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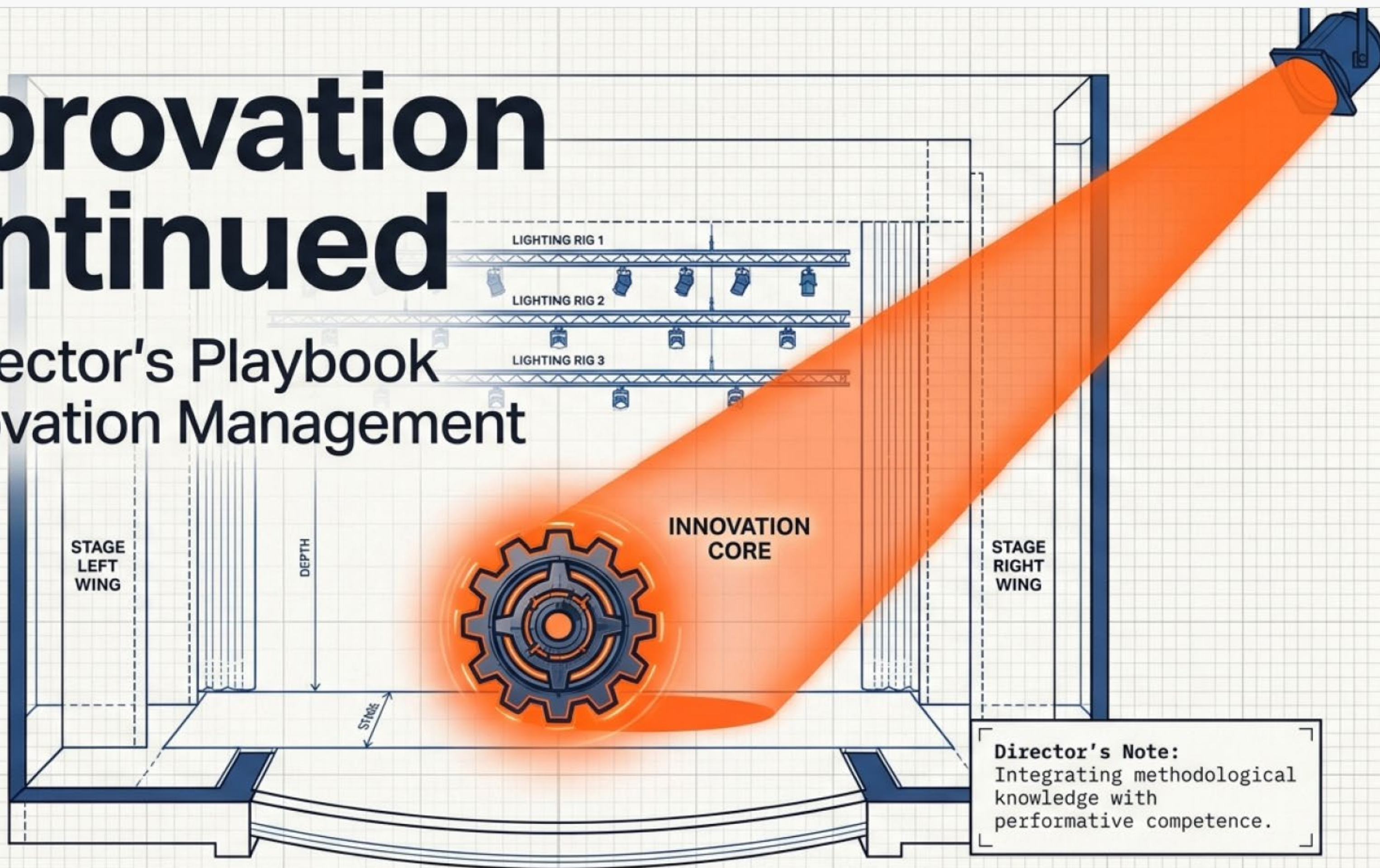


Improvation continued

Prof. Dr. Christian M. Thurnes

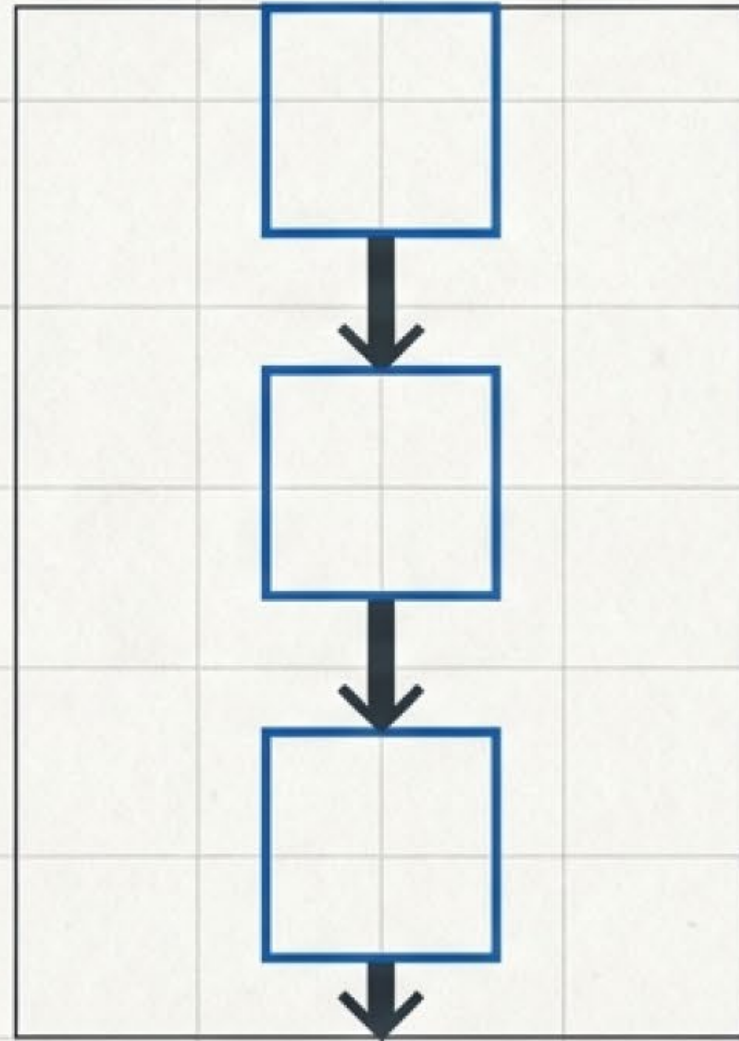
Improvation Continued

The Director's Playbook for Innovation Management



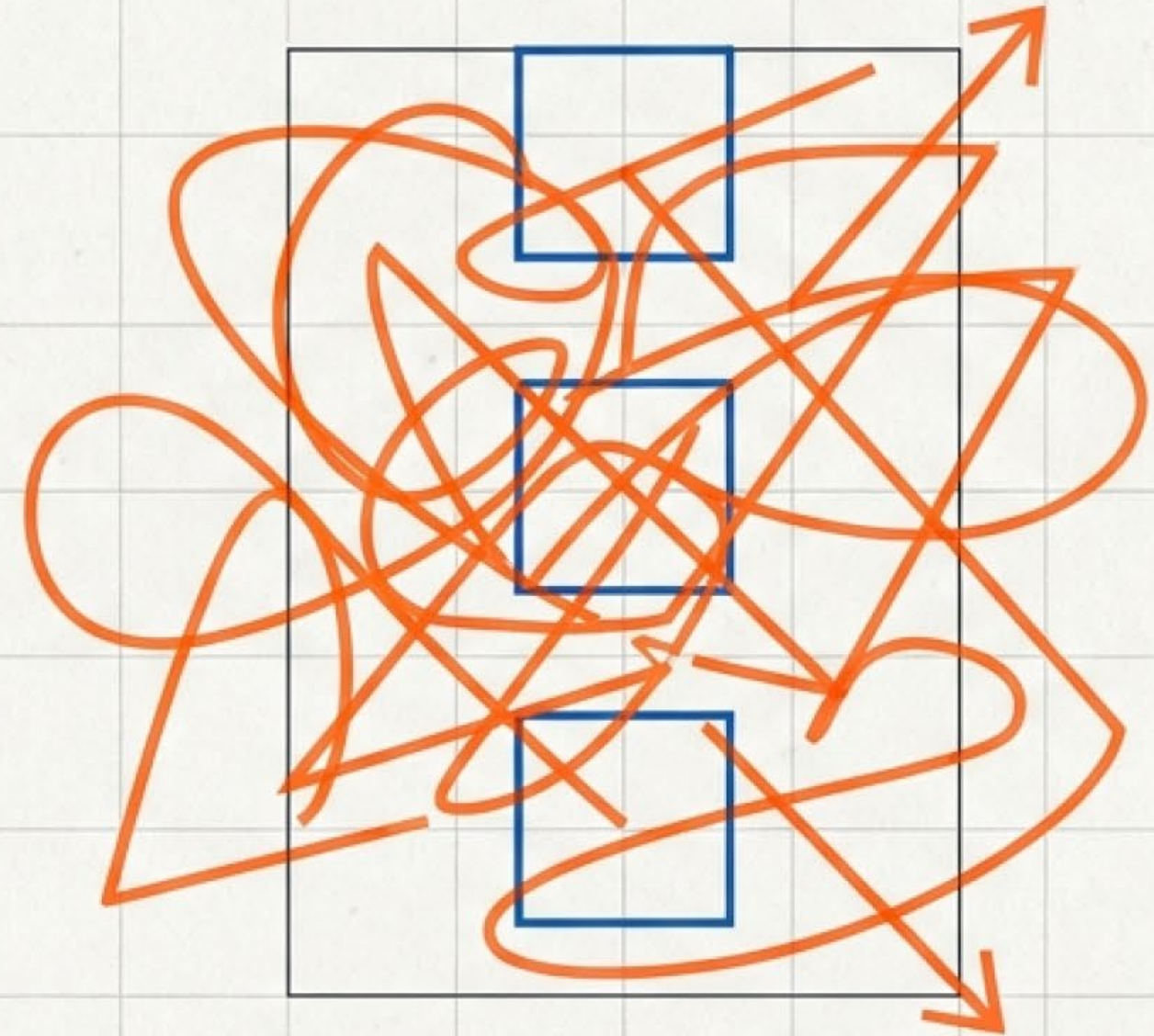
The Innovation Teaching Gap

Traditional Teaching



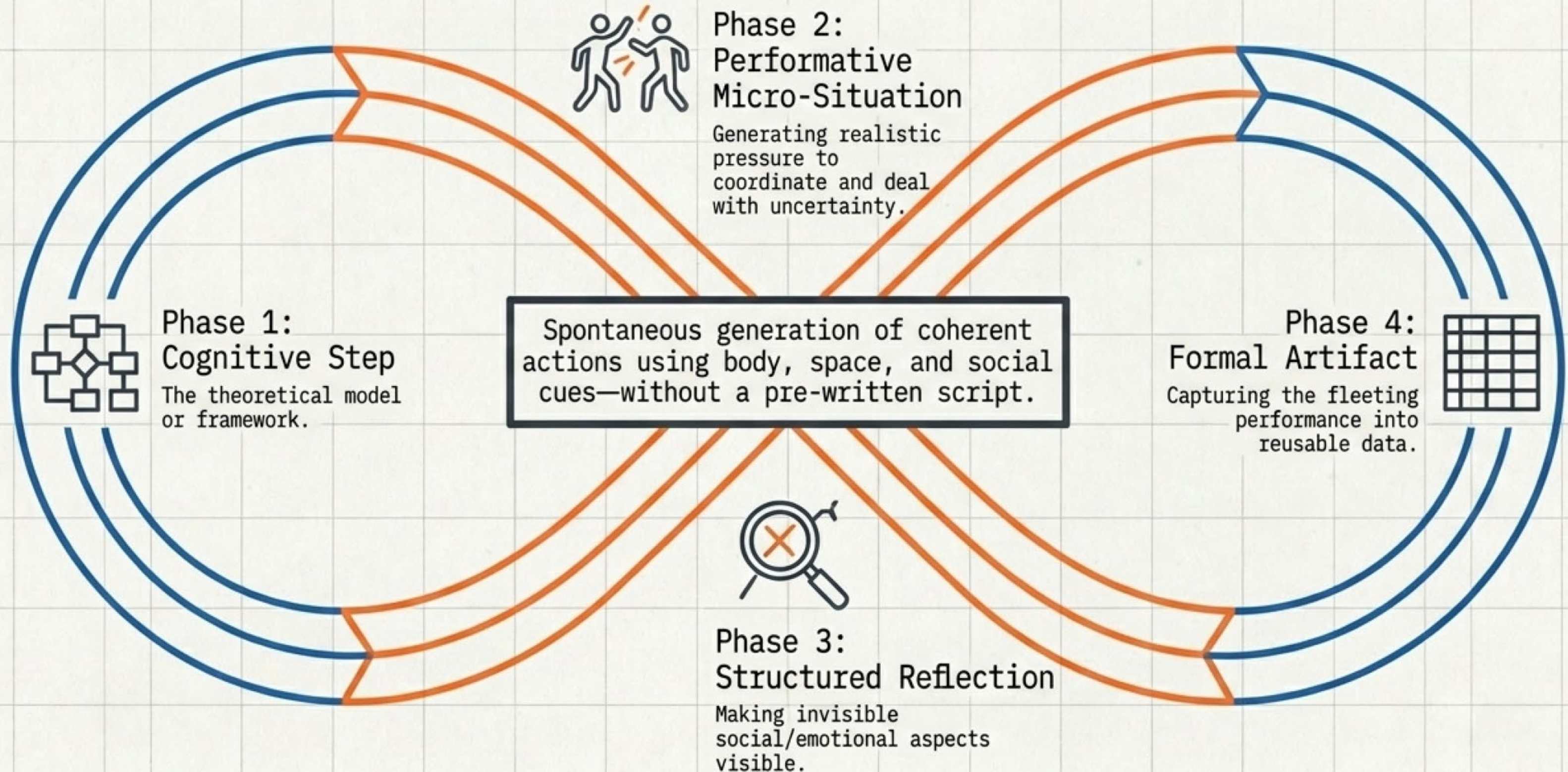
- Taught as sequential steps
- Focus on knowing models
- Sterile classroom environment

Innovation Reality



- Characterized by uncertainty & ambiguity
- Demands social negotiation
- Requires shifting perspectives and taking risks

Improvation as a Didactic Catalyst



The 6 Mechanism Families

1. Acceptance & Adaptability
Yes, and...

2. Role & Status Competence
Managing power dynamics and hierarchy

6. Humor
Easing the psychological pressure of evaluation

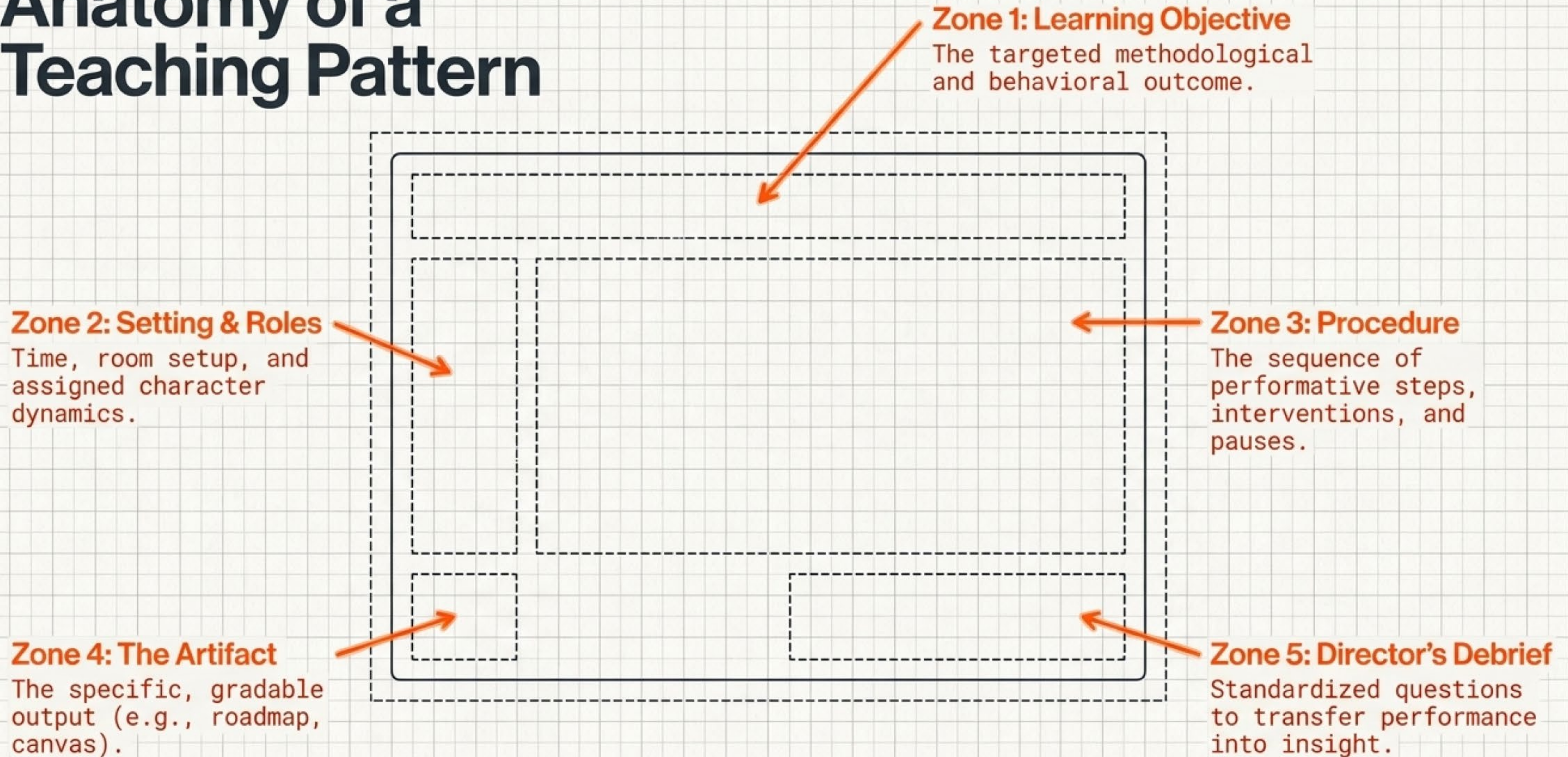
3. Proposal Logic & Intentions
Driving action forward

5. Breaking Patterns & Risk
Building a tolerance for mistakes

4. Presence & Active Listening
Situational perception




Anatomy of a Teaching Pattern



Pattern: Contradiction Duel (TRIZ) 1

Learning Objective: Formulate contradictions with precision (improvement vs. deterioration); resolve rather than compromise.

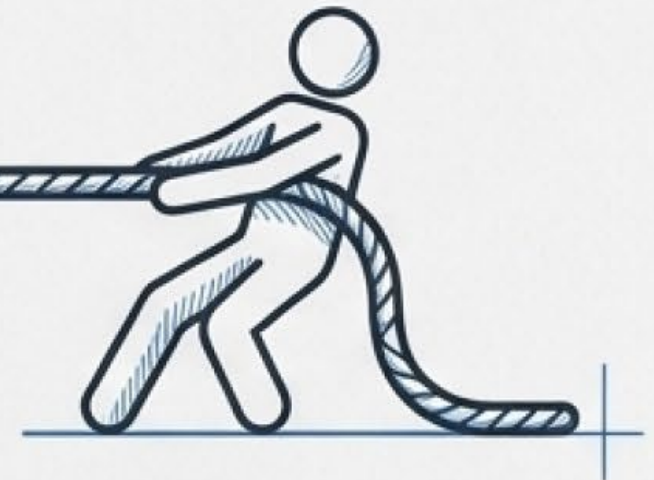
 **Time:**
15–25 mins. 2

 **Players:**
2 players,
1 coach,
rest are
analysts

Requirement A



Requirement B 3



1. Coach sets **goal conflict** (e.g., lighter vs. stable).
2. Players embody conflicting requirements in a 2-min debate.
3. Coach calls **Freeze** at deadlocks to intervene with status changes.
4. Observers formulate precise technical/physical contradiction.
5. Scene replays using drawn **TRIZ principles** as new rules.

Artifact 4

Formulated technical contradiction + 3 TRIZ-assigned solution approaches.

Director's Debrief 5

Which **intervention** produced resolution?
Where did it remain a **compromise**?

Pattern: 9-Windows as a Stage Grid

TRIZ System Operator

Learning Objective: Strengthen systemic thinking along subsystem-system-supersystem and past-present-future axes.

Setting & Roles

Time: 9 - 18 minutes

Roles: 1-2 players per grid cell

Format: serial mini-scenes

Props: 3x3 grid on the floor

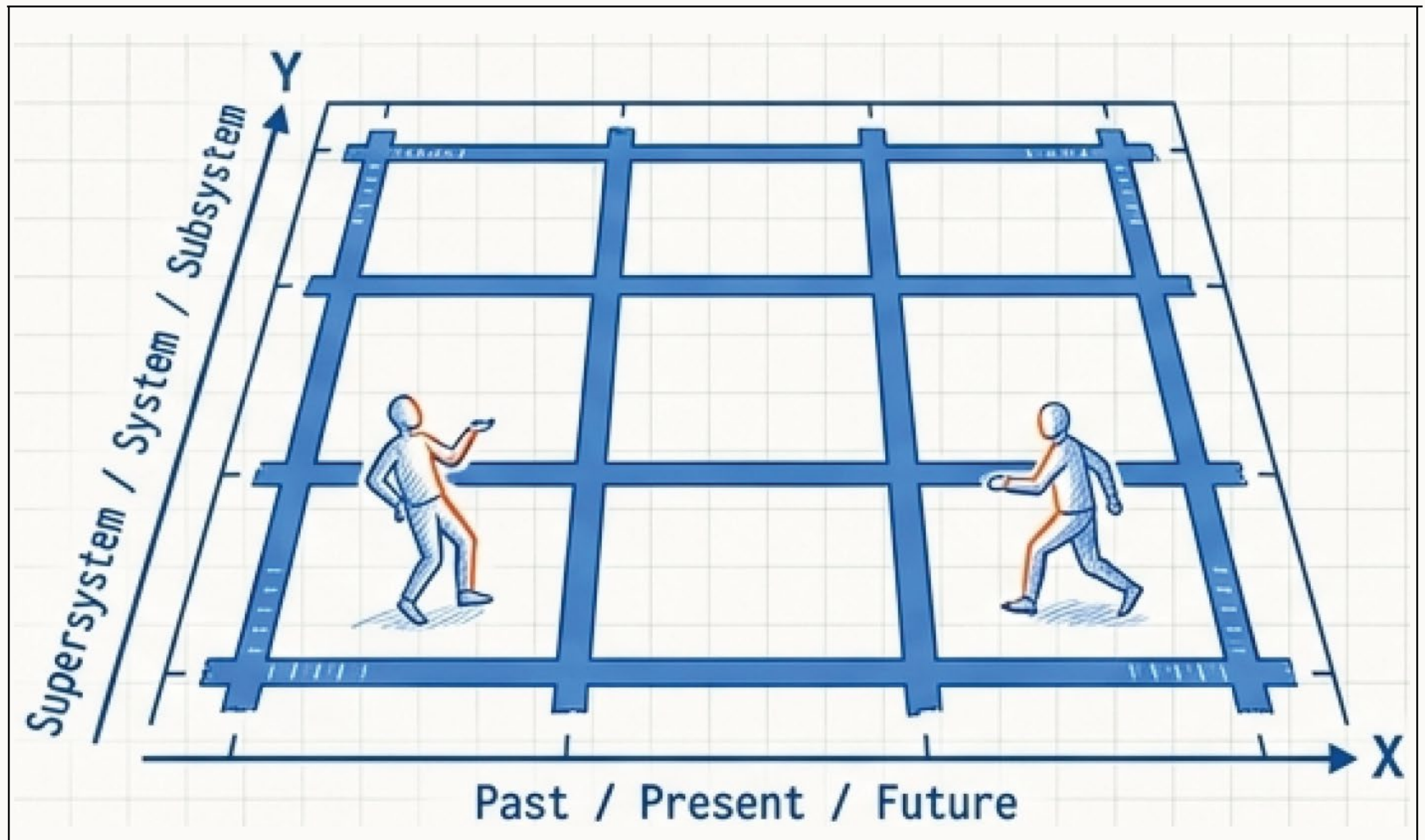
Procedure

1. Explanation of the grid.
2. Teams/individuals occupy fields and quickly visualize central characteristics/dynamics/problems.
3. Guiding questions to reveal connections.
4. Establish connections.
5. Discuss developed future system.



Artifact

Completed 9-Windows canvas.



Director's Debrief

Where did the greatest shift in perspective occur: time or system level? Which aspects were intuitively neglected?

Pattern: Ressource Scan

TRIZ Ressource Analysis

Learning Objective: Identify resources within the system and environment to expand solution spaces.

Setting & Roles

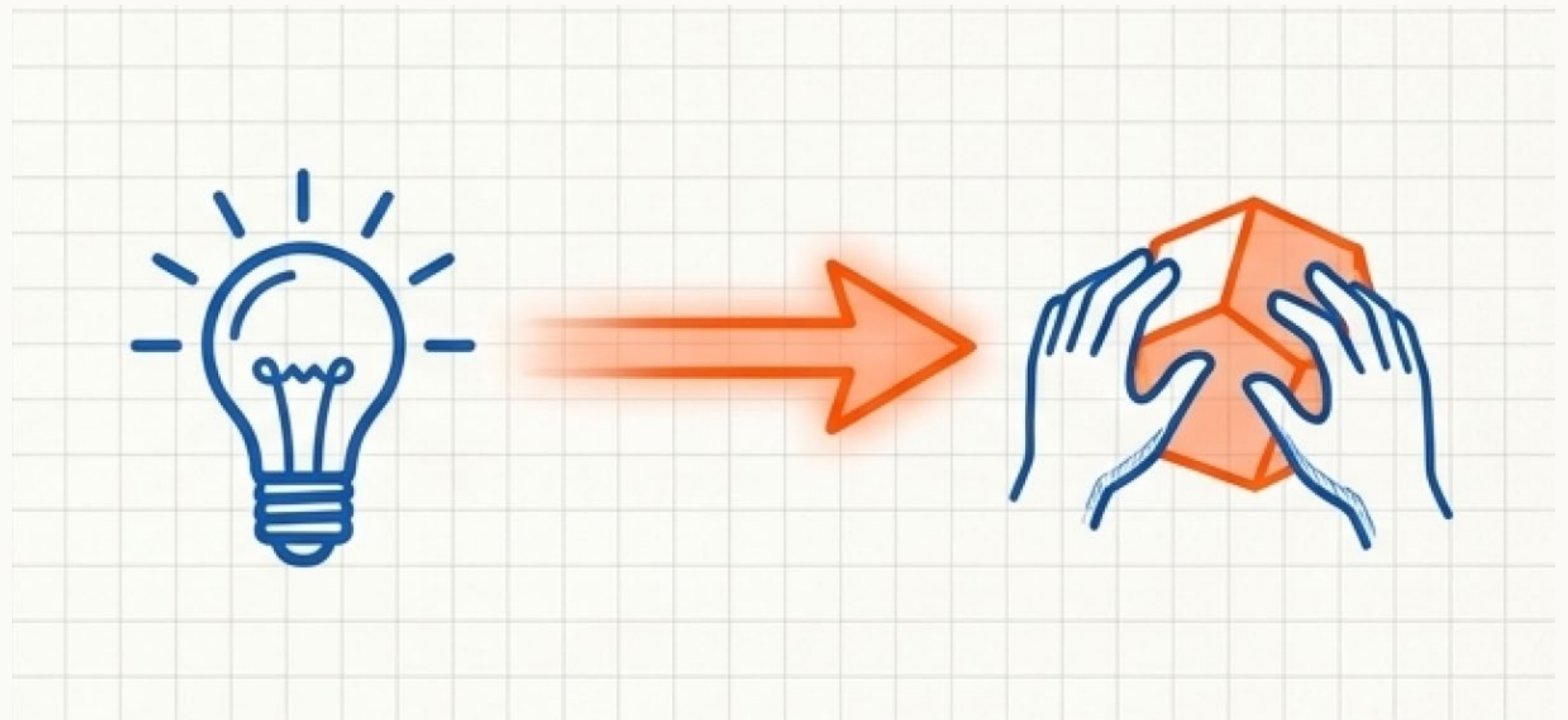
Time: 8 - 12 minutes

Roles: 10-40 students

Format: object and gesture transformation with a constraint

Procedure

1. Introduction: problem/problem space.
2. Identifying resources in rapid fire mode.
3. Immediate translation into physical representation (gestures, movements, mimics).
4. Combine resources to solution concepts.
5. Sketch, share and discuss solution concepts.



Artifact

Completed list of resources or resources radar and concept sketches



Director's Debrief

Which resource was surprising? Which one only became visible through representation (not through thinking)??

Pattern: Canvas Ensemble (BMI)

Learning Objective: Understand interdependencies of the 9 building blocks; practice coherent, real-time adjustments.

Setting & Roles



Stage Dynamics

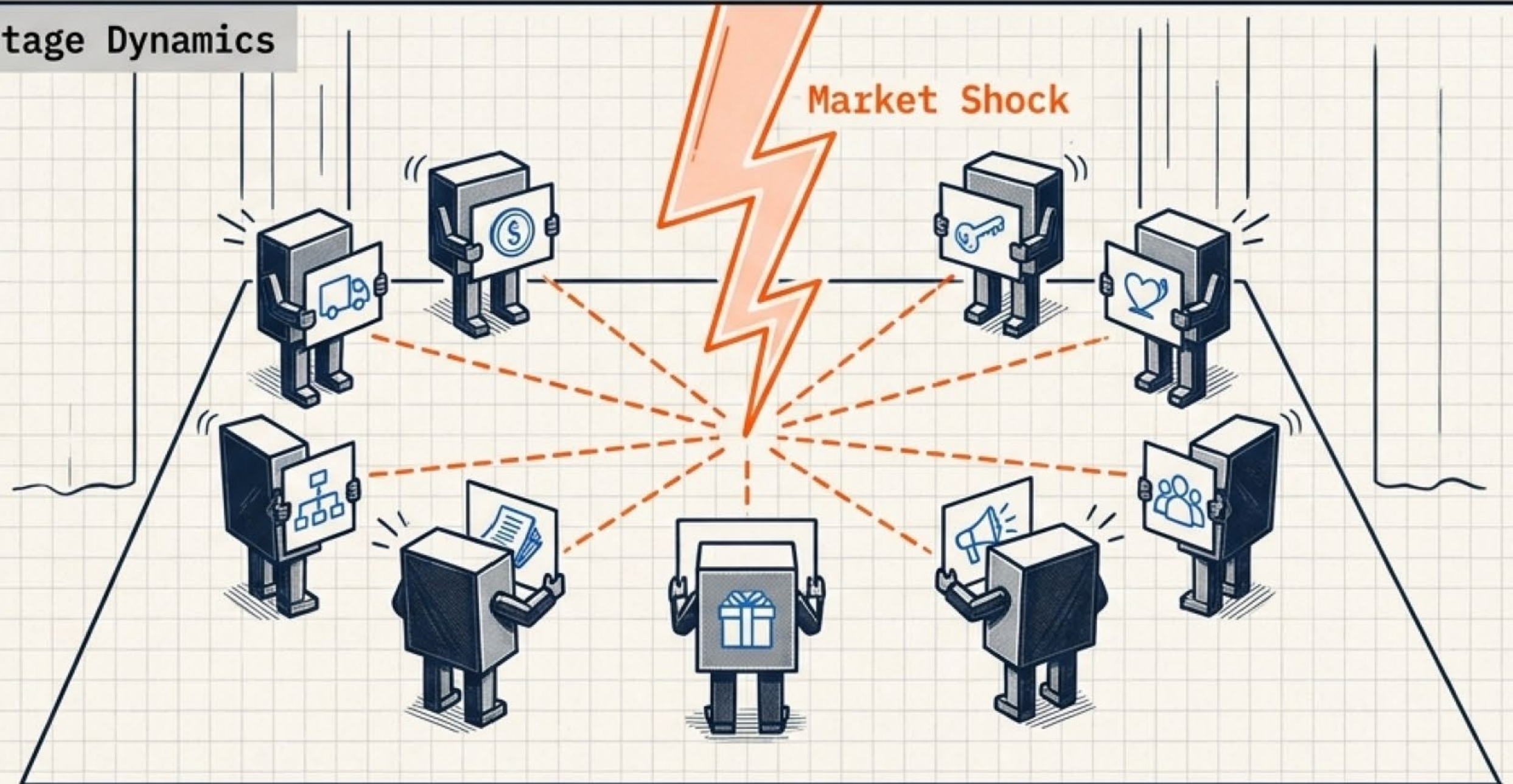
🕒 **Time:** 45-70 mins.

👥 **Roles:** 9 roles/groups representing canvas blocks.

Procedure



1. Roles establish their block's contribution to an opening scenario.
2. Coach introduces external shocks (e.g., new regulations).
3. Interacting roles must adjust to the shock.
4. **Freeze & Justify:** The pauser explains why their adjustment forces consequences on other blocks.



Artifact

Evolved Canvas versions + documented domino effect cascade logic.

Director's Debrief

Which building blocks drove the changes? Where did conflicting goals arise?

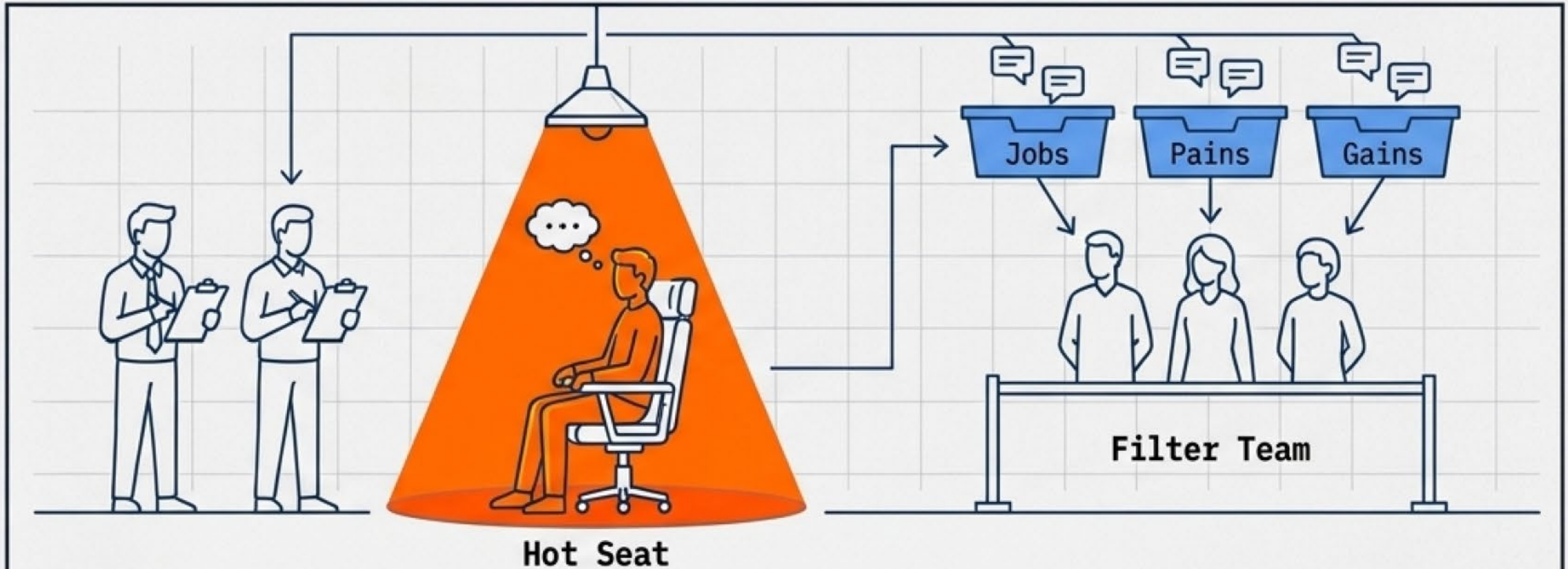
Pattern: Value Proposition Hot Seat (BMI)

Learning Objective: JTBD-oriented questioning; strict separation of observation from interpretation.

Setting & Roles

🕒 **Time:** 15-35 mins.

👥 **Roles:**
1 User persona,
2 Interviewers,
1 Observer team.



Procedure

1. User receives and embodies a contextual persona.
2. Interviewers use only open-ended questions. Coach may swap interviewer roles to force perspective shifts.
3. Observers strictly filter data into Jobs, Pains, and Gains without jumping to solutions.
4. Optional playback of key emotional moments to solidify empathy.

Artifact

Value Proposition Canvas + Top-3 Insights.




Director's Debrief


Which question opened up unexpected insights?
Where was the interview unconsciously manipulated?

Pattern: Future Newsroom (Strategy)

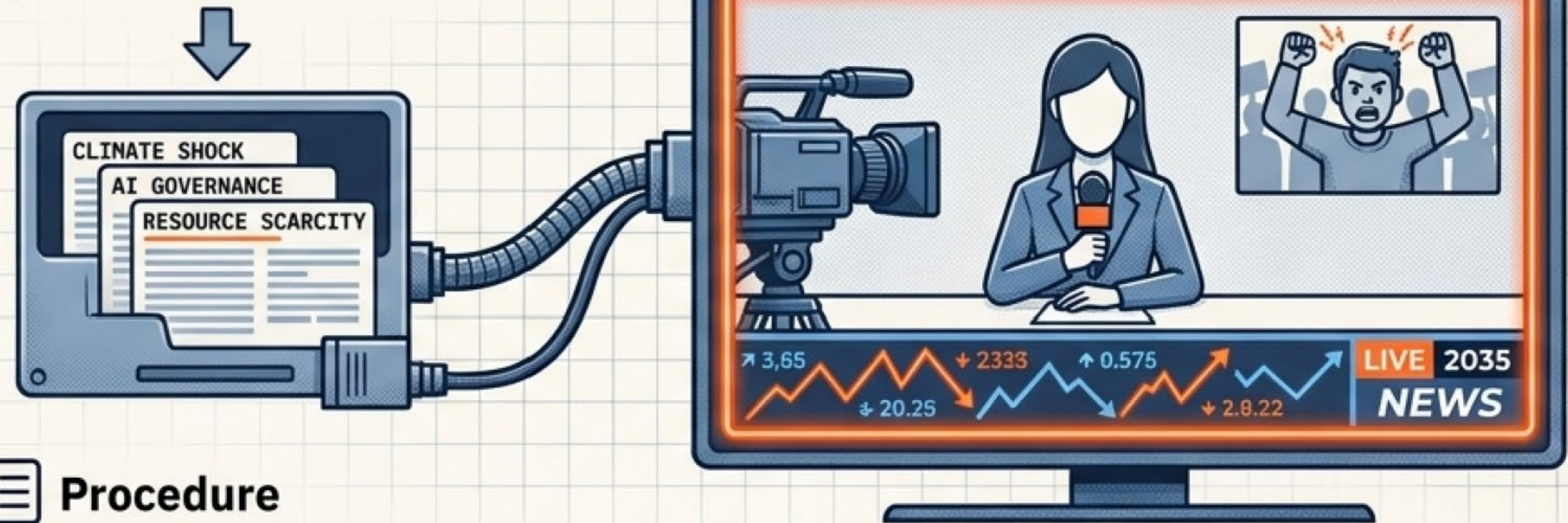
Learning Objective: Translate drivers into consistent futures; test plausibility and second-order implications.

Setting & Roles

 **Time:** 45–70 mins.


 **Roles:** Groups of 5–7.
Input cards (trends, uncertainties).


Input: Drivers/Uncertainties



Procedure

1. Groups combine assigned drivers/uncertainties into a plausible baseline.
2. Cast roles: News Moderator, Expert, Affected Citizen, Market Analyst.
3. Perform a 3–4 minute live broadcast from 2035, making the abstract future a lived reality.
4. Audience interrogates the scenario's internal logic and blind spots.


 **Artifact:** Scenario profile + actionable no-regret moves for today.


 **Director's Debrief**
Which parts were logically played out vs. merely narrated?
Where did unexpected second-order effects emerge?

Pattern: Bias-Check Intervention (SWOT)

Learning Objective: Recognize cognitive biases and generate real-time counterarguments in analysis processes.

Setting & Roles

 **Time:** 10-15 min add-on.

 **Format:** Suitable for large lectures.

Procedure

1. Teams begin standard SWOT sorting.
2. Coach interrupts via Bias Cards (e.g., You are only seeking confirmation!).
3. Teams pause and immediately improvise a 60-second debate aggressively counterarguing their own prior points.
4. Counterarguments are documented alongside original assumptions.



Artifact

Annotated SWOT matrix with bias notes and verified counterarguments.



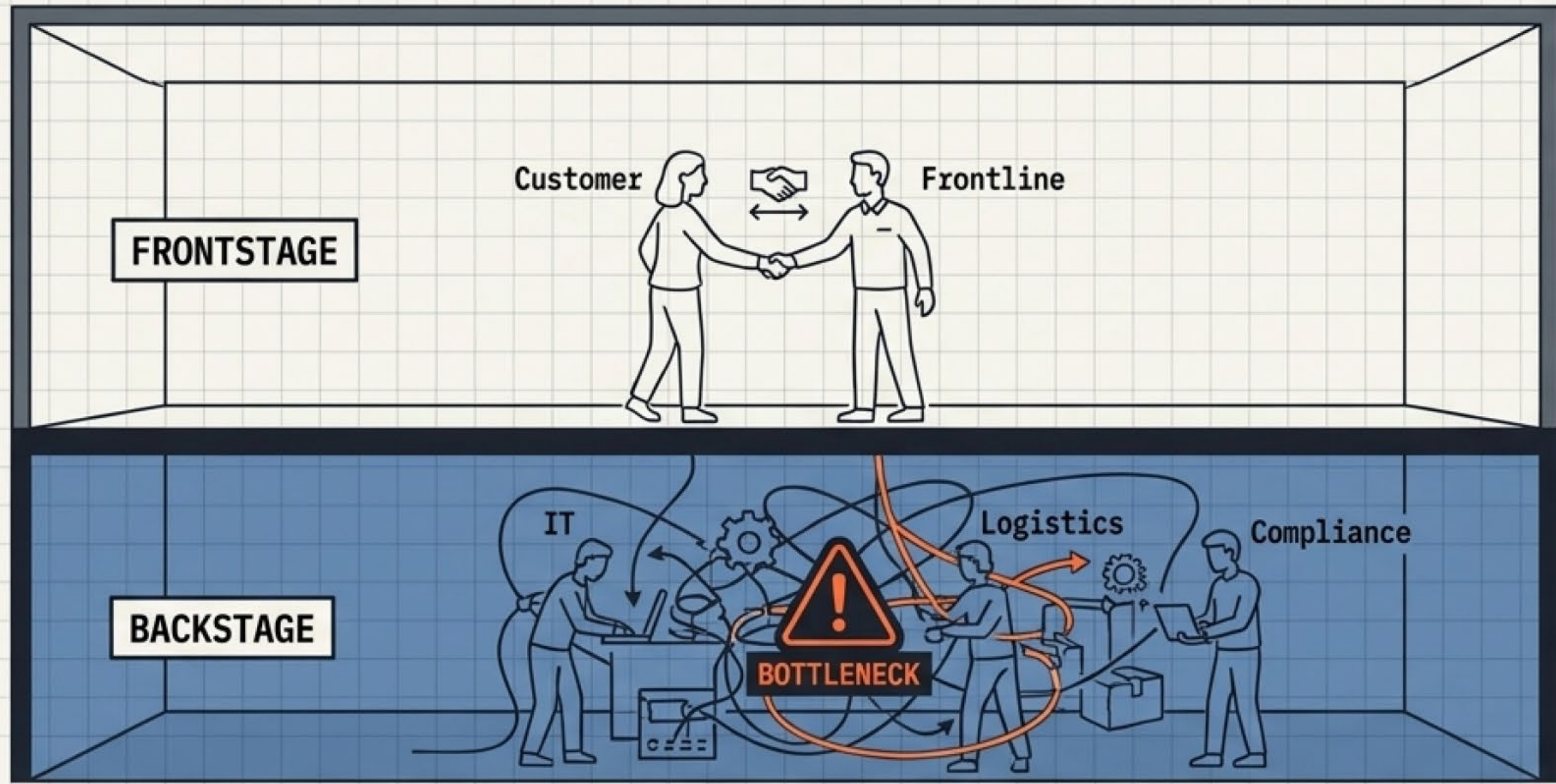
Director's Debrief

Which bias occurred most frequently? How can these countermeasures port to real projects?

Pattern: Service Blueprint Split-Stage

Learning Objective: Recognize backstage processes as levers for innovation; map hidden dependencies and handoffs.

Setting: 30-50 mins. Room physically divided. **Roles:** Customer, Frontline, IT, Logistics, Compliance.



STAGE CROSS-SECTION

Procedure

1. Service situation is acted out simultaneously on both levels.
2. Coach calls Freeze when delays or inconsistencies occur on the frontstage.
3. Group analyzes the backstage to find missing rules, info, or coordination.
4. Scene replays with one backstage change to test impact on the frontstage.



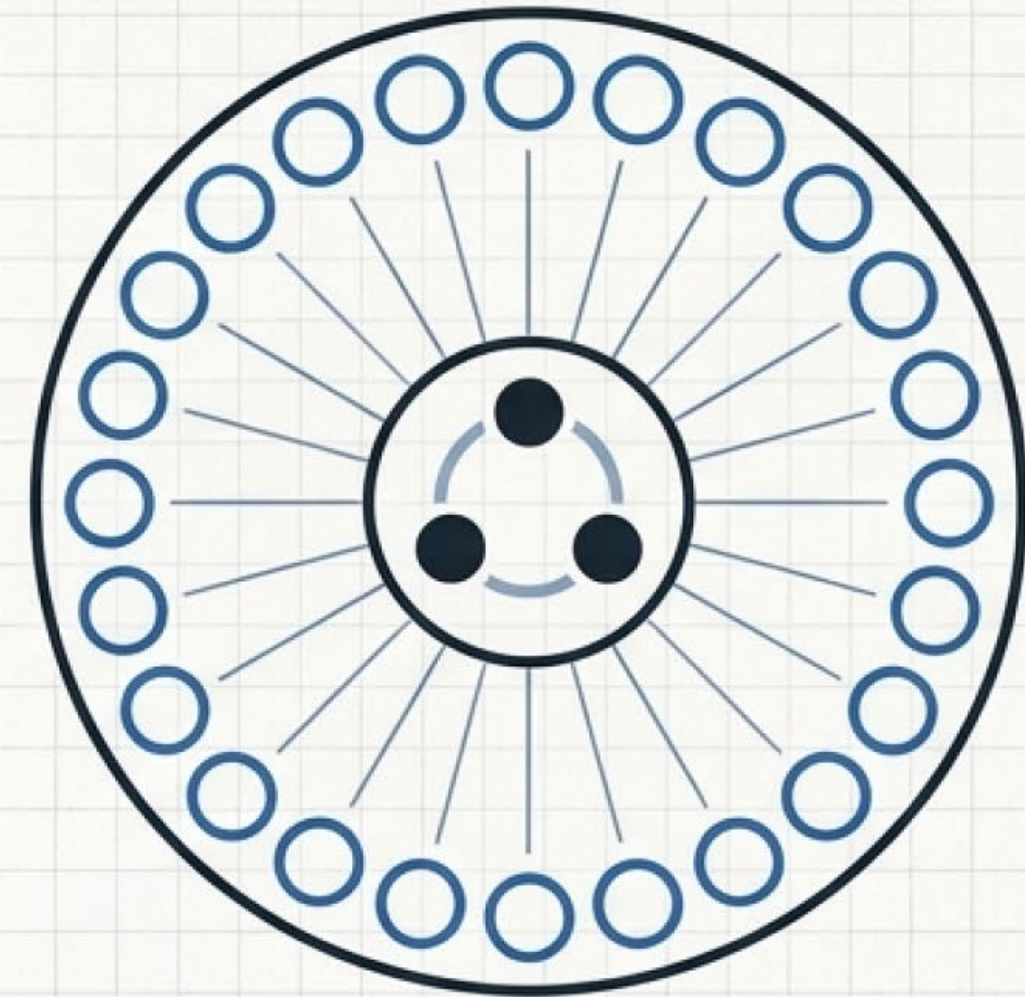
Artifact: Documented Service Blueprint, bottleneck list, and innovation ideas.



Debrief: Where was the real bottleneck: people, process, system, or rule?

Implementation Guardrails: Safety & Roles

Core Principle: Learners are not improvisational theater actors. Shows with high entertainment value are not the goal. Sessions are often intentionally unspectacular.

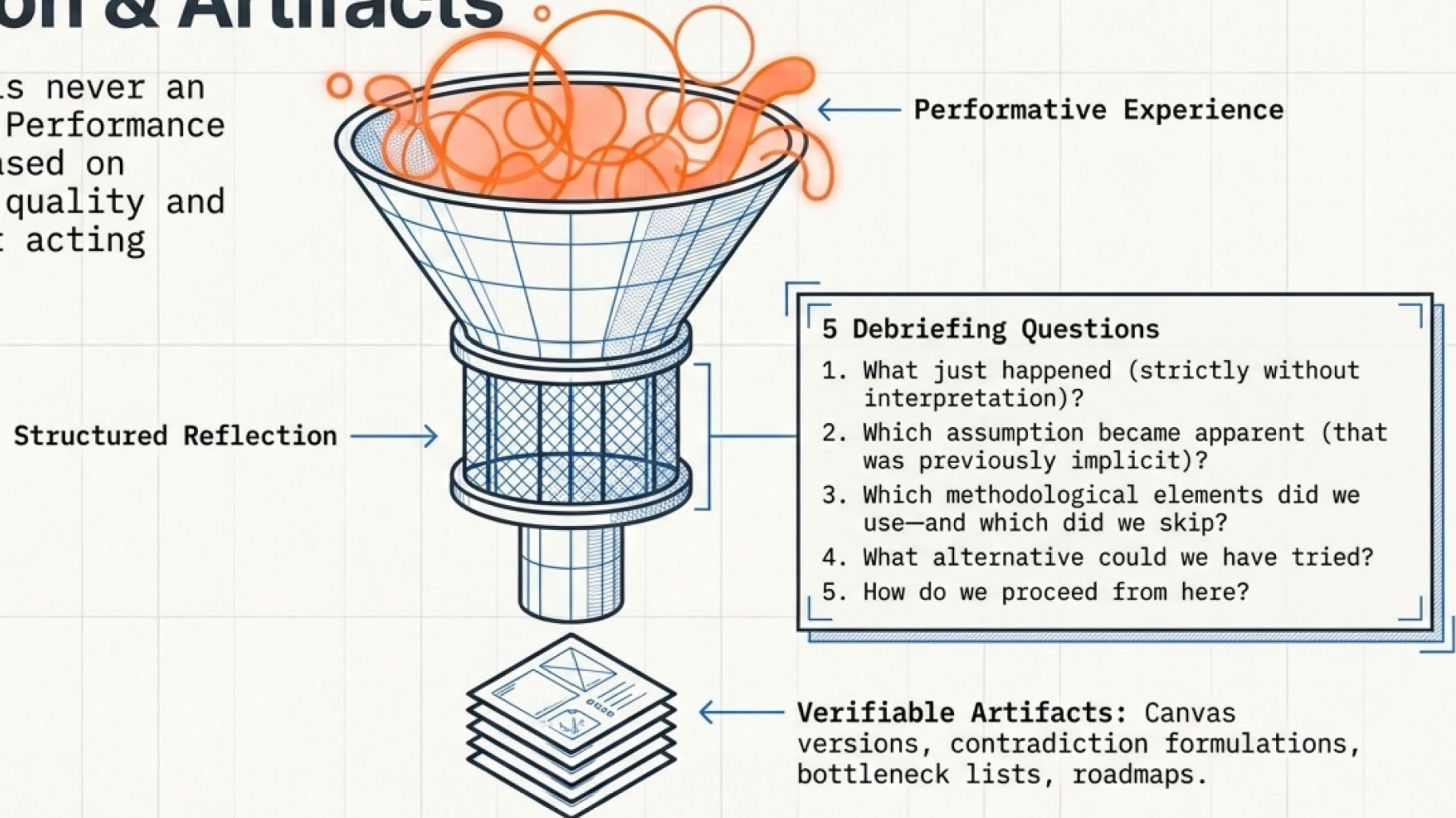


Large Group Tactic: The Fishbowl

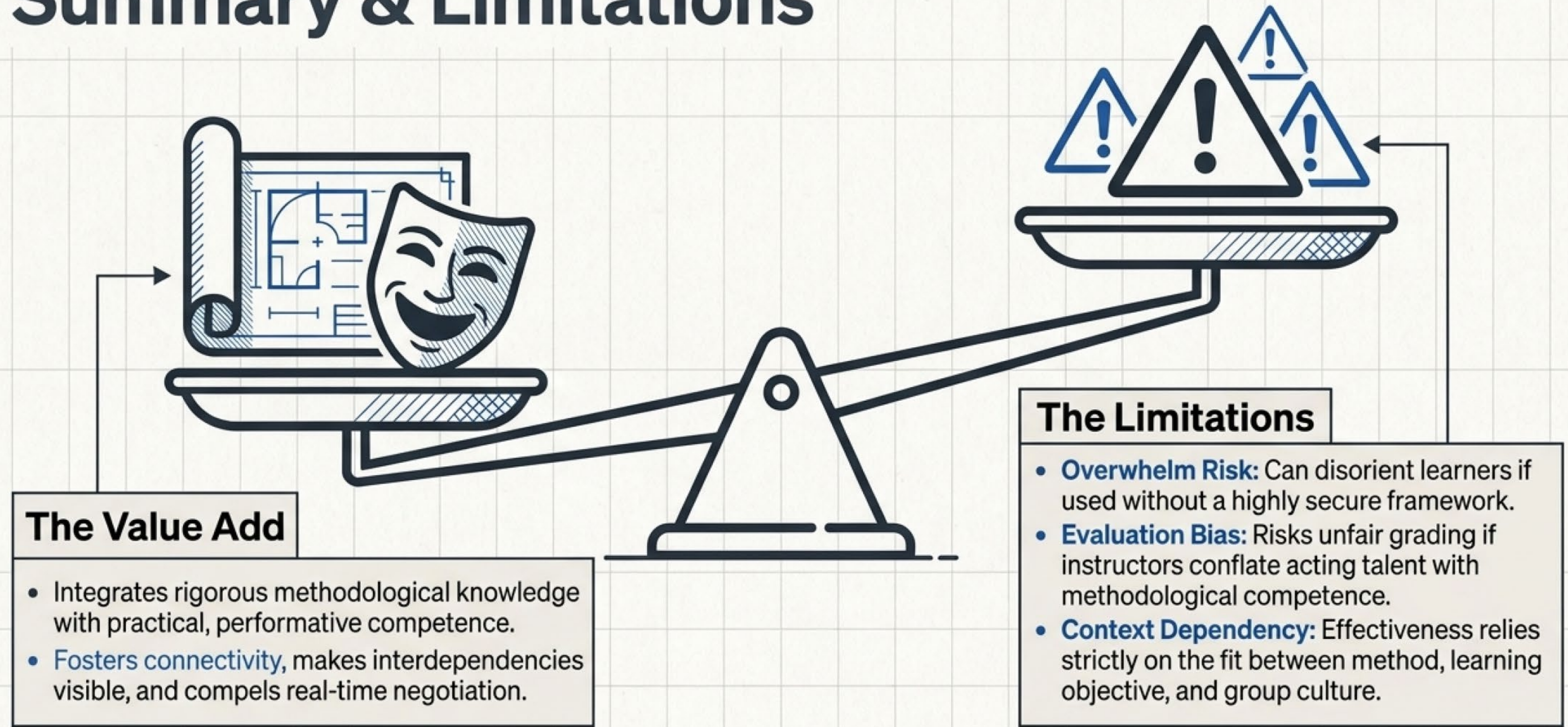
A few perform; the many observe with strict analytical tasks. Avoid online adaptations where possible.

The Anchor: Reflection & Artifacts

Improvisation is never an end in itself. Performance is evaluated based on methodological quality and reflection, not acting talent.



Summary & Limitations



Improvement is not a warm-up. It is a precise didactic mechanism towards the reality of innovation work.

Find the slides here:



Improvoation continued

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