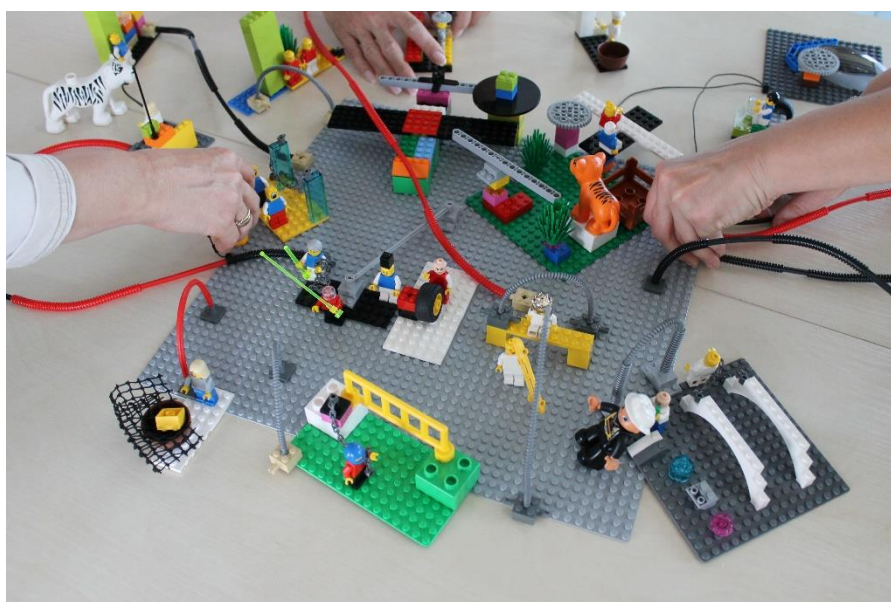# A SOCIALLY RESPONSIBLE IT SPECIALIST

Workshop based on bricks
(Workshop Scenario)

Author:
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Prerequisites

- Knowledge of the business model canvas technique, its basic elements, relationships between them
- Career canvas for chosen job position studied

Aims

- Understand the impact of the environment in which the student work as an IT specialist (employee or the owner on his business).
- Understand how student as a IT specialist can start to analyze its behavior and change towards more socially responsible practices.
- Understand what are the consequences of social responsibility practices.
- Understand why it is important to tackle social responsibility issues in order to create more and better business opportunities.

Acquired skills - after completing the workshop, the student will be able to:

- identify impact of the environment in which the student work as an IT specialist
- identify impact of the environment in which the student work as the owner on his business
- analyze its behavior and change towards more socially responsible practices
- analyze impact of socially responsible practices implementation
- identify key social responsibility practices in IT specialist job position
- develop rules and tools for social responsibility in the work of an IT specialist

Required Materials:

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit or any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)
- LEGO® SERIOUS PLAY® Connections Kit or strings in different lengths, colors (black, white, red) as well in different thickness
- any other sets of brick consisting of different elements

Workshop Scenario

ID	Time (min.)	Activities (the sequence in the module scenario)	Activity form
A1.	≈ 10	Introduction – The Highest Tower	Individual work
A2.	≈ 20	Me as an IT specialist	Individual work
A3.	≈ 20	Presentation of my own workplace	Individual work
A4.	≈ 20	Identifying own work (job position) as part of an environment	Individual work
A5.	≈ 45	Building the common environment for the IT specialist job position	Group work
A6.	≈ 15	Defining Social Responsibility	Individual work
A7.	≈ 60-90	Impact of IT specialist work on environment	Group work

ACTIVITIES - ASSIGNMENTS

Assignment 1. Introduction – The Highest Tower

Goals
- to shape the manual building skills of the participants
- to familiarize with the types of Lego bricks used in tasks

Completion Time
10 min. (+ discussion 2 min./student)

Supporting Materials
- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
  or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)
- meter or string helping measure the towers

Workspace organization
Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario
In this exercise, the teacher asks students to build a highest tower. After the time has elapsed, the tower should be stable. The teacher measures the height of the towers and announces the winner. Than he initiates a discussion.

Discussion Questions

- Why you built such and not another structure
- What are its characteristic features
- What are the ways to increase the efficiency of work on the tower

Sample Student's Model:
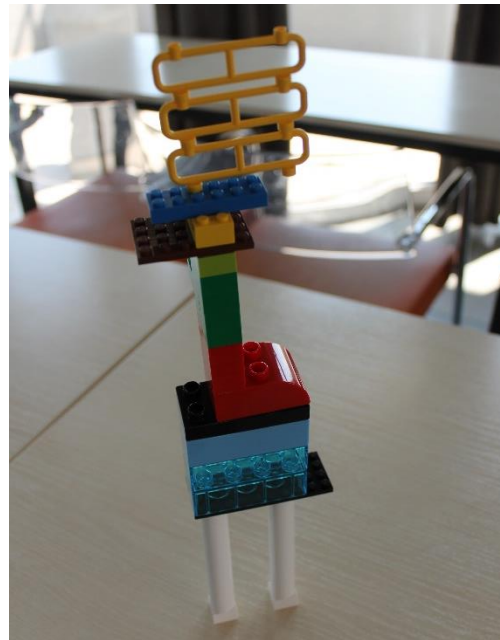
Assignment 2. Me as an IT specialist

Goals

- to shape the manual building skills of the students
- to familiarize with metaphorical meanings of Lego bricks constructions

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Land-scape Kit, LEGO® SERIOUS PLAY® Connections Kit,
  or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There

are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to build a model that represents student as a future IT specialist (employee or the owner on his business), his key competences, skills, character trait, social affiliation, etc. The participant expresses himself through the model as he sees himself. After the time has elapsed, the teacher initiates a discussion.

Discussion Questions

- What your key competences, skills, character trait, social affiliation you expressed by your model?

Sample Student's Model:
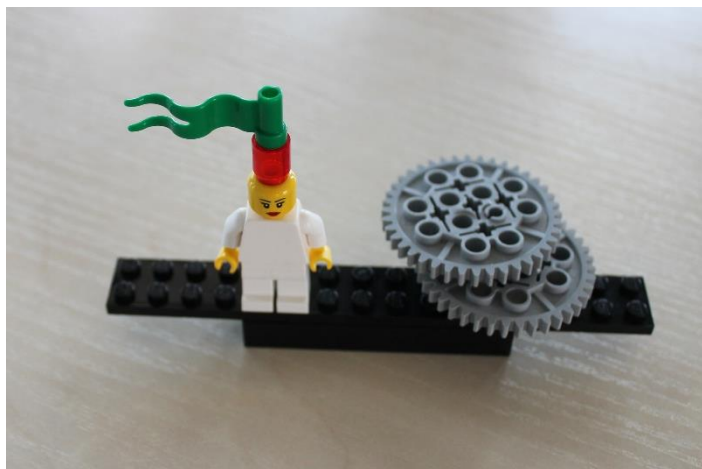
Assignment 3. Presentation of my own workplace

Goals

- to make yourself aware of the most important features of the student's work (the basic meaning of this work)
- to define the goal that the student would like to achieve regarding to the future career

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
  or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates) + strings in different lengths, colors (black, white, red) as well in different thickness

Workspace organization

Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to build a model that present his own futher. The participant expresses himself through the model as he sees his future job position and himself in particular job (tasks, duties and responsibilities). After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions
- What is your job?
- What are your tasks, duties and responsibilities?

Sample Student's Model:
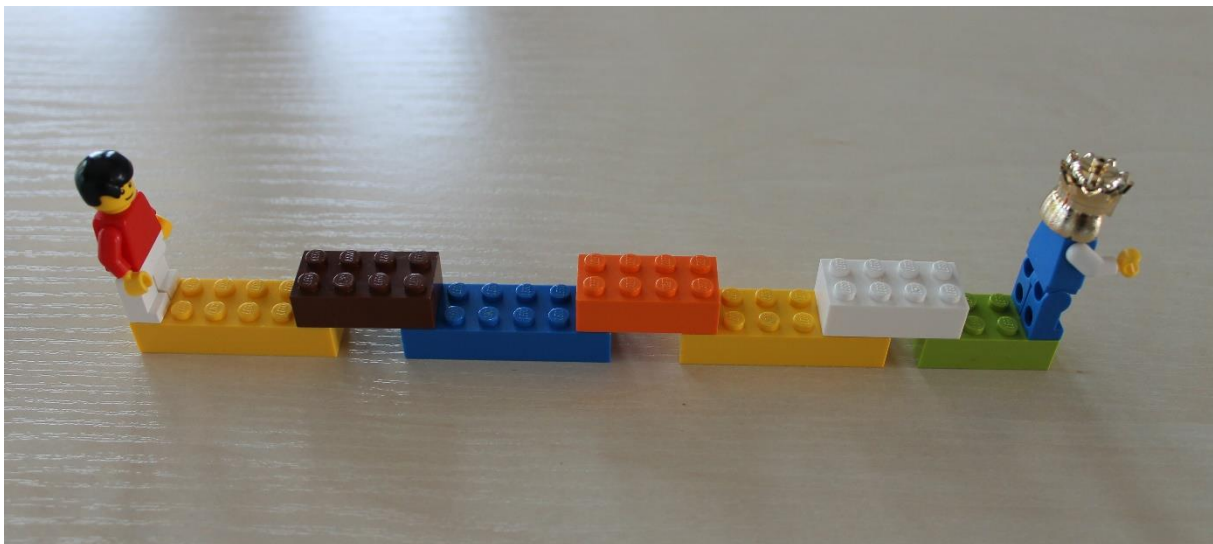
Assignment 4. Identifying own work (job position) as part of an environment

Goals
- to define the different stakeholders and elements of the environment in which student is going to work as an IT specialist

Completion Time

20 min. (+ discussion 2 min./student)

Supporting Materials
- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Land-scape Kit, LEGO® SERIOUS PLAY® Connections Kit,

or

- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to build a model that present different elements of the external as well as internal environment in which the student is going to work as an IT specialist (as an IT specialist). The participant expresses himself through the number of models of key environment elements: various stakeholders (such as managers, colleagues, clients) as well as other elements such as technology, resources, processes and procedures, information etc. After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions

- What are key elements for an external environment in the work of IT specialist?
- What are key elements for an internal environment in the work of IT specialist?
- What are your relationships with the key stakeholders?

Sample Student's Model:

Assignment 5. Building the common environment for the IT specialist job position

Goals
- to understand the different stakeholders and elements of the environment in which student is going to work as an IT specialist

Completion Time
45 min. (+ discussion)

Supporting Materials
- models prepared by students in the Assignment 3;
- models prepared by students in the Assignment 4;
- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
  or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization
Group work at the porously prepared desks (on the side, as an "island"). All students together standing up work around the desk. Timer visible to the whole group showing the time remaining for the task completion.

Scenario
In this exercise, the teacher asks students to build one common model that represents the environment for the IT specialist particular job position (in case the students worked on a few different, specific job positions, they should split for different teams depending on the job positions). Firstly, the models prepared by students in the assignment 3 should be presented in a center. Then, the students use the models prepared in frame of Assignment 4. The students are discussing what are the key elements that should be included in the model. The agreed elements should be distributed around models presenting of particular workplace (results of assignment 3). After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions
- What key elements of the environment were selected and why?

Sample Student's Models:
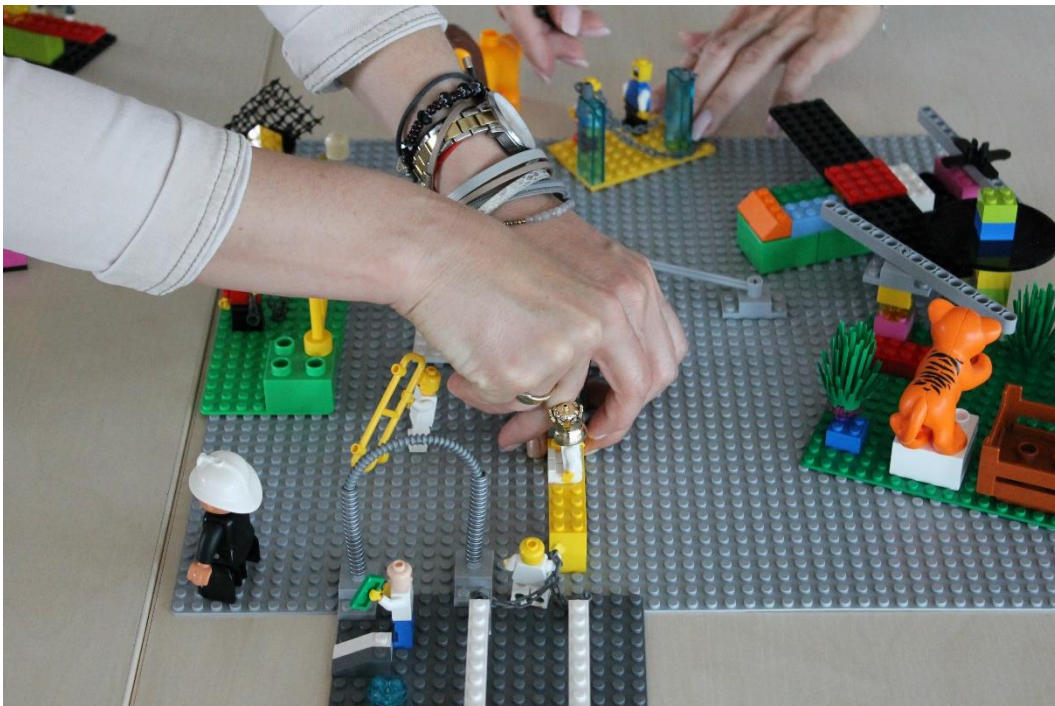
Assignment 6. Defining Social Responsibility in IT

Goals

- to shape the manual building skills of the students
- to familiarize with metaphorical meanings of Lego bricks constructions
- to aware students how differently they can understand *social responsibility* and how many interpretations there can be

- to define the *social responsibility* in area of IT job position

Completion Time

15 min. (+ discussion 2 min./student)

Supporting Materials

- LEGO® SERIOUS PLAY® Starter Kit, LEGO® SERIOUS PLAY® Identity and Landscape Kit, LEGO® SERIOUS PLAY® Connections Kit,
  or
- any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates)

Workspace organization

Individual work at the desks. Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible (or a few big tables depending on the group size). There are blocks in the middle of each table. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to build a model that represents students understanding of the term "*social responsibility*". After the time has elapsed, the teacher initiates a discussion.

!!! DO NOT STORM THE MODEL

Discussion Questions

- What is your understanding of *social responsibility*
- What are the main features of *social responsibility* at regarding to IT specialist job position?

Sample Student's Models:

Assignment 7. Impact of IT specialist work on environment

Goals

- to aware students how socially responsible activities can have an influence on environment as well as for own company

Completion Time

60-90 min. (+ discussion, depending on the number of situations explored)

Supporting Materials

- model/models prepared in an Assignment 6;
- strings in different lengths, colors (black, white, red) as well in different thickness.

Workspace organization

Group work at the porously prepared desks (on the side, as an "island"). All students together standing up work around the desk. Timer visible to the whole group showing the time remaining for the task completion.

Scenario

In this exercise, the teacher asks students to work with the model built in Assignment 6.The teacher describe different situations which can happen regarding to social responsibility aspects. After each situation, the teacher asks students to present the relationships between IT specialist at work (as an employee or the owner on his business) and elements of the environment (presented in Assignment 6). Students use strings in different lengths, colors (black, white, red) as well in different thickness.
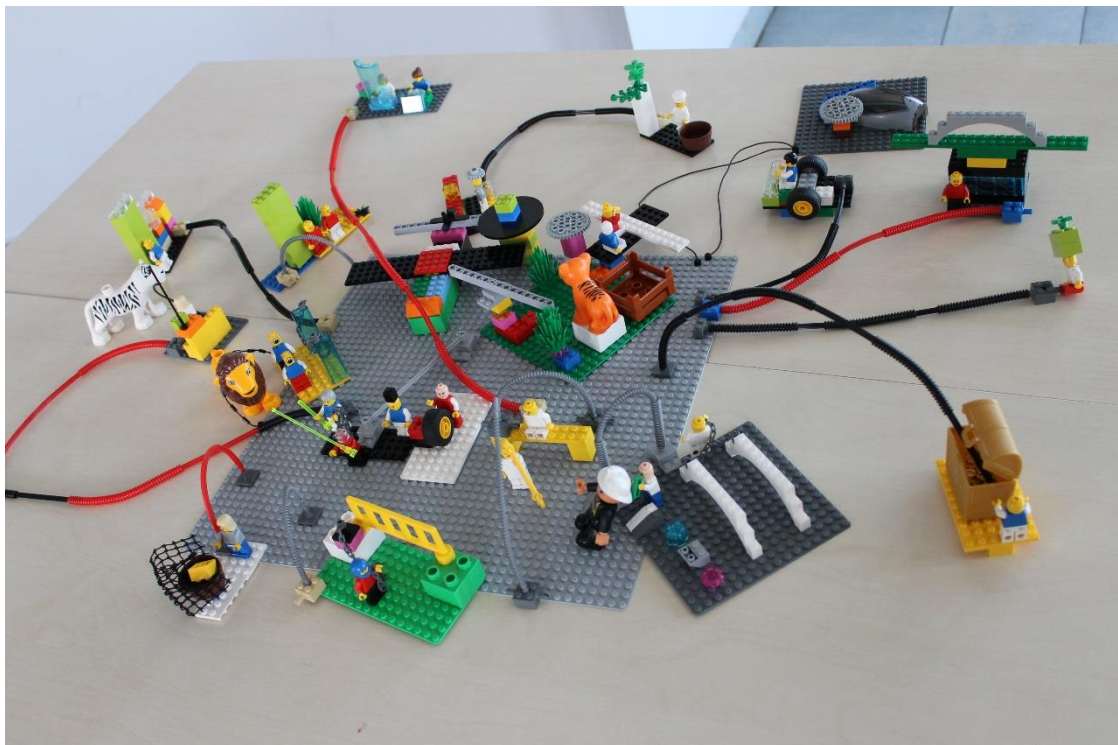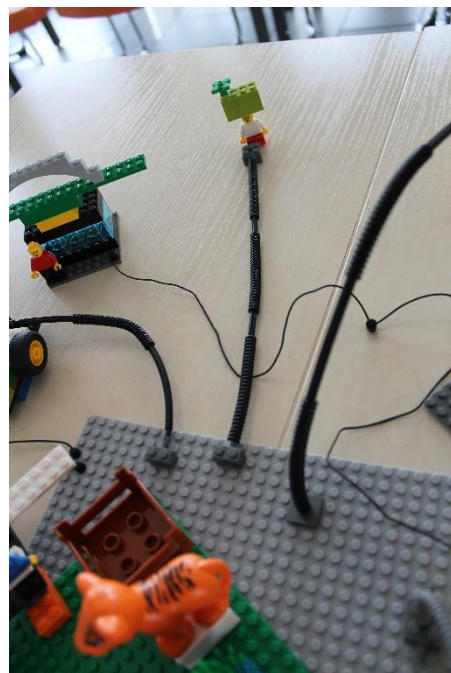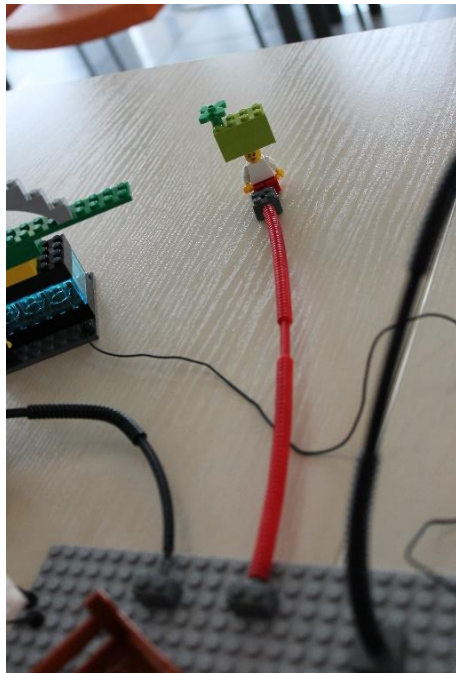
Meaning of strings:

- black string means positive relationship / influence
- red string means negative relationship / influence
- white string means neutral influence
- long string means long-term impact
- short string means short-term impact
- thin string means weak impact
- fat string means strong impact

After the particular situation has been described by the teacher, the students exploring the nature of the relationships and make required changes in relationships (using different strings). After that, the teacher initiates a discussion.

Discussion Questions

- What are the points you connected regarding described situation
- How the relationships have changed in addition to described situation?
- What the length of the connection means?
- What is the nature of the connection - impact (is strong, weak, long-time, short time, positive, negative)?
- What will be the impact of change of the connections as a result of described situation (on you as a IT specialist and on the company you are working for)?

Sample Student's Models: