of the toolbox when a facilitator needs a tool for a specific topic like goals, skills, team flow etc.

Drawing
Each tool has a drawing that accentuates the tool's topic. Sometimes the drawing is symbolic and sometimes it shows content of the exercise.

Description
Description first describes the tool briefly and then contains a step by step guide for the facilitator to employ the tool with the team. If necessary, the description also contains "Options" and "Comments" if additional information about further tools or applying techniques are needed.

Intervention phase
Recommendation during which stage of the intervention phase to use this tool.

Duration
Is the approximate time needed for the exercise. It is a rough time indication because the duration always depends on the group size, the complexity of the project and the interpersonal situation.

Complexity
Complexity is also a rough declaration about the perceived complexity of the participants. It strongly depends on the prior knowledge about the topic within the team and again on the existing interpersonal situation and rituals.

Material/space
Material/space contains information about the needed arrangement within the room, for example chairs in a circle. It also contains information about the material needed for the exercise, for example prototyping material or templates.

Source
Offers information in terms of web links to either (1) an additional description of the same tool from another company/organization, (2) a description of a similar tool that serves as foundation of the tool, or (3) authors and the theory the tool is based on.

Order of the toolbox cards

The cards of this toolbox are ordered along the three phases of the 3 months innovation journey, which are initiation, innovation, and integration.

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

1 Treasure box

Impact on

Cohesion

Reflexivity

Keyword: success, positive emotion, positive experiences

Drawing

Description

Build up cohesion and motivation by collecting positive experiences.

1. Introduce a treasure box in the beginning of the 3 months innovation journey.
2. Ask the team members to regularly write down positive experiences they have during the journey. E.g. successes, positive team moments, interesting learnings, moments of surpassing oneself, a friendly behavior of a team-mate, good feedback, happy customers, etc.
3. Every once in a while remind team members to regularly write down their positive experiences.
4. Open up the treasure box at the end of the three months intervention. Read out loud all the positive experiences and celebrate.
5. Ask the team to go on using the treasure box.

Option: Use the tool “A firework of successes” instead (find this tool in this toolbox).

Intervention phase

Initiation

Duration

10 min

Complexity

●○○○

Material/space

- Treasure paper to write down the positive experiences
- Treasure Box

Source

- Treasure box Markus Ebner

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

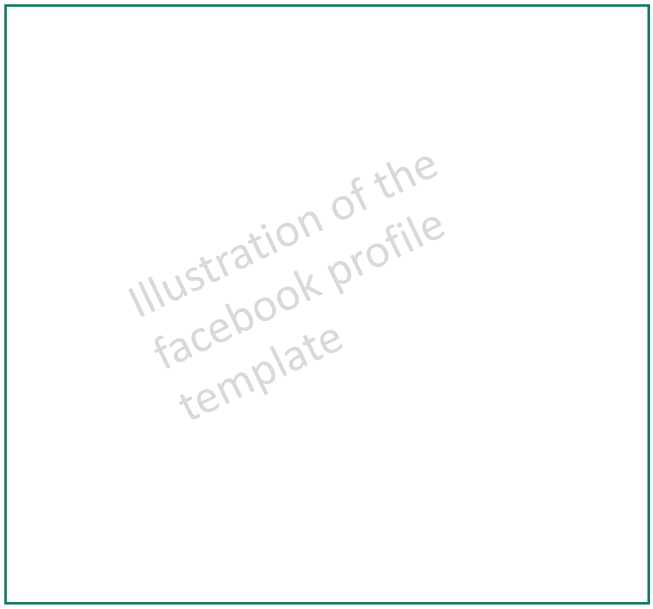
2 Team facebook / team skills

Impact on

Task orientation

Trust

Keyword: skills, trust each other, trust the team, diversity



Description

Uncover the skills and perspectives within the team.

For newly formed teams teams with new team members

1. For the first 15 minutes each team member fills in his/her facebook profile template.
2. Gather as a group and introduce the profile to each other. 3 minutes sharing time each.
3. Summarize the skills written down in the facebook profiles to the team skill template.
4. Mutually look at the team skills for 3 minutes and then start brainstorming how the skills can be creatively combined to something new that supports the project.

For long-term teams

1. Write "I am…." on a whiteboard and ask the team members for 10 minutes to individually write down who they are. Give them some examples of yourself, so they end up with a long list.
2. Ask them to look at the list and think about which of these identities they tend to shelter or hide and which they bring to the team.
3. Explain to them that not sharing the different aspects of each identity is depriving the team of its richness.
4. Give them another 5 minutes to complete the personal identity list and then 15 minutes to gather in pairs of two and share the identity list. Finish with gathering as team and share thoughts.

Intervention phase

Initiation

Duration

60 min

Complexity

●○○○

Material/space

- Facebook profile template
- Team skills template

Source

- Personal identity list IDEO U

Based on persona creating like:

- Stickdorn et al.

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

3 Appreciative interview

Impact on

- Trust
- Psychological safety
- Cohesion

Keyword: skills, characteristics, needs, strengthen strengths

Drawing

Description

Facilitate building up trust by sharing success stories with each other.

1. Explain the impact of trust among team members on creativity and innovation. Introduce the idea and goal of appreciative interview.
2. Ask the team members to gather in pairs of two, if possible with someone they don't know very well. Hand out the interview guide and ask the team members to interview each other for the next 30 minutes.
3. After interviewing, gather as a team and ask the team members to tell what they have learned about their interview partners. 3 minutes sharing time each.

Intervention phase

Initiation

Duration

60 min

Complexity

●○○○

Material/space

- Appreciative interview guide

Source

- Appreciative interview Liberating Structures

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

4 Super hero and super villain

Impact on

Task orientation

Trust

Keyword: strengths, weaknesses, skills

Drawing

Description

Share within the team the biggest strength (superpower) and weaknesses (evil power).

1. For the first 7 minutes each team member writes down three characteristics or strengths (super power) that positively influence the teamwork. Ask the team member to think about his/her strengths holistically, not only related to work or methodological skills. E.g. “I am a super hero at explaining complex things in a simple way”.
2. For the next 7 minutes each team member writes down three characteristics or weaknesses (evil power) that might negatively influence the teamwork. Ask the team member to think about his/her weaknesses holistically, not only related to work or methodological skills. E.g. “My super villain is receiving feedback because I immediately start to defend myself”.
3. Gather as a group and share the super heroes and villains with each other. 3 minutes sharing time each.
4. Agree on allowing to remind each other on the super hero and villain in their lives if it supports the team work.

5. Option: Use Lego figures or pictures to symbolize each super hero and villain instead of writing them down.

Intervention phase

Initiation

Duration

30-45 min

Complexity

●○○○

Material/space

- super hero and super villain template

Source

- Digital innovation playbook Dark Horse Innovation
- Management Y, Brandes (2014)

Name of the tool

5 Character strength test

Impact on

Task orientation

Trust

Keyword: strengths, weaknesses, personality, characteristics

Drawing

Description

Do an online based character strength test and share the results within the team.

Preparation before the meeting
Share the link to the character strength test with all team members and ask them to fill in the test individually as preparation for the meeting.

1. Gather as a team and share the results of the test with each other. 5 minutes sharing time each.
2. Brainstorm as a team how the individual strengths can best be bundled to foster team performance.

Option: When your performing tasks that match your character strengths its more likely that you reach flow state or team-flow. Start with this character strength test and then use the “team flow” tool.

Intervention phase

Initiation

Duration

30-45 min

Complexity

●●○○

Material/space

- online personality/ characteristics test

Source

Online tests like:

- Belbin test
  https://www.viacharacter.org/character-strengths

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

6 Purpose Prototyping

Impact on

Clarifying and ensuring commitment to shared vision

Reflexivity

Keyword: Purpose, meaningfulness

Drawing

Description

Everyone builds a prototype of the very best/most meaningful impact this work/project could have on:

- one's personal life
- the client's life
- the team
- the organization
- society

1. Start with one's personal life and prototype individually for 20 minutes. Then gather as a group and share the results. 3 minutes sharing time per person.
2. Start client's life and prototype individually for 15 minutes Then gather as a group and share the results. 3 minutes sharing time per person.
3. Start team prototyping as a whole group and use only the material used in the personal and client's prototypes. Prototype 30 minutes.
4. As a team, record a 3 minute video message addressed to the project/work about its impact on the client and the team .
5. Reflect individually on AHA-Moments

Option: pick from the impact list as many impacts as useful.

Intervention phase

Initiation

Duration

120 min

Complexity

●●○○

Material/space

- LEGO
- Playmobil
- Cardboard, paper
- Tape, glue, …
- Video recorder/ smart phone
- AHA-Moment template

Source

- Purpose Wheel IDEO

Based on rapid prototyping methodologies like:

- Cardboard prototyping
- LEGO® Serious Play

Name of the tool

7 The golden circle - Why, How and What

Impact on

- Clarifying and ensuring commitment to shared vision
- Task orientation
- Participation in decision-making
- Reflexivity

Keyword: purpose, goals, tasks, reflexivity

Illustration of the golden circle

Description

Use the golden circle to mutually define the why, how and what of the teams project/work.

1. Start with why. Discuss and define the purpose of the team's project/work. What does this project work mean to each team member, to the team, to the customer, the organization, or the society?
2. Continue with how. Discuss the value proposition the team wants to offer to its customers and what differentiates it from conventional value proposition.
3. Close with what. Discuss what is needed in order to provide the value proposition. Define medium-term goals (personal and team). Discuss processes, tasks and activities.

Option:

- Go to this golden circle process more thoroughly by using other tools from the toolbox like purpose prototyping and learning goals.
- Add a section to the circle: who/for whom (reflect on customers / users / clients / stakeholders)

Intervention phase

Initiation

Duration

40-50 min

Complexity

●●○○

Material/space

- Why, How, What template

Source

- Golden circle Simon Sinek

Facilitation Toolbox for team climate fostering creativity innovation

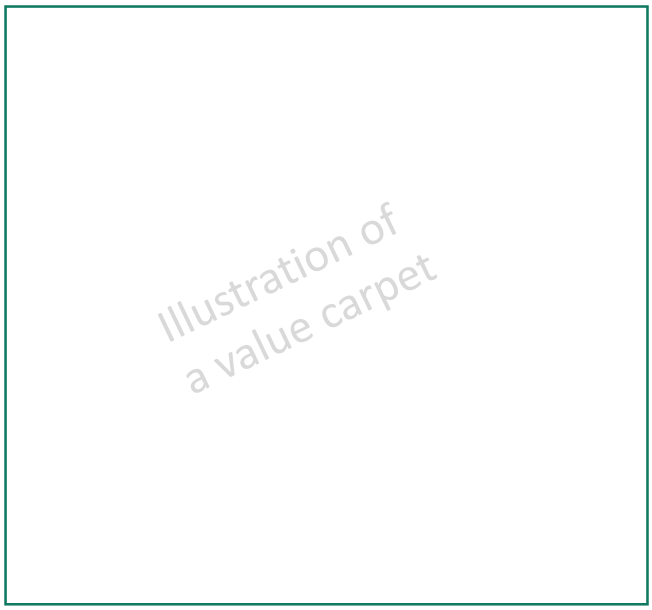
Name of the tool

8 Definition of team values / Value carpet

Impact on

- Clarifying and ensuring commitment to shared vision
- Participation in decision-making
- Reflexivity

Keyword: Value



Description

In order to discover team values the team has to understand its team habits and its familiar behavior

1. Collect habits (methods, social, emotional, …) that exist within the team. Are there things/certain behavior that the team does very often or hardly ever? Examples?
2. Discuss within the team why they do these things the way they do it? What kind of impact does it have on the team? Use the behavior-impact template
3. Discuss for which human values does they stand for? Use impact-value template
4. Discuss within the team whether these values are core values the team wants to foster or not.
5. Discuss within the team whether there are other core values that need to be added. For example in regard to the customer or the organization.
6. Write the values in the center of the value carpet.
7. Add in a second layer and add concrete actions/behavior to each values. E.g. For the value “courage to do what is right” add the action/behavior “I trust and empower others” or “I speak up”.

Intervention phase

Initiation

Duration

120-180 min

Complexity

●●●○

Material/space

- Post-its
- Behavior-impact template
- Impact-value template
- Value carpet template

Source

- Value carpet example of Nordea bank

Name of the tool

9 Discussion on team values / Value quadrant

Impact on

- Clarifying and ensuring commitment to shared vision
- Reflexivity

Keyword: Value

Illustration of an example of a value quadrant

Description

In order to clarify values, additional discussions by applying the value quadrant leads to a mutual understanding of them.

1. Together with the team take a value the team has not yet a mutual understanding about and write it in the upper left hand square. E.g. self-fulfilment.
2. Try to find the exaggerate value of it and write it below in the lower left hand square. E.g. the exaggeration of self fulfilment is selfishness.
3. Now try to find the overcompensation of this exaggerated value and write it in the lower right hand square. E.g. the overcompensation of selfishness is self denial.
4. Now find the related positive value to the initial value, that is moderate compared to the overcompensation. E.G. the related positive value of self fulfilment is community spirit, which is moderate compared to self denial.

Intervention phase

Initiation

Duration

120 min

Complexity

●●●○

Material/space

- Value quadrant template

Source

- Value quadrant Schulz von Thun

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

10 Letting go – Preserve – Add on

Impact on

- Support for innovation
- Cohesion
- Participation in decision-making
- Reflexivity

Keyword: Balance between innovation and daily business

Drawing

Description

Discuss the balance act between getting the daily business done and working on innovation.

1. Explain the importance of letting go old stuff (behavior, tools, structures …) to gain time and attention for new things.
2. Introduce "Letting go – Preserve – Add on." by showing the three labeled boxes.
3. Ask the team member to take 10 minutes and individually think of things the team should let go off and write down on red cards. These might be projects, behaviors, rules, traditions, … Challenge them by critically ask themselves: "If we could turn back time, would we start doing it again?"
4. Then change to things the team members would like to prevent. Take 10 minutes to think about it individually and writing down on yellow cards.
5. Finish working individually by going on with 10 minutes thinking of things the team should dare to add on. Write them down on green cards.
6. Spread the cards around the boxes and ask the team to take 15 minutes and look at the cards.
7. Ask the team to agree on an order of the cards on a line from "small impact on team innovation" to "big impact on team innovation" for each boxes' cards.
8. Pick the most important things of each box and agree on next steps in order to (1) stop it, (2) prevent it, and (3) add it. If necessary, brainstorming ideas for implementation for each before formulating next steps.

Intervention phase

Initiation

Duration

90-120 min

Complexity

●○○○

Material/space

- Cards in three different colors
- Three labeled boxes
- Next steps template

Source

- Acceleration trap: myths vs reality of speed Heike Bruch

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

11 Culture Map

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively
- Participation in decision-making
- Reflexivity

Keyword: team culture, behavior

Description

Talk about team culture within the group in order to reflect on team behavior. Find out where they come from (roots) and what impact they have (outcome) by using the culture map

1. Explain the importance reflecting on team culture for creativity and innovation to the team.
2. Introduce the culture map and start mapping out behavior by asking all team member to take 15 minutes to individually write down behavior pattern they recognize within the team. If needed, help them to start thinking of behavior patterns by asking if certain patterns exist for example during stressful, risky, failing, … phases or if any eating and break, meeting,… rituals exist. Use 1-2-4-all* to share. Ask the team to mutually fill in the behavior part of the culture map.
3. Do the same with causes that influence the behavior and then ask the team to mutually fill in the enabler/blocker part of the culture map.
4. Repeat the same with outcomes and ask the team to mutually fill in the outcome part of the culture map.
5. Use the created team culture map to start working on the team culture for example by prototyping missing or different behaviors and defining missing enablers. Use purpose prototyping as example (see in this toolbox).

Option: Start with imagine the team as a country and the members its citizens. What behavior define their citizenship?

Intervention phase

Initiation

Duration

180 min

Complexity

●●●○

Material/space

- Example of a filled in culture map
- Culture map template

Source

- Culture Map Dave Gray and Strategyzer
- *1-2-4-all tool

Facilitation Toolbox for team climate fostering creativity innovation

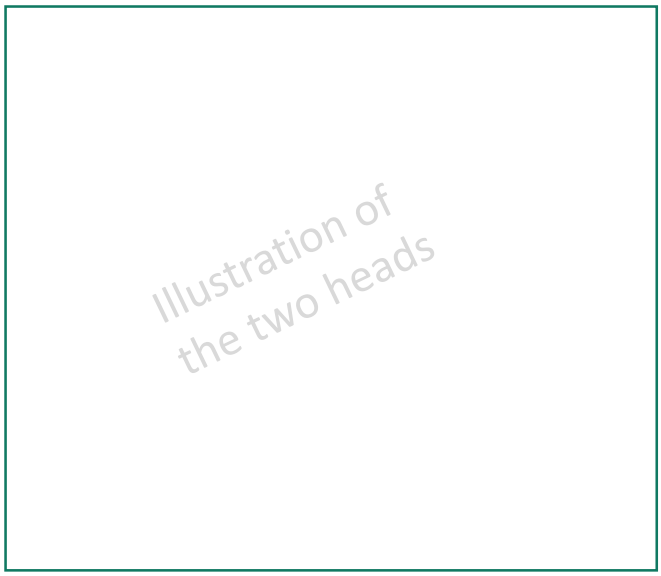
Name of the tool

12 Fixed vs growth mindset

Impact on

- Support for innovation
- Psychological safety
- Reflexivity

Keyword: vulnerability, humility, creativity, innovation



Description

Speak about the importance of attitude for creative innovation work and experience growth mindset

1. Draw to heads on a whiteboard and label one fixed and one growth mindset. Introduce the two mindsets and ask the group to think of consequences of (1) a fixed mindset and (2) a growth mindset.
2. Split in two groups and ask one group to take 10 minutes and describe the reaction of fixed and growth mindsets on challenges. Ask the second group to do the same but describing the reaction on failures.
3. Gather as a team and share the different reactions. 5 minutes sharing time per group.
4. Ask the team members to brainstorm for 5 minutes how a growth mindset can be killed. Afterwards ask them to brainstorm for 10 minutes how a growth mindset can be fostered.
5. Discuss within the team, which activities/ experiments they want to try out in order to foster a growth mindset. Use the next steps template.

Option: Combine with “Learning of the week” and/or “Experimentation lab” (find these tools in this toolbox)

Intervention phase

Initiation

Duration

40-60 min

Complexity

●●○○

Material/space

- Description of fixed and growth mindset
- Next steps template

Source

- Fixed vs growth mindset Carol Dweck
- 25 way to develop a growth mindset

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

13 Prototype a positive error culture

Impact on

- Support for innovation
- Trust
- Psychological safety
- Cohesion
- Participation in decision-making
- Reflexivity

Keyword: handling of failure, learning culture

Drawing

Description

Build up a positive error culture by agreeing on a learning attitude and certain failure behavior.

1. Explain the impact of a positive failure culture within a team on creativity and innovation. Give examples of learning attitudes, e.g. fuck-up nights.
2. Brainstorm as a group what positive impact/value failures and a positive error culture can have on this team.
3. Gather in groups of max. four and for the next 10 minutes brainstorm wild ideas how a positive error culture can be build up in the team. After 6 minutes encourage them to wilder ideas.
4. Each group shares their wildest idea with the rest of the team.
5. For the next 7 minutes brainstorm in groups again by use 15%-solution*.
6. Each group then takes the idea they like most and start prototyping it. 30 minutes prototyping.
7. Gather as team and pitch the prototypes to the rest of the team. The rest of the team gives “I like,.. I, wish, …” feedback (find this tool in this toolbox).
8. Mutually work for another 30-45 minutes on a team prototype by only using the ideas and material for the groups’ prototypes.
9. Mutually define next steps in order to introduce this positive error culture prototype in the team’s daily business.

Intervention phase

Initiation

Duration

120-150 min

Complexity

●●●○

Material/space

- Post-its
- 15%-solution brainstorming template
- Theater props
- LEGO
- Playmobil
- cardboard, paper
- tape, glue, …
- Next steps template

Source

Based on rapid prototyping methodologies like:

- Cardboard prototyping
- LEGO® Serious Play
- *15% Solution tool

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

14 Vulnerability talk

Impact on

- Psychological safety
- Cohesion
- Trust
- Reflexivity

Keyword: vulnerability, creativity, innovation

Drawing

Description

Speak about vulnerability because it's the precondition of creativity and innovation.

Preparation

Ask the team to watch "Daring Classrooms" from Brené Brown and fill in the AHA-moment template

1. Show the slide from the video where vulnerability is described as precondition for creativity, innovation and many more. Discuss within the group, why vulnerability might be important for this team.
2. For the next 15-20 minutes use 1, 2, 4, all* to share the AHA-moments (preparation).
3. As a team, brainstorm for 10 minutes rituals/behavior that foster vulnerability within the team.
4. Draw a line on a whiteboard from "small impact" to "big impact" and ask the team to classify the ideas according to their impact on team vulnerability. Choose max. three ideas the team would like to implement.
5. Use the next step template to plan the implementation and check whether additional resources are needed. If needed use 15% solution** before defining next steps.

Option: Go a step further/more personal and use Brené Brown's Container Building tool (see sources)

Intervention phase

Initiation

Duration

60-90 min

Complexity

●●●●

Material/space

- AHA-moment template
- Next steps template
- Post-its

Source

- Video Daring Classrooms Brené Brown
- Container Building Brené Brown p.5
- *1, 2, 4, all
- **15% Solution tool

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

15 Shame talk

Impact on

- Psychological safety
- Cohesion
- Trust
- Reflexivity

Keyword: shame, embarrassment, failure, weakness, emotions, feeling of not being enough and unworthy, vulnerability

Illustration of the shame shields

Description

Speak about shame and embarrassment, because it's the precondition of creativity and innovation.

Preparation

Ask the team to watch "Daring Classrooms" from Brené Brown and fill in the AHA-moment template

1. Show the slide from the video where the three shame shields are shown. Discuss within the group, why shame might be important for this team.
2. For the next 30-40 minutes use 1, 2, 4, all* to share the AHA-moments (preparation).
3. Then ask the team member to individually write down a situation in the past when they were using a shame shield and how they handled the feelings/shame. Use 1, 2, 4, all* to share with the team (60 minutes).
4. As team, brainstorm for 10 minutes rituals/behavior that foster the opportunity to share "shame shit storms" with each other.
5. Draw a line on a whiteboard from "small impact" to "big impact" and ask the team to classify the ideas according to their impact on shame resilience. Choose max. three ideas the team would like to implement.
6. Use the next steps template to plan the implementation and check whether additional resources are needed. If needed, use 15% solution** before defining next steps.

Intervention phase

Initiation

Duration

120 min

Complexity

●●●●

Material/space

- AHA-moment template
- What I need from the team template
- Next steps template
- Post-its

Source

- Video Daring Classrooms Brené Brown
- *1, 2, 4, all
- **15% Solution tool

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

16 Prototype decision making

Impact on

- Participation in decision-making
- Managing conflict and minority dissent constructively

Keyword: conflict within the team, communication

Drawing

Description

Discuss within the team how decisions are made during the project:

- Majority vote
- Consensus
- Agreeing by not explicitly expressing disagreement

1. Introduce these three different methodologies to make decisions and ask the team whether they can think of other methodologies.
2. Discuss pros and cons of each methodology with the team and write them down on the whiteboard.
3. Ask the team which methodology they would like to prototype.
4. For the next 20 minutes the team prototypes the way they want to make decisions in the future.
5. Mutually reflect on the prototype and discuss whether any resources are needed in order to introduce this kind of decision making in future.

Option: Introduce problem analysis tools like (1) the devil's advocate*, (2) plus-minus-interesting analysis, and (3) ease-and-effect matrix to prepare the decision.

*find this tool in the toolbox

Intervention phase

Initiation

Duration

90 - 120 min

Complexity

●●●○

Material/space

- Description of the three decisions making methodologies
- Theater props
- LEGO
- Playmobil
- cardboard, paper
- tape, glue, …

Source

Based on rapid prototyping methodologies like:

- Cardboard prototyping
- LEGO® Serious Play

Name of the tool

17 Team canvas

Impact on

- Clarifying and ensuring commitment to shared vision
- Task orientation
- Participation in decision-making
- Reflexivity

Keyword: purpose, goals, tasks, roles, reflexivity

Description

Mutually fill in a team canvas containing information about purpose, values, goals, strengths, weaknesses, roles, expectations and rules.

1. Start with people and roles represented in the team.
2. Continue with goals. First write down the team's goal(s) and then personal goals.
3. Go one step beyond the common goal and write down the purpose that the goal stands for.
4. Continue with core values/important principles the team mutually agrees.
5. Then gather all strengths and assets / skills represented in the team.
6. Share personal and team weaknesses that all team members should be aware of.
7. Make transparent what team members need from each other in order to perform at their best.
8. In the end, agree on team rules and activities, e.g. about decision making or communication.
9. Regularly reflect on the team canvas during and after the project

Option: Do it more thoroughly by using other tools from the toolbox like purpose prototyping, value carpet, how we do things around here, member facebook, superheroes and super villains, …

Intervention phase

Initiation

Duration

90-120 min

Complexity

●●●○

Material/space

- Team canvas template

Source

- Team canvas Ivanov & Voloshchuk

Name of the tool

18 Learning/development goals (individual and team)

Impact on

- Clarifying and ensuring commitment to shared vision
- Participation in decision-making
- Reflexivity

Keyword: learning, learning goals, purpose

Drawing

Description

Personal and team learning on functional/methodical, social, and self-competence level as a part of agile project and innovation.

1. For 10 minutes each team member individually writes down topics he/she would like to work on/progress during the time of the project.
2. Now for the next 10 minutes ask the group to individually write down three personal learning/development goals for the duration of the project. If possible a (1) functional/methodical goal, e.g. “I would like to test a new form of rapid prototyping”, a (2) social goal, e.g. “I would like to learn to give specific positive feedback”, and a (3) self-competence goal, e.g. “I would like to learn to see failure as a positive chance to learn and grow instead of personal insufficiency”
3. Gather as a group and share the goals with the rest of the team. 3 minute sharing time each.
4. Discuss as a group about team learning goals and mutually agree on one functional/methodical, social and if possible self-competence team learning goal for the duration of the project
5. Decide when / how you are going to reflect on the personal and team learning goals (during and after the project).

Intervention phase

Initiation

Duration

50-60 min

Complexity

●○○○

Material/space

- Personal learning goal template
- Team learning goal template

Source

- Action Learning (e.g. Donnenberg, 1999)

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

19 Experimentation Lab

Impact on

- Support for innovation
- Cohesion
- Participation in decision-making
- Reflexivity

Keyword: experiment, learn, learning culture, fun, progress, goals

Drawing

Description

Introduce the idea of a team experimentation lab in order to enhance ongoing experimentation and learning.

1. Explain the importance of constant experimenting, learning and enjoying learning for creativity and innovation work to the team. Give examples of experiments on different levels e.g. different ways of giving feedback, using new communication software, trying out different meeting schedules, …) .
2. Ask the team members to take 5 minutes and individually write down experiments they worked on during the last six months.
3. Gather as a group and share the experiments. 3 minutes sharing time each.
4. Introduce the idea of team experimentation lab and ask the team members to take 7 minutes to individually write down topics they would like to experiment together with the team.
5. Use 1-2-4-all* to share and decide which are the most interesting topics for the team.
6. Take one of the topics and mutually brainstorm ways of experimenting within this topic.
7. Mutually define experimentation goals
8. Once a month reflect on the experiences made during the experiment phase.

Intervention phase

Initiation

Duration

30-40 min

Complexity

●●○○

Material/space

Source

- *1, 2, 4, all

Name of the tool

20 Time Kick-Box

Impact on

Support for innovation

Participation in decision-making

Keyword: Encourage ideas

Drawing

Description

Enhance team creativity and innovation by introducing a Kick-Box system that helps ideas to grow.

1. Explain the importance of encouraging ideas for creativity and innovation work to the team.
2. Introduce the idea of the Time Kick-Box:
   - Agree as a team that every idea is welcome
   - If during work someone comes up with an idea, he/she has 5 minutes full attention of everyone in the office to explain his/her idea.
   - If no one of the team argues why this idea shouldn't be further discussed, the idea gets another 15minutes now be discussed within the team.
   - If after these 15 minutes there is no one who argues why the idea shouldn't be worked out more detailed, the team decides whether to do it right away or schedules it for the next team meeting.
3. Reflect on the Kick-Box's impact and usage during the next few team meetings. Decide whether it should be adjusted to the team.

Intervention phase

Initiation

Duration

30 min

Complexity

●●●○

Material/space

Source

Based on the Kick-Box structures like:

- Swisscom Kick-Box

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

21 Pre mortem

Impact on

- Clarifying and ensuring commitment to shared vision
- Task orientation
- Support for Innovation

Keyword: Purpose, goals, tasks, encourage ideas,

Drawing

Description

Imagine as a group the worst outcome of the project/work

1. Start by imagining with the team traveling to the future and see that the project, which they are in reality will start soon, has failed spectacularly.
2. For 5 minutes each team member independently writes down on post-its every potential reason they can think of for the failure.
3. Gather as a group and start with one team member telling a reason he/she wrote down. Stick the reasons on a flipchart and go from one to the next until all reasons are on the flipchart.
4. For 10 minutes each team member individually writes down lessons learned from the fictional failed project.
5. Gather as a group and share the lessons learned. 3 minutes sharing time each.
6. As a group write down team lessons learned and their impact on the upcoming project.

Option: Use the lessons learned to brainstorm tasks and or ideas for the project.

Intervention phase

Innovation

Duration

30-40 min

Complexity

●○○○

Material/space

- Post-its
- Lessons learned template

Source

- Premortem Gary Klein

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

22 How we do things around here…

Impact on

- Task orientation
- Participation in decision-making
- Reflexivity

Keyword: goals, tasks, roles

Drawing

Description

Discuss and define the long- and middle-term goals of the project and according cycles/sprints and tasks. Define roles and structures and decide on the way of working within the team.

1. Start with the long- and middle-term goals and write them down. Check whether there are any goal conflicts that need to be fixed. These conflicts can occur on any level, e.g. person-person, person-team, team-team, team-organization.
2. Define needed cycles to reach the goals and outcomes of the cycles on a generic level. Write down according tasks.
3. Agree on the roles and structures needed and put team member's names next to the roles. E.g. roles: scrum master, product owner
4. Discuss and decide on the ways of working within the team, e.g. meeting routines, tools like kanban board, decision making, …

Comment: Be aware of the difference between the tool "learning goals" and this one. While learning goals pertain to things team members would like to learn beside the project topic, the goals discussed in this tool pertain to the project topic. This tool seems to be important in the beginning of a new project. As soon as the team reaches team flow, things decided here might change and flow automatically without discussions and decisions about it.

Intervention phase

Innovation

Duration

90-120 min

Complexity

●●●○

Material/space

- Flipchart/planning board
- Post-its

Source

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

23 Team flow

Impact on

Task orientation

Reflexivity

Keyword: Flow, team flow

Drawing

Description

Discussing the flow experience and team flow.

1. First explain the concept of flow.
2. For the next 5 minutes each team member then remembers a situation when he/she experienced personal flow.
3. Gather as a group and share these flow moments. 3 minutes sharing time each.
4. For the next 3 minutes all team member think of a situation in a team/project when they experienced team flow.
5. After finding examples, all team members take 10 minutes to individually write down what they think were sources/ preconditions for the team flow.
6. Share with the team. 3 minutes sharing time each.
7. For the next 20-30 minutes discuss what the team needs in order to experience team flow. What is fostering team flow and what is hindering it? As a team, agree on the five most important sources/ preconditions this team needs in order to experience team flow. Write them down in the team flow experience template.
8. Regularly reflect by applying the team flow experience template how team members experience personal and team flow during the project and what is fostering and hindering team flow.

Intervention phase

Innovation

Duration

60 min

Complexity

●●○○

Material/space

- Drawing of flow description
- Team flow experience template

Source

- Flow Mihaly Csikszentmihalyi
- The conceptualization of team flow Van den Hout, Davis & Weggeman

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

24 Perceived natural roles

Impact on

Task orientation

Trust

Keyword: roles

Drawing

Description

Strengthen each others perceived roles.

1. Ask the team members to take 10 minutes and to individually think and write down on green sticky notes natural roles of other team members. E.g. a caring, rational, creative
2. For 5 minutes walk around in the room and stick the according sticky notes to team members' back.
3. Introduce yellow and red sticky notes. "Yellow (show more): Use this if you think someone has the potential to take on a certain role or show it even more often. Red (release yourself and show less): Use this if someone takes on a certain role in a team that might be challenging and you think he/she should release himself from this role and show it less." Ask the team members to go on walking around in the room for another 15 minutes while writing the yellow and red sticky notes and stick them to each other's backs.
4. Stop walking around and help each other taking the sticky notes from the backs. Ask all team members to individually look at their sticky notes and write down three AHA-effect he/she gets. Share within the group the AHA-effects. 3 minutes sharing time each.

Note: An adequate level of psychologically safeness and trust within the team is needed for this tool. Empathic facilitation is needed.

Intervention phase

Innovation

Duration

30-45 min

Complexity

●●○○

Material/space

- Post-its in three different colors
- AHA-effect template

Source

- School of Facilitating (Facilitating Change training)

Name of the tool

25 Giving feedback – I like, I wish

Impact on

Managing conflict and minority dissent constructively

Keyword: giving feedback

Drawing

Description

Learn how to give feedback on prototypes / project results / ideas with

- "I like, ...",
- "I wish, ..."

1. Introduce "I like, …" and "I wish, …" for example after a group's pitch.
2. Ask the audience to write down during the pitch (1) on green sticky notes "I like, …" what they liked or loved about the presentation and on yellow sticky notes (2) "I wish, …" their worries or doubts by applying constructive suggestions for further editing.
3. Ask the audience to share their "I likes, …" and "I wishes, …" with the team. Ask the pitch group to only say "thank you" and not start defending their work. If necessary, they can ask questions for clarification or understanding if they did not understand the feedback.

Comment: You can either practice this method on the run for example after pitching or go through it more deeply by for example using a step by step guide for the facilitator (see source).

Intervention phase

Innovation

Duration

20 min

Complexity

●○○○

Material/space

- Post-its

Source

Similar to

- A step by step guide for the facilitator Rekonen
- Red and green feedback Stickdorn et al.

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

26 Giving feedback - AID

Impact on

- Managing conflict and minority dissent constructively
- Reflectivity

Keyword: giving feedback

Drawing

Description

Learn how to give feedback with the AID model.

- Action
- Impact
- Desired behavior

1. Discuss with the team that feedback is something good that gives everyone the chance to learn something. Therefore, feedback is per se positive. Nevertheless, the way feedback is given to a person/group can be negative. Learn the AID model as a good way to give feedback.
2. Start with A = Action. Ask team member to explain what they see and now want to give feedback about. The goal of Action is to specifically describe what was observed and is discussed now.
3. Go on to I = Impact. Describe the impact the observed behavior has on yourself (or others). This might be positive and/or negative.
4. Close with D = Desired behavior. Describe in a specific way what you would need from the other person or would ask him to do.
5. Ask the team to get together in pairs of two and give each other feedback by applying the AID model.

Note: Be aware that the ratio for a positive team climate is 5(positive feedback) : 1 (negative feedback).

Intervention phase

Innovation

Duration

30-45 min

Complexity

●●○○

Material/space

- AID template

Source

- AID feedback model

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

27 Feedback 5:1 ratio / learn to give positive feedback

Impact on

- Cohesion
- Managing conflict and minority dissent constructively
- Reflexivity

Keyword: giving feedback, positive feedback

Description

Learn how to give specific positive feedback

1. Discuss with the team the importance of positive feedback for team cohesion and motivation. Explain to the team that a good ratio between positive/ behavior strengthening feedback and negative/ improvement of performance oriented feedback is 5:1 or even more then 5 to 1.
2. Introduce Kudo cards* “Thank you notes” and give examples of specific positive feedback. Explain and show them the difference between unspecific and specific positive feedback.
3. Ask the team to stand up and walk around in the room. Start by finding someone and give positive feedback to this person for 60 sec. After 60 sec. give a shout and ask the team members to change. They can either look for someone else to give positive feedback or change roles of feedback giver and taker in the pair of two they are in at the moment. After 60 sec. give a shout and ask the team members to change feedback partner or feedback giving/taking again. Go up to min. 5 rounds of 60 sec. positive feedback giving.
4. Schedule with the team when and how they want to introduce positive feedback giving in e.g. meetings (daily, weekly, monthly).

Intervention phase

Innovation

Duration

30-45 min

Complexity

●○○○

Material/space

- 5:1 ratio written on a flipchart
- Kudo cards
- Examples of specific positive feedback

Source

- 5:1 ratio for a distinct competitive advantage stonehouse resources
- *Kudo cards

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

28 Feedback prototyping

Impact on

Managing conflict and minority dissent constructively

Keyword: giving and receiving feedback

Drawing

Description

As a team prototype the way the team wants to give and receive feedback.

1. Discuss with the team that feedback is something good that gives everyone the chance to learn something. Therefore, feedback is per se positive. Nevertheless, the way feedback is given to a person/group can be negative.
2. Split the team into four groups. Ask the first group to discuss what makes a feedback a positive/good feedback. Ask the second group to discuss what makes a feedback a bad/negative feedback. Ask the third group to discuss good ways of receiving feedback and ask the fourth group to discuss bad ways of receiving feedback.
3. Share the results of the groups with the whole team. 3 minutes sharing time for each group.
4. Introduce Brené Brown's Engaged Feedback Checklist (see source) and discuss the attitude of someone who gives feedback.
5. Give the team prototyping material and ask them to prototype the desired team way of giving and receiving feedbacks.

Intervention phase

Innovation

Duration

60-90 min

Complexity

●●○○

Material/space

- Engaged Feedback Checklist
- Theater props
- LEGO
- Playmobil
- cardboard, paper
- tape, glue, …

Source

- Engaged Feedback Checklist Brené Brown

Based on rapid prototyping methodologies like:

- Cardboard prototyping
- LEGO® Serious Play

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

29 Receiving feedback

Impact on

- Managing conflict and minority dissent constructively
- Reflexivity

Keyword: receiving feedback

Drawing

Description

As a team prototype the way the team wants to give and receive feedback.

1. Discuss with the team that feedback is something good that gives everyone the chance to learn something. Therefore, feedback is per se positive. You can take what's helpful and leave the rest. Nevertheless, the way feedback is given to a person/group can be negative.
2. Ask team members to gather in pairs of two and for 5 minutes discuss constructive ways of receiving feedbacks and destructive ways of receiving feedbacks.
3. Ask the pairs to go on experiencing and practicing constructive and destructive ways of receiving feedback in role plays for 15 minutes.
4. Gather as a group and summarize the experiences.
5. Look at Brené Brown's tips how to handle feedback (see source)
6. Ask the group to decide on three to five constructive behaviors for feedback receiving they want to practice as a team.

Intervention phase

Innovation

Duration

30-45 min

Complexity

●○○○

Material/space

- Description of two fictitious feedback situations for the role plays
- Tips how to handle feedback from Brené Brown

Source

- Tips how to handle feedback from Brené Brown

Name of the tool

30 Be a positive irritation

Impact on

- Managing conflict and minority dissent constructively
- Cohesion

Keyword: relationship between the team and the rest of the organization

Drawing

Description

Discuss and plan the appearance of the team within the organization.

1. Ask team members to take 3 minutes and remember situations when another team, for example in the organization or in sports, distinguished from the rest, because they had strong cohesion. For the next 10 minutes ask two or three people to share how it felt to them to observe this team (and not being part of it).
2. Discuss within the team for 10 minutes the positive and negative effect of such a situation on (1) the rest of the organization and on (2) the team.
3. Split the team in two groups. Ask the first group to brainstorm for 10 minutes ideas/team behavior that help the rest of the organization to like the team even if it is different and has strong cohesion. Ask the second team to brainstorm ideas/team behavior that strengthens cohesion within the team (without offending the rest of the organization).
4. Share the brainstorming results with the other group. 3 minutes sharing time each group.
5. Split again into the two teams and ask the teams for the next 10 minutes to decide on three ideas/team behaviors they would like to introduce in the team.
6. Share with the other group and take another 15 minutes to define the next steps.

Intervention phase

Innovation

Duration

60 min

Complexity

●●○○

Material/space

- Next steps template

Source

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

31 Practice nonviolent communication

Impact on

Managing conflict and minority dissent constructively

Keyword: conflict within the team, communication

Illustration of the template

Description

Learn about nonviolent communication and practice in role plays in order to foster constructive communication during conflict situations.

1. Explain the idea and functionality of nonviolent communication. Take 15 to 20 minutes to elaborate an example with the team and write it on a whiteboard.
2. Ask team members to individually take 5 minutes to think of a recent conflict.
3. Ask team members to individually start filling in the template. Take 15 minutes doing it, starting with (1) observation, then (2) feelings, afterwards (3) needs and end with (4) desire.
4. Gather in pairs of two and ask the first one to start with introducing the partner to the conflict and then practice nonviolent communication in a role play by communicating with the partner. The one who is listening writes down in the template what he/she understood. The listener then tells the partner what he/she understood.
5. Change roles and practice the other way around.
6. Gather as a group and ask the team members to individually write down an upcoming situation/discussion when they want to practice nonviolent communication.

Intervention phase

Innovation

Duration

60-90 min

Complexity

●●○○

Material/space

- Nonviolent communication template
- Example of a filled in template

Source

- Nonviolent communication Marshall Rosenberg

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

32 In search of the positive intention

Impact on

- Managing conflict and minority dissent constructively
- Reflexivity

Keyword: conflict within the team, communication,

Drawing

Description

Learn to see the positive intention of the conflicting party.

1. Explain the team the attitude/presupposition of believing that each behavior is affected by a positive intention and therefore each behavior is valuable. For the next 15 minutes give an example and elaborate one or two examples with the team. Agree with the team to believe in the positive intention of someone's action/behavior.
2. Ask team members to individually take 5 minutes to think of a recent conflict.
3. Ask team members to individually start filling in the template. Take 10 minutes doing it, starting with (1) description of behavior, then (2) possible positive intention.
4. Ask the team members to gather in pairs of two and for 15 minutes tell each other the situation/behavior and the positive intention discovered. Give each other feedback on it.
5. Gather as a group and ask the team members to individually write down an upcoming situation/discussion when they want to practice seeing the positive intention of the opposite party.

Option: You can combine this tool with the empathy map* (what does the other person, say, feel, think, do, what fears/ barriers/ frustrations and wishes/ desires/ hopes does the other person have).

Intervention phase

Innovation

Duration

50-60 min

Complexity

●○○○

Material/space

- Example of behavior and according positive intention
- Behavior – positive intention template

Source

- NLP Coaching presupposition
- *Empathy Map Dave Gray

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

33 “Yes, and …” instead of “Yes, but …”

Impact on

- Managing conflict and minority dissent constructively
- Reflexivity

Keyword: conflict within the team, communication, listen and understand minority, diversity, mindset

Drawing

Description

Learn to embrace diversity, different opinions and minority.

1. Point out the importance of different opinions/diversity within a creative innovation team.
2. Introduce “Yes, but …”-mindset by asking the team for examples of killer phrases as answers to ideas of other people. E.g. “Yes, but with our team mates this is not possible”. Drawing a line of a square on a flip chart for each killer phrase. After gathering killer phrases show the square to the team and explain that due to the “Yes, but …”-mindset and too much conformity thinking outside of the box is impossible.
3. Introduce the “Yes, and …”-attitude by asking the team members to gather in pairs of two and start planning holidays together by only answering to each other’s idea with “yes, but …”. After 2-3 minutes change to using “yes, and …” for the next 2-3 minutes.
4. Gather as a team and introduce a team noise maker as a new team member that can be used when too much “Yes, but …”-attitude is in the room.

Option: To deepen this exercise towards consolidation of two different opinions use “Integrated-Autonomy”.

Intervention phase

Innovation

Duration

20-30 min

Complexity

●○○○

Material/space

- Noise maker

Source

- Example of a «Yes, but …» conversation

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

34 The elephant in the room

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively
- Participation in decision-making
- Reflexivity

Keyword: conflict within the team, communication

Drawing

Description

Discuss problems/topics all know do exist but do not have the courage or ability to talk about.

1. Use this tool in a tense situation. Introduce the term “elephant in the room” and explain the goal of the exercise.
2. Ask the team member to take 5 minutes to individually write down on post-its the top three things the team needs to talk about but isn’t because it seems to be undiscussable.
3. Gather the post-its and ask the team members to take 10 minutes to look at the topics and place them on a line drawn on a whiteboard from “most discussable” to “least discussable”.
4. Ask the team to pick the most undiscussable topic and start talking about it by telling each other personal feelings and opinions about this topic by using “I-statements”. Facilitate the dialog by holding the space for honesty and respect.
5. Now change from the problem state into the solution state and start finding ideas/solutions by brainstorming ideas to make the situation worse. After 7 minutes change to brainstorming solutions for 7 minutes.
6. Ask the team to pick the three ideas/solutions they like most and define next steps. If needed use 15%-solution* first.
7. Go to the second most undiscussable topic and repeat until the group feels no more need for further topics.

Intervention phase

Innovation

Duration

Min. 120 min

Complexity

●●●○

Material/space

- Chairs in a circle
- Post-its

Source

- Facilitator’s guide of an “Elephant in the room” exercise
- *15% Solution tool

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

35 Five + one + one

Impact on

Managing conflict and minority dissent constructively

Keyword: conflict within the team, communication, listen and understand minority, diversity

Drawing

Description

Learn to listen carefully to each other.

1. Explain the importance of different opinions/diversity within a creative innovation team and the according ability to carefully listen to each other.
2. Introduce the exercise of one person sharing 5 minutes his/her opinion about a specific topic. The rest of the team is listening without interrupting. If the team member finishes speaking before the 5 minutes are over, the team rests in silence for the rest of the 5 minutes.
3. After the first team member spoke for 5 minutes the team member next to him/her has 1 minute to repeat what he/she understood without changing the content or judging it.
4. After that the team member on the other side has 1 minute to complement also without changing the content or judging it.

Option: Only do five + one

Intervention phase

Innovation

Duration

30 min

Complexity

●○○○

Material/space

- Chairs in a circle
- Stop watch

Source

- School of Facilitating (Facilitating Change training)

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

36 SCORE

Impact on

Managing conflict and minority dissent constructively

Keyword: conflict within the team, communication

Drawing

Description

Introduce SCORE (S= Symptoms, C=Causes, O=Outputs, R=Resources, E=Effects) model to facilitate conversation during conflicts or issues

1. If the team faces a certain problem and needs a better understanding of it introduce the acronym SCORE.
2. Start by explaining the meaning of S = Symptoms. Write SCORE on a whiteboard and ask the team member to take 5 minutes and individually write down the symptoms on post-its. Gather the post-its beneath "S=Symptoms" on the whiteboard. Ask one team member to read aloud and if necessary ask questions to clarify.
3. Repeat with C = Causes. Make assumptions about potential root causes.
4. After looking at symptoms and causes ask the team to mutually define O = Outcomes. Take 15 minutes to speak about what they would like to have instead of the problem. Where do they want to go?
5. Go on with E = Effects. Take 15 minutes to speak about how reaching this outcome will change things within the team.
6. Finish with R = Resources. Which resources within the team do already exist to solve the problem? Are any additional resources needed?
7. Ask the team to agree on next steps in order to reach the outcome. If needed use 15% solution* before defining next steps.

Intervention phase

Innovation

Duration

90 - 120 min

Complexity

●●○○

Material/space

- SCORE template
- Next steps template

Source

- NLP Coaching SCORE model Robert Dilts
- *15% Solution tool

Name of the tool

37 Appreciation round / positive gossip

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively

Keyword: positive feedback, strengthen strengths

Drawing

Description

Enhance motivation to work within this team

1. Sit down in a circle and explain the principle of strengthing strengths and the importance of positive feedback
2. Introduce the exercise “appreciation round”.
3. Chose one team member to start with. The rest of the team tells this person what they appreciate about him/her and what they think this person is really good at. This person does not need to answer. If needed he/she is allowed to ask questions to clarify.
4. Go from one to another until everyone had the opportunity to be appreciated.

Option: Instead of telling each other write down on paper and hand it over.

Intervention phase

Innovation

Duration

30 min

Complexity

●○○○

Material/space

- Chairs in a circle

Source

- Positive gossip Liberating Structures

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

38 Team behavior/ rituals

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively
- Participation in decision-making
- Reflexivity

Keyword: behavior, behavior patterns

Drawing

Description

Talk about behavior within the group in order to make unconscious behavior patterns visible, reflect on them and elaborate new team behavior / rituals if needed

1. Explain the importance reflecting on behavior for creativity and innovation to the team.
2. Ask all team members to take 15 minutes to individually write down behavior patterns they recognize within the team. If needed, help them to start thinking of typical behavior patterns by asking if certain patterns exist for example during stressful, risky, failing, … or if any eating and break, meeting,… phases. Use 1-2-4-all* to share.
3. Write the behavior patterns on cards and put them on the floor in the middle of the circle.
4. Put three boxes in the middle of the circle and go from one pattern to the next and let the team decide whether to put the pattern into (1) foster and expand, (2) tolerate, (3) stop.
5. Look at the patterns of each box and check if any behavior patterns are missing in the box.
6. Split the team into three groups and brainstorm for 10 minutes ideas/rituals to (1) foster and expand the constructive patterns, (2) handle the tolerated patterns, and (3) eliminate the negative patterns.
7. Share the ideas within the team. 5 minutes sharing time each group.
8. Mutually define next steps in order to elaborate/eliminate patterns

Intervention phase

Innovation

Duration

120 min

Complexity

●●●○

Material/space

- Chairs in a circle
- Empty behavior pattern template
- Three boxes
- Next steps template

Source

*1-2-4-all tool

Name of the tool

39 Emotion board

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively
- Reflexivity

Keyword: emotions

Description

Learn to speak about emotions and practice

1. Explain the importance of speaking about emotion by showing for example Camilla Tuominen TEDxTampereUniversity. Emphasize that it is important to speak about emotions caused by work and by private circumstances, because both influence the team work.
2. Summarize on empty emotion cards all emotions the team can think of. If someone of the team has good drawing skills, draw an emoji next to each emotion. Otherwise use emotion drawings available online for example on Pinterest.
3. Introduce the emotion board to the team. Ask the team members to use the created emotion cards to create their own emotion board.
4. Discuss with the team members when and how they want to use the emotion board.

Option: If the team members are interested in emotions, introduce the emotion tracker app (see source) and ask the team members whether they want to use the emotion tracker individually and discuss their experiences in a upcoming meeting.

Intervention phase

Innovation

Duration

50-60 min

Complexity

●○○○

Material/space

- Example of a emotion board
- Emotion drawings
- Empty emotion cards

Source

Emotion evangelist Camilla Tuominen

- Camilla Tuominen TEDxTampereUniversity
- Emotion Tracker App

Name of the tool

40 Emotion guard

Impact on

- Psychological safety
- Cohesion
- Trust
- Managing conflicts and minority dissent constructively

Keyword: conflict within the team, communication

Drawing

Description

Introduce the idea of nominating an emotion guard during difficult discussions or challenging situations.

1. Introduce this tool in a tense situation. During difficult and conflicting discussions emotions sometimes get overwhelming. Conflicting parties might attack each other with inconsiderate words.
2. Introduce the role of an emotion guard who is a neutral and upright person not involved in the conflict. He/she watches over the personal integrity of each party involved.
3. Discuss and define with the conflicting parties behavior and statements which they think are attacking someone's personal integrity. Summarize bad examples.
4. Ask the team to nominate an emotion guard and to introduce to him/her his/her role. Explain him/her the defined behavior and statements he/she should be aware of and how to interrupt the discussion if someone's integrity is insulted.

Intervention phase

Innovation

Duration

20 min

Complexity

●○○○

Material/space

Source

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

41 Devil's advocate

Impact on

- Managing conflict and minority dissent constructively
- Participation in decision-making
- Support for innovation

Keyword: listen and understand minority, decision making, diversity, change of perspective

Drawing

Description

Choose one team member to step into the role of devil's advocate who represents the opinion of:

- A minority of the group
- A critic
- A very demanding / skeptical customer

1. Explain to the team the importance of different opinions/diversity within a creative innovation team and the idea of devil's advocate.
2. Ask the team whether they would like to step into the role of devil's advocate together as team or whether they would like to choose one person doing it (for a predefined time slot). The role can be transmitted to somebody else after predefined time slot.
3. Ask the group which important topic of the project they would like to discuss. It can be either a topic where disagreement dominates or a topic where disagreement is needed in order to enhance creativity by challenging the assumption.
4. Discuss for 15-20 minutes
5. Finish the exercise by mutually summarizing AHA-Moments or further recommendations for the project and write them down on a whiteboard.
6. Mutually formulate next steps based on the AHA-Moments or recommendations.

Intervention phase

Innovation

Duration

30 min

Complexity

●○○○

Material/space

Source

- Explanation of the devil's advocate technique

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

42 Jump into team meetings / workshops

Impact on

- Support for innovation
- Psychological safety
- Cohesion
- Trust

Keyword: warm-ups, downloading, brainwriting, sketching, mindfulness

Drawing

Description

Use all sorts of tools to start team meetings in order to get ready for working together

1. Explain the impact of the start of the meetings on team performance.
2. Introduce different tools to start meetings:
    - Downloading
    - Sketching
    - Brainwriting
    - Mindfulness exercise
    - Emotion cards
    - Music
    - Try out different greetings (1) greet each other like you greet your doctor, (2) greet each other like you greet a very good friend you haven't seen for two years.
3. Ask the team to choose tools they want to try and schedule these tools for the next few meetings.
4. Reflect on the exercises and go on using the tools the team liked.

Option: If the energy level falls during meetings, use the same tools. Use different warm-ups to get participants into the right mood (see source).

Intervention phase

Innovation

Duration

10 min

Complexity

●○○○

Material/space

Source

- 4 Reasons warm-ups will fundamentally change your work IDEO

Name of the tool

43 What I need from you

Impact on

- Trust
- Psychological safety
- Cohesion

Keyword: ask for help, needs

Drawing

Description

Learn to ask each other for specific help.

1. Explain the impact asking for help for both, the one who asks for help and the one who is able to help.
2. Ask all team members to take 10 minutes to think about things they need (1) from a specific person or (2) the whole team. Use the template in order to not only think of work related/ methodological needs, but also emotional needs. Formulate the needs as requests addressed to a specific team member or to the whole team, that can be answered by yes, no, or I will try.
3. Gather in a circle and start with the first team member sharing his/her two most important needs by asking for help addressed to a specific team member or the whole team. The one who is asked for help writes down the request and answers with yes, no, I will try or whatever (whatever means the request was too vague to provide a specific answer). If a request is addressed to the whole team, the facilitator writes it down. Max. 7 minutes per person.
4. After answering requests to specific team members, hand out a set of cards to each team member and take the list of requests addressed to the team. Start reading them aloud. The team then has to decide whether it can help or not by each team member holding up the according card from his/her set of cards.

Option: Use this tool during (1) conflict situation, (3) as start of a meeting, (3) end of a sprint meeting, …

Intervention phase

Innovation

Duration

60-90 min

Complexity

●○○○

Material/space

- Chairs in a circle
- What I need from you template
- Bundle of yes, no, I will try and whatever card for each team member

Source

- What I need from you Liberating Structures

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

44 Celebrate successes

Impact on

Cohesion

Reflexivity

Keyword: success, celebrate, fun, progress

Drawing

Description

Build up cohesion by having fun together, celebrating success and meeting each other in a different context than the work context.

1. Explain the impact of having fun together and celebrating success on creativity and innovation teams. Give some examples how teams can do it (escape room, confetti cannon, playing games like Tabu or pub quiz, etc.).
2. Ask the team to brainstorm 10 minutes wild ideas for celebrating success.
3. Ask each team member to pick one idea. By picking the ideas, the team member gets the ownership and is responsible to organize this idea as soon as he/she thinks the team was successful and this success is worth celebrating.
4. Make a celebration list of the team members and their picked idea to hang up in the office. Provide a space for the date when the celebration took place.

Intervention phase

Innovation

Duration

60-90 min

Complexity

●●○○

Material/space

- Post-its
- Celebration list template

Source

Name of the tool

45 A firework of successes

Impact on

Cohesion

Reflexivity

Keyword: success, celebrate, fun, progress

Drawing

Description

Build up cohesion and motivation by mutually looking at positive experiences.

1. Regularly look back together with the team and summarize positive experiences. Decide to do it e.g. after each meeting, weekly, at the end of a sprint, monthly etc.
2. Ask the team member to individually answer the following question by writing down their answers on post-its. (1) What was good? (2) What did we achieve? (3) What are we proud of? (5) For what are we grateful?
3. Summarize the post-its and read out loud.
4. Ask the team to continue this tradition after the 3 months innovation journey.

Option: Use the tool “Treasure box” instead (find this tool in this toolbox).

Intervention phase

Innovation

Duration

30 min

Complexity

●○○○

Material/space

- Post-its

Source

Name of the tool

46 Hero of the week

Impact on

Cohesion

Keyword: success, celebrate, fun, progress

Drawing

Description

Build up cohesion by having fun together, celebrating success and meeting each other in a different context than the work context.

1. Explain the impact of having fun together and celebrating success on creativity and innovation teams. Give some examples how team can do it (escape room, confetti cannon, etc.).
2. Introduce the confetti canon and the idea of the hero of the week. At the time when someone decides to either be the hero of the week him-/herself or someone else is the hero of the week, he/she fires the confetti cannon and starts celebrating the hero of the week. The rest of the team joins in for this little celebration. Until the end of the week no one else can be the hero of the week. Hero of the week starts all over again on Monday.

Intervention phase

Innovation

Duration

10 min

Complexity

●○○○

Material/space

- Confetti cannon

Source

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

47 Empathy Map

Impact on

- Support for innovation
- Managing conflict and minority dissent constructively

Keyword: empathy, change of perspective

Description

Learn how to change perspective by applying the empathy map.

1. Explain the importance of changing perspective and practicing empathy in (1) innovation processes or (2) conflict situations.
2. Gather in pairs of two and hand out the empathy map template. Ask the team member to take 10minutes to individually think of a questions / an interview guide for interviewing his/her partner in order to fill in an empathy map about him/her. Encourage them to ask open questions and invite the interview partner to share stories.
3. Start interviewing each other. Max. 10 minutes per interview.
4. Fill in the empathy map individually for 5 minutes
5. Ask the pairs to take 15 minutes to share the results in pairs and give each other feedback on the interview (question and the way of interviewing).
6. Ask the team member to individually write down their AHA-moments

Option: Practice deep listening and empathy with a similar tool called "Heard, Seen, Respect"* or "1-2-3 Position"**

Intervention phase

Innovation

Duration

40-60 min

Complexity

●○○○

Material/space

- Empathy map template
- AHA-moments template

Source

- Empathy Map Dave Gray
- Interview guidelines Stickdorn et al.
- *Heard, Seen, Respected Liberating Structures
- ** 1-2-3 Position

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

48 Disney creative strategy

Impact on

- Support for innovation
- Managing conflict and minority dissent constructively
- Participation in decision-making

Keyword: listen and understand minority, decision making, diversity, change of perspective

Drawing

Description

Use Disney creative strategy stages to change perspective and look at a situation as a (1) dreamer, (2) realist, and (3) critic.

1. Explain the importance of different opinions/diversity within a creative innovation team and the idea of Disney's strategy stages.
2. Ask the team whether they would like to step into these stages together as team one after the other, or whether they would like to split into three groups representing the tree different perspectives.
3. Ask the group which important topic of the project they would like to discuss. It can either be a topic where disagreement dominates or disagreement is needed in order to enhance creativity.
4. Give out three sorts of hats or draw three circles on the floor, one per perspective. Ask the team members to now change the perspective by putting on the according hat or stapping into the according circle and start discussing. Discuss for 5-10 minutes in each stage or change perspective after 5-10 minutes when three groups are discussing. Finish the discussion by mutually step into the realistic space and discuss for an other 10 minutes.
5. Finish the exercise by mutually summarize AHA-Moments or further recommendation for the project and write them down on a whiteboard.
6. Mutually formulate next steps based on the AHA-Moments or recommendations.

Intervention phase

Innovation

Duration

30-40 min

Complexity

●●○○

Material/space

- Hats in three different colors

Source

- Explanation of the Disney creative strategy

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

49 Innovation Learning Safari

Impact on

Support for innovation

Keyword: diversity, change of perspective, learning, learning goals, progress

Drawing

Description

Widen the teams horizon by sending them on innovation learning safaris.

1. Explain the importance of support of innovation and the openness toward different opinions/diversity in a creativity and innovation team.
2. Ask team members to individually write down their three innovation/creativity heroes. This might be people, teams within the company or outside the company. This might even be other companies or organizations.
3. Introduce the learning safari idea and it's goal to the team members.
4. Ask them to pick one of their three innovation/creativity heroes and plan their individual innovation learning safari during the next week.
5. Gather as a team again after a week and share the learning safari diary with each other. Max. 10 minutes each.
6. Discuss the AHA-Moments which the team members got during this learning safari and listen to each other's experiences.
7. Mutually formulate one team learning goal out of this discussion.
8. Formulate next steps in order to reach this learning goal.

Intervention phase

Innovation

Duration

30 min

Complexity

●●○○

Material/space

- Innovation learning safari diary
- Next steps template

Source

Based on personal experiences like:

- Autoethnography Stickdorn et al.

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

50 Learning of the week

Impact on

Support for innovation

Cohesion

Keyword: learning, learning goals, celebration, fun, progress, success

Drawing

Description

Enhance team learning by mutually celebrating learnings.

1. Explain the team the importance of constant learning and enjoying learning for creativity and innovation work. Give learning examples on different levels, as learnings are often the result of failures.
2. Ask the team members to take 10 minutes to individually write down learnings they have during the last two weeks.
3. Gather as a group and share the learnings. 3 minutes sharing time each.
4. Introduce the confetti cannon and the idea of the learning of the week. At the time when someone decides to have the learning of the week, he/she fires the confetti cannon and starts celebrating the learning of the week. The rest of the team joins in and the one who started the celebration shares the learning he/she had.

Option: Introduce lunch & learn within the team. Choose one day of the week when the team gathers during lunch time and one or two team member share something they learned this week.

Intervention phase

Innovation

Duration

10 min

Complexity

●○○○

Material/space

- Confetti cannon

Source

Name of the tool

51 Celebrate the wildest team idea of the week

Impact on

- Support for innovation
- Cohesion

Keyword: Encourage wild ideas, celebration, fun, progress

Drawing

Description

Enhance team creativity by mutually celebrating wild ideas.

1. Explain the importance of encouraging wild ideas for creativity and innovation work. Give examples of wild ideas that turned into real services/products.
2. Introduce the confetti cannon and the idea of the wildest idea of the week. At the time when someone/a group decides that this is the wildest idea of the week, he/she fires the confetti cannon and starts celebrating the wildest idea of the week. The rest of the team joins.

Intervention phase

Innovation

Duration

10 min

Complexity

●○○○

Material/space

- Confetti cannon

Source

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

52 Wicked Question Brainstorming

Impact on

Support for innovation

Participation in decision-making

Keyword: Balance between innovation and daily business

Drawing

Description

Discuss the balance act between getting the daily business done and working on innovation.

1. Introduce “Wicked Question” as an innovation tool to the team.
2. Mutually exercise brainstorming on “Wicked Question” with the following question: “How can we be innovative and come up with new ideas and simultaneously stay on track with the rest of our tasks?”.
3. Start with provocation by brainstorming for 7 minutes on “How can we only focus on the daily business and avoid any innovation or new ideas?”
4. Do another brainstorming for 7 minutes by asking: “How can we only focus on innovation and new ideas without progressing with the daily business?”
5. Go on with a third brainstorming for 10 minutes by asking the initial questions: “How can we be innovative and come up with new ideas and simultaneously stay on track with our daily business”?
6. Ask the team to choose three ideas they like and define next steps in order to introduce the ideas into the team work.

Intervention phase

Innovation

Duration

30-40 min

Complexity

●○○○

Material/space

- Post-ist
- Next steps template

Source

- Wicked Question Liberating Structures

Facilitation Toolbox for team climate fostering creativity innovation

Name of the tool

53 Reflexivity meetings

Impact on

Reflexivity

Keyword: team climate

Drawing

Description

Introduce regular reflexivity meetings.

1. Explain to the team the importance of regular reflexivity meetings for an innovation team.
2. Mutually discuss and define when and how often the teams would like to schedule reflexivity meetings, e.g. at the end of a sprint/cycle or month.
3. Introduce the reflexivity barometer containing six factors fostering team climate for creativity and innovation*. Ask all team members to take 10-15 minutes for rating the factors. Tell them to take two different colors and mark their rating individually on the reflexivity barometer template. Ask them to use the first color to mark how they rate (1) themselves and the second color to rate (2) the team. Ask them to add next to their rating examples of things they experienced or observed in the past period.
4. Share the rating within the team by looking at the ratings of the factors one by one and sharing examples. As a facilitator pay attention to not only focus on low ratings but also celebrate good ratings and practice. For factors with low ratings try to mutually find good examples/ experiences during the past period.
5. Mutually discuss the next steps. Ask the team on which factor they would like to work on during the upcoming weeks and brainstorm for this factor ideas to foster the positive experiences/ example which already exist. Combine the next steps with "Experimentation Lab" (find this tool in this toolbox).

*For reflexivity the factors trust, psychological safety, and cohesion are summarized into the factor "participative safety and trust"

Intervention phase

Integration

Duration

50-60 min

Complexity

●●○○

Material/space

- Reflexivity barometer template
- Next steps template

Source

Name of the tool

54 Enablers and blockers

Impact on

Reflexivity

Keyword: team climate

Drawing

Description

Use enablers and blockers to reflect on specific topics of team climate.

1. Gather as a team and look back on the team climate topics you worked on during the past. E.g. purpose, values, goals, feedback, team flow, … Topics that are good to reflect on are marked with a in this toolbox.
2. Spread the topics in the room and ask the team members to walk to the topic they would like to reflect on. Take the topic where most of the team members stand. Schedule the other topics for upcoming meetings.
3. Ask the team members to take 10 minutes and individually write down positive experiences and observation regarding this first topic during the past*. Share within the team. 3 minutes sharing time each.
4. Then mutually look at these positive experiences/observations and start summarizing what enables these experiences. These might be existing things or new ideas. Ask the team members to write them down on one color post-its .
5. After summarizing enablers also summarize what blocks/hinders these positive experiences and write them down on a different color of post-its.
6. Mutually define next steps regarding the blockers and enablers. Use “Experimentation Lab” to do so (find this tool in this toolbox).

*Option: Ask the team members to write down moments when they felt most comfortable and uncomfortable and why.

Intervention phase

Integration

Duration

40-60 min

Complexity

●●○○

Material/space

- Topics the team worked on during the past written down on cards
- Two different colors of post-its

Source

Name of the tool

55 Customer feedback

Impact on

Reflexivity

Keyword: team climate

Drawing

Description

Use customer feedback to reflect on specific topics of team climate.

1. Gather as a team and look back on the team climate topics you worked on during the past. E.g. purpose, values, goals, feedback, team flow, … Topics that are good to reflect on are marked with a in this toolbox.
2. Spread the topics in the room and ask the team members to walk to the topic they would like to reflect on. Take the topic where most of the team members stand. Schedule the other topics for upcoming meetings.
3. Brainstorm one question related to this first topic, all team members can ask their (internal/external) customers/ stakeholders during meetings in order to get feedback from them. E.g. “As a team we focus on giving positive feedback giving. Is there anything you observed related to this during the time you worked with us?”
4. Ask the team members to write down the answer and share it with the team during “Reflexivity meetings” (find this tool in this toolbox).

Intervention phase

Integration

Duration

20 min

Complexity

●○○○

Material/space

- Topics the team worked on during the past written down on cards
- Two different colors of post-its

Source