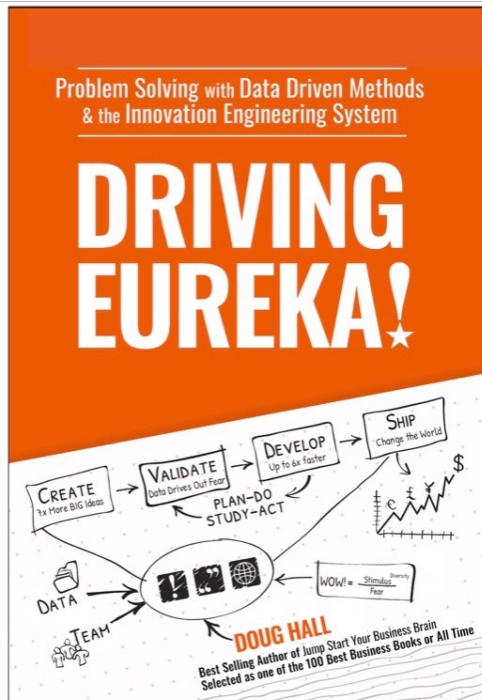




**AIM:** To help individuals / teams deepen their experience from reading Driving Eureka!



# Welcome to the **Driving Eureka!** Video Workbook Program!



You can choose to do this Video Workbook program as an individual or you can work together with some friends or a team from your organization.

There are two options you can follow in doing the program.

**Workshop Session:** Read the complete book and then watch the Videos and do the corresponding exercises in one or two sittings.

**Book Club Approach:** Read the indicated chapter(s), watch the corresponding videos, and do the exercises... repeating this cycle 9 times as indicated below.

Session A: **Intro, Problem, Solution Pages 1-53**

Session B: **Agreement Pages 55-69**

Session C: **System Pages 71-84**

Session D: **Learning, Create Pages 85-118**

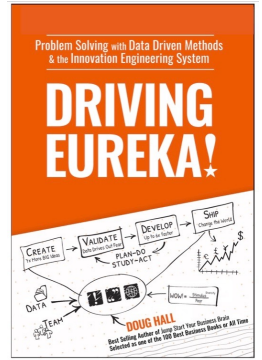
Session E: **Communicate Pages 119-143**

Session F: **Commercialize Pages 145-164**

Session G: **Alignment Pages 165-192**

Session H: **Collaboration, Research, Patents Pages 193-236**

Session I: **How to Create An Innovation Culture, Appendix Pages 237-281**



# Session A.1 (Intro, Chapters 1 & 2)

## Write, Reflect, and/or TALK as a Team

After watching Video Workbook Session A, answer these three questions as an individual. Then come back together and discuss your individual answers as a group.

When you are working on innovation as a team or company it is important that everyone agree and understand WHY you are doing it.

1. Why do I/we need to innovate?

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2. What holds me/us back from innovating more?

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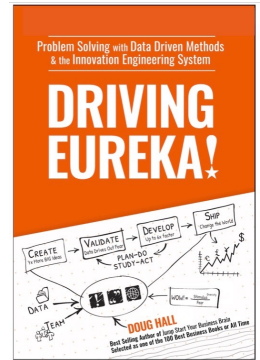
3. What most surprised you from the introduction, chapters 1 & 2?

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## A.2 - Think about Your Innovation History

Again you want to complete the boxes below individually and then come back together as a team and discuss your answers.

**STEP 1:** Think about a time when you or your company offered a commodity the same old stuff as everyone else.

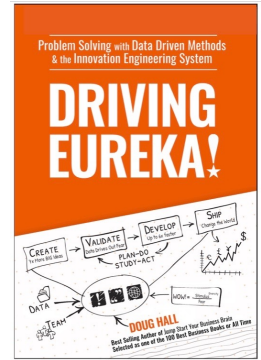
**STEP 2:** Now think about a time when you or your company was truly innovative - when you personally or the company had an offering that truly set you apart from everyone else.

	What was the moment	What were The consequences
A time when you Experienced NOT Being INNOVATIVE		
A time when you Experienced Being INNOVATIVE		

## A.3 - Where Do You Need to Innovate?

You might start to see a pattern... Fill in the boxes below individually and then come back together as a team and discuss your answers.

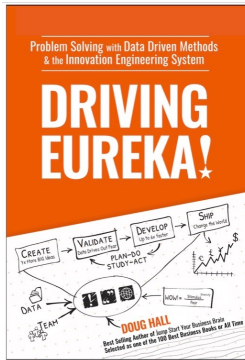
Think about the problems you may be experiencing with your current products/services and/or problems with your “work systems.” What are you facing today and what might you face tomorrow. Then think about how you work. Work System problems are places where you are working harder not smarter.



<b>Problems with PRODUCTS/ SERVICES</b>		
<b>Problems with INTERNAL WORK SYSTEMS</b>		
	<b>That You Face TODAY</b>	<b>That You Will Face TOMORROW</b>



## OPTIONAL DISCUSSION

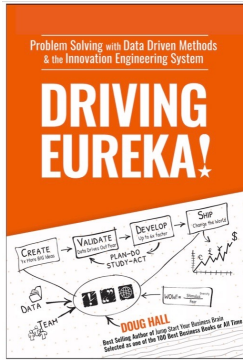


### CHAPTER 1

- What did you learn from this chapter?
- What confirmed what you already thought?
- What challenged your preexisting beliefs?
- As the world has changed, how have you changed?
- For your organization, is today the best of times or the worst of times?
- For your career, is today the best of times or the worst of times?
- Are you optimistic or pessimistic about your ability to face the new realities in the marketplace?

## NOTES





## OPTIONAL DISCUSSION

### CHAPTER 2

- What systems do you work with that are world class?
- What systems do you work with that are barriers to your speed and success?
- How focused are you and your organization on the future?
- What is likely to happen in the future that you are not confronting reality on?
- What stops you from using data to help you make smarter decisions?
- What is the learning process that your company uses to train people?
- In what areas are you smarter today than you were a year ago?
- What should you focus your learning on right now?

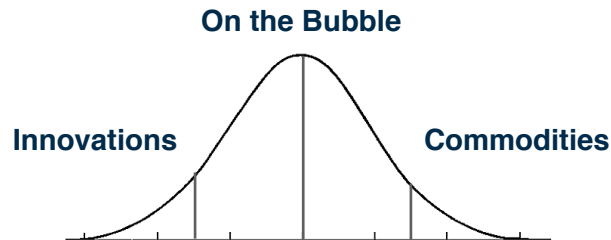
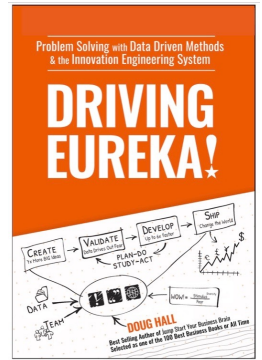
## NOTES



## Session B.1 (Chapter 3) - Confront Reality

You can do this exercise for a company, department, or division. You can complete it as an individual or with a group. Remember we are confronting reality, so be honest what sets you apart and what makes you just like everyone else.

You want to start with the left and the right and then any product, service, or skill that you are unsure of can be listed in the middle as on the bubble.

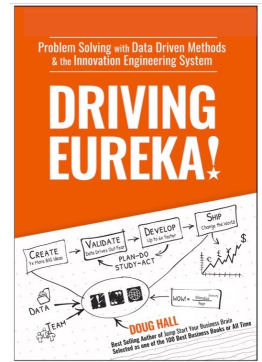


<b>INNOVATIONS</b> (A Meaningful Difference)		<b>ON THE BUBBLE</b> (Nearing or Near Transition point)		<b>COMMODITIES</b> (A difference NOT worth paying more for)	
<b>Company:</b> Product / Service <b>Individual:</b> Skill / Ability	Reinvent Leave As Is Kill	<b>Company:</b> Product / Service <b>Individual:</b> Skill / Ability	Reinvent Leave As Is Kill	<b>Company:</b> Product / Service <b>Individual:</b> Skill / Ability	Reinvent Leave As Is Kill

## B.2 - Innovation Boundaries

Now let's think about our boundaries. Look at each area of the company below and ask yourself if you consider innovation in that area important. Should it be important? Think about what benefit you or the company may realize if you did start innovating in that area.

As an individual or a group, rank the top 3 areas where you should start innovating so you can start building a plan.

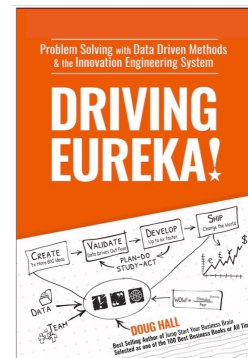


Possible Innovation Areas	DO I/WE Consider INNOVATION Important in this area today?	What benefit would we realize if we were to START innovating in this area?	Number 1 to 3 the top areas I/we should start doing more innovating in
New Products / Services	It is important today: YES NO It should be important: YES NO		
Improvements to Existing Products / Services	It is important today: YES NO It should be important: YES NO		
Cost Cutting	It is important today: YES NO It should be important: YES NO		
Efficiencies	It is important today: YES NO It should be important: YES NO		
Getting New Customers for Existing Products / Services	It is important today: YES NO It should be important: YES NO		
Entering New Markets	It is important today: YES NO It should be important: YES NO		
All Strategic Priorities	It is important today: YES NO It should be important: YES NO		

## B.3 - Innovation Needs

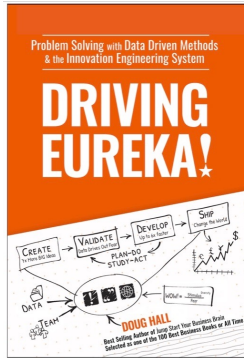
Starting left to right, list your problems whether they are personal or a problem that your team, company, or division faces. Then identify whether or not it is a Growth Opportunity or a System Challenge that must be addressed.

GROWTH OPPORTUNITIES are Customer Facing Products & Services  
SYSTEM CHALLENGES are Internal Processes, 'How We Work'



Think about what it might be worth for you or the team to find a solution. After you have completed the first 3 columns, rank the top 3 most valuable problems - the ones that will be the most valuable to you if they are solved.

List Your PROBLEMS Personally and/or TEAM	What type of Challenge is this... Circle One	What might it be worth in TIME, MONEY or LESS STRESS if I/we found a Solution to the problem	Number 1 to 3 the Most Valuable Problems to Innovate On
	Growth Opportunity System Challenge		
	Growth Opportunity System Challenge		
	Growth Opportunity System Challenge		
	Growth Opportunity System Challenge		
	Growth Opportunity System Challenge		



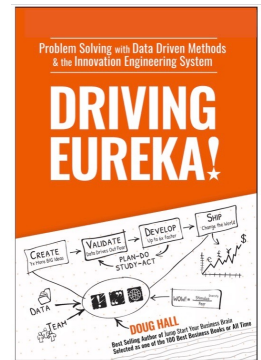
## OPTIONAL DISCUSSION

### CHAPTER 3

- In your career, when did you work on a project that was Meaningfully Unique?
  - What did it feel like working on that project?
- In your career, when did you work on a project that was NOT Meaningfully Unique?
  - What did it feel like working on that project?
- When have you lived the various points on the lifecycle curve? What did each feel like?
- What prevents you from pursuing ideas that are true LEAP innovations?
- CORE innovations should be fast and easy to execute. What makes them hard to do?
- Do you give time and energy to Very Important System innovations?
- What else did you learn?

## NOTES

## Session C.1 (Chapter 4) - Define an Existing System

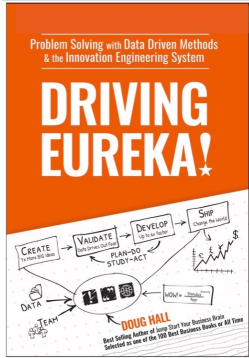


Choose one of the following systems to define:

- For how you / your team identifies and solves major problems - OR
- For creating a special event for a wedding anniversary - OR
- For how you would create and execute a child's birthday party - OR
- A system of your choice

<b>System Name:</b> Name of the System	
<b>System Aim:</b> The purpose of the system	
<b>Stakeholders:</b> Those with vested interest in the system's operations and results	
<b>Boundaries:</b> Where it starts and stops and/or what it doesn't include if that is not obvious.	
<b>System Metric:</b> The one number we will measure to determine how well the system is delivering on the Aim.	
<b>Enabling Metrics:</b> The other measurable things that help us predict the overall System Metric. (Hint: think about each part of the system and how you might measure behavior or output from that part)	

Map the flow of the system you outlined above as it operates today in the space below or on a white board/flip chart. Use no more than 5 "steps" or "phases." Reference the drawing from your handout as an example. Revisit Enabling Metrics after you have outlined your steps/phases.

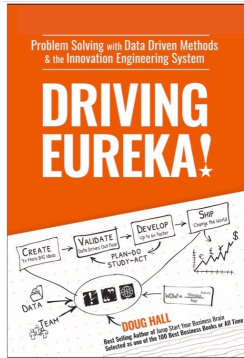


# C.2 - Identify Variance & Negative Psychology

Now that you have mapped a system, it's time to identify variance and negative psychology related to the system that you mapped. Just like in the video, identify the places where you would put a V on the map to indicate variance. Next think about what you can do to learn more or reduce the variance.

After you've looked at the variance now identify the places where people are frustrated or fearful the areas that you would mark with a P- as you saw in the video.

Areas of possible HIGH VARIANCE	Ways to LEARN More Or What to try to reduce VARIANCE	Areas of possible NEGATIVE PSYCHOLOGY	Ways to LEARN More Or What to try to reduce VARIANCE



## OPTIONAL DISCUSSION

### CHAPTER 4

- What in this chapter surprised you?
- Reflect on a time when you approached a challenge as a system challenge?
- Explore challenges you face at this moment in time. Are your challenges due to special cause or common cause errors? Are you unfairly blaming employees when the real issue is the system - training, tools, and methods - that they have been provided?
- Does your formal or informal innovation system enable or control?
- Is your formal or informal innovation system grounded in intrinsic or extrinsic motivational factors?
- What do you think are the top three improvements in your innovation system over the past year?

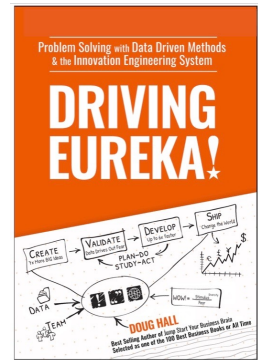
## NOTES



## Session D.1 (Chapters 5 & 6)

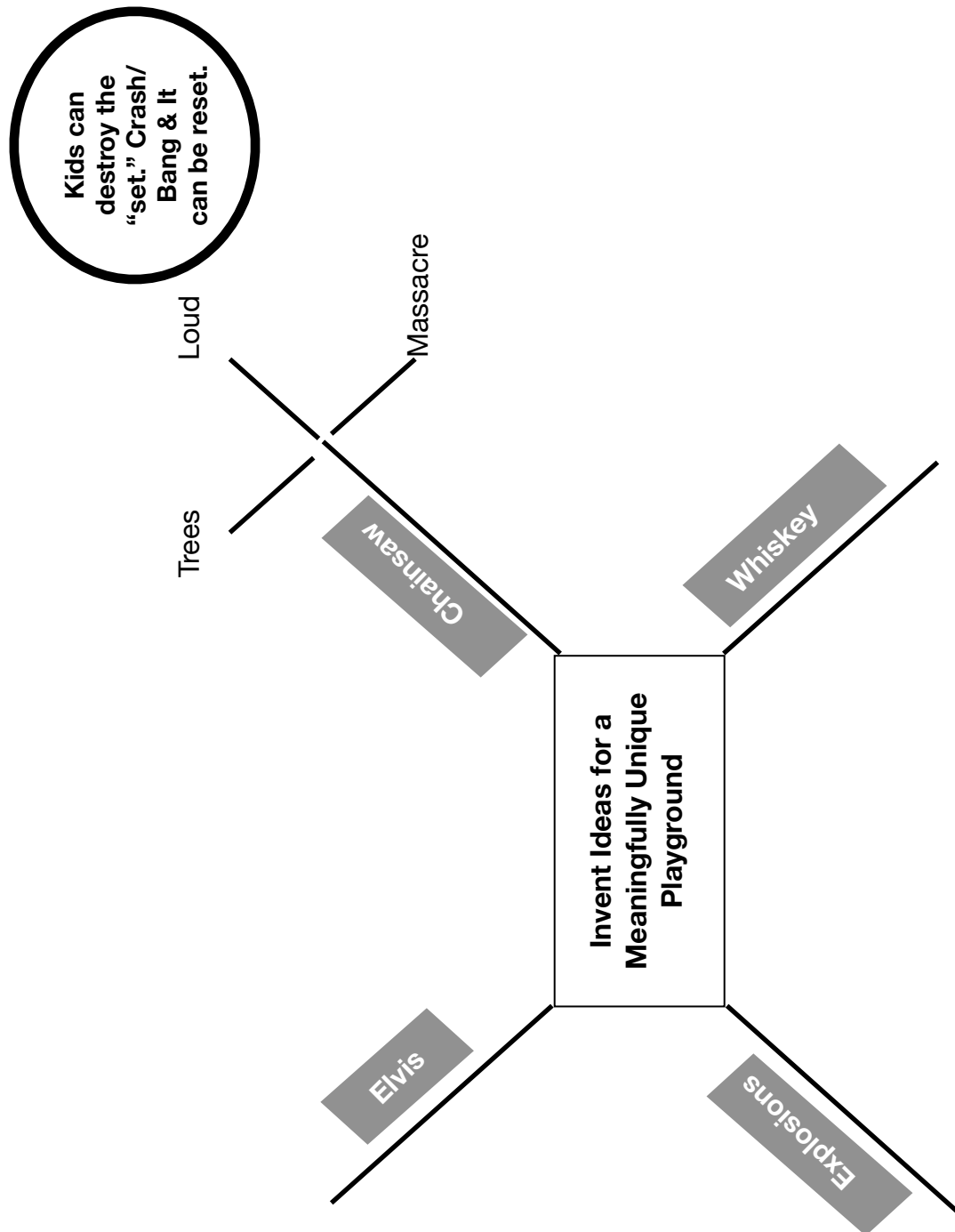
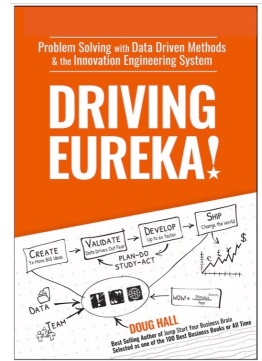
### Meaningfully Unique Playground Ideas

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.



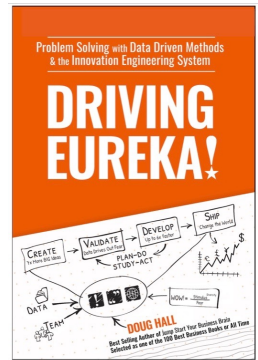
## D.2 - Meaningfully Unique Playground Ideas

Just like in the video, use the below prompts to help free associate ideas. What do the words make you think of? Then take those words and use them to make connections to help create ideas in the same way that I demonstrated in the video. Remember this is just practice, so any idea is okay.

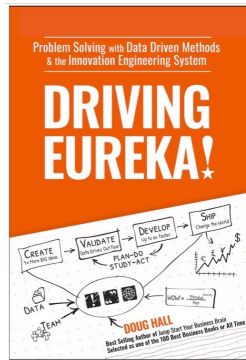


## D.3 - Stimulus Mining Areas

Think how often you, your team, or company uses each of the six stimulus mining areas to spark ideas. Then think about what kind of problem or innovation area might particularly benefit from each type of mining.



Stimulus Mining	How often do I/we use it (check one)	What kind of PROBLEM or INNOVATION AREA might it be particularly helpful to use this type of mining for...
<b>Wisdom Mining</b> Academic research	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	
<b>Patent Mining</b> Patents /Technology	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	
<b>Market Mining</b> Competition	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	
<b>Insight Mining</b> Customers	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	
<b>Future Mining</b> What "could" happen	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	
<b>Unrelated Mining</b> Outside of Normal	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often	

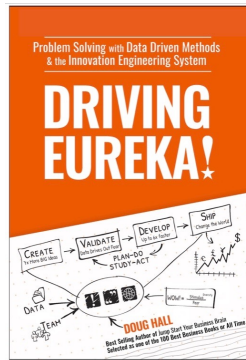


## OPTIONAL DISCUSSION

### CHAPTER 5

- What have you learned in the past 6 months? How are you smarter?
- Other than reading this book, what are you actively trying to learn right now?
- What do you want to learn more about / get better at?
- What sphere of influence do you have where you could apply the new mindset?
- Think back to a time when stimulus in the form of new knowledge or learning helped you spark a new idea?
- Think back to a time when diversity, interacting with others, helped spark a new idea or make an existing idea better?
- What fears prevent you from creating fresh ideas?
- What fears prevent you from experimenting with fresh ideas?

## NOTES



## OPTIONAL DISCUSSION

### CHAPTER 6

The value of stimulus and diversity are obvious. However, their application is not. The natural habit is to declare and defend ideas based on your opinions.

- When your life has a piece of stimulus (a learning, an observation, a fact) sparked a fresh solution to a problem you had?
- When in life has diversity (a conversation with others) sparked a fresh solution to a problem you had?
- In your personal life what are examples of where you use stimulus and diversity to create fresh ideas, and/or solve problems?
- In your work life do you use stimulus and diversity or do you resort to brain draining?
- What prevents you from using it more?
- In the company you work for or the school you learn/teach at, what prevents the use of stimulus mining and diversity to solve problems?
- Which of the 6 types of stimulus mining (wisdom, patent, marketing, insight, future, unrelated) do you use? What stops you from using the others?

## NOTES

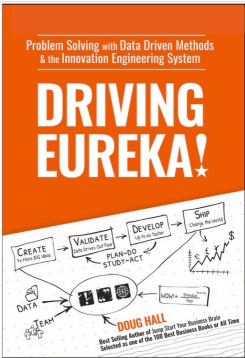
# Session E.1 (Chapter 7) - Customer, Problem, Promise, Proof

**FIRST:** Identify key customers/stakeholders. These can be external customers or internal stakeholders like your boss or another department.

**SECOND:** Identify a PROBLEM they struggle with.

**THIRD:** What is your PROMISE to solve their problem?

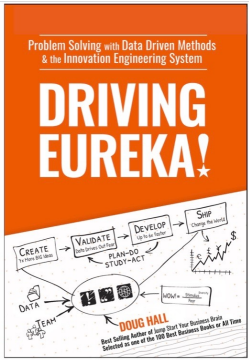
**FOURTH:** Explain how you plan to deliver on your promise. What is the PROOF (explanation) for how you can solve their problem?



CUSTOMER I/We Serve	Customer PROBLEM	My / Our PROMISE	PROOF How I/We Deliver On the Promise

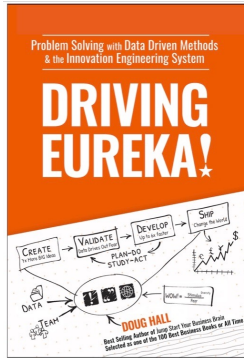
## E.2 - Fermi Estimating

**Answer the following Question:** How many ping pong balls will fit into the room you are in right now?



Factor (example: height of room)	Number (your estimate)	Assumptions (Why did you choose this number?)





## OPTIONAL DISCUSSION

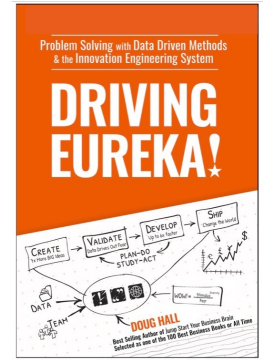
### CHAPTER 7

- Think of a time when you communicated well? What was the impact?
- Think of a time when you communicated poorly? What were the consequences?

- What format do you use to communicate your initial ideas?
- How is your format different from the Yellow Card format?
- Which of the six tensions do you most commonly do great on? Or do poorly on?
- Do you “do the math?” If not, why not?

## NOTES

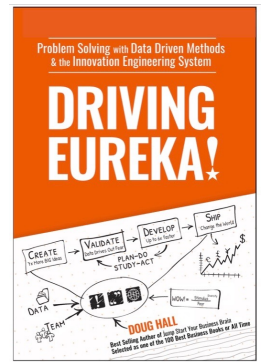
## Session F.1 (Chapter 8) - Plan - Do - Study - Act



**The set up:** You are thinking of starting a pizza restaurant in your hometown. However, your banker feels that your city already has too many for you to be successful with a new one. The challenge is to conduct multiple PDSA cycles to learn more and overcome his concern. Follow the steps to methodically go through 4 quick cycles of learning using the internet.

In the DO field state what terms or questions you will search for - be specific. Then document your learning, and lastly state what you'll do next.

<b>PLAN:</b> What success looks like.	Use the internet to find proof that your town doesn't have too many pizza restaurants.	Use the internet to find proof that your town doesn't have too many pizza restaurants.	Use the internet to find proof that your town doesn't have too many pizza restaurants.	Use the internet to find proof that your town doesn't have too many pizza restaurants.
<b>DO:</b> What you could try to do to achieve success. (One search at a time)				
<b>STUDY:</b> What did you learn?				
<b>ACT:</b> Confront reality...kill project, do another cycle, pivot.				



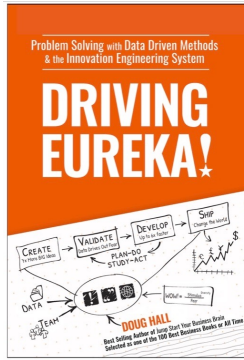
## F.2 - Death Threats

Identify the death threats related to the Anti-Eating Face Mask:  
The Guaranteed Way to Lose Weight. Use the illustration as stimulus for identifying possible death threats for each type of risk in the chart below.



The Guaranteed Way  
to Lose Weight.

Identify Potential Death Threats	
<b>MARKET RISK:</b> Everything associated with going to market and persuading customers.	
<b>TECHNOLOGY RISK:</b> Making it real - Making it really work: Designing and manufacturing.	
<b>ORGANIZATIONAL RISK:</b> Internal policies and stakeholders - financial, regulatory, safety issues.	



## OPTIONAL DISCUSSION

### CHAPTER 8

On campus, most students consider commercialization to be the most fun, and the most difficult, of the core Innovation Engineering courses. In large part I think because it is the one place where you need to use your whole brain. You need to be able to both dream and do the details.

- From an emotional, right-brain perspective, what did you learn from this chapter?
- From a rational, logical, left-brain perspective, what did you learn from this chapter?
- Reflect on ideas you've developed that succeeded - what made them work?
- Reflect on ideas you've developed that failed - what caused them to fail?
- When did you use math to your advantage? When did you avoid the math?
- What methods in this chapter would make the biggest difference for your projects?
- Do you have clear roles during development?
- Do your innovations grow or decline in value during development?

## NOTES

## Session G.1 (Chapter 9) - Writing a Blue Card

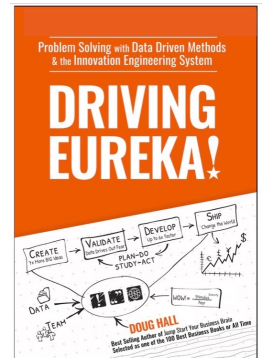
**CONGRATULATIONS:** You have won a Special Dinner cooked for you by a world class chef, but there is a condition for you to redeem your prize. **You must have someone else invent the Special Dinner for you and it must be MEANINGFULLY UNIQUE.**

**Step 1:** Write a Blue Card for your Special Dinner.

**Step 2:** Give your Blue Card to a friend, family member, or colleague. Ask them to read your card and create ideas. **DO NOT** provide any additional explanation, as your Blue Card should speak for itself.

**Step 3:** Have them share their ideas for your Special Dinner.

**Step 4:** Reflect on what you learned from the process



**Name:** \_\_\_\_\_

**Narrative:** *Motivating explanation of WHY this is important*

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**Strategic Mission:** *We need ideas for...*

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**Strategic Exclusions:** *Types of ideas we are NOT interested in*

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**Tactical Constraints:** *Design, time, resources, tactical issues*

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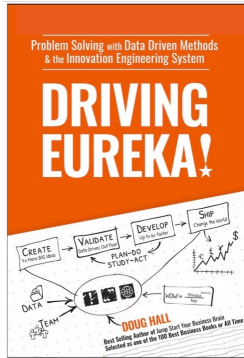
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**Exploration Areas:** *Areas for stimulus mining and exploration*

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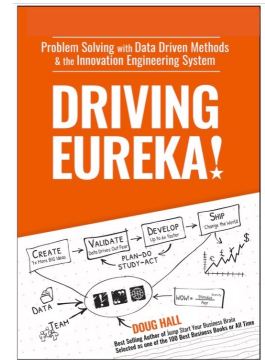


## OPTIONAL DISCUSSION

### CHAPTER 9

- Think of a time when you had very clear alignment with your leader's vision.
- Think of a time when you didn't have alignment with your leader.
- Think of when you were the leader and had alignment or didn't have it.
- How did you feel when you had alignment and didn't have it?
- On a very important project you are working on at this moment...
  - What is the “narrative” - the WHY behind the project?
  - What are the “boundaries,” both strategic and tactical, that you’ve agreed to?

## NOTES



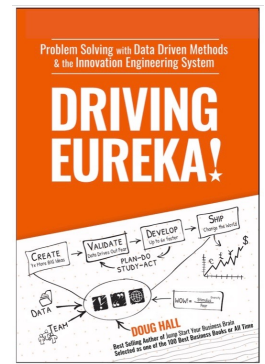
## H.1 (Chapters 10, 11,12) - Collaboration

**Everyone buys into “Working Smarter Not Harder,” but what prevents them from actually “working smarter?”**

Identify 3 barriers to working smarter. These can be personal barriers, team barriers, or company barriers. Then in the second column, identify potential solutions to these barriers.

Barriers to Working Smarter	Possible Solution





## H.2 - Rapid Research

Pick one of the new product or service ideas below. After you've selected a product or service, work your way through the boxes describing each type of prototype you could create. Then identify **WHO** you could get to test it and **HOW** or where you would find them.

	A Sidewalk & Driveway Washing Fund Raiser	A New Baby Car Seat That Protects an Infant in a Crash	A New Type of Retirement Investment Fund
<b>CONCEPT Prototypes</b> that would help customers quickly understand your innovation idea.  (This is a written or looks like prototype)			
<b>FUNCTIONAL Prototypes</b> that would help customers understand the WOW of your innovation.  (This is an acts like prototype)			
<b>RESEARCH ACCESS</b> ideas for <b>WHO</b> you would test with and <b>HOW</b> you would reach them.			

## H.3 - Patent ROI

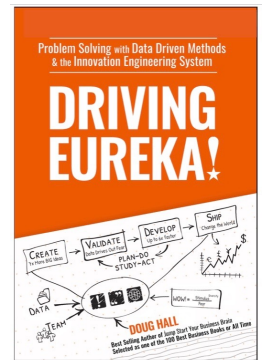
### Patents Offer BLUE PRINTS and Stimulus for Innovations

Select one of the problems you identified in Exercise 2.3, and use patent searching to find stimulus you could use to help create potential solutions.

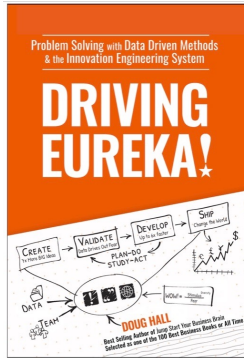
Step 1: Mind Map your challenge into parts and pieces,

Step 2: Identify key words to search,

Step 3: Use IE Labs Patent ROI, [GooglePatents.com](http://GooglePatents.com), or [FreePatentsOnline.com](http://FreePatentsOnline.com) to search for patents of interest.



Parts of the Challenge/ Innovation	Key Words to Search	Patents you found & what you found most interesting about them given to your challenge

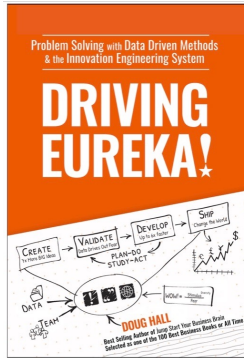


## OPTIONAL DISCUSSION

### CHAPTER 10

- What did you learn about collaboration that confirms your preexisting beliefs?
- What did you learn about collaboration that challenged your beliefs?
- What holds you back from asking for help more?
- What holds you back from responding to a request for help from others?
- Think of a time when you did collaborate - what did it feel like?
- Think of a time when you resisted collaboration - why did you?
- Of the 10 principles outlined, which do you use? Which do you not use?
- STOP. Right now. And go ask for help from 3 people on a challenge you are facing.

## NOTES

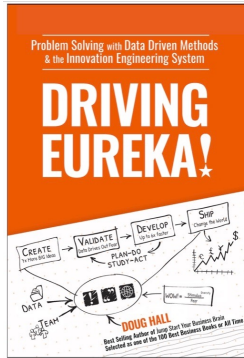


## OPTIONAL DISCUSSION

### CHAPTER 11

- What surprised you about the new mindset on rapid research?
- What confirmed what you already knew?
- Think of a time when research aided your judgment.
- Think of a time when you avoided conducting quantitative research and it cost you.
- How many times does your average innovation get quantitatively tested on its way to market?
- Do you have a conservative organization that is committed to data-based decisions?
- Does your organization approach innovation as a gamble - making decisions based on judgement?
- Are your test methods state of the art? What would it take to upgrade them?

## NOTES



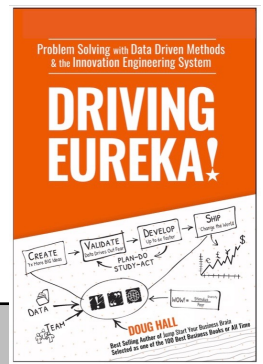
## OPTIONAL DISCUSSION

### CHAPTER 12

- What surprised you about the new mindset on patents?
- Look back at the questions you got wrong on the Patent Literacy exam - what is the cost/consequences of not understanding the new reality of patents?
- Think of people you know who have patents - what is your perceptions of them? Would you like others to perceive you the same way?
- What confirmed what you already know?
- What changes in how you think and take action on patents would provide the greatest benefit to your organization?
- What impact would it have on your organization to require that all innovation be patentable?

## NOTES

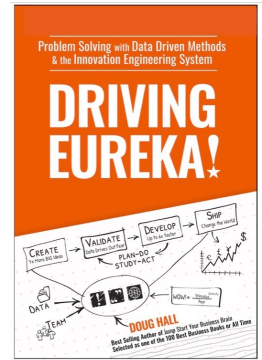
## I.1 - Taking Action



<b>What I am working on Right Now that could benefit from...</b>	<b>Application to My World</b> (How can you use this new innovation skill/tool right now?)
<b>A Blue Card</b>	
<b>A Yellow Card</b>	
<b>A CREATE or Problem Solving Session?</b>	
<b>A Functional Prototype?</b>	
<b>Rapid Cycles of Plan, Do, Study, Act</b>	
<b>Doing the Math</b>	

## I.2 - Reflection

As an individual, THINK about what you have learned by working through the last 9 sessions and answer each of the questions below. Then share and discuss with the group. And lastly, JUST GET STARTED! What are 3 things you can do right now?



### STEP 1 - THINK

- **CONTINUE:** What's on the right track that I/we should keep doing?

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- **START:** What things should I/we START doing?

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- **STOP:** What things should I/we STOP Doing?

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### STEP 2 - SHARE INSIGHTS WITH GROUP or A Friend

### STEP 3 - THREE THINGS TO FOCUS ON

1. 

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2. 

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3. 

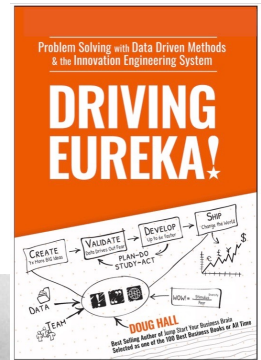
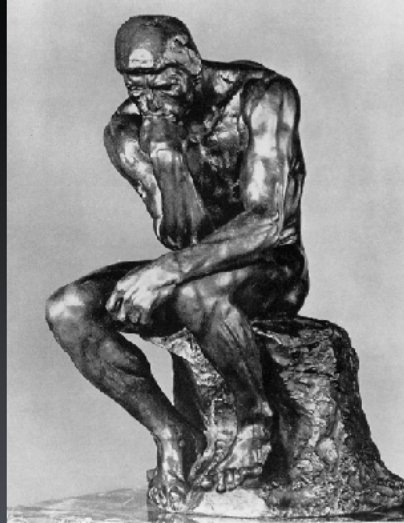
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One last time. Stop and step back and  
**THINK.**

THINK

What did you learn  
from reading this book?









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