

sky4.0



INTELLECTUAL CURIOSITY

Sky4.0 curriculum



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CURRICULUM PLAN

<i>Didactic Unit</i>	<i>Time</i>	<i>#</i>	<i>Effects of Didactic Unit</i>
Introduction (60')	20'	1.1	Get to know each other; Participants will work on making interactions with questions
	15'	1.2	Presentation of the training program and objectives;
	20'	1.3	Warm-up session Tuning the participants in the context and reveal the need to go in deep and analyse;
	10'	1.4	Self-evaluation A measure scale will be given (The five-dimensional curiosity scale) to spark a reflection and discussion;
Definition of the concept (70')	20'	2.1	Are you curious to learn about curiosity? The trainees will be acquainted with the theoretical basis of curiosity from evolutionary biology and psychology perspective; The "5 dimensions" model of curiosity will be analysed and the aspects of it be discussed;
	45'	2.3	"I" on the microscope The participants will go deep in reflecting and analysing the nature of their habits connected to the tendency to explore with curiosity;
Understanding of the concept – gap analysis (80')	15'	3.1	Curiosity in the industry 4.0 context Participants will learn about what sparked curiosity discussions in the I4.0 and why this soft skill is considered a necessity;
	15'	3.2	Whys in my work Participants to start realising the need of being curious in work
	25'	3.3	"Thriving vs Surviving" in the new era The profile of a curious vs non curious person will be analysed
	30'	3.4	THE T-teams (together we grow transdisciplinary) To learn that curiosity means to think outside of the box and see things from different perspectives To identify benefits of implementing a more transdisciplinary thought
Breaks and obstacles (60')	30'	4.2	Analyse your persona Participants will work on modelling a prototype character
	30'	4.3	Behavior change models Explanation and theoretical basis of the behavioural change: how can we alter our habits and work towards the set goals, what mentality should be adopted for the change and where should we focus to bend the resistance
Improvement (change) (120')	30'	5.1	Participants will work on their willingness to learn which is fundamental characteristic of curiosity
	45'	5.2	Awareness related to the behaviours you would like to change in you Ability for defining strategies to start working on that change
	45'	5.3	Skills to face new challenges and be more positive about your goals.
	x	5.4	Ability of self-reflection and positive thinking as strategies to develop positive attitude as soft skill
Graduation (60')	60'	6.1	Roleplay

1 INTRODUCTION

DIDACTIC UNIT 1 - INTRODUCTION

Learning activity 1.1

CURIOSITY CANNOT BE TAUGHT, BUT IT CAN BE ILLUMINATED AND NURTURED

Curiosity led Einstein to the Theory of Relativity. Without curiosity, Isaac Newton would not have discovered the Laws of Physics, and Alexander Fleming probably wouldn't have discovered Penicillin.

"Curiosity is frequently the engine that drives learning and achievement.

If a worker is curious he/she will be a better worker."

As curiosity is something that cannot be taught, it cannot be demanded on the syllabus. It can't be easily tested. But it is a spark that can be lit. It is something that can be nurtured. Yet assuming, for the moment, that curiosity has not been well developed in the work context, how can we ignite that spark? Let's do some warm ups, and throw off the rust!

(Article [link](#))

Learning activity 1.2

Agenda and plan for the session is essential to be handed out, or to be visible in the room, and to go over with participants. Will the workshop will be interrupted by meals, breaks, etc., a plan for the session or day would be helpful, as well. Previewing the agenda and asking for feedback on it ("Can we spend more time on actually using the materials?") serves several purposes:

- ✓ It includes participants in the management of the session, rather than making them passive receptors of information.
- ✓ It gives participants a sense of anticipation, so they're interested in what comes next.
- ✓ It lets participants know what will happen when lunch is (at 12:30, for example) and eliminates a certain edge of antsiness and anxiety that they often have when they don't know the plan.

This is also the time to ask people for their expectations for the workshop, which can be recorded on newsprint or in some other way, and reviewed at the end of the session. If most participants' expectations are significantly different from the presenter's, there may be room for some adjustment at this point as well.

(More [info](#))

Learning activity 1.3

Proper questioning has become a lost art. The curious four-year-old asks a lot of questions — incessant streams of "Why?" and "Why not?" might sound familiar — but as we grow older, our questioning decreases. In a poll with 200 participants, it was found that those with children estimated that 70-80% of their kids' dialogues with others were comprised of questions. Where in the same time, only 15-25% of their own interactions consisted of questions. Why the drop off?

(Article [link](#))

Learning activity 1.4

The 5 Dimensions Curiosity scale is an innovative categorised tool for self-assessment that will help the participants embrace the next steps: mindfully address their curiosity levels according to their traits, needs and characteristics of personality. This will open the floor for more aware learning. It is a scale in strong

convergence with existing, empirically supported, curiosity related scales and with evidence that each dimension of the 5DC is measuring what is intended (e.g., epistemic curiosity the strongest correlate of Deprivation Sensitivity, sensation seeking scales the strongest correlates of Thrill Seeking, a tendency to gossip the strongest correlate of Social Curiosity). The variation in correlations between each dimension and other constructs justify the need for a multi-faceted conceptualization of curiosity.

(Publication [link](#))

1.1 Get to know each other

LEARNING ACTIVITY 1.1 - GET TO KNOW EACH OTHER	
Duration	20 minutes
Objectives	<ul style="list-style-type: none"> -Participants get to know each other -Participants will work on making “interview” interactions with questions
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -A ball of paper -Interview sheet: Who are you, and what do you do?
Methodology to implement and develop	<p>Starting Notion: How about we skip the formalities and start with a game?</p> <p># The avalanche: A ball of paper is made. When a person catches it, answers a question according to his/her personal views and sets a next one. The trainer asks the first question “What is curiosity” and throws the ball to a participant. The participant catches the ball and answers what he/she thinks, and sets a next question that has to do with the “Curiosity” aspect. The activity continues for some minutes, until the participants start to relax and ask questions without hesitating.</p> <p>Connecting Notion: High time for introductions, isn’t it?</p> <p># The participants are divided in groups of two. One will be the interviewer and one the interviewee.</p> <p>In the first session, the interviews will begin with no template, open, and the participants can ask questions according to what they are curious to learn about the other person. It will last for 5’.</p> <p>After this, the roles will shift and now the interviewees will become the interviewers. But this time, the process will be guided by a template of questions to be asked, and last for 3’.</p> <p>After the end, participants will present each other according to the information they acquired.</p>
Evaluation	<p>Curiosity, a lot of times, starts with question. It is utmost important that we not hesitate to ask. Words have power, so write in a note something you are curious about and explore it later, at home. When you return, what were your feelings?</p> <p>Discussion will be held on what were the feelings and the results when the questions were locked. After this, some more minutes will be given to interact with each other, and ask the questions they couldn’t when they used the “locked” template. Sometimes in work we are put in this context and yet we do not react, we become a “wheel of the system” and we kill the kid inside us.</p>

1.2 Presentation of the training program and objectives

LEARNING ACTIVITY 1.2 - PRESENTATION OF THE TRAINING PROGRAM AND OBJECTIVES	
Duration	15 minutes
Objectives	The trainees will be introduced to the goals and expected results of the training
Guidance for the correct development	
Materials required	-Presentation -Post-it papers
Methodology to implement and develop	<p>Starting Notion: So, what are your expectations?</p> <p>Participants are asked to put in a post-it paper 3 of their major expectations for the training, and stick it to a wall or table.</p> <p>After this, the trainer does a presentation of the goals and expected results of the training, also of the “rules” that should be followed, and the spirit to be adopted. Then an open discussion is held so that the participants express their opinions.</p>
Evaluation	The trainer will later assess the answers and make a categorised and organised list of expectations to be shared on an online space accessible the participants

1.3 Warm-up session

LEARNING ACTIVITY 1.3 - MYSELF AND THE WORKSELF	
Duration	20 minutes
Objectives	-Tuning the participants in the context and revealing the need to go in deep and analyse; -Understand that curiosity is innate but rarely is translated in the work context.
Guidance for the correct development	
Materials required	-ANNEX 0 - Black stories templates -Internet connection for mentimeter
Methodology to implement and develop	<p>Starting Notion: Let's get warmed-up!</p> <p>For 10' participants will play in groups Black stories. In this game, one is the game master and knows the answer, and the participants ask questions and he can only answer back with YES/NO/I DO NOT KNOW. The first story is:</p> <p>A shadow spreads over Tokyo and 2 seconds later New York drowns in blood</p> <p><i>Answer: A mosquito flies over a map and while it first crosses Tokyo, two seconds later someone kills it over New York.</i></p> <p>Then another participant can be the game master and select a story to play from the ANNEX 0.</p> <p>After the time limit, discussion will be held on: What is interesting about this game? Can you explain in a simple way, what is driving your curiosity when playing, and what hampers</p>

	<p>it? The trainer will take notes and try to write down some basic Drives and Barriers in a commonly viewed board.</p> <p>Connecting Notion: Now, let's go from the game to life...</p> <p>The discussion will continue, with some guiding questions: In the game's context the scene is set and prompts you to solve it. But what if the scene was not set, and you were the one who has to "set the crime"? In other words, to identify, to make the right question, to search for answer, and to test a solution? How often do you put yourself in that situation?</p> <p>Connecting Notion: How about work?</p> <p>Are you curious in your work? Can you recall a case where curiosity helped you to make a breakthrough?</p> <p>Now, imagine you are a "boss". How would you answer to the curiosity of your employers? Recall situations of real life, anonymously, and put an answer in mentimeter.</p> <p>Then the team will comment on these, and try to see the barriers.</p>
Evaluation	N/A

1.4 Self-evaluation

LEARNING ACTIVITY 1.4 - SELF-EVALUATION	
Duration	10 minutes
Objectives	-A measure scale will be given (The five-dimensional curiosity scale) to be filled and also to spark a reflection and discussion;
Guidance for the correct development	
Materials required	ANNEX I
Methodology to implement and develop	The 5scale evaluation of curiosity will be introduced and the trainer will explain how to fill it in.
Evaluation	In the next session, the scale will be used to reflect and build upon it.

2 DEFINITION OF THE CONCEPT

DIDACTIC UNIT 2 - DEFINITION OF THE CONCEPT
<p>Theoretical context:</p> <p>Learning activity 2.1</p> <p>For over 100 years, curiosity has been scrutinized in psychological study (James, 1890). Scholars are in agreement that curiosity is critical to human survival and growth. Curious people are known to ask a large number of unprompted questions (Peters, 1978), read deeply (Schiefele, 1999), examine interesting images</p>

(Silvia, 2005), manipulate interesting objects (Reeve & Nix, 1997), investigate how other people think, feel, and behave (Renner, 2006), take risks to acquire new experiences (Zuckerman, 1994), and persist on challenging tasks (Sansone & Smith, 2000). Taken together, there is agreement that curiosity's immediate function is to seek out, explore, and immerse oneself in situations with potential for new information and/or experiences. In the longer term, consistently acting on curious feelings functions to expand knowledge, build competencies, strengthen social relationships, and increase intellectual and creative capacities (von Stumm & Ackerman, 2013; von Stumm, Hell, & Chamorro-Premuzic, 2011)...

(Publication [link](#))

Learning activity 2.2

Learning from the past increases the chances of success in the future, and thus the participant experiences must be excavated and examined to identify some good practices. A good practice is defined as anything that has been tried and shown to work in some way—whether fully or in part but with at least some evidence of effectiveness—and that may have implications for practice at any level elsewhere. There are several ways to identify good practices. One is to examine individuals that deliver excellent results and are therefore likely to be using good practices. Having discovered these, one will then need to discern what parts of their overall approach or methodology represent good practice. This is likely to be done best by people knowledgeable of the relevant practice. But other approaches exist too: they include communities of practice, after-action reviews and retrospects, and exit interviews. Also, much can be learned from the practices of other organizations in the same field, or even from organizations in others.

(Article [link](#))

2.1 Are you curious to learn about curiosity?

LEARNING ACTIVITY 2.1 - ARE YOU CURIOUS TO LEARN ABOUT CURIOSITY?	
Duration	20 minutes
Objectives	The trainees will be acquainted with the theoretical basis of curiosity from evolutionary biology & psychology perspective;
Guidance for the correct development	
Materials required	Presentation
Methodology to implement and develop	The trainer will present the evolution of the theories around curiosity. A great focus will be given to the 5 dimensions of curiosity
Evaluation	Open discussion and reflection on the presented theories

2.2 “I” on the microscope

LEARNING ACTIVITY 2.2 – “I” ON THE MICROSCOPE	
Duration	45 minutes

Objectives	The participants will go deep in reflecting and analysing the nature of their habits connected to the tendency to explore with curiosity; Will realise curiosity is innate
Guidance for the correct development	
Materials required	The responses of the self-evaluation sheet from didactic unit 1
Methodology to implement and develop	<p>It is important to place the user in the center of the learning activity, and empower him to open the personal "life book" and share pages- of success and failure.</p> <p>Connecting Notion: "What goes well and what goes bad?"</p> <p>The participants in pairs of two will trade the self-evaluation results and after receiving their peer's, they will score it and then, on the dominating aspects of one's curiosity, they will ask how in their opinion this helps them to succeed in life and in work. On the last ranked, they will ask the person what goes wrong and how it interferes with the daily life and work. They will keep notes and each group will present. After the end, they will hang the post-its in a wall: one side will have the success paradigms, and the other the cases of things not working well.</p>
Evaluation	The trainer will have to categorise them and analyse and try to put in logic bunching with the aim in a later stage to be used.

3 UNDERSTANDING OF THE CONCEPT – GAP ANALYSIS

DIDACTIC UNIT 3 - UNDERSTANDING OF THE CONCEPT – GAP ANALYSIS
<p>Theoretical context:</p> <p>Learning activity 3.1</p> <p>As seen in SKY4.0 report, the impact of the development of the technologies has many dimensions, not only affecting the way things are produced or factories works. These technologies are central to securing business locations and social welfare from a European perspective. At a company level, it will affect their technological innovations, standards, interfaces and new safety requirements that will be developed in order to adapt themselves to the upcoming changes.</p> <p>At a societal level, the labor market and (vocational) education are directly affected, which could lead to associated social impacts; either positives (new job positions and opportunities) or negatives (unemployment) for those that do not adapt. Moreover, the way new professionals and current ones are trained should change, in order to assure that they can cope with this new environment.</p> <p>(Sky4.0 report link)</p> <p>Learning activity 3.2</p> <p>When looking to solve a problem, it helps to begin at the end result, reflect on what caused that, and question the answer five times.³ This elementary and often effective approach to problem solving promotes deep thinking through questioning, and can be adapted quickly and applied to most problems.⁴ Most obviously and directly, the Five Whys technique relates to the principle of systematic problem-solving: without the intent of the principle, the technique can only be a shell of the process. Hence, there are three key elements</p>

to effective use of the Five Whys technique: (i) accurate and complete statements of problems,⁵ (ii) complete honesty in answering the questions, (iii) the determination to get to the bottom of problems and resolve them. The technique was developed by Sakichi Toyoda for the Toyota Industries Corporation.

(Publication [link](#))

Learning activity 3.3

New research points to three important insights about curiosity as it relates to business. First, curiosity is much more important to an enterprise's performance than was previously thought. That's because cultivating it at all levels helps leaders and their employees adapt to uncertain market conditions and external pressures: When our curiosity is triggered, we think more deeply and rationally about decisions and come up with more-creative solutions. In addition, curiosity allows leaders to gain more respect from their followers and inspires employees to develop more-trusting and more-collaborative relationships with colleagues.

Second, by making small changes to the design of their organizations and the ways they manage their employees, leaders can encourage curiosity—and improve their companies. This is true in every industry and for creative and routine work alike.

Third, although leaders might say they treasure inquisitive minds, in fact most stifle curiosity, fearing it will increase risk and inefficiency. In a survey I conducted of more than 3,000 employees from a wide range of firms and industries, only about 24% reported feeling curious in their jobs on a regular basis, and about 70% said they face barriers to asking more questions at work.

(Article [link](#))

Learning activity 3.4

As organisations of every size contend with the challenge of digital transformation and future workplace uncertainty, companies need people who are adaptable, who can think outside their own specialisation bubble and mould their approach as a business evolves. In fact, the T-shaped employee is required for true transformation to occur within a business. And curiosity, can be the leading element of a T-shaped employee. IDEO, the milestone design and consulting company, seeks to hire “T-shaped” employees: people with deep skills that allow them to contribute to the creative process (the vertical stroke of the T) and a predisposition for collaboration across disciplines, a quality requiring empathy and curiosity (the horizontal stroke of the T). The firm understands that empathy and curiosity are related: Empathy allows employees to listen thoughtfully and see problems or decisions from another person's perspective, while curiosity extends to interest in other people's disciplines, so much so that one may start to practice them. And it recognizes that most people perform at their best not because they're specialists but because their deep skill is accompanied by an intellectual curiosity that leads them to ask questions, explore, and collaborate.

(Article [link](#))

3.1 Curiosity in the industry 4.0 context

LEARNING ACTIVITY 3.1 – THE INDUSTRY4.0 CASE OF CURIOSITY	
Duration	15' minutes
Objectives	<ul style="list-style-type: none"> -Curiosity and how it led to I4.0 -Participants will learn about what sparked curiosity discussions in the I4.0 and why this soft skill is considered a necessity;
Guidance for the correct development	

Materials required	Presentation
Methodology to implement and develop	<p>A flashback to history of science, and how curiosity led to the huge advancements and consequently to industry4.0. Then how knowledge is fragmented with specialisations and the transversal skills are missing. Then how sometimes we are mentally disconnected in a world of connectivity technologies, and how this impacts our curiosity.</p> <p>Then why it is important as the technology advances, to reconnect with the child inside us. We have the advantage, against technology, to use internal drives. We can program ourselves to re-be curious, and thus create breakthrough in our work routines.</p>
Evaluation	N/A

3.2 Whys in my work

LEARNING ACTIVITY 3.2 – WHYS IN MY WORK	
Duration	15 minutes
Objectives	Participants to start realising the need of being curious in work
Guidance for the correct development	
Materials required	ANNEX II
Methodology to implement and develop	<p>Connecting Notion: “Do we really need curiosity in work?!”</p> <p>Participants will be divided in Focus groups of 5 persons. One person will be the leader and he will set the questions to the focus group. After discussion of 2’ in every question and expressing opinions, they will write down a collective answer in every question.</p> <p>WHY is curiosity needed in the workplace</p> <p>WHY it can be helpful/rewarding</p> <p>WHY it can be unwanted</p> <p>WHY are we disconnecting from it</p> <p>WHY we must claim it back</p> <p>When they respond all the questions, the focus group leader will present the results.</p>
Evaluation	<p>How easy was it to collaborate? Is your personal answers reflected in the final outcome?</p> <p>How do you explain the difference of the personal opinion from the collective one? Do you think curiosity is only personal or can be a characteristic of a working team?</p>

3.3 “Thriving vs Surviving” in the new era

LEARNING ACTIVITY 3.3 - “THRIVING VS SURVIVING” IN THE NEW ERA	
Duration	25 minutes
Objectives	The business case of curiosity will be introduced

Guidance for the correct development	
Materials required	Presentation
Methodology to implement and develop	Presentation based on the HBR issue Sept-Oct 2018
Evaluation	N/A

3.4 THE T-teams (together we grow transdisciplinary)

LEARNING ACTIVITY 3.4 – NURTURING	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> -To learn that curiosity means to think outside of the box and see things from different perspectives -To identify benefits of implementing a more transdisciplinary thought
Guidance for the correct development	
Materials required	T-shaped teams presentation (according to IDEO lines)
Methodology to implement and develop	<p>Short presentation of the T-shaped idea</p> <p>Let's shift professions! New responsibilities will be assigned to people, and they will create groups, the T-teams. They will have to roleplay:</p> <p>The HR, The R&D, The communication, The marketing – and work together in an “Ideas birth” pitch.</p> <p>The “SkyFord” imaginary case is being presented - A futuristic Industry4.0-able company that first made the flying cars accessible to the mass. Though, after some years of prosperity and monopolising, the antagonism began to rise, and the so-called “flying tiger” roars less and less in the skies.</p> <p>They will have to come together with ideas to revitalise the company. They will make a scribed plan and present their action course.</p> <p>The teams will try to describe 3 problems why this may be happening, in a A3 paper. After finishing, the teams trade papers, and now will have to work on what they received from the other teams.</p> <p>1st. Try to frame and describe each problem with a right question</p> <p>2nd. They will peel the layers of the problems using the 5WHYs technique</p> <p>3rd. They will pick the elements they are more curious about to explore and they will come up with a revitalisation strategy for become again the “trend”</p>
Evaluation	The scope is to understand that every sustainable company requires for a cross reference of skills. The theoretical background of each is not enough and a lot of times we need to approach things from other perspectives. As technology advances and takes over the

	technical part in many job aspects, the human resources need to be even more curious to catch up and also to analyse the environment.
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4 BREAKS AND OBSTACLES

DIDACTIC UNIT 4 - BREAKS AND OBSTACLES

Theoretical context:

Learning activity 4.1

Empathy map is a tool that can help you with self-reflection and engaging all your main senses is an empathy map. The main value added of this tool is that it helps you identify your needs and the disconnections between what you say and what you do. Identifying such a disconnection should present an insight about yourself. It's called an empathy map, because the tool helps you practice intellectual identification of feelings, thoughts or attitudes, in our case of yourself, and helps you try to analyse those feelings, thoughts or attitudes. In business, you use an empathy map to put yourself in the shoes of your customer. In self-reflection, we can use an empathy map to empathically analyse ourselves from a third-person perspective.

(Blog [link](#))

Learning activity 4.2

Real change can come only through a detailed activity plans that will intervene with scheduled aspects in the daily life.

Change might not come easily, but psychologists have developed a number of ways to effectively help people change their behavior. Many of these techniques are used by therapists, physicians, and teachers. Researchers have also proposed theories to explain how change occurs. Understanding the elements of change, the stages of change, and ways to work through each stage can help you achieve your goals.

<https://www.verywellmind.com/the-stages-of-change-2794868>

4.1 Analyse your persona

LEARNING ACTIVITY 4.2 - ANALYSE YOUR PERSONA

Duration	30 minutes
Objectives	Participants will work on molding a persona using the empathy map
Guidance for the correct development	
Materials required	Annex III
Methodology to implement and develop	<p>"Its time to move-out"</p> <p>Reflection is a majorly important step in the pursuit of improvement. And the reason it is so important, is that in order to change something you must first understand how it works. Especially when "yourself" is your target, you must invest time to analyse how you are centred in life. The empathy map is a technique used in ideation and entrepreneurial</p>

	contexts. In this case, the Business is your “IMPROVEMENT”, the product is “Curiosity”, and the end user is “You”
Evaluation	

4.2 Behaviour change models

LEARNING ACTIVITY 4.3 - BEHAVIOR CHANGE MODELS	
Duration	30 minutes
Objectives	Explanation and theoretical basis of the behavioural change: how can we alter our habits and work towards the set goals, what mentality should be adopted for the change and where should we focus to bend the resistance
Guidance for the correct development	
Materials required	Presentation
Methodology to implement and develop	The trainer makes the presentation, and analyses the logical cycles and the barriers that underline the behaviour change. Then the participants will take 10' and will use the 5 WHYs technique for “Me and my Life”: Starting question: Why am I not as curious as I would like?
Evaluation	

5 IMPROVEMENT (CHANGE)

DIDACTIC UNIT 5 - IMPROVEMENT (CHANGE)
This chapter focuses solely on exercises that will establish a “healthy” plan for the participants to ignite a fruitful and committed behaviour change plan.

5.1 Am I really willing to learn?

LEARNING ACTIVITY 5.5 - AM I REALLY WILLING TO LEARN?	
Duration	30 minutes
Objectives	Participants will work on their willingness to learn which is fundamental characteristic of curiosity
Guidance for the correct development	
Materials required	ANNEX IV

Methodology to implement and develop	<p>1. Think about your willing to learn, scoring the statements available on the table of the worksheet Am I really willing to learn and change? (section A.).</p> <p>2. After answering find your total score, according to the process defined on the worksheet Am I really willing to learn and change? (section B.).</p> <p>3. With the information available on the worksheet Am I really willing to learn and change? (section C.), know the meaning of your score.</p> <p>When finalising the activity think about it, answering to the questions available on the worksheet Am I really willing to learn and change? (section D.).</p>
Evaluation	<p>At the end of the activity discussion will be held about:</p> <ul style="list-style-type: none"> •What did you learn with this activity? •Did your awareness related to your readiness to learn increased? •Would you recommend this activity to your colleagues?

5.2 If I could change!?

LEARNING ACTIVITY 5.5 - IF I COULD CHANGE!?	
Duration	45 minutes
Objectives	<p>-Awareness related to the behaviours you would like to change in you</p> <p>-Ability for defining strategies to start working on that change</p>
Guidance for the correct development	
Materials required	ANXEX V
Methodology to implement and develop	<p>1. Start by identifying in a sheet the behaviours you would like to change in yourself: write down everything that it comes to your mind.</p> <p>2. From the behaviours you written in the sheet, select the ones that you can actually change and work on. Select, at least, one of the behaviours write it down on the worksheet If I could change!? (section A.).</p> <p>3. Think about what you already did to change the behaviours that you included in the table and write it down on the worksheet If I could change!? (section A.).</p> <p>4. Select one behaviour that you identified as being suitable of changing and think about a plan to work on that behaviour using the worksheet If I could change!? (section B.).</p> <p>5. Once you worked on a behaviour, you can select another one and plan how you can change it using the worksheet If I could change!? (section B.).</p> <p>When finalising the activity think about it, answering to the questions available on the worksheet If I could change!? (section C.).</p>
Evaluation	<ul style="list-style-type: none"> •Did you manage to identify behaviours that you would like to change? •Did you manage to plan and define a strategy for changing those behaviours? •Do you consider this activity easy or difficult to be implemented autonomously?

5.3 Stop making excuses!!

LEARNING ACTIVITY 5.5 - STOP MAKING EXCUSES!!	
Duration	45 minutes
Objectives	Skills to face new challenges and be more positive about your goals
Guidance for the correct development	
Materials required	ANNEX VI
Methodology to implement and develop	<ol style="list-style-type: none"> 1. Close your eyes for 2 minutes and try to visualize your goals. 2. Did managed to visualize your goals? Great, before you write them down, think and answer to the questions available on the worksheet Stop making excuses! (section A.). 3. Think and write down your goals at short and medium term following the guidelines provided on the worksheet Stop making excuses! (section B.). 4. When finalising the activity think about it, answering to the questions available on the worksheet Stop making excuses! (section C.).
Evaluation	<ul style="list-style-type: none"> •What did you feel when you were thinking about the initial questions, before writing your goals? •Did it help you to write your goals in an efficient way? •Was the SMART format useful? •Do you think this SMART format can help you to achieve your goals in a more effective way?

5.4 Be the best version of you

LEARNING ACTIVITY 5.5 - BE THE BEST VERSION OF YOU	
Duration	5 minutes per day, for one week
Objectives	Ability of self-reflection and positive thinking as strategies to develop positive attitude as soft skill
Guidance for the correct development	
Materials required	ANNEX VII
Methodology to implement and develop	<ol style="list-style-type: none"> 1. Start with self-reflection based on the questions available on the worksheet Be the best version of you (section A.). 2. Check the five exercises provided on the worksheet Be the best version of you (section B.). 3. Choose one of the five exercises provided on the worksheet Be the best version of you (section B.) and apply it every day for one week. 4. By the end of the week, you can select another exercise and apply it also.

	5. When finalising the activity think about it, answering to the questions available on the worksheet Be the best version of you (section C.).
Evaluation	<ul style="list-style-type: none"> • Was the activity easy to develop? • Which exercise work better for you? • Was the activity relevant on your daily day life? Are you more positive and optimistic after developing these exercises?

6 GRADUATION

DIDACTIC UNIT 6 - SCENARIOS
<p>Theoretical context:</p> <p>Learning activity 6.1</p> <p>Forum Theatre is a type of theatre created Augusto Boal, one of the techniques under the umbrella term of Theatre of the Oppressed (TO). This relates to the engagement of spectators influencing and engaging with the performance as both spectators and actors, termed 'spect-actors', with the power to stop and change the performance. As part of TO, the issues dealt within Forum Theatre are often related to areas of social justice with aims to explore solutions to oppression featured in the performance.</p> <p>(More info)</p>

6.1 Roleplay

LEARNING ACTIVITY 6.1 - ROLEPLAY	
Duration	60 minutes
Objectives	Participants will work on shaping an environment where curiosity is regarded as a beneficial trait.
Guidance for the correct development	
Materials required	A spoon of excitement, a pinch of drama, some grams of roleplay and a whole bunch of improvisation!!!
Methodology to implement and develop	<p>The participants will work on performing the following scenes (the dialogues and other details will be built upon improvisation). The idea is that the scenario will be played, ending as bad as possible and with a lot of confrontation to the main character. In the end, the following intro will be read:</p> <p><i>"Organizations can foster curiosity by giving employees time and resources to explore their interests. Italy's first typewriter factory, Olivetti, was founded in 1908 in the foothills of the Italian Alps. In the 1930s some employees caught a co-worker leaving the factory with a bag full of iron pieces and machinery. They accused him of stealing and asked the company to fire him."</i></p>

	<p>Now the scene will be replayed, and according to Forum Theater technique, the spect-actors will have the power to change the details in order to conclude in a good ending! How will the “injection” of the element curiosity in all the scenes, change the row and concluding of the events?</p> <p style="text-align: center;"><u>Scenes explanation:</u></p> <p>1st scene: It is late in the afternoon, and <u>#”Bernard/a”#</u> is still at the factory. Almost everyone has left, but he/she still struggles with finishing the daily deed. As he/she closes the post, and prepares to depart (finally) for the weekend, he/she first makes a stop at the scrap material storage...</p> <p>2nd scene: It is a crazy, crazy Monday with a lot of work. <u>#”Bernard/a”#</u> has been working all morning strictly, with the head down, just like a wheel in the producing machine, not talking to people, to make the ends meet. Then in the lunch break, two colleagues approach him/her, and say: We know. And we will report you. You will be out of here. Immediately understands, tries to explain, but is not being heard. They have already reported it to the boss and they were just enjoying the confrontation of this “problematic part of the machine” as they said.</p> <p>3rd scene: It is a dark rainy afternoon. <u>#”Bernard/a”#</u> is back home, and tries to explain to the wife/husband the complication and what this might mean, for probably being fired. The conversation is difficult, as the family is struggling, and they decide to beg not to be fired, and that will not repeat this again.</p> <p>4th scene: A cold grey morning, as <u>#”Bernard/a”#</u> deprived of sleep, from all the stress, is going to work with the first (and probably last) task in the career: to report to the boss’s office. You cannot even imagine how bad it was. Yelling, screaming, confrontation in front of the board... All to set a paradigmatic example to all the workers, that these actions are not forgiven...</p>
Evaluation	Participants will be asked what were the most inspiring parts and if they relate with the characters.

ANNEXES

ANNEX 0 - Black stories and riddles

- A lonely woman jumps from the rooftop of a skyscraper. Just before crashing, she completely regrets doing it. o She was the only survivor (or that she thought) of a nuclear war. After a year all by herself, she decides to commit suicide. In the moment when she jumps from the building, she hears a phone ringing. Obviously, there is another survivor out there...
- One priest is making a goodbye speech. Near the ending of the speech, the mayor appears to say some greetings words, but he dies from a shooting before finishing it. o During the speech, the priest says that he remembers a murderer committed his first day in the town. He says that the very first person to go and confess his sins that day was the murderer. The mayor, who missed the beginning of the priest's speech, said that he was the first confessor of the new priest in his first day. The mayor, having betrayed himself, is killed by the victim's brother.
- A woman dies because of a long telephone conversation. o She was just coming from the mechanic, where she had picked up her car. The mechanic forgot to put the brakes, and he was trying to reach her and tell her, but it was impossible because she was talking.
- A man is found in the middle of the countryside dead, with the only company of a box closed next to him. o The box is a parachute that didn't opened... It wasn't the luckiest day in the man's life.
- A person committed suicide in an old barn. He is hanged from the middle point of a beam that is 1.5 meters up. How could he do it if the barn is empty? o He went up of an ice cube that melted after.
- A woman buys a new pair of red high heels. Hours later, she dies. o Her husband was a magician that was doing a gun trick with an apple on her head and his eyes closed. He didn't realize she was wearing high heels so he didn't calculate the height accurately... so he killed her.
- A man is found dead in the mountain, completely naked and with a match in his hand. o He was in a balloon with other people. The balloon is losing height, so they throw everything, including their clothes. It is not enough and one of them has to jump. The man took the smaller match.
- A woman opens her suitcase. When she finds inside a man's corpse, she commits suicide. o The man was his friends, who couldn't travel abroad. She hid him in the suitcase. Unfortunately, the heating system in the cargo hold didn't worked, and he died because of the cold.
- A man takes a step back and dies. o He was a glass cleaner and when he finished cleaning one window, he tried to see if it was completely clean. Unfortunately, it killed him.
- A man jumps and hours later, he dies. o He jumped from his yacht, but forgot to put the stairs. He went for a swim but couldn't go up again.
- A woman goes into her building and tries to use the elevator for going up to her apartment. The elevator is not working, and she knows that her husband is dead. o He needed a machine to breath, and if the elevator doesn't work is because the light went off. The machine, then, stopped too.
- A woman stands in front of a hotel. Only two more steps and all will be lost. o She was playing monopoly and her piece was on park place. If she rolled two, she would move to Boardwalk, causing her to go to bankrupt.
- A man packed a severed arm and put it in the mail. The package was opened by three one-armed men; satisfied, they threw the arm into the sea. o They all were once in a plane crash. They were for a long time alone in an island with nothing to eat, so they decided to cut one arm each for eating and surviving. The one

that was cutting the arms was a surgeon, who didn't cut his arms because they were rescued. When they were home, as it was a promise, he cut his arms and send to the others.

- One man lives alone in his house during two months. He didn't received any visits and never left the house. At the end of the two months he went crazy, so he turned the lights off, extinguish the fire and left the house. As a consequence, 90 people died. Why? o He was living in the light house, so when he turned off the lights, the ships couldn't see the rocks and sank.

ANNEX I - Five-Dimensional Curiosity Scale (5DC)

Below are statements people often use to describe themselves. Please use the scale below to indicate the degree to which these statements accurately describe you. There are no right or wrong answers.

1 – Does not describe me at all | 2 – Barely describes me | 3 – Somewhat describes me | 4 – Neutral | 5 – Generally describes me | 6 – Mostly describes me | 7 – Completely describes me

Joyous Exploration:		1	2	3	4	5	6	7
1.	I view challenging situations as an opportunity to grow and learn.							
2.	I am always looking for experiences that challenge how I think about myself and the world.							
3.	I seek out situations where it is likely that I will have to think in depth about something.							
4.	I enjoy learning about subjects that are unfamiliar to me.							
5.	I find it fascinating to learn new information.							
TOTAL:								

Deprivation Sensitivity:		1	2	3	4	5	6	7
6.	Thinking about solutions to difficult conceptual problems can keep me awake at night.							
7.	I can spend hours on a single problem because I just can't rest without knowing the answer.							
8.	I feel frustrated if I can't figure out the solution to a problem, so I work even harder to solve it.							
9.	I work relentlessly at problems that I feel must be solved.							
10.	It frustrates me not having all the information I need.							
TOTAL							

Stress Tolerance: (entire subscale reverse-scored)		1	2	3	4	5	6	7
11.	The smallest doubt can stop me from seeking out new experiences.							
12.	I cannot handle the stress that comes from entering uncertain situations.							
13.	I find it hard to explore new places when I lack confidence in my abilities.							
14.	I cannot function well if I am unsure whether a new experience is safe.							
15.	It is difficult to concentrate when there is a possibility that I will be taken by surprise.							
TOTAL							

Social Curiosity:		1	2	3	4	5	6	7
16.	I like to learn about the habits of others.							
17.	I like finding out why people behave the way they do.							

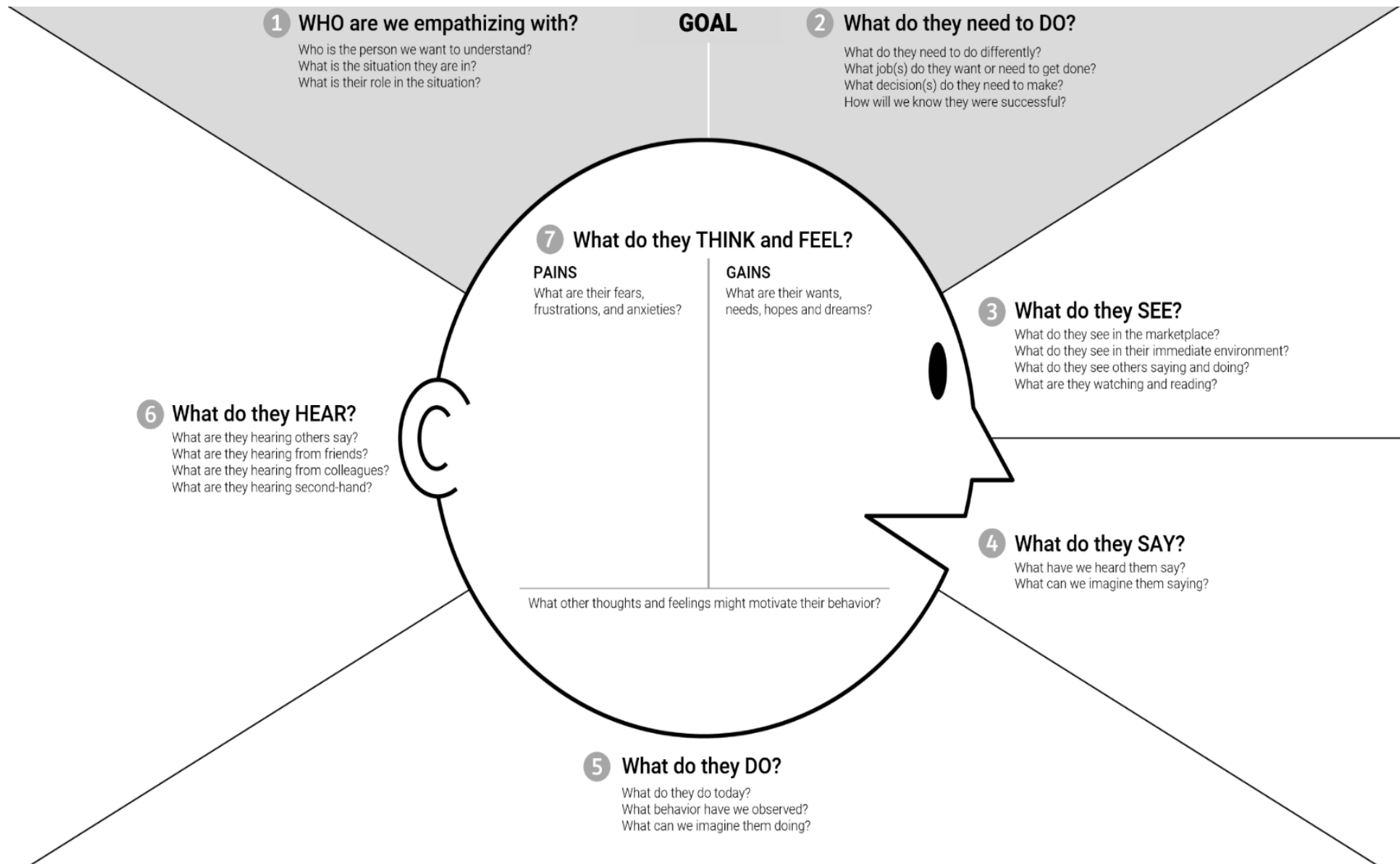
18.	When other people are having a conversation, I like to find out what it's about.							
19.	When around other people, I like listening to their conversations.							
20.	When people quarrel, I like to know what's going on.							
TOTAL							

Thrill Seeking:		1	2	3	4	5	6	7
21.	The anxiety of doing something new makes me feel excited and alive.							
22.	Risk-taking is exciting to me.							
23.	When I have free time, I want to do things that are a little scary.							
24.	Creating an adventure as I go is much more appealing than a planned adventure.							
25.	I prefer friends who are excitingly unpredictable							
TOTAL							

ANNEX II – Focus group

WHY is curiosity needed in the workplace	WHY it can be helpful/rewarding
WHY it can be unwanted	WHY are we disconnecting from it
WHY we must claim it back	

ANNEX III – Empathy map



ANNEX IV – Am I really willing to learn?

A. Self-assessment

- ♦ Score each one of the statements below according to what you are feeling today and using the following scale: 1- I am not like this; 2- I am working to be like this and 3- I am really like this.

Statements	1	2	3
1. I embrace all the opportunities to learn something new.			
2. I feel that I achieved my goal, whenever I learn something new.			
3. Working in a team is an opportunity to learn something new with others.			
4. I am able to listen to feedback, even when focused in aspects to be improved.			
5. I usually do self-assessment of my competencies.			
6. I reflect on my achievements, performance and opportunities for improvement on a daily base.			
7. I value the evaluation and feedback provided by my peers and colleagues.			
8. I am always looking forward to new opportunities to learn and grow.			
9. I am committed to learning in the different contexts of my life.			
10. Learning is one of my main goals.			

B. Find your score

- ◆ Count the number of statements you scored with 1, 2 and 3 and write it down in the correspondent column “Nr. of answers”.
- ◆ Consider that 1 value 1, 2 values 2 and 3 values 3 and calculate the total you have per item. For example, imagine that you scored 2 questions with 1, 3 with 2 and 5 with 3, your total per item is 1-2, 2-6 and 3-15.
- ◆ Calculate your total score by summing up total per item. For example, following the example above your total score would be 23.
- ◆ Write your scores on the table below.

YOUR SCORE	1	2	3
Nr. of answers			
Value	1	2	3
Total per item			
TOTAL SCORE			

C. Understand your score

- ◆ Do you know your score? Great, now you can understand its meaning:

Score	Interpretation of the results
0-10	It seems that learning is not your top priority. We challenge you to think about the meaning and relevance of lifelong learning.
11-20	You consider learning an added value and the situations allowing you to learn have an interesting importance for you. We challenge you to think about new opportunities of learning.
21-30	Learning is a central aspect and you are always looking for an opportunity for learning. You are in the good track and we challenge you to keep following the path of lifelong learning.

D. Think about the activity

1. What did you learn with this activity?

--

2. Did your awareness related to your readiness to learn increased?

--

3. Do you recommend this activity to your colleagues?

--

ANNEX V – If I could change!?

A. Exploring behaviours and plans of change...

- ♦ If you could change one of your behaviours, what would it be?

Personal life	Family life	Social life	Professional life

- ♦ What you already did to change that behaviour?

Behaviour	What I already did to change it?

B. Planning the change...

Which behaviour I would like to change?			
How I would like to change it?			
Step	Deadline	Progress/Notes	Achieved?
How will I know when achieve my goal?			

C. Think about the activity

1. Did you manage to identify behaviours that you would like to change?

--

2. Did you manage to plan and define a strategy for changing those behaviours?

--

3. Do you consider this activity easy or difficult to be implemented autonomously?

--

ANNEX VI – Stop making excuses!!

A. Before settling down your goals, think about...

Questions	Notes
What time do you have available?	
What's your energy and appetite for achieving this goal?	
What level of knowledge does it require?	
Will you need any new knowledge?	
How are you going to achieve that?	
Can you estimate the effort required in relation to the value of the likely outcome= valence?	
Is it a very large goal that needs to be split into sub goals?	
Are there any quick wins?	
Do you need to gain support to achieve your goals? Who from: colleagues, your partner, staff? How will you do this? Can you organise goals into a framework- Short term, Medium term, and Long term?	
Do you know other people who have achieved goals like this? Can you learn from them and model your behaviour on their success?	

B. Settling goals

Are you ready to write down your goals? Great, start doing it based on the guidance provided below:

1. The best way to establish goals with impact on your motivation is to think on SMART goals, which basically are goals that are:

S	Specific	Defines exactly what your focus is.
M	Measurable	Is capable of being measured and has a clear outcome described.
A	Attainable	Is achievable.
R	Realistic	Expresses a goal which is achievable, but which may have some element of stretch and challenge.
T	Timely	Specifies an end date or a date by which the objective will be achieved.

2. Having this in mind, define and write down your goals at short and mid timer, using the table below:

Type of goals	Your goals
Short time (up to 3 months)	
Mid-term (3-6 months)	

C. Think about the activity

1. What did you feel when you were thinking about the initial questions, before writing your goals?

--

2. Did it help you to write your goals in an efficient way?

--

3. Was the SMART format useful?

--

4. Do you think this SMART format can help you to achieve your goals in a more effective way?

--

ANNEX VII – Be the best version of you

A. Think about the following questions

- ◆ Do you struggle to stay positive?
- ◆ Are you, most of the time, pessimistic rather than optimistic?
- ◆ Do you sometimes feel that it is impossible to think positive in most situations?

If you answer “yes”, to at least one of the questions, this activity is for you!

B. Instructions

It can be hard to be positive all of the time, and of course, it is not possible to never have any negative thoughts. However positive attitude and staying motivated encourages the exploration of strategies for strengthening the commitment to be the best version of you.

If you want to feel generally more positive and optimistic, we present 5 positive thinking exercises that you can try and see which works for you. Being positive can also help you with your friendships and relationships as you will be giving off a happy energy and are likely to have that back in return too. When you find exercises that work for you, it can become a lot easier to become more optimistic and positive in your day to day life.

Identification of the exercises	Description of the exercises
1. Believe You Will Succeed	In order to feel more positive, you will need to start believing in yourself. When you believe in yourself, you are showing great self-worth and care. Try not to get scared by the fear of failing or not reaching your goals and know that even if you do make a mistake, you can try again. Believe that you will achieve your goals and you are one step closer to doing so.
2. Practice Positive Affirmations	Positive daily affirmations are great for keeping you optimistic and reminding you of the good things in your life. Positive affirmations are statements you repeat to yourself every day that make you feel good. For example, if you are struggling with low self-esteem, you would repeat “I am beautiful” to yourself in the mirror, this could be in the morning or whenever you would prefer. When you keep repeating these affirmations you are reminding yourself of these positive statements and can start to believe in them more and more. Also try to use positive words when you are talking. You should try and stop using words such as “no”, “can’t”, “won’t” and “don’t”, and replace them with more positive words. This way you are changing your physical words and your brain can start getting used to a more positive language.
3. Express Gratitude	Practicing gratitude can be a great way to change your mindset into being more positive and optimistic. There are many ways you can practice gratitude. Find things from your day that you were thankful for, such as a sunset, no traffic or having a great day and write these down at the end of the day. This can help you to reflect on the good that is happening around you.
4. Create Realistic Goals	If you are making unrealistic goals for yourself you are much more likely to fail no matter how hard you try, which can understandably, make you feel frustrated and negative. Try and set achievable and realistic goals for yourself, a step at a time, so that it is a little bit easier for you and you will be more motivated and excited to get started on your goals.
5. Be inspired with something	Sometimes it can be quite hard to get inspired, especially if you are not able to find anything that inspires you. It’s always a good idea to read an inspiring book,

or watch an inspired movie, and you can start to feel much more optimistic and motivated after hearing about someone else's successes. It can also help you to see how far someone else has come, even when faced with challenges like you may have.

C. Think about the activity

1. Was the activity easy to develop?

--

2. Which exercise work better for you?

--

3. Was the activity relevant on your daily day life? Are you more positive and optimistic after developing these exercises?

--

ANNEX VIII – Takeaway

1. MY ASPIRATION:

JOYOUS EXPLORATION	DEPRIVATION SENSITIVITY	STRESS TOLERANCE
2. What makes me excited about it:	3. What makes me relentless to reach it:	4. What kept me back so far:
SOCIAL CURIOSITY		THRILL SEEKING
5. How can my social surroundings help?		6. What will I feel when I achieve it?

MY COMMITMENT