

01

Maximising Digital Productivity in Hybrid Work

- 1.1 Hybrid Productivity Headstand
- 1.2 My Productivity Killers / My Productivity Heroes
- 1.3 Productivity Tools Pitch

Exercise 1.1

Hybrid Productivity Headstand

Activity Type: Group

DESCRIPTION

In small groups, firstly, learners develop ideas to make a hybrid work setting as unproductive as possible. Then, they are invited to reflect on how to turn the unproductive ideas into productive ones.

LEARNING OUTCOMES

After completing this activity, learners will be empowered to understand what aspects can make a hybrid work setting productive or unproductive.

MATERIALS NEEDED FOR IMPLEMENTATION

- PROSPER online course
- Flipchart, whiteboard or similar, and markers. (alternatively, online whiteboard, e.g. Miro)
- PowerPoint presentation “Hybrid Productivity Headstand”
- Attached Template “Hybrid Productivity Headstand”
- Pens and paper / PCs or mobile devices for self-reflection.

TIME REQUIRED

60-90 minutes



Hybrid Productivity Headstand

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of PROSPER Module 1, Unit 1: Productivity in the digital age: <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>

This activity should occur before learners are confronted with information about what increases and decreases productivity in a hybrid setting, as this would skew the answers and inhibit creativity.

Introduction

This activity only needs a short introduction to the Headstand method. Teachers can use the provided PPT presentation and adapt as needed.

Activity description

- 1) Preparation: 1 flipchart/flipchart sheet/whiteboard per group (3-5 persons); Add a vertical line to separate the sheet/board into two columns;
- 2) Introduction: Introduce the activity using the provided PPT.

- 3) Forming groups: Form at least two groups. A number of 3-5 learners per group is ideal. Having more than 4 groups will lead to repetitive results and a bloated discussion phase, so teachers should balance group size and number of groups.
- 4) Groups complete task 1: "How can a hybrid work setting be as unproductive as possible?". Discuss in your group and write bullet points in the left column." (timeframe: 10-20 minutes)
- 5) Groups hand over their results to a different group and complete task 2: "Turn the results of your colleagues upside down!" Discuss and write the opposite of their suggestions in the right column. (timeframe: 10-20 minutes)
- 6) Discussion: Each group presents their results (or just the most interesting ones). The second task should have resulted in a list of advice on creating a productive hybrid work environment.

Debriefing

Self-reflection questions to be answered individually:

- ✓ How did you like the activity?
- ✓ What did you learn about productivity in a hybrid work environment?
- ✓ Were there different opinions in your group or between groups? How do you interpret these differences?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro). Group discussions can be facilitated by creating breakout rooms in the conference tool used.

Hybrid Productivity Headstand

The Headstand Method is a brainstorming technique that can help finding creative solutions to a question. What is special about the Headstand Method is that instead of searching for a solution directly, in a first step, the question is flipped into its opposite and participants find solutions to this inverted question. In a second step, the answers are reversed. Thus, answers to the actual question are found.

The Headstand method works for two reasons:

- The unexpected way to frame the question encourages participants to be creative with their answers;
- It is often easier to see problems rather than solutions.

How can a hybrid work setting as unproductive as possible?

Discuss in your group and write down bullet points in the left column.

Turn your colleague's results upside down!

Discuss and write down the opposite of their suggestions in the right column.

Discuss your results!

What are your most interesting outcomes?

Self Reflection

Individually, answer the following questions:

- 1) How did you like the activity?
- 2) What did you learn about productivity in a hybrid work environment?
- 3) Were there different opinions in your group or between groups? What are the reasons behind this?
- 4) What are your most interesting outcomes?



Exercise 1.2

My Productivity Killers / My Productivity Heroes

Activity Type:
Individual /
Group
discussion

DESCRIPTION

Participants will be asked to reflect on their working behaviour both in a remote working setting and office working setting. Optionally, a group discussion can take place after the reflection, where participants can share their findings.

LEARNING OUTCOMES

This is a self-reflection exercise that will help participants gain a better understanding of how they work best.

MATERIALS NEEDED FOR IMPLEMENTATION

- Pinwall, cards, and pins;
- Flipchart,
- Sticky notes; or similar
- Pens
- For online delivery: digital whiteboard, e.g. Miro

TIME REQUIRED

30 – 45 minutes



My Productivity Killers / My Productivity Heroes

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of Module 1 of the PROSPER online course and should have experience in hybrid working.

Introduction

No special introduction is needed.

Activity description

The trainer distributes cards and pens among the learners. Learners are asked to reflect on their working behaviour (My Productivity Killers / My Productivity Heroes) both in a remote working setting and an office working setting.

- What affects my productivity positively/negatively at home or in the office?
- Are there tasks I can do more productively in one place or the other?

The learners write their answers on cards and pin them to the board, separated into positive and negative influences. They either read out their

responses to the group, or the trainer takes over this task. When all learners submit their answers, the trainer facilitates a group discussion about the results.

Debriefing

Self-reflection questions to be answered individually:

- How did you like the activity?
- What did you learn about productivity/lack of productivity in a hybrid work environment?
- Do others work differently than I do?
- Did others find benefit in my answers?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro).

Exercise 1.3

Productivity Tools Pitch

Activity Type:
Individual/Group

DESCRIPTION

Participants will research software tools to improve productivity in a hybrid work environment and present them to the other participants.

LEARNING OUTCOMES

Learners will get an overview of productivity tools that help them be more creative in a hybrid environment.

MATERIALS NEEDED FOR IMPLEMENTATION

- Devices for conducting online research
- Presentation Apps (Google Slides, PowerPoint, etc)
- Projector
- Flipcharts/whiteboards.

TIME REQUIRED

15 minutes for introduction

90-120 minutes for individual research and preparation

Time for presentation depending on number of participants, ca. 3-5 minutes per participant plus 20 minutes for discussion.

Productivity Tools Pitch

Theoretical background

Trainers should have knowledge of Module 1 of the PROSPER online course:

- <https://course.prosper-project.eu/module-1-unit-1-productivity-in-the-digital-age/>
- <https://course.prosper-project.eu/module-1-unit-2-optimisation-of-organisational-processes/>
- <https://course.prosper-project.eu/module-1-unit-3-maximisation-of-high-quality-outputs-in-hybrid-work/>
- <https://course.prosper-project.eu/module-1-unit-4-effective-management-of-hybrid-teams/>
- <https://course.prosper-project.eu/module-1-unit-5-digital-cybersecurity/>

Preparation

Learners should have knowledge of PROSPER online course.

Introduction

No special introduction is needed.

Activity description

Introduction: The trainer introduces the learners to the activity. Each learner should research a software tool that can improve productivity in a hybrid work environment, prepare a short (3-minute) pitch of the benefits of using the tool and present it to the teacher and other learners. Learners can take inspiration from the tools presented in PROSPER Module 1 or find their own examples.

Research and preparation: Learners should spend about 1,5 to 2 hours researching the chosen tool and preparing their presentation. Preparation can take place during a session or between sessions (homework), depending on the context of the course.

Presentations: Each learner gets 3 minutes to present their pitch. Participants should convince their peers why using the chosen tool will improve productivity in the SME organisation. The activity can be based either on the needs of real SME businesses or fictional/made-up examples. A vote amongst the learners decides which pitch was the most convincing.

Debriefing

Self-reflection questions to be answered individually:

- What have you learnt from the activity?
- Which tools would you likely use in the future?

Adaptation to online mode

This activity can easily be adapted to an online mode by replacing physical flipcharts/whiteboards with a digital equivalent (e.g. Miro).

