

Opportunities for all

exclusively for

 oead
erasmus+



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January 2025, V 1.0

www.octenticity.at

Detailed Agenda



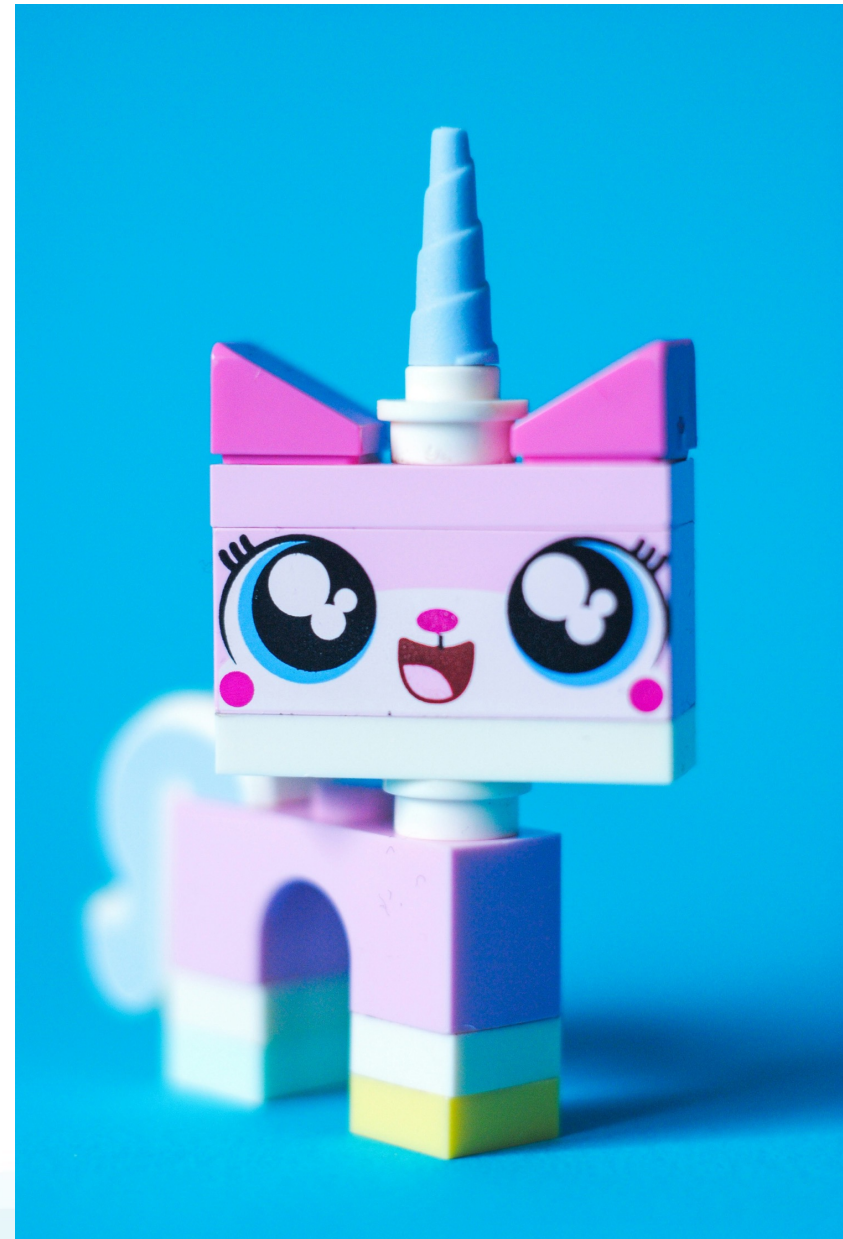
Start	End	Duration	Module
10:00	10:10	00:10	Introduction/ Expectation Mgt
10:10	10:15	00:05	LEGO® Serious Play® - Introduction
10:15	10:45	00:30	LEGO® Serious Play® Skills Building
10:45	11:15	00:30	LSP Modell Building - Round 1
11:15	11:30	00:15	BREAK
11:30	11:45	00:15	Round 1 - Visual & written documentation
11:45	12:15	00:30	LSP Modell Building - Round 2
12:15	12:30	00:15	Round 2 - Visual & written documentation
12:30	12:45	00:15	Wrap-Up & Feedback on Main Insights
12:45	13:45	01:00	LUNCH BREAK

Today's goals

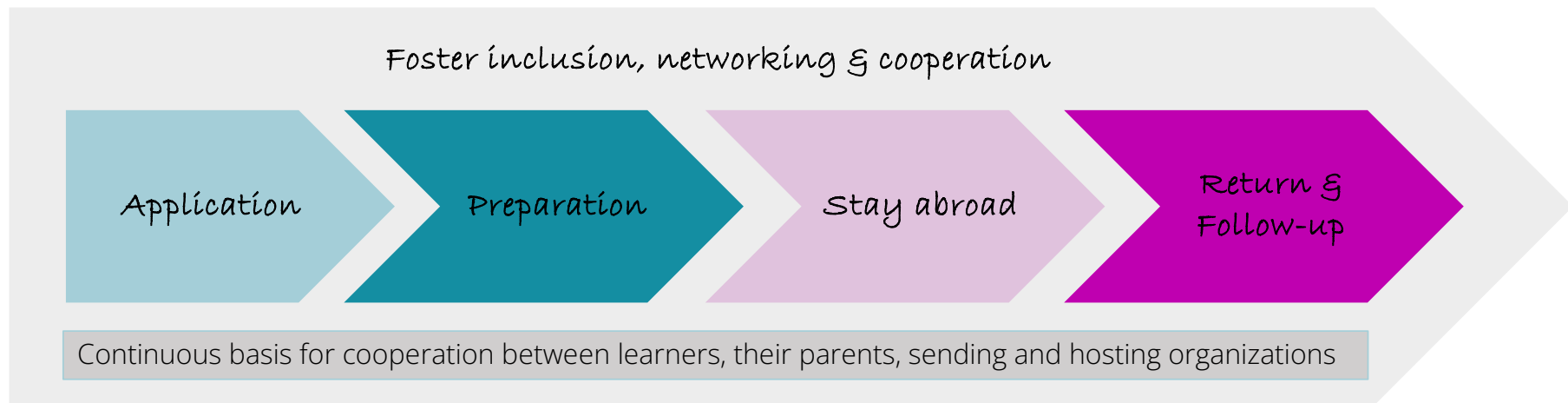
- Learn more about each other and the Lego Serious Play method.
- Generate ideas along the whole Erasmus+ mobility process how to make it more inclusive* and derive an action plan.

* Erasmus+ inclusion fields: disabilities, health problems, barriers related to education and training systems, cultural differences, social barriers, economic barriers, barriers related to discrimination and geographical barriers.

- Have fun! 😊



The Erasmus+ mobility process at a glance



Create awareness, encourage applications, select candidates

Prepare learners for their stay abroad (group mobility, internships)

Support learners with the practical, social, cultural, mental challenges of staying abroad.

Share the experiences visibly, make them easily accessible for others and learn for the future.

Way of working:

- We have derived 12 questions from the phases and overarching topics in the Erasmus+ mobility process.
- You will work in 6 groups, each addressing 2 of the questions in 2 separate rounds using the Lego Serious Play method.
- At each table there will be 1 facilitator who will help you with documenting the results with video, pictures and flipcharts.
- Be ready to present your results and action points in the afternoon.



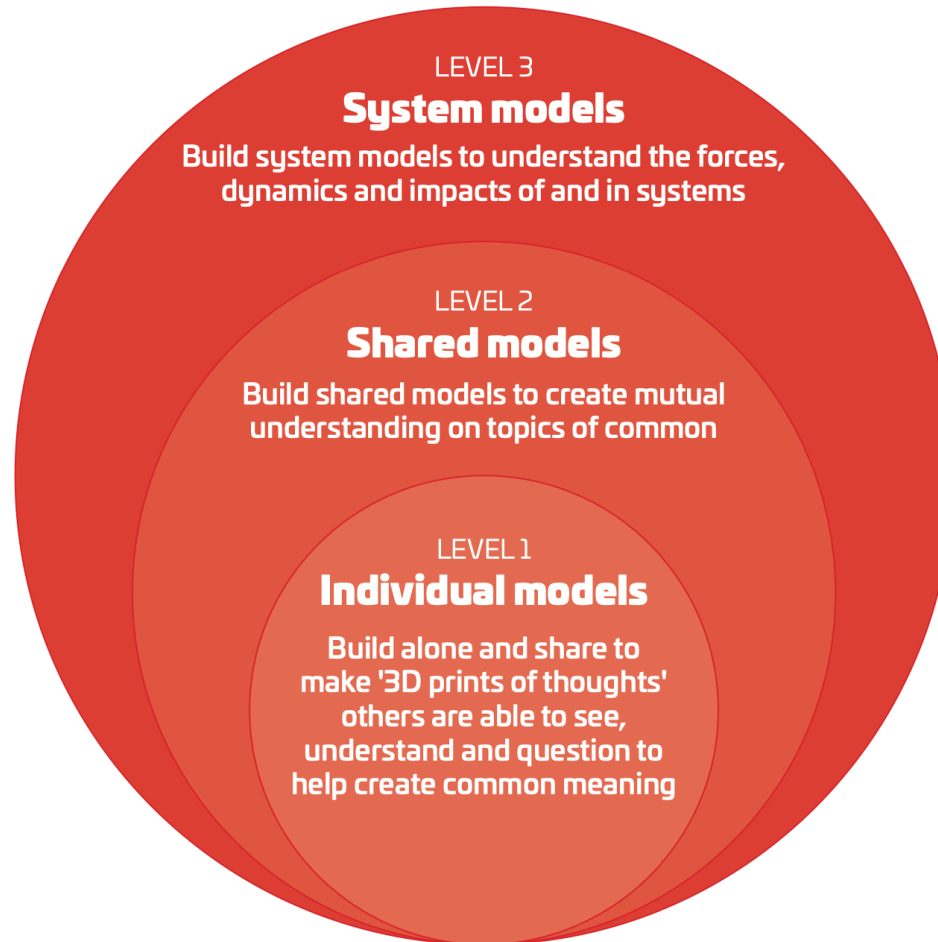
LEGO® Serious Play® in a nutshell



LEGO® SERIOUS PLAY® - Etiquette



- Your model is your answer to the question/ challenge.
- There are no wrong answers.
- **Think with your hands. Trust your hands.**
- **Listen with your eyes, as well as your ears.**
- **Everyone builds, everyone tells.**
- Keep the tables clear of anything but bricks.



L3: Interact with dynamic systems. Understand how factors influence each other. Explore risks, opportunities and unintended consequences of different scenarios and strategies on shared visions.

L2: Explore how others see the same ideas differently. Then create shared understanding and common meaning.

L1: Learn enhanced communication. Use auditory, visual and kinaesthetic modes to express your thoughts and feelings and understand others ideas, thoughts and feelings.

Level 3 is not 'better' than level 1. Level 1 is the foundation level and has huge power alone and combined with levels 2 and 3.

Technical Skills Build



CHALLENGE: Be curious!

Build a model of a tower.

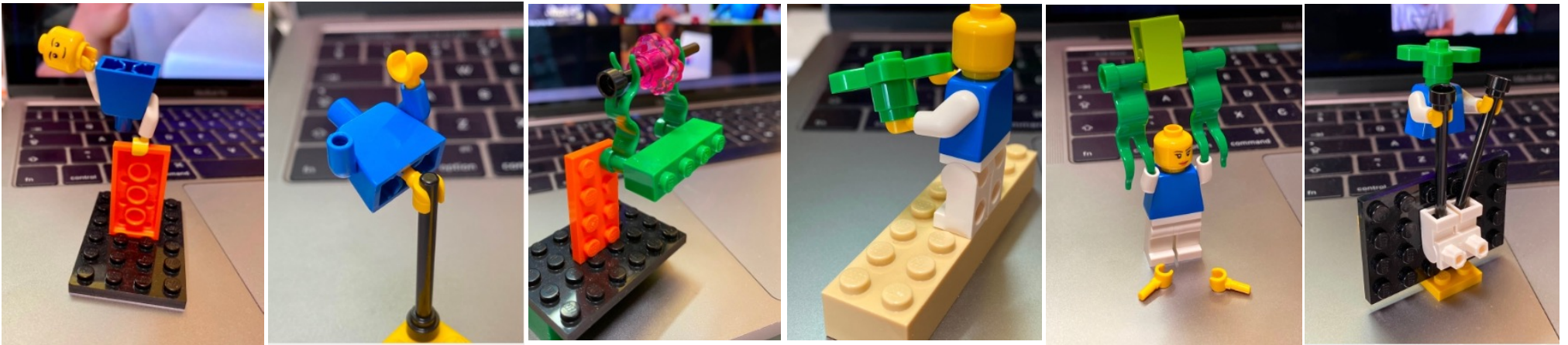
- Include at least one NEW connection technique you have never used with Lego before.



Reflect & discuss:

- Tell your group more about your approach how you've built your tower.
- What is your personal definition of a tower and why have you met your requirements?

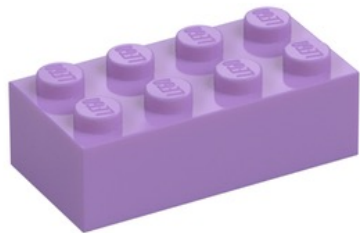
Go again hack



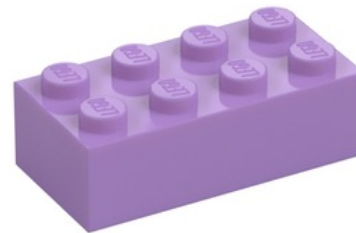
Did you already think about these ways to connect the bricks?

Redo: Build a model of a tower with new connections.

Single Brick Metaphor



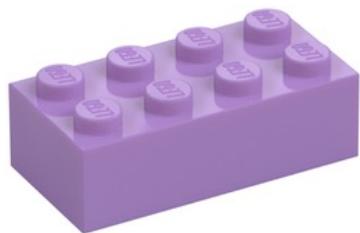
lavender



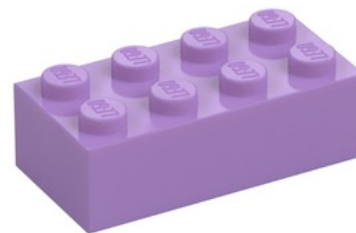
spirituality



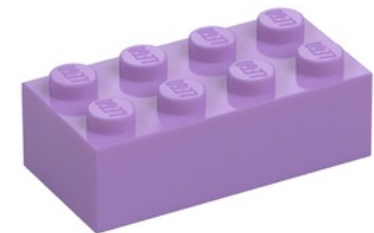
equality



candy



transformation



purple flower

Metaphor Skills Build



Close your eyes. Grab 4 bricks. Connect them in a completely meaningless and random fashion.

- Explain the idea on the card. Give a meaning to each and every one of the 4 bricks.
- Try to remember the meaning of all the 4-brick-models of your colleagues.

Build your first model



CHALLENGE: Imagine you win the lottery

Build a model of your dream holiday.

- ... If you would like, the laws of physics do not need apply - magic, space travel - go for it!



Reflect & discuss:

- Are there any parts of anyone else's model that you would like to steal or borrow?
- What did you learn about your team members?



Round 1

Put the starter kits back into the bags and get familiar with the bigger Lego Serious Play set.

- You can keep the starter kits if you like, otherwise please return them to Maria.
- Follow the individual instructions for your group on the table.



0:30

How to build a common model (1/4)



- Remember the LSP process:



- In Round 1 you will first build an INDIVIDUAL model on the question you will receive from your facilitator.
- Then you SHARE the meaning of each of your models with your other team members. Use the pointing stick as a visual helper! Listen closely and remember the meanings.
- Next rotate clockwise and explain the model of your neighbor to the rest of the group so that you remember the meaning of all elements. The creator of the model you explain can correct the meanings or help you if you don't remember all parts.
- "Love it, want it, steal it" – Extract all elements of the individual models that you want to be a part of your GROUP model in this round. You can also extract elements of your own individual model. Place them next to the base plate.

How to build a common model (2/4)



- Take the base plate and build the extracted elements into a new model:
 - Whoever wants starts with placing the first element on the base plate. Only do ONE ELEMENT AT A TIME and listen to each other.
 - Don't tell what you want to do next but simply do it! Use your hands on the bricks.
 - Explain why you put the elements on a certain location of the base plate and how it relates to other elements.
 - If other members disagree, let them move the elements around for a better fit.
 - If something is missing, quickly build it.
 - Recap: Repeat the meanings of the already placed elements regularly.
 - When you think you're done, let one of the group member tell the whole story of the model.

A good model is reduced to the essence and clearly structured.



SERIOUSWORK

What typically indicates a good shared model?

Orderly
The centre, edges and quadrants have meaning

Space
Not EVERYTHING is crammed in.

Minimal
Only the important bits

SERIOUSWORK

What typically indicates a good shared model?

Logic, Balance, Beauty, Care

Clarity... leads to...

.....Shared understanding

SERIOUSWORK

Every single brick has meaning!

We're analytical and data driven...	we innovate and create solutions...	we take risks, & know there is rescue if needed...	we build bridges in ops, with hotels and across iHG...	we understand our challenges and learn from the past...	we are all leaders and own our outcomes...	we cascade our messages and success as a team...	we place our brand at the heart of everything we do...

How to build a common model (3/4)



- Fist of 5 voting:
 - To which extend are you already satisfied with this first group model? (5 = perfect, 1 = completely unsatisfied)
 - The facilitators will start with the team member with the lowest voting and will write down everything what is missing or should be changed for a better rating one by one.
 - Next you adapt the model step by step to consider all feedbacks. Discuss the adaptations aloud while you do them!
 - Quickly recap the overall story of your group model
- Repeat the fist of 5 voting:
 - In case you only have 4- and 5-finger-votings ask the team members with 4 what is missing or if 4 rather means: "It doesn't get any better than that by now." or "There is always room for improvement." If necessary, do another round of adaptations.

How to build a common model (3/4)



- Document your model
 - Write Post-its with your question and all key elements of your model and place them around your final group model
 - Do a short video on your group model. Start with: “This is Group # X. Our task was to build a model that [insert the challenge of the round here.]”
 - Use the pointer as a visual guideline to explain the individual elements of your model and also tell the overall story of your model. - e.g. are there any dependencies or is there a sequential order in your model?
- Answer the reflect & discuss questions on flipcharts.
 - Define who is going to present the results in the afternoon and take photos of the flips.

You will have another 15 minutes after the break to finish Round 1.

0:15

Coffee break





Round 2

Follow the same procedure as in Round 1 with the second question in your group instructions.



0:45

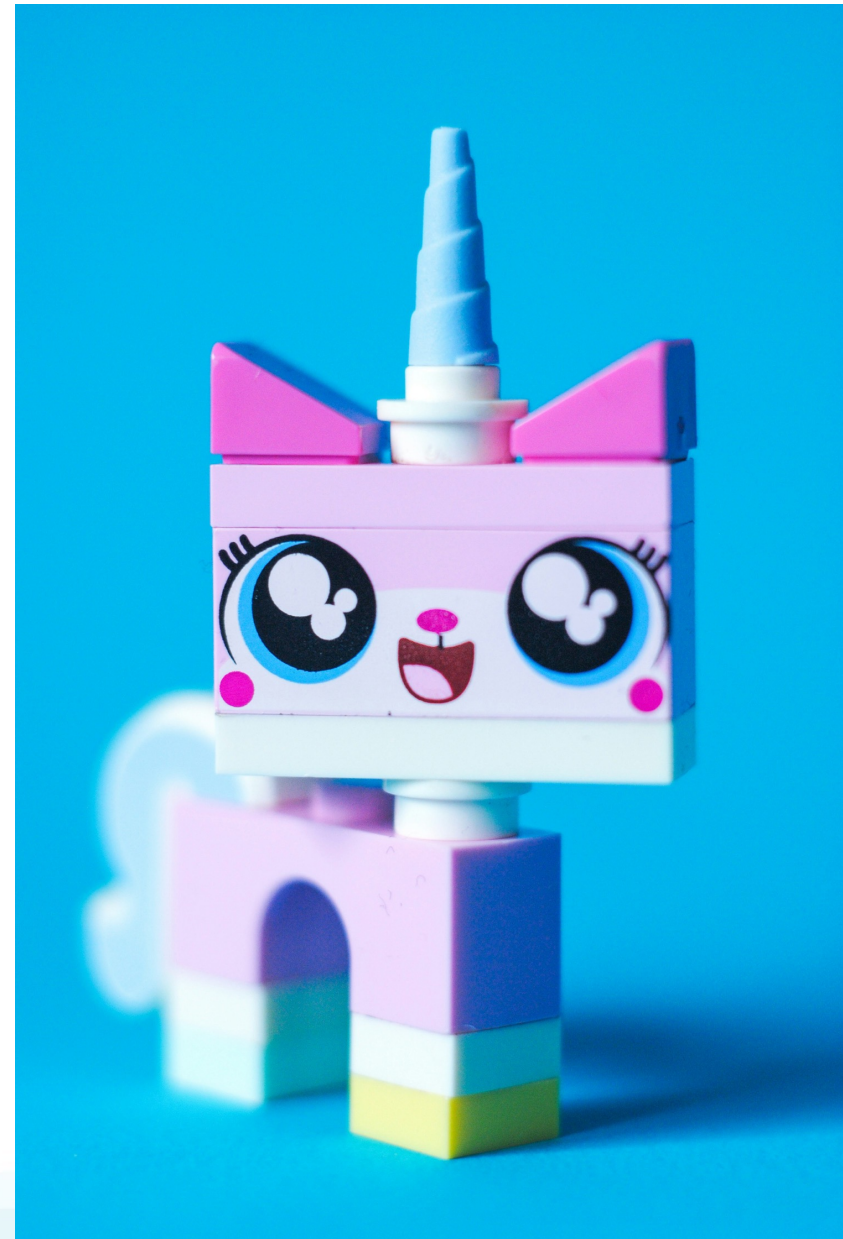
Round 2



- Undo your first model. You'll have 30 minutes for the build and another 15 for the documentation.
- Be aware that on top you'll be asked to define 2 – 3 action points related to your build questions as a follow-up to this conference to make the Erasmus+ mobility process more inclusive.
- Don't forget about a group picture with your model! Kindly undo your second model when you're done with the documentation and return the base plates and pointing sticks to Maria.
- Define who is going to do the final presentation of your results in the afternoon. Choose which pictures of your group models you need for your presentation so that the facilitators can transfer them to a laptop and share them with the beamer.
- Remember the initial goal of our 2 workshop sessions: **Generate ideas along the whole Erasmus+ mobility process how to make it more inclusive and derive an action plan.**

Final Feedback

- What were your experiences with the Lego Serious Play Method?
- How do you feel about the results of the two sessions?
- What is your main take away?





Source of all visuals: unsplash



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Taking care of the most important interface in digital transformation:

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APPENDIX





Group 1

Participants:

Group 1 – Round 1 – Question 1



Phase: Application

Build a model of an ideal application and selection process that increases applications of learners from different inclusion fields.

- Think in terms of accessibility, low efforts to do the first steps, etc.

0:03



G1/R1/Q1 - Reflect & discuss:

- Put yourself into the shoes of an applicant. How do you feel about the model?
- Are there aspects of which you feel that they have not been sufficiently addressed or even overlooked by now?
- What is the most obvious improvement you would like to recommend as a first step?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 1 – Round 2 – Question 6



Phase: Stay abroad

Build a model how a mentorship or buddy system could support learners from inclusive fields during their stay abroad.

- Think in terms of digital, hybrid or on-site networking. What would be the inherent qualities of such a networking/ support system?

0:03



G1/R2/Q6 - Reflect & discuss:

- What are the benefits for the learner in the system you have described in your model?
- Please generate first ideas for the matching criteria in this network.
- What are the benefits and possible incentives for the buddies or mentors in this system?

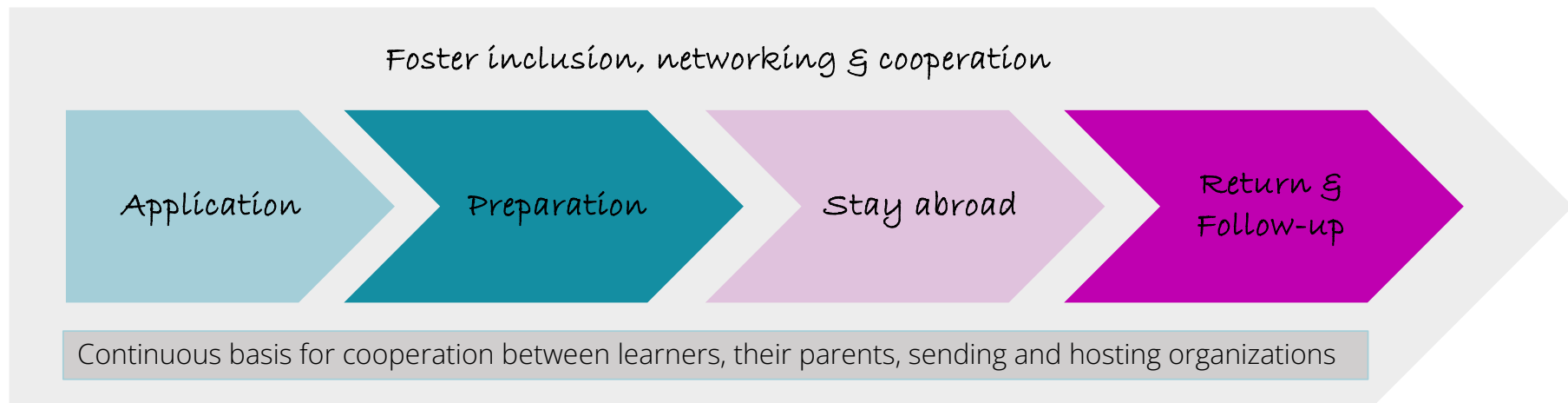
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Moreover note 2 - 3 tasks you are willing to do as a follow-up that can be summarized in the action plan of our workshop!



Checklist for your documentation:

- A few pictures that show you working together and presenting your models
- Optional: Close-up pictures of our individual models
- Close-up picture of our common model for each round including a Post-It with the question and Post-its which name the elements of our model. (Round 1, Round 2)
- A video that tells the story of your model. (Round 1, Round 2)
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- Flip charts which answer the reflective questions for each round
- Final flip chart with 2 – 3 action points you want to take over as a follow-up of this conference.
- Please also do pictures of all flip charts and a group photo!

The Erasmus+ mobility process at a glance



Create awareness, encourage applications, select candidates

Prepare learners for their stay abroad (group mobility, internships)

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Group 2

Participants:

Group 2 – Round 1 – Question 3



Phase: Preparation

Build a model that shows which support measures inclusive learners need to prepare for their Erasmus+ mobility exchange.

- Think in a practical hands-on way but also in terms of language, cultural and emotional challenges of learners from different inclusion fields.

0:03



G2/R1/Q3 Reflect & discuss:

- What could be a first small step you could take after the workshop?
- What are the 3 top challenges we should prioritize from your point of view?
- Are there any other challenges which are not related to practical aspects, language, culture, or emotions?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 2 – Round 2 – Question 8



Phase: Networking & Cooperation

Build a model how alumni can contribute to make the Erasmus+ process more inclusive.

- How could they contribute actively to the process (e.g. as peers/ buddies)? How could you use their knowledge and experience for continuous improvement of the process?
How can they support?

0:03



G2/R2/Q8 - Reflect & discuss:

- Are there aspects of which you feel that they have not been sufficiently addressed or even overlooked by now?
- What is the most obvious improvement you would like to recommend as a first step?
- What resources or support will we need to implement the next steps?

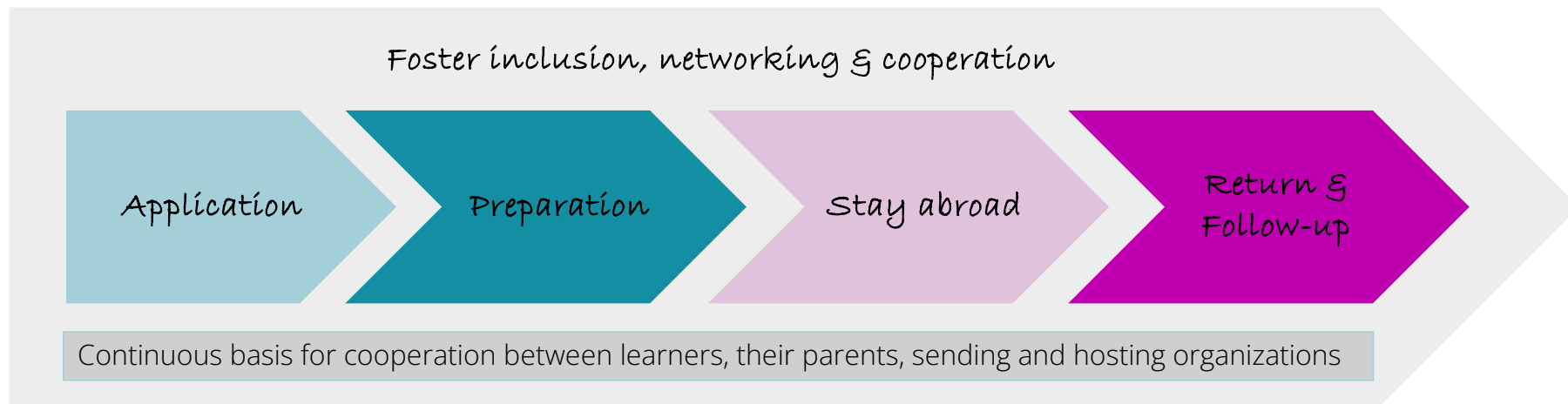
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Group 3

Participants:

Group 3 – Round 1 – Question 5



Phase: Stay abroad

Build a model of the support system that is needed to help inclusive learners to overcome the emotional challenges of a stay abroad.

- Think about stress factors for the learners. What might make the learners feel irritated, insecure or overwhelmed? How can these challenges be mitigated and/ or reduced?

0:03



G3/R1/Q5 - Reflect & discuss:

- What surprised you most about the model?
- How can the model help us to prepare the learners to cope better with the emotional challenges of being abroad?
- Are there any "quick wins" you can derive from your model which could be easily implemented?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 3 – Round 2 – Question 10



Phase: Return & Follow-Up

Build a model how to make the experiences of the learners more visible and accessible after their return.

- Be creative! Think out of the box and be daring. Which approaches might be feasible in 10 years? Are there approaches you could borrow from arts, science or private business sectors?

0:03



G3/R2/Q10 - Reflect & discuss:

- What surprised you most in the discussions of your model?
- Are there aspects of which you feel that they have not been sufficiently addressed or even overlooked by now?
- What could be a first small step you could take after the workshop?

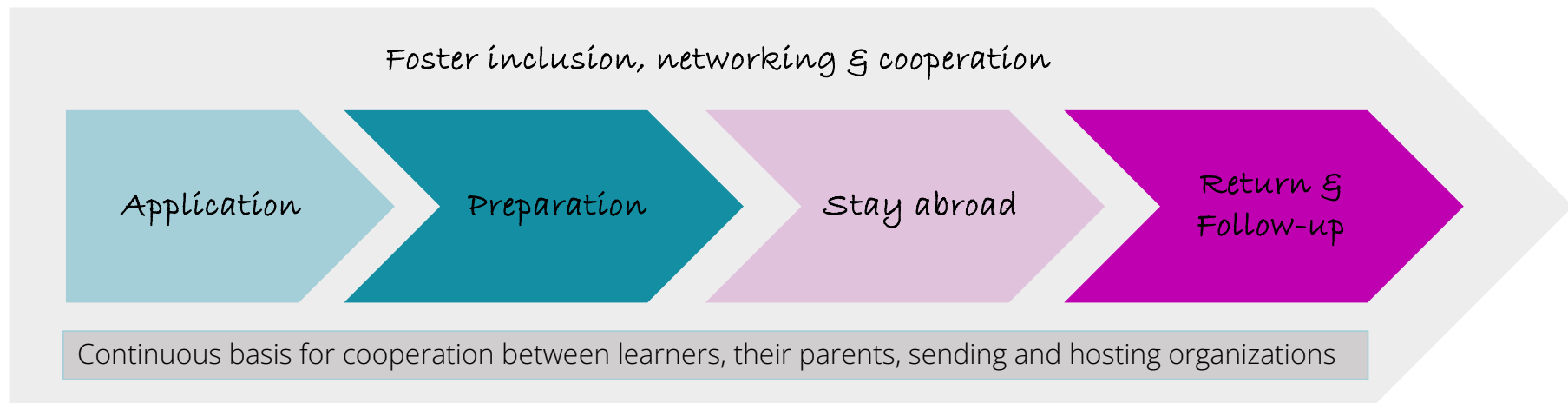
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Group 4

Participants:

Group 4 – Round 1 – Question 7



Phase: Networking & Cooperation

Build a cooperation model for sending organizations, host organizations, learners and their parents that ensures inclusion during the whole Erasmus+ mobility process.

- What are the indicators of a successful, inclusive cooperation between these 4 parties? What are the inherent expectations of the involved parties? What is the best possible result?

0:03



G4/R1/Q7 - Reflect & discuss:

- What do the host organizations need to provide to ensure inclusion?
- What do the sending organization need to provide to ensure inclusion?
- What could be a first small step you could take after the workshop?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 4 – Round 2 – Question 12



Phase: Foster overall inclusion

Build a model how to reduce challenges of inclusive learners due to their social, cultural and economic differences.

- Think of creative ways how to compensate these differences. How can you not only foster inclusion but also equality?

0:03



G4/R2/Q12 - Reflect & discuss:

- What surprised you most in the discussions of your model?
- Are there aspects of which you feel that they have not been sufficiently addressed or even overlooked by now?
- What could be a first small step you could take after the workshop?

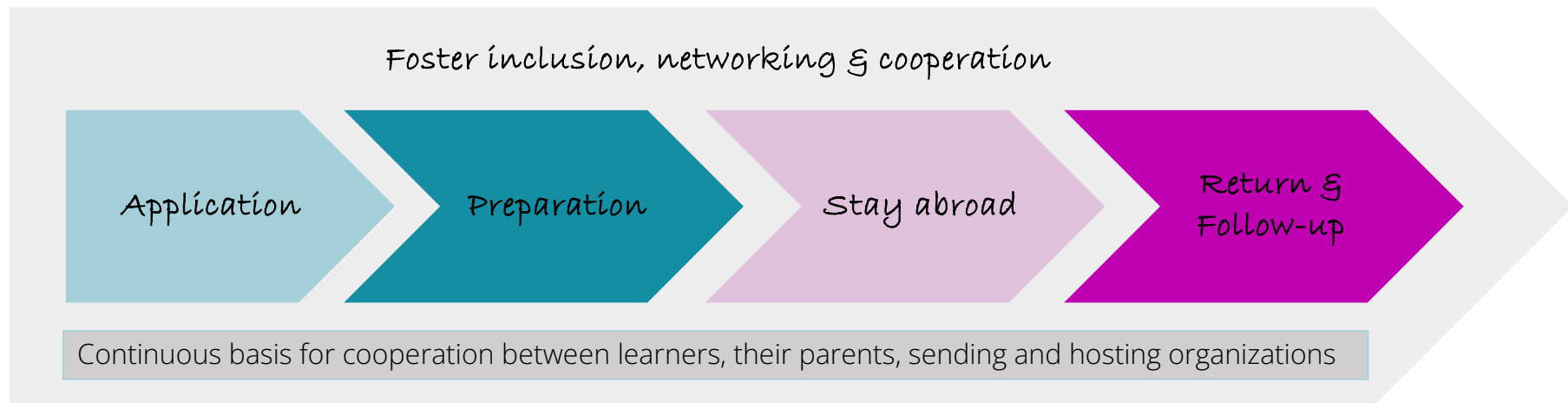
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Group 5

Participants:

Group 5 – Round 1 – Question 2



Phase: Application

Build a model what is needed that learners can overcome the biggest barriers to apply to Erasmus+

- Think about the Erasmus+ inclusion fields: disabilities, health problems, barriers related to education and training systems, cultural differences, social barriers, economic barriers, barriers related to discrimination and geographical barriers.
- If you deem the question too big for a model you can decide upfront in the group to focus on selected inclusion fields.

0:03



G5/R1/Q2 - Reflect & discuss:

- Are there common denominators that lower the entry barriers for all inclusion fields?
- Are there specific needs of members of a certain inclusion field which you want to highlight?
- Are there any "quick wins" you can derive from your model which could be easily implemented?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 5 – Round 2 – Question 9



Phase: Return and Follow-up

Build a model on retrospective measures after the learners have returned which ensure that inclusive learning and future stays abroad can be improved.

- What tools and measures suit best the learners and/ or their parents? Are there any incentives involved? How would you address host/ sending organizations?

0:03



G5/R2/Q9 - Reflect & discuss:

- Roughly describe how you would work with the received feedbacks to improve the process.
- What kind of information would be most beneficial for you?
- Can you think of some key performance indicators which could help you to measure if the process gets better?

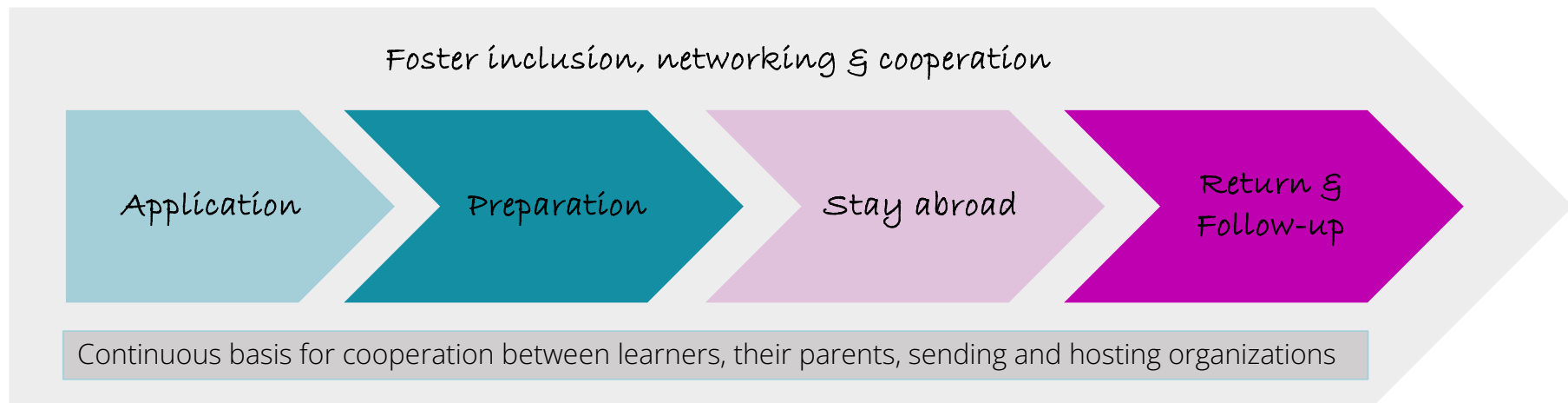
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Group 6

Participants:

Group 6 – Round 1 – Question 4



Phase: Preparation

Build a model of the "perfect toolbox" which learners from inclusion fields should receive so that they can properly prepare for their stay abroad.

- Keep in mind that the tools should be easily accessible, easy to maintain/ kept up to date and helpful.

0:03



G6/R1/Q4 - Reflect & discuss:

- What could be the "deliverables" (e.g. guidelines, trainings, webinars, etc.) which can help learners in their preparation?
- Can you think of successful inclusion measures of other initiatives which could inspire us to do better?
- How can you ensure that the toolbox is implemented sustainably from the very beginning?

Please document the answers to the questions above on the provided flip chart paper so that you can present them in the afternoon.

Group 6 – Round 2 – Question 11



Phase: Overall inclusion

Build a model that fosters equality in the Erasmus+ mobility process regardless of the individual backgrounds/ starting points of the applying learners.

- How can you make sure that inclusive learners equally benefit from Erasmus+? How can you compensate for the differences? How do you assure that all the stages of the process are equally fair and accessible?

0:03



G6/R2/Q11 - Reflect & discuss:

- Are there aspects of which you feel that they have not been sufficiently addressed or even overlooked by now?
- What is the most obvious improvement you would like to recommend as a first step?
- What resources or support will we need to implement the next steps?

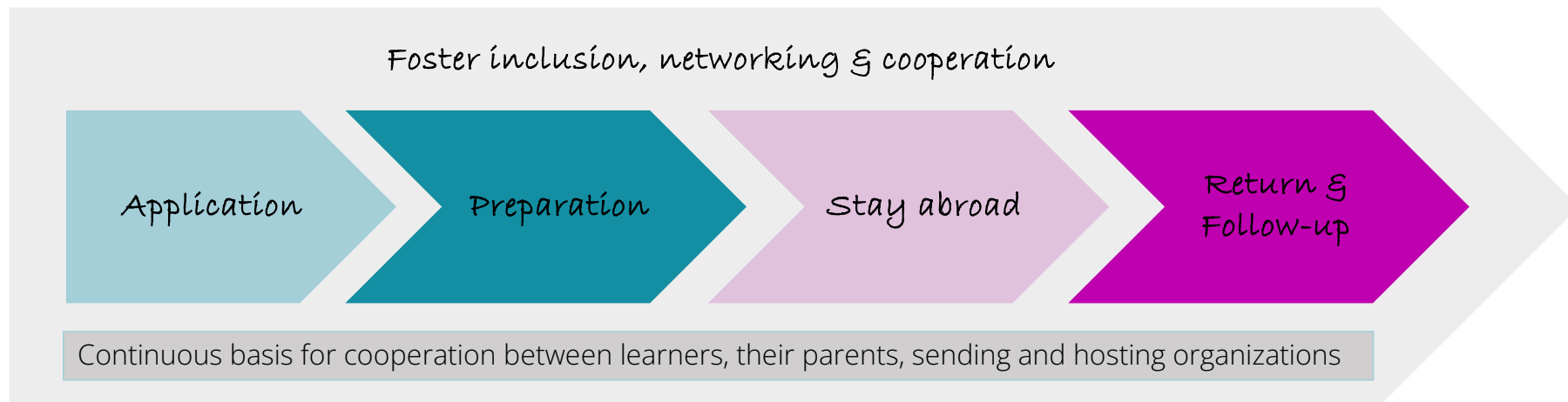
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