



# **TRAINER'S GUIDE**

## **METHODOLOGY FOR ENGAGEMENT OF ORGANIZATIONAL STAKEHOLDERS IN INNOVATION ORIENTED INTRAPRENEURSHIP**

**INCREASE: INNOVATION CAPACITY BUILDING FOR  
ENHANCING SUSTAINABLE GROWTH AND  
EMPLOYABILITY**





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## INTRODUCTION

“While proper understanding and specific skills are required for involvement of non-R&D employees in innovation, for the contributions to be possible specific culture and/or systems allowing engagement of non-R&D employees is crucial.

Following Harvard Business Review... 'Intrapreneurship' breaking the rules and swimming against the corporate tide... in truth it's an ineffective way to drive innovation... Companies need a strategic plan for professionalizing and institutionalizing innovation across their organizations.” (Corbet 2018).

Therefore, to provide users upskilling path that will effectively increase their perceived value within organization and their employability, awareness raising and educational measures for organizational stakeholders (employers and labour market organizations) are necessary to encourage low skilled adults to increase their innovation capabilities, engage in innovation as well as making sure that their increased potential to provide value within their job environment will be used.

The workshop presented within this Trainer's Guide is based on the findings of “***The Best Practices Guide for Models of Employee Involvement in Innovation Processes***”, developed within INCREASE project.

The guide is a synthetic result of the data collection and processing phase of the INCREASE project and it is based strictly on the practical methods applied within companies, be they SMEs or large companies, for the involvement of employees in the innovation processes.

The main purpose of the research for the best practices guide within the INCREASE project was to collect best practices on models of involvement of employees in innovation processes from small, medium and large companies in the three countries involved (Romania, Spain and Portugal).

The four partners involved in the process of collecting information from 12 interviewed companies were from Romania (ADES Association and Ștefan cel Mare University, Suceava – USV), from Spain (VALENCIA INNO HUB) and from Portugal (E&D Knowledge Consulting Lda). The guide includes also national perspectives of Austrian, Finish and Polish experience in this field.

The workshop aims to provide SME managers not only practice based skills and understanding on how to engage employees across functions in innovation, but to overcome common conceptual barriers, especially in low-R&D SMEs, such as direct association of innovation with technology or instrumental character of low-skilled non-R&D workers.

A Piloting Phase was conducted by all partners for 70 managers/ owners in order to get feedback and improve, if needed, the Trainer's Guide. The Piloting Session proved the usefulness of the information presented in the Best Practices Guide for Models of Employees Involvement in Innovation Processes. The managers/ owners are receptive to methods of involving employees in coming up with new ideas and they are going to use models presented in the Guide.

It is also remarkable that all the participants pointed out that the INCREASE Project can have an important impact to contribute towards the innovation processes of organisations.

## 1. NOTES FOR TRAINERS

### General remarks

1. This workshop is based on the results of the „*The Best Practices Guide for Models of Employee Involvement in Innovation Processes*“. For this reason, the **trainer should be familiar with the content of the Guide** in order to make references and to respond to participant's questions.
2. The Methodology is mainly designed for a face-to-face (f-2-f) workshop. If, due to Covid-19 pandemic restrictions, the workshop will be organised on-line, the methodology could be adapted accordingly. In the information below, notes are made if a modification should be made for an on-line workshop.
3. Before or during the workshop, changes can be made taking into consideration the number of participants, their experience, the time constraints and the experience of the trainer. You also can choose to skip any of the proposed exercises.
4. Trainers should be aware that the time allocated is very short and that the span of attention of entrepreneurs is usually limited when faced with too much theory.

### Before the Workshop

5. An Agenda for the training can be sent in advance (see Annex 1: IO2-Methodology Stakeholders Engagement\_Agenda).
6. After translating and adapting the PPT (See Annex 2: IO2-Methodology Stakeholders Engagement\_PPT), it is advised to print the final version of the PPT 2 slides per page (both for efficient use of the paper and for allowing participants to read easily the text and to take notes, when needed) and give to the participants at the beginning of the session. For an on-line session, the PPT should be sent as a pdf document to the participants, after the session.
7. Fill in the information on the last page of the PPT.
8. It is up to the trainer if the handouts with explanations for the PPT presentation (see Handouts/ Resources for the trainers at the end of this Methodology) are to be used only by the trainer or are going to be printed and given/ sent as a pdf document to participants at the end of the session.
9. Make sure you have the list of participants in advance in order to prepare name tags or a folded paper with their name on it to be placed on their desks. If not, prepare blank ones and ask them to write their name with a marker, not a pen, when they register.
10. Check before the session that your laptop and projector work, are compatible with each other and you have the necessary cables.
11. Check your markers, see if you can write with them, and avoid thin ones as they are not visible in large rooms.



12. Practice your writing at the flipchart in advance. Write something on the flipchart and, then, sit on a participant chair and check if it is visible. Practice writing half turned, so you do not turn your back to the audience when you write on flipchart.
13. For this session a U shape arrangement of chairs will be preferable, so you are able to walk among the participants.

*Additional, for an on-line workshop:*

14. Eliminates noise and distractions from the room (objects, people, mobile phone, notifications on the computer).
15. Properly illuminate your space. Use extra lights if necessary.
16. Close all applications you do not need to free from computer memory
17. Prepare everything you need for the meeting (materials, pen, notes, clothes, water bottle, etc.)
18. Choose the right background.
19. Make sure you are positioned so that there are 4 fingers of empty space above your head to the frame of the camera (you do not have too much or too less space above your head).

### **During the Workshop**

20. Do not hand out reading materials while performing the presentation, because people will not pay attention to what you are saying. Give them before your presentation (the copy of the ppt), before the exercises (the handouts needed for exercises), or at the end of the session (supplementary materials).
21. Involve participants and encourage interactivity!
22. Be ready to adapt to the participants' needs and interests.
23. At the beginning of the workshop, ask participants to put their phones on silent mode and if they have an urgent call to leave the training room so others can concentrate. Asking them to turn off their phones could create anxiety.
24. Avoid to use the red colour when writing on the flipchart, it should be used only to underline important points.
25. When not using the projector, during exercises for examples, unless they have instructions, turn it off as the light will steal the participants' attention from you.
26. Speak clearly and bridge one topic to the next.
27. Use logical sequencing of topics.
28. While questions are usually encouraged, be aware of the time limitation of this session. Provide short answers, but be prepared to give references to where the specific information can be found.
29. Be aware of participants' body language, when someone avoids eye contact while questions are asked it is a sign that they do not feel like exposing themselves, so do not force them to answer.
30. Don't talk to the flipchart or the projection screen, maintain eye contact with the audience as much as you can.
31. Don't block the visual aids.
32. Don't stand in one spot, move around the room, but not excessively.
33. Don't ignore participants' comments and feedback (verbal and non-verbal).
34. Tell participants how much time they have for the exercises and monitor them. Make sure they stay focused on the task.

35. Avoid jargon and abbreviations. If you need to use abbreviations, first explain what they mean. (In this material PPT is power point presentation, and S will be used for slides!)
36. Don't forget to smile!

*Additional, for an on-line workshop:*

37. Ask participants to write their name and company in the chat section of the Skype or Zoom meeting (this way you have the participants' list).
38. Save print screens during the workshop after informing the participants on the use of these evidence for reporting or dissemination purposes, only.
39. Maintain eye contact with the camera (focus on the camera as if it were your best friend)
40. Mind your position on the chair and movement of the chair (do not spin or rock on the chair).
41. Do not do multitasking in the meeting.

## 2. LEARNING OUTCOMES

At the end of this session entrepreneurs will be able to:

- ❖ Understand the difference between entrepreneurship and intrapreneurship.
- ❖ Understand the traits of Intrapreneurs in order to identify and support them in their companies.
- ❖ Learn about ways in which companies foster intrapreneurship based on the project's research findings.
- ❖ Reflect on their own practices regarding intrapreneurship.





## 4. SESSION SUMMARY

No	Activity	Training method	Time
1	Introduction: Trainer's presentation Participant's presentation Program presentation	Presentation	15'
2	Difference Entrepreneur vs Intrapreneur	Interactive Presentation	10'
3	Intrapreneur - traits	Group activity Presentation Problem solving exercise - Group activity Processing the activity	10' 10' 10' 10'
4	Painstorming	Individual task + Group discussion Presentation	10' 10'
5	How an intrapreneur can turn into an entrepreneur -The story of Otunba Gadaffi	Storytelling	5'
6	How we can foster intrapreneurship in our companies? Some findings from the "Best practices guide for models of employee involvement in innovation processes" of the INCREASE research project.	Presentation <b>Individual test – optional (10')</b>	20'
7	Conclusions, learning points, action plan	Group discussion	10'
<b>TOTAL TIME</b>			<b>120'</b>



Content and Instruction Method	Timing (')	Materials/ Equipment Required	References/Notes
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <li>❖ Trainer introduces himself/herself and welcomes participants.</li> <li>❖ Ask participants to introduce themselves by answering the questions on the PPT</li> <li>❖ Do not enter into details of each company as time is extremely limited</li> <li>❖ Trainer presents the program INCREASE and the guide for best practices. Tell participants that the guide has numerous examples of diverse companies, small and large, that can inspire them. Encourage them to read it.</li> </ul>	15'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks for participants;</li> <li>❖ Best Practices Guide</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/S 1</li> <li>❖ PPT/S 2</li> <li>❖ PPT/S 3</li> <li>❖ PPT/S 4</li> <li>❖ PPT/S 5</li> <li>❖ PPT/S 6</li> <li>❖ PPT/S 7</li> </ul>
<p><u>Difference between Entrepreneur and Intrapreneur</u></p> <p><u>Interactive presentation:</u></p> <ul style="list-style-type: none"> <li>❖ Ask participants what do they think the difference between an entrepreneur and an intrapreneur is.</li> <li>❖ Write their answers on flipchart.</li> <li>❖ If you consider that you do not have enough time you can skip writing as it could be time consuming and just solicit answers from participants.</li> <li>❖ Present PPT with explanations. Compare with the flipchart if you have written the answers of the participants.</li> </ul>	10'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks for participants;</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/S 8</li> </ul>
<p><u>Intrapreneur traits- interactive presentation</u></p> <ul style="list-style-type: none"> <li>❖ Ask participants what do they think is the profile of an Intrapreneur.</li> <li>❖ Write answers on FC</li> <li>❖ Present PPT.</li> <li>❖ Full explanations of PPT/S10, S11 are to be found in HO 1</li> <li>❖ Decide if you want to give out the HO</li> </ul> <p><u>Group activity - Problem solving exercise</u></p> <ul style="list-style-type: none"> <li>❖ Tell participants that as the last trait of the intrapreneur was problem solver, something they share with entrepreneurs, we'd see now if more minds are better than one.</li> <li>❖ Present the problem solving exercise – the broken cutting machine.</li> <li>❖ Present PPT picture. Point to the fact that the machine is able to cut many layers of fabric, one on top of each other.</li> </ul>	10'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks</li> <li>❖ A4 paper</li> <li>❖ Scissors or rulers</li> <li>❖ HO 1 – optional for participants</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/S9-S10</li> <li>❖ PPT/S11, S12 + HO 1</li> <li>❖ PPT/S13 to S16</li> </ul>



Content and Instruction Method	Timing (')	Materials/ Equipment Required	References/Notes
<ul style="list-style-type: none"> <li>❖ Work in groups of 3-4 persons, if the entire group is too small you can divide in pairs.</li> <li>❖ Do not give instructions while they move to their groups. First give instructions, then divide them in groups.</li> <li>❖ Give instruction and explain: <ul style="list-style-type: none"> <li>○ You are in a textile factory that produces table clothes.</li> <li>○ Your cutting machine just broke.</li> <li>○ You have a specific shape for your table cloth and you have to cut it now manually.</li> <li>○ With the cutting machine you could cut 50 pieces at once.</li> <li>○ Now you have to cut each piece</li> <li>○ Find a way to cut the fabric <b>with just one straight cut.</b></li> <li>○ You have 10 ' to find the solution.</li> </ul> </li> <li>❖ Show them the required shape.</li> <li>❖ Make sure they understand that the upper part is smaller than the bottom.</li> <li>❖ Stop here the PPT presentation <b>and make sure you do not present the solution</b> as the exercise will have no point. Eventually introduce a blank slide between the required shape and the solution.</li> <li>❖ Make groups, hand them A4 paper and scissors.</li> <li>❖ If you do not have scissors a ruler can work as well.</li> <li>❖ After 10' stop the activity.</li> <li>❖ It is important to have at least one group with the solution in 10 '.</li> <li>❖ Ask the group which solved the problem to present the solution to others. Stop the activity of other groups.</li> <li>❖ Present PPT with the solution and compare with the ones that solve it.</li> <li>❖ It may be that a group found another solution.</li> <li>❖ <b>Process the activity:</b></li> <li>❖ Ask the ones that solve it how did they come up with the solution. Stress that in a similar situation, if workers in a factory would have been faced with the same problem, they would</li> </ul>	<p><u>10'</u></p>		



Content and Instruction Method	Timing (')	Materials/ Equipment Required	References/Notes
<p>have found the solution if asked and encouraged to do so for the good of the company and their job.</p> <ul style="list-style-type: none"> <li>❖ Ask the group what they will do in future when faced with a problem. Would they trust their workers to come up with ideas?</li> </ul>			
<p><u><b>Painstorming</b></u></p> <ul style="list-style-type: none"> <li>❖ Tell participants that we are going to continue with an others exercise.</li> <li>❖ Ask them to think of a product or a service of any company that creates pain or discomfort in their daily life as a customer. Tell them it can be from their experience in the supermarket or a bank or a public authority, anything. This should not take long as every individual has a frustration regarding a product or a service. Give them a minute or two.</li> <li>❖ Ask about a solution that would satisfy their problem</li> <li>❖ Ask who wants to share in the large group. It is not necessary for everyone to share.</li> <li>❖ Explain that pain and discomfort can lead to innovation.</li> <li>❖ Ask participants if they are familiar with the term brainstorming. If not explain briefly what it is.</li> <li>❖ <b>(Brainstorming</b> is a way to generate ideas within a group setting. A group of people get together to address a problem, challenge, or opportunity. The group is asked to generate as many ideas as possible—no matter how “crazy” they may seem. During this period, no criticism is allowed. After this, the ideas are reviewed, the most interesting are selected and finally a discussion takes place on how to combine, improve, and/or implement the ideas.)</li> <li>❖ Tell them that now we are going to introduce a new concept, <b>painstorming</b>. Sometimes we spend a lot of time solving problems that, even if solved—don’t generate significant value to the customer. One way to avoid this failure mode is to first focus on the problem/opportunity itself to</li> </ul>	<p><u>10'</u></p>	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/ S17</li> <li>❖ PPT/ S18-S19</li> </ul>



Content and Instruction Method	Timing (')	Materials/Equipment Required	References/Notes
<p>make sure that, if solved, it will alleviate a real pain for the customer.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>○ <a href="http://epicenter.stanford.edu/resource/how-to-teach-a-painstorming-exercise.html">http://epicenter.stanford.edu/resource/how-to-teach-a-painstorming-exercise.html</a></li> <li>○ <a href="https://www.leapfrogging.com/2013/06/20/painstorming-for-innovation/">https://www.leapfrogging.com/2013/06/20/painstorming-for-innovation/</a></li> </ul> <p>“The idea behind painstorming is instead of just brainstorming for solutions to some problem, you back up a step and look for significant pain or opportunity in the market that you’re trying to address,” said Jonathan Weaver, professor of mechanical engineering at the University of Detroit Mercy. “Engineers tend to be pretty good at solving problems, but not nearly as good at opportunity recognition and identifying problems that need to be solved in the first place.”</p> <p>In painstorming, participants are asked to generate problem statements based on actual customers’ pains and frustrations before proceeding to develop potential concepts addressing those opportunities.</p> <p>Weaver teaches this technique in his product development, innovation, and design and creativity classes as well as industry workshops. He sees an opportunity for participants to work on designing the problem rather than just the solution to problems given to them.</p> <p>“Products perceived to be innovative that have done well in marketplace can be traced back to the pain they address,” said Weaver.</p> <ul style="list-style-type: none"> <li>❖ Tell participants that intrapreneurs are able to engage in painstorming in order to find the deep roots of problems and find innovative solutions.</li> </ul> <p><i>Group discussion</i></p> <ul style="list-style-type: none"> <li>❖ Close the topic by asking participants if they engaged in this type of analysis. If yes, congratulate them, if not tell them to think about using the model in order to find the</li> </ul>	<p><u>10'</u></p>		



Content and Instruction Method	Timing (')	Materials/ Equipment Required	References/Notes
“pain” of their customers that could lead to new, innovative products or services.			
<p><u><i>How an intrapreneur can turn into an entrepreneur - The story of Otunba Gadaffi</i></u></p> <p><u><i>Storytelling.</i></u></p> <ul style="list-style-type: none"> <li>❖ Present the story of Otunba Gadaffi who was a body guard to the late Nigerian politician Abiola. The politician organized a party for 10 000 people and Otunba Gadaffi, being a body guard, had to oversee the security of the party venue. Otunba Gadaffi observed that there were only 2 available toilets. Instead of lamenting over the problem, with 3 containers he build inside 18 toilets and the Mobile Toilet was born.</li> <li>❖ Otunba Gadaffi’s company now manufactures mobile toilets and has diversified into Waste Management and organic manure production. He died in 2012.</li> <li>❖ As participants may get the wrong idea that intrapreneurs will leave their company and start their own specify that Mr. Gadaffi could have not pursue his idea in a security company. However, it shows that intrapreneurs look beyond their job description, identify problems and try to solve them.</li> </ul>	5'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/ S20-21 + HO 2</li> </ul>
<p><u><i>How we can foster intrapreneurship in our companies? Some findings from the “Best practices guide for models of employee involvement in innovation processes” of the INCREASE research project.</i></u></p> <p><u><i>Presentation</i></u></p> <ul style="list-style-type: none"> <li>❖ Introduce by asking the rhetorical question „How we can foster intrapreneurship in our companies?” Let’s see what the companies included in the INCREASE research can inspire us.</li> <li>❖ Tell participants that we are going to look at some of the findings from the guide. There are</li> </ul>	20'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/ S22-S25 + HO 2</li> </ul>



Content and Instruction Method	Timing (')	Materials/ Equipment Required	References/Notes
<p>many more but they will have to read the entire guide.</p> <ul style="list-style-type: none"> <li>❖ Present each slide with the explanation from HO 2.</li> <li>❖ Make sure you read in advance the entire guide in order to feel comfortable with the findings and to make sure you can answer questions.</li> <li>❖ In the end encourage them again to read the entire guide.</li> </ul>			
<p><b><u>Does your company foster intrapreneurship? Test.</u></b></p> <p>This test is optional, it can be printed and given to participants to do it after the session. In case you decide not to give it delete the slide.</p>		<ul style="list-style-type: none"> <li>❖ HO 3 printed x number of participants</li> </ul>	<ul style="list-style-type: none"> <li>❖ HO 3</li> </ul>
<p><b><u>Conclusions, learning points, action plan</u></b></p> <p><b><u>Group discussion</u></b></p> <ul style="list-style-type: none"> <li>❖ Close the session asking participants to share what they have learned and what changes they would like to implement in their company.</li> <li>❖ Present contact details</li> <li>❖ Emphasize the benefits for participants of visiting the project website and using the tools created within INCREASE project.</li> <li>❖ Collect the Evaluation Questionnaire from each participant</li> <li>❖ Thank them for their participation.</li> </ul>	10'	<ul style="list-style-type: none"> <li>❖ Laptop, projector, pointer</li> <li>❖ PPT presentation</li> <li>❖ Flipchart;</li> <li>❖ Markers;</li> <li>❖ Pens and notebooks</li> <li>❖ Evaluation questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>❖ PPT/ S27-S29</li> </ul>



## 4. RESOURCES / HANDOUTS

It is up to the trainer if these resources (H.O.) are to be used only for the session or they are to be distributed also to participants.

### HO. 1. Intrapreneur traits

The Intrapreneur is...

- **Self-motivated**
- **Free thinker**

Intrapreneurs are valuable team members who apply the essential principles of entrepreneurship to whatever tasks you assign to them. In other words, they are entrepreneurs within your enterprise.

- **Innovative:**

All intrapreneurs are highly innovative. Not only will they provide you with their innovative solutions but also they are good at nurturing ideas. When you share an intriguing idea with them, they incessantly think about that idea and try to find out ways to make it work. And if you ask them about that idea later, chances are you will get a plan to turn that idea into reality.

- Understands the creative process
- Is always ready to learn and put learning in practice
- Is proactive
- Takes risks and make mistakes
- Removes self-limiting boundaries

- **Self-starter**

Being an intrapreneur means you need to be a self-starter. You need to motivate yourself daily to do better than the previous day. This is how you grow. Renowned Internet marketer Neil Patel says, "Motivation is like jet power propulsion. It transforms individuals from passive participants into active leaders."

- **Growth Driver**

Intrapreneurs are crazy to grow. They don't wait for you to tell them how to grow. They have their own plans to succeed. And the best thing about them is they are always ready to change their course to accommodate any sudden change in an organization to propel the growth.





In other words, intrapreneurs create a growth-driven culture in an organization. It is easy to identify growth drivers - they're in control of their ego, they are never satisfied, and they are focused.

- **Problem Solver:**

This is one of the most visible traits of Intrapreneurs — all of them are problem solvers.

- ✓ They challenge their limits and always go beyond their conditioning
- ✓ They search for an opportunity in every problem
- ✓ They can clearly define a problem (cause and effect analysis)
- ✓ They connect with other people at an emotional level
- ✓ They never create any problem for others
- ✓ They focus on prevention rather than intervention
- ✓ Their expectations are reasonable



## **HO. 2. Some findings from the “Best Practices Guide for Models of Employee Involvement in Innovation Processes” of the INCREASE research project**

### **1. Recognizing the importance of employee involvement in the innovative process**

All companies admitted that employee's involvement is beneficial for the company as well as the employees.

The view expressed by ALMA VENDIS ANG SRL (Romania), stating that it is very important that employees get involved in the innovation process is shared by all companies, because “more brains means more opinions, and more opinions means more options from where to choose the best solution”. The organizational culture of the company allows each person to decide on the techniques and order of operations, to have the initiative in proposing new products, to have creative thinking, etc.

### **2. Organizational climate that promotes an innovative mindset among its employees**

At LOS OLIVEROS (Spain) employees are free to organize their tasks without having to talk to a superior. This leadership style has proven to be positive as employees do not feel forced to have innovative ideas, but only to communicate them to their senior. The company manager admits that the integration of all those responsible for the company's production chain is important for improving its overall development. Their working methods is based on open communication when there is a problem or when an employee has an idea. Everything is listened to and taken into account, although not all innovations get to be implemented.

### **3. Finding ways to involve employees**

In all companies, any innovative idea, suggestion, proposal that comes from an employee is analysed, discussed, and depending on its opportunity and effectiveness, it is either introduced into practice or retained for the right context. Other opinions are requested from the rest of the group / team, research is done and, if the idea proves to be good, it is accepted and introduced in the innovation process of the company.

ALMA VENDIS ADG SRL (Romania) is using WhatsApp online groups for different areas of activity within the company.

MILLENNIUM BCP (Portugal) created extensive groups of ideas to stimulate creativity, the exchange of experience between employees, their development and capitalizing on the experience of employees.

EDP - ENERGIAS DE PORTUGAL (Portugal) has adopted a broader co-creation model where innovative EDP challenges are available for a wide audience through a public website.

ORCHIDEA (Finland) provided an innovation software that enables employees, customers and partners, to take part in innovation processes.

BICICLETAS ESTEVE (Spain), has monthly online or offline meetings where all employees are asked about innovations and new ideas they might have to improve existing processes (production, customer service, product delivery to customers, store support, etc.). Then, employees express their sincere opinions about the processes that the company is currently using and they try to add something to them, without changing the core activities that the company is already developing. Moreover, managers call employees at the end of the month to show them the evolution of sales and ask them if everything works according to their wishes or if anything should change.

ELECTROALFA (Romania) created mixed teams (sales engineers, designers and staff from the production department or quality assurance), which has proven to be successful so far.

The main method of attracting and involving employees in the innovation process of the municipal public company EGEAC (Portugal) is decentralization. Specifically, the operations of the organization are divided into small projects. The projects are assigned to multidisciplinary teams, which are given autonomy as well as responsibility for the result. Authors selected for the implementation initiatives are invited to join the implementation team and receive public recognition for their ideas.

The Austrian HELLO CASH START-UP ONE has a yearly innovation strategy defined together with the employees, their ideas prioritized and then moved into agile development.

#### **4. Company's response to failure**

At BICICLETAS ESTEVE (Spain), in case of failure of an employee's idea, managers are the ones who take responsibility, without blaming or punishing the employee, because they support the company with their own innovative ideas, but the final decision on their implementation and evaluation of possible negative consequences belongs to managers.

At MYRENTGO (Spain) all employees' innovative ideas are accepted and promoted, without being sanctioned, if the idea proves a failure. This vision starts from the fact that any employee can have an innovative idea, but the decision to put it into practice or not belongs exclusively to the manager.

The vision of ASSIST SOFTWARE (Romania) is: "If you are not ready to fail, you are not ready to innovate. Failure is part of the innovation process. Establishing the appropriate success criteria creates a safety environment that determines innovation. Therefore, failure is defined as "spending time learning something useful", and a negative result is still a result.

In AMLOGY (Austria) all employees are involved in the innovation process recognizing that “development has risks. No risk, no fun. And we love fun!”.

The management of ACK FLUID SRL (Romania) believes that a failure is a step forward. A failure can also generate a new idea. For example: in one of the installations produced, a new electromechanical device was installed, which did not give the expected results. After a few experiments, it turned out that the device had to be designed differently. The redesigned device could not have appeared unless there was a first failed attempt.

## **5. Empowerment and motivation**

Romania's ASSIST SOFTWARE's management believes that: "A company is a reflection of all employees, not just of the management." It is important that all employees have a role in the development of the company and work as a great team. Giving ownership of ideas, when they are recognized or implemented, provides recognition to employees and motivates them. The company has a comprehensive program to promote innovation and creativity and to create opportunities, events, activities specially designed to generate and promote innovative ideas. Creating the right environment for employees to express their creativity and generate innovative ideas is of the utmost importance.

The main approaches of MILLENNIUM BCP (Portugal) to motivate employees are: talent training, through individualized training programs; promoting employees with potential to take on future tasks of greater complexity and involving more responsibility; looking for new innovative ideas and suggestions for practices and products that could add value to customers and the organization; moving from a competitive style to a more collaborative and participatory approach, which improves visibility, interest and involvement; developing employees' intrapreneurial skills; ensuring a safe space for sharing employees' ideas; creating extensive groups of ideas to stimulate creativity, the exchange of experience between employees, their development and capitalizing on the experience of employees.

SC AUTO IMPEX PRIMA SRL (Romania) have mentioned that they have many examples of employees who have started in the company from lower positions (drivers, handlers, packers, etc.) and they have been supported to develop thus coming to occupy senior executive and even management positions. Their strengths were involvement, seriousness, personal motivation. It turned out that the promotion and advancement of an employee from within motivates others, ambitions and determines them to be more active and more involved in the company's activity.

For SUPER LACTIS SRL (Romania) salary increases work the least, having a short-term motivating effect. The most effective have proven to be the system of monthly salary bonus based on performance and rewards based on the results obtained.

At ALMA VENDIS ANG SRL (ROMANIA) the merits of employees who are involved in innovative processes at the company level are publicly recognized, and this attracts team admiration and motivates other employees to also get involved



## **6. Examples of changes implemented in the company that were based on innovative ideas from employees**

GRUPA MASPEX (Poland), with its employee innovation program, has been successful in generating savings in many areas with a simultaneous increase in efficiency and improvement of their processes or products, among others improving the snack product line, saving compressed air in production of beverages, or product intake and release database, which functions perfectly and improves the work of many people - results of ideas of employees implemented as part of the Pomysłomania (translation: idea generation) programme. These are ideas for various improvements on technological lines in individual plants. The program was originally based on the methodology of continuous optimization and improvement of Kaizen, but now it has been reformulated into an employee innovation program in order to be able to create and implement not only small improvements in everyday life, but also breakthrough innovations allowing for a leap increase in the efficiency of individual production lines or administrative units. Due to a suitably flexible architecture of the system for implementing employee innovation, the vast majority of employees' ideas are implemented immediately. Their idea selection criteria: element of innovation, implementation potential, level of idea advancement and benefits/savings resulting from the introduction of the new idea.

SC ALMA VENDIS ADG SRL (Romania) began producing protective masks but the production team struggled to find the right materials; a worker suggested using a type of material that was already in stock, and it turned out to be a very good material making it possible to produce before other competitors.

## HO. 3. TEST - Does your company foster intrapreneurship?

by [Dr. Irena Yashin-Shaw](#)

<https://www.drirenayashinshaw.com/seven-steps-to-intrapreneurialism/>

There are **SEVEN** critical steps that enable organisations to capitalise on and benefit from the intrapreneurial talent within their ranks. How many does your organisation have? Take this quiz.

### 1. Identify your intrapreneurs.

You have a clear, proven and effective method or process of finding your high-potential employees who are ready, willing, able and excited about stepping up to the challenge of finding opportunities and solving high-value problems for the benefit of the organisation?

**Yes / No**

### 2. Give them permission to challenge the status quo.

You have processes, guidelines, sanctioned spaces or opportunities in place to enable people to question established practices without being shut down or dismissed. Your intrapreneurs know that thinking differently is valued and respected. They know that they can ask difficult questions even if that might make some people uncomfortable. They know that they are allowed to take calculated risks AND be supported without losing face if their actions don't bring the anticipated results? They have a forum or safe-space where ideas that challenge the status quo can be heard and aired and welcome

**Yes / No**

### 3. Teach them to think like an enterprising start-up.

Your people have been given the skills to scope and design projects where they can experiment with small scale pilots before scaling up incrementally. In other words they know how to start small, be agile and get some quick wins that can be adapted and scaled up later. Your organisation has guidelines for how intrapreneurs start their pilot projects or ventures.

**Yes / No**



#### **4. Have a process for identifying problems worth solving.**

You use a checklist, a decision-matrix, a framework, a filter of some sort that enables people to analyse the worthiness of a problem or challenge to pursue so you increase your chances of bringing exponential value to the organisation?

**Yes / No**

#### **5. Systematise the intrapreneurial journey.**

You have a documented, clearly articulated process in place that your employees who step up to be Intrapreneurs are using to progress them step by step on the pathway to being effective, valuable change makers.

**Yes / No**

#### **6. Quantify the value your intrapreneurs create.**

You have a method of calculating return on investment. You use a formula or a heuristic to do the math on the actual dollars that intrapreneurial initiatives bring to the organisation.

**Yes / No**

#### **7. Celebrate intrapreneurialism.**

Your organisation regularly and formally announces and acknowledges the value your intrapreneurs bring, and by doing so celebrates their efforts and achievements. There are many ways that could happen – at the end of projects or during team meetings, quarterly, annually – ideally all of those. But you have some mechanism by which the good work done by intrapreneurs is foregrounded, presented, discussed, amongst the whole area, branch or team and there is a celebration for the work they have delivered so that people realise they are supposed to talk about it and promote it.

**Yes / No**



## Results of the test

How did you go? How many of those steps does your organisation have in place?

One “Yes”=1 point.

**A score of 0-2** means that there are some serious resources being wasted in the organisation. It is costing you revenue, and turnover in talent. Important high-value problems aren't being solved effectively. Your workplace may be struggling to be future ready.

**A score of 3-5** means that you are on the journey and are on the way to creating an intrapreneurial and future-ready workforce and organisation but there is still work to be done.

**If you got 6-7** Congratulations! That's impressive. You have created a high performing culture of intrapreneurialism and are using it to prepare your organisation for the future. Well done!