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Can the qualities of intrinsically motivated individuals AT diverse “life stages” be harnessed to create social change?

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For my thesis investigation, I researched the intrinsic motivational qualities of individuals at diverse “life stages”. I’m trying to develop a method or system of solving problems that tapped into these main things: First the idea of intrinsic motivation, Second the knowledge and understanding of diverse life stages, Third the methods of design thinking, Fourth the cooperative nature of community and collaboration. I explored these things to develop an intergenerational system of collaboration and thought exchange toward the goal of helping to solve societal issues on many levels, (personal, local, regional, internationally). My design is a collaborative social innovation community.

ABSTRACT

CAN THE QUALITIES OF INTRINSICALLY MOTIVATED
INDIVIDUALS AT DIVERSE “LIFE STAGES”
BE HARNESSSED TO CREATE SOCIAL CHANGE?

by

Donna L. Greene

B.F.A., Syracuse University, 1981

Thesis

Submitted in partial fulfillment
of the requirements for the degree
of Masters of Fine Arts
in Collaborative Design.

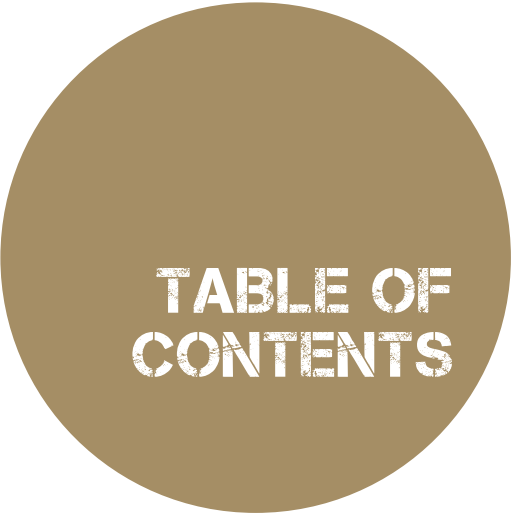
Syracuse University
August 2017

Thank you to the staff and faculty in VPA School of Design, especially Don Carr, Sarah Redmore, and Lucinda Havenhand

Thank you to my Thesis Committee for your dedication to excellence and pushing me to find the best possible solution to my thesis problem.

Thank you to all of my “Ambassadors” that collaborated on my design project “AGELESS - A Collaborative Social Innovation Community”

A big thank you to my family, especially my husband Chuck! It is your patience and support that has enabled me to dream big and push on to be the best “me” I can be.



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GENERATIONAL INSIGHT, EMPATHY AND 'INTELLIGENCE'

Biggs and Lowenstein

INTRODUCTION

My thesis investigation explores ways to create new spaces for intergenerational interaction. My design project is based on facilitating communication between people at different life stages. One goal is to break down the generational barriers and increase mutual understanding between generational groups; another is to facilitate an environment of intergenerational collaboration to discuss social issues that are facing all generations.

The higher-life expectancy of older persons is already creating new spaces for intergenerational interaction, as there are simply more generations to interact with one another. In some cases four or five generations co-exist in one family. Simon Biggs and Ariela Lowenstein discuss approaches toward sustainable intergenerational relationships in their book *Generational Intelligence: A Critical Approach to Age Relations*. "The question of communication and understanding between different generations is emerging as a key issue for the twenty-first century." (Biggs and Lowenstein, Back Cover).

"Generational Intelligence constitutes an attempt to move beyond bipolarities of conflict or solidarity and to interrogate intergenerational space. It provides a way of examining the degree to which individuals or groups are capable of seeing from alternative age perspectives. It also places an emphasis on negotiated solutions, and in order to be meaningfully negotiated, this requires an ability to understand the priorities, desires and aspirations of the age-other". (Biggs and Lowenstein, 17-18).

"In *Generational Intelligence* Lowenstein and Biggs suggests a framework for understanding contemporary issues and potentially pointing to novel solutions. It prioritizes recognizing difference and commonality, negotiating ambivalence, the discovery of complementary skills and relationships that are mutually recognized, and creating facilitative environments in organizations and through social structures". (Biggs and Lowenstein, 18).

I found that there were four important factors to consider in order to develop this project: 1. The idea of intrinsic motivation, 2. The difference and commonality at diverse life stages, 3. The idea and nuances of community, 4. Design thinking, Human-centered design approach.

I explored these factors to develop an intergenerational system of collaboration and thought exchange toward the goal of helping to solve societal issues on many levels, (personal, local, regional, internationally).

I began this project by first applying for an IRB. The objective of my IRB study was to better understand the qualities of intrinsically motivated individuals of diverse life stages.

The purpose of studying intrinsic motivation was to uncover shared motivational qualities within certain intrinsically motivated generational and situational groups, to learn if these qualities can be harnessed to create social change?

My research uncovered overlapping qualities within these different groups. I plan to harness this information to provide a service design for social change to help create a better life for future generations.

The objective of my proposed research was to better understand the motivational qualities of generational and situational groups. In my study I use this definition of "generation": a generation is

a group of people born around the same time and raised around the same place. People in this "life stage" exhibit similar characteristics, preferences, and values over their lifetimes. The situational group in my study refers to persons with disabilities, both physical and cognitive disabilities. However, the cognitive disabilities will not be so severe that it limits the persons ability to communicate his/her own thoughts.

The first generational group I studied was persons born between (1901-1924). This generation, "**The G. I. Generation/The Greatest Generation**", is comprised of persons who were born and raised in a tumultuous era marked by war and economic depression. *The Greatest Generation* is the title of Tom Brokaw's 1998 book profiling members of this generation. "It is, I believe, the greatest generation any society has ever produced". (Brokaw, XXX).

The second generational group, "**Centenarians**", are the oldest of the old within "The Greatest Generation", they are persons who are 100+ years old. In my study, I believe that there is much to be learned about persistence, endurance and motivation in this very specific age group.

The third generation group is a product of "the Greatest Generation", the "**Baby Boomer**" generation (1946 - 1964). Because the three key trends that shape generations are parenting, technology and economics, I feel it is important to study the offspring of "the Greatest Generation".

INTRODUCTION

The last generational group I studied was be the offspring of the “Baby Boomers”, the **“Millennials”** generation born between (1977 - 1995).

The final group in my study was persons with disabilities, both physical and cognitive, that have overcome challenges that their disability have placed on achieving their goals. Achieving such goals requires the ability to persist through obstacles and the endurance to keep going in spite of difficulties.

My research question is: “Can the qualities of intrinsically motivated individuals of diverse “life stages” be harnessed to create social change?

My Hypothesis is that human connection is a key influence of motivation. What changes can be made to effectively maintain/bring back the level of human connection that helped generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties?

There is already extensive research regarding motivation and human connection. However, I have not come across much research thus far, that compares the specific generational and situational groups I have selected to see if there are strong similarities and/or differences, that can be studied to harness and enhance motivation to provide social change. I have chosen to study persons in these specific groups because of their accomplishments. The minimum risks to the participants may include tiring, the need to move during our interviews because of discomfort sitting for too long in one position, perhaps some emotional feelings brought up by retelling stories from their past. The tone of the conversation is more a celebration of their accomplishments, so I hope to invoke happy emotions through my interviews.

Once my IRB was approved I began the interview process. I selected fourteen intrinsically motivated individuals in the Syracuse, NY area. Each of these individuals were publicly recognized as innovators and difference makers at the community level. Another important criteria for selecting my interviewees was to desire to maintain a balance of different life stages in my interview selection.

I conducted my research through an interview style, face-to-face format, whenever possible. I traveled to visit the people I researched and found a time and place that was familiar and friendly to my interviewees. There was minimal risks to the persons interviewed and much to gain from interviews with these extraordinary people, to learn the motivation behind their life's accomplishments from their personal stories. Much more can be gained from a conversation than from just reading about each of my interviewees in articles and books.

My goal was to identify motivational qualities that could be harnessed to drive social change. The method I chose to achieve this goal was a human-centered designerly approach to social innovation. Learning more about cultural differences within diverse life stages was critical and necessary to develop a collaborative social innovation community that encourages intergenerational discussions to help solve social problems within each community. Therefore the interview questions were based on the five human factors: Physical, Cognitive, Social, Cultural, Emotional. Five factors give a rich deeper

understanding of the experience of that person. To encourage a more reflective insight of thought during the interview I also included a Cultural Probe.

After completing the interview questions and cultural probe activity, I also asked permission of each interviewee to discuss my prototype design with them. I discussed and demonstrated the on-line collaborative social innovation community that I was building and asked each of them for their guidance. After each interview. I would iterate new prototypes, incorporating the comments of the previous interviewee. The revised prototype was then ready to be tested on the next person I interviewed. Therefore my on-line collaborative social innovation community was “designed with” it's user to help solve the problems within their own community.

Finally the on-line community needed a name. After much discussion with potential users the name AGELESS was selected. AGELESS is often used to describe the physical attributes of a person or object. However, ageless can also be used to describe the internal attributes of a person or organization. The definitions that most influenced my decision to name this collaborative social innovation community, “AGELESS”, is; continuing forever or indefinitely, eternal, timeless, existing without a precise beginning or an end.

For the success of this collaborative social innovation community, age is a crucial factor.

Age or life stage is important because it offers cultural differences that are so critical in problem solving. However, age or life stage is not a consideration when diverse individuals come together for a shared purpose. The shared purpose at “AGELESS” is to discuss social issues regarding their individual communities.

Ageless characters in comic books often appear as superheroes, I prefer to think of all of the Ambassadors that join the “AGELESS” community as super heroes defending their community, one problem at a time.

The design principle of building innovation around experience was first applied to the on-line community and then later applied to the HUB face-to-face interaction part of the overall system.

During the HUB interaction it was important to cultivate an innovation culture around the question “How can we change our educational



system so that it encourages and teaches critical thinking? Persons with various expertise in education were selected for this first prototype session, along with an experienced facilitator. Each person was given access to design research tools and various research information, on the AGELESS website, regarding the chosen topic. Each person was asked to prepare and present three possible “solutions” for discussion.

The first prototype session was held in a conference room in Bird Library on the Syracuse University campus and lunch was provided. The structure of the meeting provided a 15 minute meet-n-greet, then each individual was asked to write their

prepared information on the large sheet of white paper that covered the table in front of them. The facilitator then went around the table and asked each person to verbally share their information. During the hour long discussion, two design researchers documented the information using the Mindjet Mindmapping software and projected this information on a wall for everyone to see. The discussion was respectful, swift and insightful.

The goal of Ageless - A Collaborative Social Innovation Community, will be to continue to build the type of community that resolves conflict and focuses on Community-Centered Planning. Through the use of social innovation, AGELESS will help facilitate

communities to plan and develop systems that cater solutions to their specific local needs by using their historical knowledge, design research methodologies and other local resources.

In a much broader perspective, studying the evolution of emergent Social Innovation Communities offers a window into a collaborative future where collective wisdom is creatively and far more effectively applied to the challenges of our increasingly complex world by developing “community” first. A community is inclusive and all human differences are included.



INTRINSIC MOTIVATION

Achieving a goal requires the ability to persist through obstacles and the endurance to keep going in spite of difficulties.

A Closer Look at Intrinsic Motivation

“Motivation involves the biological, emotional, social and cognitive forces that activate behavior” . (Cherry, “What is Intrinsic Motivation”). In everyday use, the term motivation is frequently used to describe why a person does something.

To better understand what actually motivates people, this study will research the different types of motivation that are frequently described as being either extrinsic or intrinsic. “Extrinsic motivation involves engaging in behavior in order to earn external rewards, Intrinsic motivation refers to behavior that is driven by internal rewards”. (Cherry).

This research will focus on intrinsic motivation which engages people in a behavior that arises from within the person because it is intrinsically rewarding.

Malone and Lepper (1987) define activity as intrinsically motivating if “people engage in it for its own sake, rather than in order to receive some external reward or avoid some external punishment. We use the words fun, interesting, captivating, enjoyable, and intrinsically motivating all more or less interchangeably to describe such activities.”(29).

In Kendra Cherry’s article “What is Intrinsic Motivation”, she highlights the factors that Malone and Lepper identify as increasing intrinsic motivation:

Challenge: People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem when performance feedback is available, and when attaining the goal is possible but not necessarily certain. (Cherry).

Curiosity: Internal motivation is increased when something in the physical environment grabs the individual’s attention (sensory curiosity) and when something about the activity stimulates the person to want to learn more (cognitive curiosity). (Cherry).

Control: People want control over themselves and their environments and want to determine what they pursue. (Cherry).

Cooperation and Competition: Intrinsic motivation can be increased in situations where people gain satisfaction from helping others and in cases where they are able to compare their own performance favorably to that of others. (Cherry).

Recognition: People enjoy having their accomplishment recognized by others, which can increase internal motivation. (Cherry).

By designing activities to increase intrinsic motivating, the hope is to engage social entrepreneurs to take on the risk and effort to help create positive changes in society through their initiatives. The plan is to include some of these vital factors to increase intrinsic motivation such as ensuring that activities are sufficiently challenging but not impossible, making the activity both attention-grabbing and interesting, giving people personal control over how they approach the activity, offering recognition and praise for efforts, and giving people the opportunity to compare their own efforts to those of others.

Experts suggest that people are more creative when they are intrinsically motivated. Can a system be designed to help direct this motivation to help solve some of the worlds most ambiguous problems?

HERE TO SOLVE WORLD PROBLEMS

Howe & Strauss

THE MILLENNIAL GENERATION

Colleges and Universities are bulging at the seams with thousands of career driven and innovative Millennials. The Millennial generation may have less life experience than other generations in my study, but they certainly make up for it in their achievement levels. To understand what motivation is and what motivates a group of individuals to obtain such high achievement levels at such an early age, it is important to learn more about the characteristic traits of Millennials.

Millennials have come of age during a time of technological change, globalization and economic disruption that's given them a different set of behaviors and experiences than their parents and grandparents.

Core Characteristics of the Millennial Generation (Howe & Strauss, "Millennials Go to College").

Special

Have always been treated as special and important. This generation of children has been the most wanted. Every milestone was marked with celebrations and praise. They may carry a sense of entitlement about them and have an expectation of frequent positive feedback. It's been instilled in them that they are vital to the nation and to their parents' sense of purpose. **They feel they are here to solve world problems that older generations have failed to solve.** They may claim they want privacy, but they crave attention. (Howe & Strauss).

Sheltered

Highly protected as children. Grew up in a time of increasing safety measures (car seats, baby on board signs, school lock downs). They were rarely left unsupervised. They were sheltered from having to take care of their own conflicts as parents advocated on their behalf, and "spared" them from unpleasant experiences. As college students, they may expect faculty and staff to shelter, protect, and nurture them – and resolve their conflicts for them. (Howe & Strauss).

Confident

They are motivated, goal-oriented, and confident in themselves and the future. They expect college to help launch them to greatness. They may brag about their generation's power and potential. They have high levels of optimism, and they feel connected to their parents. They are assertive and believe they are "right". (Howe & Strauss).

Team-Oriented

They are group oriented rather than being individualists. They may sacrifice their own identity to be part of the team. They prefer egalitarian leadership, hierarchies. They are forming a tight-knit generation. While they are group-oriented within their own cohort, they may "politely" exclude other generations. They do not want to stand out among their peers, they want to be seen as part of the group. They dislike selfishness and **are oriented toward service learning and voluntarism.** (Howe & Strauss).

Achieving

Grade point averages are rising with this generation and crime is falling. The focus on getting good grades, hard work, involvement in extracurricular activities, etc. is resulting in higher achievement levels. They see college as the key to a high paying job and success and may miss the bigger picture of what a college education is all about. They are pressured to decide early on a career – and have been put on a career track orientation since grade school. Their focus is more on the world of achievement rather than personal development. The Boomer generation made their mark in the humanities

and arts, whereas the Millennials prefer math and science fields. (Howe & Strauss).

Pressured

Tightly scheduled as children and used to having every hour of their day filled with structured activity. This generation may have lost a sense of pure spontaneous play. They may struggle with handling free time and time management in general. In elementary, middle, and high school, have had more hours of homework and less free time than any of the previous generations. They feel pressured to succeed. They've been pushed hard to achieve, to avoid risks, and to take advantage of opportunities. They may take on too much, and then think others should be flexible with them when they want to negotiate scheduling conflicts. They think multi-tasking saves time and is a smart thing to do but aren't usually aware of the poorer quality of results. (Howe & Strauss).

Conventional

Respectful to the point of not questioning authority. They are civic-minded and believe the government knows what's best and will take care of them. They fear being considered non-conformist. Their clothing, music, and cultural markings will be mainstream. They value their parents' opinions very highly. They support and believe in social rules, and are more in line with their parents' values than most other generations have been. They are trying to invite rules and norms back into the culture. (Howe & Strauss).

ORIENTED TOWARD SERVICE LEARNING AND VOLUNTARISM

Howe & Strauss.

THRIVE IN TEAM ENVIRONMENTS
Christopher Pappas

People in various “life stage” exhibit similar characteristics, preferences, and values over their lifetimes. “Three key trends that shape generations are parenting, technology and economics. A generation is a group of people born around the same time and raised around the same place”. (Generational Breakdown: Info About All of the Generations – GEN HQ”).

Each generation is known for certain characteristics, as outlined in my thesis; however, it is important to note that they should be thought of as guidelines rather than hard-and-fast distinctions.

The Baby Boomer Generation

In 1945, America and the rest of the Allied Powers claimed victory in World War II. Soldiers came home; the American economy found renewed strength in supplying the free world with goods to rebuild their economies, and people settled down and started to have babies. Lots of babies. In 1946, birth rates rose sharply beginning a steady increase that wouldn’t subside for almost 20 years. (Pappas, “8 “Important Characteristics Of Baby Boomers”).

This population explosion created what came to be known as the Baby Boomer Generation. This generation has remained the single largest grouping of people at every stage of their lives and has dominated the national landscape the entire time. (Pappas).

Baby Boomers’ Important Characteristics

Strong work ethic.

Baby boomers aren’t afraid to put in a hard day of work. For many of this generation, self-worth comes directly from their professional achievements. They acknowledge that success comes from dedicating a great deal of time and effort to their careers, which also means

that they may find it difficult to find the perfect home-work balance. Their strong work ethic makes them motivated to learn as much as possible and to do their very best, even if that means unintentionally overloading their mental processes. (Pappas).

Self-Assured.

This generation is independent and self-assured. They were raised during a turbulent time in history, and they were required to take on their fair share of responsibilities in order to fulfill their roles in society. This also means that they aren’t afraid to question authority if they don’t agree with the status quo. Though they are prone to following the rules of society, they will also voice their opinions if they feel something violates their personal values or perspective. (Pappas).

Competitive .

Baby boomers like competition. One of their biggest motivators is racing to the top of the corporate ladder or a leader-board, they are typically driven by internal forces; such as self-improvement and personal growth. (Pappas).

Goal-centric.

This post-war generation is all about goal setting and achievement. They enjoy creating goals for themselves or even being assigned specific goals to reach. This goes for both their personal and professional lives. (Pappas).

Resourceful.

Baby boomers were raised in an era where resourcefulness was a necessary trait, not to mention that many of their parents lived through the Great Depression. People often had to make do with what they had. (Pappas).

Mentally focused.

Unlike more recent generations, baby boomers know how to keep their minds focused on a particular subject or topic. They have amazing attention spans, which enables them to stay on track. They painstakingly pay attention to every detail and every sub-topic. (Pappas).

Team oriented.

One of the baby boomers’ strongest characteristics is their strong sense of community. They thrive in team environments. (Pappas).

Disciplined.

Baby boomers like structure. Many grew up in households that were highly disciplined and structured, which shaped who they are today. (Pappas).

THE BOOMER GENERATION

STRONG SENSE OF COMMUNITY
Christopher Pappas

WHAT MOTIVATES ORDINARY PEOPLE TO DO EXTRAORDINARY THINGS?

To understand what motivation is and what motivates “ordinary people to do extraordinary things”, it is necessary to consider the generation of American citizens that were born between 1901 -1924, referred to as the GI Generation and later referred to as “The Greatest Generation”.

Tom Brokaw, who is an American television journalist and author, wrote a series of books profiling members of this generation and it was from his book titled “The Greatest Generation” that he wrote, “It is, I believe, the greatest generation any society has ever produced” (Brokaw, XXX). He argued that these men and women fought, not for fame and recognition, but because it was “the right thing to do.” There may be some that disagree with Brokaw, however, his books create a very compelling case that the brave men and women of this generation achieved goals that required a great deal of persistence through obstacles and endurance to keep going in spite of grave difficulties.

In the article “How To Know If You’re Too Old To Call Yourself A Millennial” Max Nisen also defines The Greatest Generation by their experiences growing up during The Great Depression and World War II. “Regarded as having a sense of purpose and duty to country, and working extremely hard to better themselves”. (Nisen 2013).

In another article written by Dr. Jill Novak, “The Six Living Generations In America,” Dr. Novak defines the GI Generation as:

- Born 1901-1926.
- Children of the WWI generation & fighters in WWII and young in the Great Depression...all leading to strong models of teamwork to overcome and progress.
- Their Depression was The Great One; their war was The Big One; their prosperity was the legendary Happy Days.
- They saved the world and then built a nation.

"THE GREATEST GENERATION"

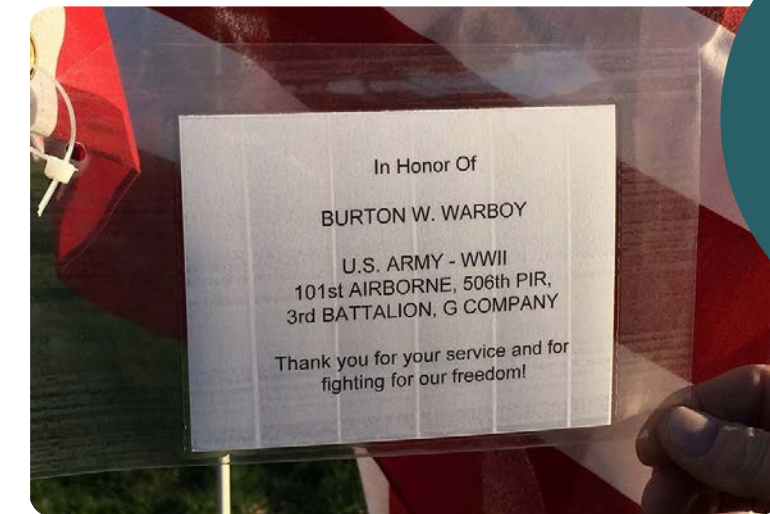
- They are the assertive and energetic do'ers.
- Excellent team players.
- Community-minded.
- Strongly interested in personal morality and near-absolute standards of right and wrong.
- Strong sense of personal civic duty, which means they vote.
- Marriage is for life, divorce and having children out of wedlock were not accepted.
- Strong loyalty to jobs, groups, schools, etc.
- There was no “retirement” you worked until you died or couldn’t work anymore.
- The labor-union-spawning generation.
- “Use it up, fix it up, make it do, or do without.”
- Avoid debt...save and buy with cash.
- Age of radio and air flight; they were the generation that remembers life without airplanes, radio, and TV.
- Most of them grew up without modern conveniences like refrigerators, electricity and air conditioning.
- Sometimes called The Greatest Generation. (Novak)

New study by PsychTests.com reveals that the Greatest Generation, now 70 and older, outscores their younger counterparts on four of the Big 5 Traits. (Jerabek 2015).

They’ve been through the Great Depression and World War II, but you don’t hear the “G.I.” or the

“Greatest” generation complaining. In fact, research by PsychTests using their Big Five Personality Test, an assessment that looks at the top five traits that form the basis of everyone’s personality, reveals that this 70 + generation is more pleasant, tolerant, even-keeled, and diligent than younger cohorts. (Jerabek 2015).

“The G.I. generation was forced to grow up quickly in order to face harsh realities. They dealt with war and a great deal of daunting economic uncertainty,” explains Dr. Jerabek, president of PsychTests. “All this ‘training’ could explain their higher degree of emotional stability and conscientiousness. What surprised us, however, is the fact that they are significantly more open-minded and agreeable than their younger counterparts, especially after going through the difficult experiences that defined the G. I. generation. So for them to outscore younger generations by 9+ points is an interesting surprise.”(Jerabek 2015).



**BECAUSE IT WAS
THE RIGHT THING
TO DO.**

Tom Brokaw



CENTENARIANS

The later part of our lives can be seen as the pinnacle, the very summit of human development. To understand what motivation is and what motivates a person to have a longer life span, it is imperative to learn more about the personality traits of Centenarians. There is much knowledge to gain from this group of people that have reached the age of 100+.

“Six Personality Traits Associated with Longevity”

(Schocker, “6 Personality Traits Associated With Longevity.”)

Conscientious

In their 2012 book, “The Longevity Project,” which looked at research over the course of 80 years, authors Howard S. Friedman and Leslie R. Martin identified an association between being conscientious and a longer life span. **“Conscientiousness, which was the best predictor of longevity when measured in childhood, also turned out to be the best personality predictor of long life when measured in adulthood”** (15). (Schocker).

Easy To Laugh

In a study published this past May in the journal *Aging*, researchers from Albert Einstein College of Medicine and Yeshiva University pinpointed several personality traits linked to a longer lifespan. Among the list? **Frequent laughter**, *HuffPost* reported when the findings were released. This probably relates to the fact that laughing reduces stress and helps to fight illness. **Laughing can even help ease pain, leading to a happier life.** (Schocker).

Socially Connected

Thank your family and friends for this one: a 2010 study published in the journal *PloS Medicine* found that **strong social relationships can boost survival odds by 50 percent**. The Brigham Young University and University of North Carolina at Chapel Hill researchers evaluated 148

studies. **“We take relationships for granted as humans -- we’re like fish that don’t notice the water,”** BYU’s Timothy Smith said in a statement about the findings. **“That constant interaction is not only beneficial psychologically but directly to our physical health”**. (Schocker).

Optimistic

The same 2012 Aging study that identified frequent laughter as a boost to longevity also found that optimism might tack on years to your life. Out of the 243 centenarians evaluated in the research, most were optimistic and easygoing, study researcher Dr. Nir Barzilai, M.D., director of Einstein’s Institute for Aging Research, said in a statement. **“When I started working with centenarians, I thought we’d find that they survived so long in part because they were mean and ornery,”** Dr. Barzilai stated. **“But when we assessed the personalities of these 243 centenarians, we found qualities that clearly reflect a positive attitude towards life”**. (Schocker).

Happy

Don’t worry, be happy, live longer? A study published last year in the journal *Proceedings of the National Academy of Sciences* found that older people who report being happy have a 35 percent decreased risk of dying over five years, *HuffPost* reported when the findings were released. The researchers evaluated more than 3,000 people by monitoring their happiness throughout the day -- they then followed up five years later to see how many had died. **“We had expected that we might**

see a link between how happy people felt over the day and their future mortality, but were struck by how strong the effect was,” said study author Andrew Steptoe, a professor at University College, London, according to CNN. (Schocker).

Extroverted

A 2009 study published in the *Journal of the American Geriatrics Society* looked at the offspring of centenarians (other research has found exceptional longevity tends to run in families) -- the volunteers were typically in the high range for extroversion and agreeableness (but in the low range for neuroticism). **“It’s likely that the low neuroticism and higher extroversion will confer health benefits for these subjects,”** study author Thomas Perls, M.D., MPH, director of the New England Centenarian Study, said in a statement when the findings were released. **“For example, people who are lower in neuroticism are able to manage or regulate stressful situations more effectively than those with higher neuroticism levels. Similarly, high extroversion levels have been associated with establishing friendships and looking after yourself”**. (Schocker).

A POSITIVE ATTITUDE TOWARDS LIFE

Dr. Barzilia

LIFE STAGE OVERVIEW

As discussed earlier in my thesis people in various “life stage” exhibit similar characteristics, preferences, and values over their lifetimes, however the “three key trends that shape generations are **parenting, technology and economics**”. (Generational Breakdown).

Based on my direct observation and secondary research I would like to share my insights into these three key trends.

Parenting

The Greatest Generation grew up in a traditional nuclear family.
The Baby Boomer Generation grew up with a stay at home mom and children were seen as “special” and rewarded often.
The Millennial Generation grew up in merged or blended families and kids were seen as “overprotected” by their parents.

Technology

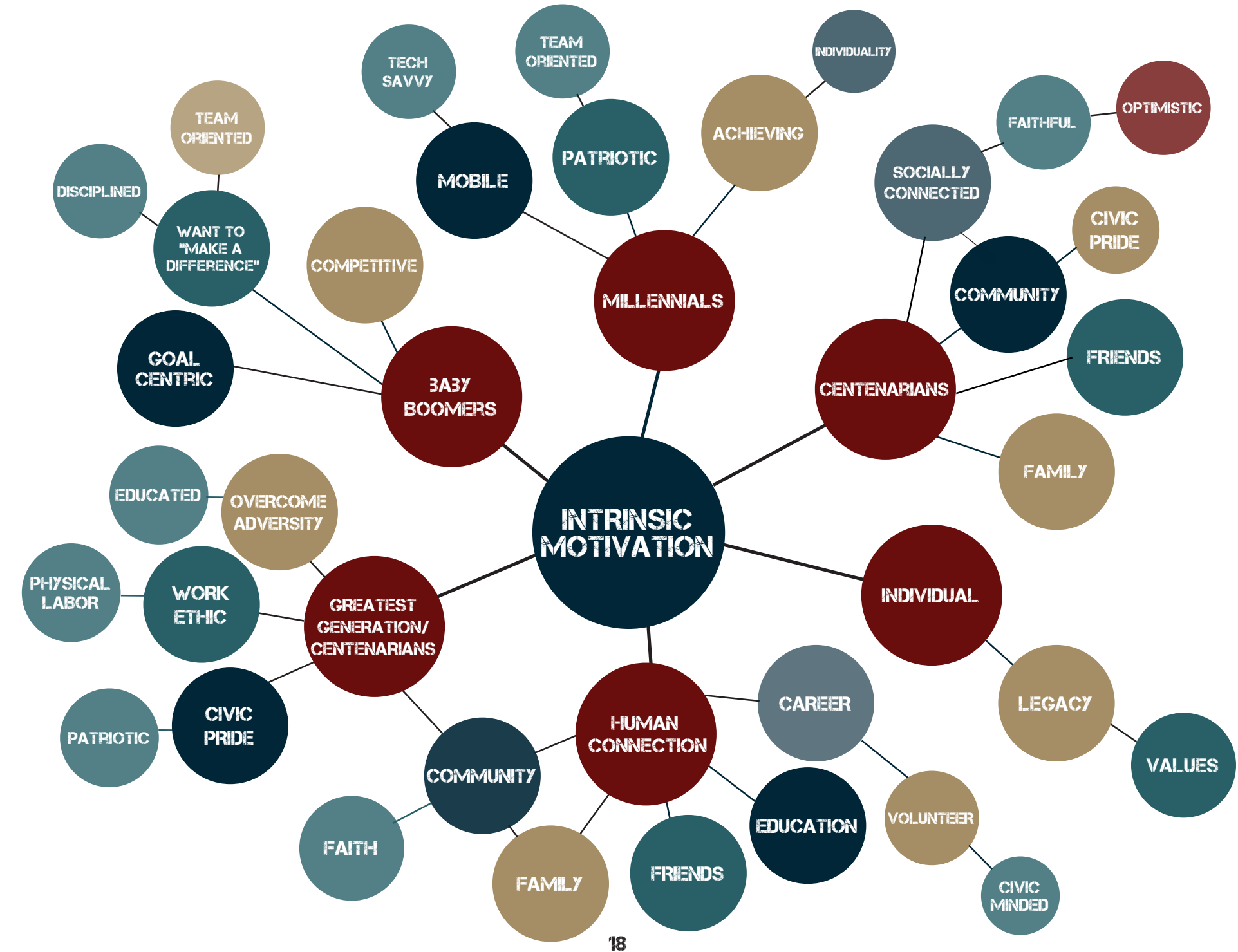
The Greatest Generation had to adapt to technology
The Baby Boomer Generation acquired technology
For the Millennial Generation technology was integral

Economics

The Greatest Generation were raised by parents that just survived the Great Depression. They would experienced hard times while growing up which were followed by times of prosperity after WWII.
The Baby Boomer Generation was promised “The American Dream” as children and they pursue it with a drive for success.
The Millennial Generation came of age in a period of economic expansion and uncertainty.

As I shared my idea of an intergenerational community brought together by a shared purpose with my interviewees, I and was met with some skepticism from all life stages. The stereotypes surrounding each generation are strongly embedded in our culture. However, through my research on intrinsic motivation and diverse life stages, I found more commonality than difference and had the opportunity to experience this firsthand this during the first prototype session of my service design.

The Venn diagram on the next page is a tool I used for brainstorming and creating a comparison between the multiple groups of people that I studied around the topic of intrinsic motivation. Sub-topics of Human Connection and Individual are also explored in this diagram.



**"IF WE CAN LIVE
TOGETHER IN
COMMUNITY, THEN
SOMEDAY WE SHALL
BE ABLE TO RESOLVE
OUR CONFLICTS"**
M. Scott Peck, M.D.

BUILDING A COMMUNITY

Everyone is connected to a variety of communities throughout their life cycle and often several communities at the same time. Some examples of communities include educational community, religious community, work community, extended family community, local community, neighborhood community, on-line community — the list goes on. Given the broad nature of the word community, it is important to consider what each of these communities have in common and what role generational intelligence can play in building an intergenerational community to discuss social issues.

During my research on community, certain characteristics repeatedly appeared as necessary elements in forming communities: inclusivity, commitment, consensus, realism, contemplation, a safe place, mutual respect, a group of all leaders, and a group that can debate gracefully. My research also revealed another commonality, that a community should be inclusive and a place where all human differences are included. This important philosophy was central as well, to many of my graduate courses, that focused on disability and aging. Therefore, crucial to sustaining a community, is the importance of the appreciation of human differences, and a commitment and a willingness to coexist. "A sustainable community has learned to transcend its individual differences... and human differences are celebrated as gifts". (Scott, 3). Using a human-centered approach to social innovation is one that recognizes cultural differences as being critical to success.

"By embracing differences it is important that decisions in a community are arrived at through consensus-based forms of decision making. A community can usually come up with a dozen different points of view. The resulting consensual points of view, composed of multiple insights, are usually far more creative and well rounded points of view. Because a community includes members with many different points of view and the freedom to express them, it comes to appreciate the whole of a situation far better than an individual,

couple, or ordinary group can, enabling far more insights for design opportunities". (Scott, 4)

"With so many frames of reference, a community approaches reality more closely. Realistic decisions, consequently, are more often guaranteed in community than in any other human environment". (Scott, 4). "By beginning to appreciate each others' gifts, you begin to appreciate your own limitations and recognize the interdependence of humanity". (Scott, 4).

When using a consensus-based form of decision making community, there are no sides, the members have learned how to listen to each other and how not to reject each others opinion. Sometimes, consensus in community is reached quickly. At other times, it is arrived at only after lengthy debate. "Just because it is a safe place does not mean community is a place without conflict. It is, however, a place where conflict can be resolved with wisdom as well as grace. A community is a group that can fight gracefully, where they have become skilled at listening and understanding, where they respect each others' insights and accept each others point of view, where they celebrate their differences, where they are committed to struggling together rather than against each other. That is why it is an unusually effective ground for conflict resolution". (Scott, 7)

Scott states that "another essential characteristics of community is a total decentralization of authority. Communities have sometimes been referred to as leaderless groups. It is more accurate, however,

to say that a community is a group of all leaders". (Scott, 8).

The ideal of a leaderless group and using a consensus-based format for conflict resolution is very appealing. Based on the counsel of Dr. Gary Gemmil, the use of a skilled facilitator in a leaderless group would be essential to help achieve this goal.

"There are very real conflicts in the world, and the worst of them do not seem to go away. In a perfect world, the thinking is: If we can resolve our conflicts, then someday we shall be able to live together in community. Is it possible that we have it totally backward and that the real dream should be: "If we can live together in community, then someday we shall be able to resolve our conflicts?" (Scott, 7).

Can a collaborative social innovation community help to resolve conflict and focus on community-centered planning? Through the use of social innovation, "AGELESS" will help to facilitate communities in planning and developing systems that cater solutions to their specific local needs by using their historical knowledge, design methodologies and other local resources.

In a much broader perspective, studying the evolution of emergent Social Innovation Communities offers a window into a collaborative future where collective wisdom is creatively and far more effectively applied to the challenges of our increasingly complex world by developing "community" first.

**A COMMUNITY IS A
GROUP THAT CAN
FIGHT GRACEFULLY**
M. Scott Peck, M.D.

EMBRACE DIFFERENT METHODS AND DIFFERENT THEORIES.

John Kolko

In *Wicked Problems: Problems Worth Solving*, author John Kolko states that we see poverty, disease, and destruction all around us, and as we search for ways to make sense of the chaos, we turn to new disciplines for answers and solutions. New, creative innovations are needed, and to create these new products and services, we'll need to embrace different methods and different theories". (Kolko, back cover).

I agree with guest author, Ryan Hubbard, in that "we all have a moral imperative to build capacity to enable the community to solve its own problems, lift itself up. If you're not helping the community build its ability to improve either its skills or its support network, you're not making a difference." (Kolko, 35). However, as John Kolko points out "social problems are too complicated and they vary too much from place to place to benefit from templates". (Kolko, 32). Therefore each community needs to "design with" to help solve the problems of their own community.

A human-centered "designerly approach to social entrepreneurship is one that celebrates depth of impact over breadth of scale. It's an approach that focuses on the starting point where opportunities are identified and concepts are developed prior to entering the formal product or service development process and "one that recognizes cultural differences as being critical to success". (Kolko, 33).

Cultural differences are critical and necessary to develop a collaborative social innovation community that encourages intergenerational discussions, "design with", to help solve the "wicked problems" of each community. Once innovative solutions are created within a community, the solutions could be prototyped for a broader and more global application — using the grass roots approach to funnel upward instead of the top down approach most often used.

As designers, we are taught that "empathy is formed through immersion". (Kolko, 46). A designer who would foster empathetic connections

A HUMAN-CENTERED DESIGNERLY APPROACH

with a group will spend many hours getting to know the individuals and trying to discover, without judgment, the cultural and social norms that exist within the group. "Gaining the trust and respect of a group almost always requires some form of equitable value exchange". (Kolko, 47). "Immersion is not passive. Instead, the designer will strive to become part of the group by participating in activities, conversations, and job routines". (Kolko, 47).

"Design Ideas or Design Thinking" is not a design—it is simply the initial spark or seed of a larger narrative that requires the ability to understand and rationalize historic patterns to envision future scenarios."This is empathy through narrative, informed by history. Narrative implies a compelling, culturally sensitive, and emotionally appropriate story that unfolds around a given user". (Kolko, 50).

After deep engagement or immersion, comes Synthesis, where curiosity to understand the human made world can yield insights. "Synthesis is the leap from empathy-driven research to a new opportunity. It helps to identify what new tool, idea, system, or object might help a given user in a particular situation". (Kolko, 55).

In *Wicked Problems: Problems Worth Solving*, author John Kolko states that "synthesis is a way to apply inferences within the confines of a design problem. The various constraints of the problem begin to act as logical premises, then the designer's work, life experiences, and logical leaps based on inconclusive or incomplete data begin to shape the inference. Inference is how designers can move

from problem-seeking to problem solving". (Kolko, 55).

John Kolko further argues that, "typically, action comes from verbal debate; people discuss what should happen, and a good argument will define what to do next. This "good argument" relies on rhetorical methods of persuasion that celebrate deductive reasoning and inductive logic. In both cases, historic precedent drives the argument based on what all have historically agreed to be true, while inductive logic grounds an argument in what historically seems to be true. When designing for impact, designers learn to trust informed intuition or inference enough to create a new thing based on a vision of the future rather than an argument from the past". (Kolko, pp. 55).

What qualities make a good designer? A designer is someone with deep engagement or compassion, is a good communicator, is very responsible, is highly motivated, desires change, is an active listener, very observant, and good at problem-solving. A good designer is someone who is not afraid to ask "why". That is why design/designers may be better fit for solving problems related to human condition.

As a human-centered, service design, a social innovation community, would be a logical choice to give diverse people the creative problem solving platform to enable them to come together over a shared purpose and help to transform some of societies "wicked problems".

WHAT QUALITIES MAKE A GOOD DESIGNER?

IRB
APPROVED

The purpose of studying motivation is to uncover shared motivational qualities within certain intrinsically motivated generational and situational groups.

The objective of this proposed research is to better understand how to harness these qualities to create social change.


Interview questions are based on the five human factors: **Physical, Cognitive, Social, Cultural, Emotional**. Five factors give a rich deeper understanding of the experience of that person.

The Five Human Factors is a method for supporting observation in the field, prompting researchers to look for physical, cognitive, social, cultural, and emotional elements present in any situation to understand how they affect peoples’ overall experiences. Understanding five factors of a person in a structured way and thinking about all these factors together will give us a rich, deeper understanding of the experience of that person. (Kumar, 103)

To encourage a more reflective insight of thought during the interview I also included a Cultural Probe. The Cultural Probe I used included 15 cards with words depicting different values written on them. The interviewee was asked to rank from the most important value to the least important the value, and were encouraged to talk out loud as they internally debated their ranked order.

The Five Human Factors and the Cultural Probe, are just some of the design method tools that are used in design innovation to help solve complex problems.

IRB# _____
(The above to be completed by the IRB Office)



Date Submitted: _____

SYRACUSE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
Full Board Review or Expedited Review Application

Check which type of review is requested:
☒ Expedited Review- One signed copy of my application for **expedited** review.
Expedited review covers research that involves only minimal risk procedures. See Standard Operating Procedure 012. <http://orip.syr.edu/files/SOP%20012%20-%20Expedited.pdf> for guidance.
☐ Full Board Review- One original signed hard copy plus 13 copies (14 total) of my application
Includes research that cannot be reviewed using the expedited process involving more than minimal risk to the participant and requires review by the full IRB. See Standard Operating Procedure 013.
<http://orip.syr.edu/files/SOP%20013%20-%20Full%20Board.pdf> for guidance.

Application Checklist:
☐ All questions on the application have been answered.
☐ The application has been signed by the investigator/faculty advisor and when appropriate, the student.
☐ Copies of all appropriate, consent and/or assent documents (written, electronic, or oral consent script) are included.
☐ Copies of any research instruments (surveys, questionnaires, interview questions, etc.) are included.
☐ Copies of all recruitment tools (flyers, emails, posters, newspaper ads, etc.) are included.
☐ All required appendices, including a list of references are included.
☐ Copies of other IRB approvals or letters of cooperation are included. When the investigation is to be carried out in cooperation with another institution or with an investigator at another institution, a letter indicating the willingness of the institution to cooperate in the study must be included with the proposal.
☐ The principal investigator/faculty member and student/research staff have completed the appropriate [Collaborative Institutional Training Initiative \(CITI\) Web-based Training Program](#) for Human Subjects required by SU.*
☐ All students/research staff or any other individuals listed in the application who will have direct contact with participants and/or identifiable human participant data have completed the appropriate [Collaborative Institutional Training Initiative \(CITI\) Web-based Training Program](#) for Human Subjects required by SU.*
* Submission of CITI Training Certificate is required **only** if CITI training was completed at another institution.

I/We assure the IRB that the following statements are true: All information provided in this form is correct. I have evaluated this protocol and determined that I have the resources necessary to protect participants, such as appropriately trained staff, necessary facilities and equipment. I will seek and obtain prior written approval from the IRB for **any modifications** including changes in procedures, investigators/research staff, consent forms, questionnaires, surveys, etc. I will promptly report any unanticipated problems that may occur in the course of this study. I will report any significant findings which may affect the risks and benefits to participation. I will not begin my research until I have received written notification of final IRB approval. I will comply with all IRB requests to report on the status of my study. I will maintain records of this research according to IRB standards. If any of the above conditions are not met, I understand that approval of this research may be suspended or terminated.

Faculty Member/Principal Investigator
Signed: _____ Date: _____
Name (typed): Don Carr

Student/Research Staff
Signed: _____ Date: _____
Name (typed): Donna L. Greene

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This application must be typewritten and all questions must be answered. To complete form, tab to each field. Incomplete forms will be returned to the investigator for additional information. Outdated applications will not be accepted for review.
To edit the content of the form -unprotect the document as follows:
For Office 2003 Users (or below)
• Browse to View->Toolbars->Forms. The Forms toolbar will pop up.
• Click on the padlock icon on the right side. This will unlock the form.
• To protect the document again when you need to click on a checkbox, click on padlock.
For Office 2007 Users
• On the ribbon choose Review >Protect document>Restrict Formatting and Editing>Stop Protection.
• To protect the document again when you need to click on a checkbox, click on>Yes, Start Enforcing Protection>OK.

1. Protocol Information
Title of Protocol: The study of motivation and how it can be harnessed to provide change for future generations.
NOTE The Principal Investigator (PI) must be a person who holds a faculty appointment or other administrative position of Director or higher. If you have any questions regarding this IRB requirement call the IRB office at 315.443.3013 for guidance.

Principal Investigator/Faculty Member Information

First Name: Donald	Middle Initial: W	Last Name: Carr
Title: Program Coordinator		
Department: School of Design	College: Visual and Performing Arts	
Campus Address: 116 Smith Hall		
Campus Phone : 315.443.2455	Fax :	
Email: dwcarr@syr.edu	Cell Phone (optional):	

Student/Research Staff Information ☐ NA

First Name: Donna	Last Name: Greene
<input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Other:	
Department: School of Design	College: Visual and Performing Arts
Local/Campus Address: 7634 Number 5 West Rd., Fabius, NY 13063	
Local/Campus Phone:	Fax:
Email: dlsmithg@syr.edu	Cell Phone (optional): 3152473033

2. Funding Information
2.1. Will/has the research been submitted as a grant or contract proposal? ☒ No ☐ Yes
Will/has the research been submitted through OSP? ☒ No ☐ Yes
If yes, who is the proposed sponsor and what is the title of the proposal submitted to OSP?
Sponsor:
Title:
2.2. Is this research currently being funded in part or in whole? ☒ No ☐ Yes (indicate below)
☐ Internal Funding (check all that apply):

<input type="checkbox"/> Departmental Funds	<input type="checkbox"/> No cost study	<input type="checkbox"/> Personal Funds
<input type="checkbox"/> Gifts	<input type="checkbox"/> Other, specify:	

☐ External Funding (list all that apply and insert additional rows if needed):

Agency/Sponsor	Funding Mechanisms
----------------	--------------------

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	<input type="checkbox"/> Grant	<input type="checkbox"/> Contract
	<input type="checkbox"/> Grant	<input type="checkbox"/> Contract

2.3. Has the research been reviewed before the IRB? ☒ No ☐ Yes

If yes, please give the date of the review:
and the IRB# (if known):

2.4. Is this research to be performed:

for faculty research	<input type="checkbox"/> No	<input type="checkbox"/> Yes
for a masters thesis	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes
for a doctoral dissertation	<input type="checkbox"/> No	<input type="checkbox"/> Yes
as part of a course requirement	<input type="checkbox"/> No	<input type="checkbox"/> Yes
as an honors thesis	<input type="checkbox"/> No	<input type="checkbox"/> Yes

Other (explain):

3. Study Rationale

3.1. Using non-technical language, describe the objective of this proposed research including purpose, research question, hypothesis, etc. From your description, the IRB should be able to determine how this proposed study adds to the knowledge on the research topic in order to judge the risks and benefits to the research participants. NOTE: A reference list citing relevant background information must be provided as an appendix with this application.

The purpose of studying motivation is to uncover shared motivational qualities within certain highly motivated generational and situational groups. I believe my research will uncover overlapping qualities within these groups. I plan to harness this information to provide a design for change and create a better life for future generations.

The objective of this proposed research is to better understand the motivational qualities of generational and situational groups. In my study I will use this definition of "generation", a generation is a group of people born around the same time and raised around the same place. People in this "birth cohort" exhibit similar characteristics, preferences, and values over their lifetimes". The situational group in my study refers to persons with disabilities, both physical and cognitive disabilities. However the cognitive disabilities will not be so severe that it limits the persons ability to communicate his/her own thoughts.

The first generational group I would like to study is persons born between (1901-1924). This generation "the Greatest Generation", is comprised of persons who were born and raised in a tumultuous era marked by war and economic depression. "The Greatest Generation" is the title of Tom Brokaw's 1998 book profiling members of this generation, "it is, I believe, the greatest generation any society has ever produced.

The second generational group "Centenarians" are the oldest of the old within "The Greatest Generation" they are persons who are 100+ years old. In my study I believe that there is much to be learned about persistence, endurance and motivation in this very specific age group.

The third generation group is a product of "the Greatest Generation" the "Baby Boomer" generation (1943 - 1960). Because the three key trends that shape generations are parenting, technology and economics I feel it is important to study the offspring of "the Greatest Generation".

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The last generational group I would like to study would be the offspring of the "Baby Boomers" the "Millennials" generation born between (1982 - 2004).

The final group I would like to study is persons with disabilities, both physical and cognitive, that have overcome challenges that their disability have placed on achieving their goals. Achieving such goals require the ability to persist through obstacles and endurance to keep going in spite of difficulties.

My research question is: "How can the qualities exhibited by highly motivated persons of past and present generations and persons with disabilities, to achieve goals be harnessed to enhance motivation and provide change?

My Hypothesis is that human connection is a key influence of motivation. What changes can be made to effectively bring back the level of human connection that helped generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

There is already extensive research regarding motivation and human connection. However I have not come across much research thus far that compares the specif generational and situational groups I have selected to see if there are strong similarities and or differences that can be studied to harness and enhance motivation to provide change. I have chosen to study persons in these specific groups because of their accomplishments. The minimum risks to the participants may include tiring, the need to move during our interviews because of discomfort sitting for too long in one position, perhaps some emotional feelings brought up by retelling stories from their past. The tone of the conversation is more a celebration of their accomplishments so I hope to evoke happy emotions through my interviews.

I plan to conduct my research through an interview style, face-to-face whenever possible. I will travel to visit the people I research and find a time and place that is familiar and friendly to my interviewees. I believe there will be minimal risks to the persons interviewed and hopefully much to gain from interviews with these extraordinary people to learn from their personal stories the motivation behind their life's accomplishments. Much more can be gained from a conversation than just reading about each of my interviewees in articles and books.

A reference list citing relevant background information:

Books

The Greatest Generation by Tom Brokaw

An Album of Memories: Personal Histories from the Greatest Generation by Tom Brokaw

The Greatest Generation Speaks - Letters and Reflections by Tom Brokaw

Aging Our Way: Lessons from Living from 85 and Beyond 1st Edition by Meika Loe

Rising strong / Brené Brown., PhD, LMSW ; Illustrations, Simon Walker

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Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We ..., by Brené Brown

Wisdom From a Chair, Thirty Years of Quadriplegia, The Memoirs of Andrew I. Batavia

Plankton Dreams - What I learned in Special-Ed, by Tito Rajarshi Mukhopadhyay

The Reason I Jump - The inner voice of a thirteen-year-old boy with autism, by Naoki Higashida

TED Talks

<https://www.youtube.com/watch?v=gDrBtTYJOG4#t=1060.849908> Larry Gray Conscious endearing

Dr. Bill Thomas on Embracing Elderhood at TEDxSF: Alive!

<https://www.youtube.com/watch?v=Gcc6OUhf5Bg>

Brene Brown why some people feel connected and others don't TED Talk

<http://www.mysticmamma.com/brene-brown-on-why-some-people-feel-connected-and-others-dont/>

Stella Young: I'm not your inspiration:

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Articles

<https://wisdomfromachaircom.wordpress.com/about/wisdom-from-a-chair/>

<https://www.washingtonpost.com/news/answer-sheet/wp/2014/07/08/why-so-many-kids-cant-sit-still-in-school-today/>

<https://www.verywell.com/what-is-motivation-2795378>

<http://www.theatlantic.com/education/archive/2015/10/the-joyful-illiterate-kindergartners-of-finland/408325/>

Common Core <https://www.youtube.com/watch?v=DVVIn1WMz0g&app=desktop>

<https://www.verywell.com/what-is-motivation-2795378>

http://www.huffingtonpost.com/2012/07/06/personality-longevity_n_1652685.html?slideshow=true#gallery/237081/5

http://www.goldmansachs.com/our-thinking/pages/millennials/index.html?cid=PS_01_18_07_00_02_15_01&mkwid=HtKzQHjy

Clint Pumphrey "How the Greatest Generation Works" 23 May 2011.HowStuffWorks.com.<<http://people.howstuffworks.com/culture-traditions/generation-gaps/greatest-generation.htm>> 15 November 2016

<http://genhq.com/faq-info-about-generations/>

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David Neilsen "Baby Boomers: All You Ever Needed to Know" 1 June 2007.HowStuffWorks.com <<http://health.howstuffworks.com/wellness/aging/baby-boomers/baby-boomers.htm>> 15 November 2016

4. Methods

4.1. Provide a detailed description of what participants will be required to do; including any technical terms or procedures.

Participants will meet with me in a place of their choosing. I will interview them (engage them in a conversation based on interview questions). My interview questions will be based around five human factors: Physical, Cognitive, Social, Cultural, and Emotional. Five factors will give a rich deeper understanding of the experiences of each person. I will ask each participant for permission to contact them again for a follow up visit. I will ask each participant their permission to audio record them for my own personal use in transcribing our visit. I will also ask permission to photograph them during our interview.

4.2. Describe how you will have sufficient time to conduct and complete the research?

This is a Masters Thesis and I intend to devote my entire Spring semester to conduct and complete my research.

4.3. Surveys, interviews, questionnaires will be conducted:

☐ No (Skip to 4.4)

☒ Yes Include all research instruments including surveys, questionnaires, sample interview questions, etc. as separate appendices. If the survey instrument is commonly used in your discipline, only provide a citation to the instrument.

4.4. Community Based Participatory Research (CBPR) is described as research that is conducted as an equal partnership between traditionally trained "experts" and members of a community. Is this research categorized as CBPR?

☒ No. (Skip to 4.5)

☐ Yes. Please explain:

4.4.1. In CBPR research studies, the community participates fully in all aspects of the research process including conception, design, and analysis.

With this in mind, describe how you plan to engage community members in your research study:

4.4.2. Describe how you plan to provide community members with appropriate training for human subjects research? Include in your description what training will be provided.

4.4.3. Describe your plan to disseminate research findings with members of the community throughout the course of your study.

4.5. Will this research be conducted by SU investigators in foreign countries?

☒ No. (Skip to 4.6)

☐ Yes. An International Research Form must be completed and submitted with this application. <http://orip.syr.edu/files/International%20Research.doc>

4.6. Will this research involve genetic testing?

☒ No. (Skip to Section 5)

☐ Yes. A Genetic Research Form must be completed and submitted with this application. <http://orip.syr.edu/files/Genetics.doc>

5. Performance Site Information

5.1. Describe how you will have adequate facilities to conduct your study.

My interviews will be conducted one-on-one in a familiar location choosen by the interviewee.

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5.2. List all Performance Sites Other than SU (insert additional rows if needed).
(This may apply when a SU investigator collaborates with a non-SU investigator or institution. Please check all that apply and add additional sites. Each will require a letter of cooperation and/or IRB approval.)

Check all that apply	Name of Performance Site (list all participating sites below)	IRB Approval and/or Letter of Cooperation
<input type="checkbox"/>	SUNY Upstate Medical University	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input type="checkbox"/>	*Syracuse City Schools	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input type="checkbox"/>	*Other, specify site:	<input type="checkbox"/> Attached <input type="checkbox"/> Pending

*The following additional information is required: contact information for the site, if the site has an IRB, and whether the IRB has approved the research, or plans to defer review to SU's IRB:

5.3. Will this research be conducted in a school or is it funded by the US Department of Education?

☒ No (Skip to 5.4)

☐ Yes. If yes, complete the form found at:

<http://orip.syr.edu/files/Research%20Sponsored%20by%20the%20US%20Department%20of%20Education%20and-or%20Conducted%20in%20Schools.doc>

5.4. Is this a multi-center research project in which Syracuse University will function as the coordinating center/lead institution? (A multi-center study is one where different PIs at different institutions are conducting the same study.)

☒ No

☐ Yes. If yes, describe the plans to manage information obtained in multi-site research that may be relevant to the protection of research participants such as: unanticipated problems involving risks to participants or others, interim results, and protocol modifications:

6. Research Qualifications

CITI training is required for the faculty member listed below and all researchers and research staff who have direct contact with participants and/or identifiable human participant data. NOTE: If training is not completed at the time of submission, approval of your application will be delayed.

6.1. List the names and research qualifications of the primary investigator/faculty advisor listed in Section 1 of this application.

Don Carr - faculty advisor

I am well suited for my role in this research endeavor due to my love of collaborative design and how it can change lives. I served as the IID program coordinator here at Syracuse University from 1997-2010 establishing sponsored projects with such corporations as LG Electronics, Welch Allyn, Motorola, and Bose. In 2014 I became the program coordinator for the MFA in Collaborative Design. This innovative masters' program has strong connections to both the Aging Studies Institute and Disability Studies on the SU campus.

Therefore, working with this IRB is a logical next step in using what I have learned with well-established companies and my involvement with the Aging Studies Institute to expose my students to working on collaborative design for older adults. I look forward to collaborating with different schools within Syracuse University and the surrounding community on this innovative research effort.

6.2. List the names and research qualifications of the student/research staff listed in Section 1 of this application.

Donna L. Greene - I am well suited for my role in this research study due to my extensive training through the Masters program, as a seasoned professional with my own design practice and as an educator that has taught students how to conduct research to resolve design problems. I have also completed the CITI training. The multiple design research classes that are required as part of our MFA have exposed us to human subject research and prepared us for the next step which is this IRB process.

6.3. List the name(s) and research qualifications of all other individuals who will be involved in this research and will have direct contact with participants and/or identifiable human participant data.

none

6.4. How will you ensure that all persons listed above are adequately informed about the protocol and their research related duties and functions?

We are both CITI trained and have taken various research and analysis courses to be adequately informed about the protocol and our research duties required during this study. Professor Carr and I will be meeting twice weekly to discuss the progress of my research.

6.5. Explain how you will have adequate numbers of qualified staff to conduct your study.

I will be the only one conducting my study because of the small scope of my interviews I will not need any additional staff.

7. Characteristics of Participants

7.1. Approximate Number of Participants to be recruited: 6-9

7.2. Sex: M ☐ F ☐ Both ☒

7.3. Age Range-Check all that apply:

☐ 0-6 (Include parental consent form)

☐ 7-17 (Include parental consent form and child assent form)

☒ 18-64

☒ 65 and older

Exact ages to be included: The Millennial Generation 18-34, The Baby Boomer Generation 46 - 73, The Greatest Generation 85 and above, Persons with disabilities I would like to include 18 and above

7.4. When the age range indicates an upper limit, provide justification: I'm studying specific generations for the generational study.

7.5. Does this study target one gender or specific social/ethnic group(s)?

☐ No. (Skip to 7.6)

☒ Yes. If yes, answer 7.5.1. and 7.5.2. below.

7.5.1. If yes, check all that are targeted/vulnerable populations (Code of Federal Regulations: http://www.access.gpo.gov/nara/cfr/waisidx_00/45cfr46_00.html).

*These additional forms can be found on the IRB Website under Special Populations:

<http://orip.syr.edu/human-research/forms-list/forms.html>

☐ Children/minors - *Requires additional form*

☒ Cognitively impaired - *Requires additional form*

☐ Prisoners - * Requires additional form*

☐ Pregnant women - *Requires additional form*

☐ Legally restricted, non-prisoner

☐ Educationally disadvantaged

☐ Economically disadvantaged

☒ Elderly/aged

☐ Other, specify:

NOTE: These additional forms can be found on the IRB Website (under Special Populations):

<http://orip.syr.edu/human-research/forms-list/forms.html>

7.5.2. Explain the rationale for using this particular group(s): The first generational group I would like to study is persons born between (1901-1924). This generation "the Greatest Generation", is comprised of persons who were born and raised in a tumultuous era marked by war and economic depression. "The Greatest Generation" is the title of Tom Brokaw's 1998 book profiling members of this generation, "it is, I believe, the greatest generation any society has ever produced. The second generational group "Centenarians" are the oldest of the old within "The Greatest Generation" they are persons who are 100+ years old. In my study I believe that there is much to be learned about persistence, endurance and motivation in this very specific age group. The third generation group is a product of "the Greatest Generation" the "Baby Boomer" generation (1943 - 1960). Because the three key trends that shape generations are parenting, technology and economics I feel it is important to study the offspring of "the Greatest Generation". The last generational group I would like to study would be the offspring of the "Baby Boomers" the "Millennials" generation born between (1982 - 2004). The final group I would like to study is persons with disabilities, both physical and cognitive, that have overcome challenges that their disability have placed on achieving their goals. Achieving such goals require the ability to persist through obstacles and endurance to keep going in spite of difficulties.

7.6. List the inclusion criteria:

I will be looking to include these categories, 18-34 for the Millennial generation, 46-73 for the Baby Boomer generation, 85+ for "the Greatest Generation" and Centenarians, 18+ persons with disabilities both physical and cognitive, including those with the capacity to provide consent. There will be no gender restrictions. Participants should be English speaking.

7.7. List the exclusion criteria:

Participants must be able to communicate their own thoughts with me (assistance communicating is permitted through electronic devices if necessary). I will restrict ages to the specific categories listed here. Age restrictions: 18-34 for the Millennial generation, 46-73 for the Baby Boomer generation, 85+ for "the Greatest Generation and Centenarians, 18+ persons with disabilities both physical and cognitive excluding those that do not have the capacity to provide consent. All participants should be English speaking so no non-speaking participants.

7.8. Does this research involve participants likely to be vulnerable to coercion or undue influence?

☒ No. (Skip to 7.9)

☐ Yes. If yes, describe the additional protections included in the protocol to protect their rights and welfare.

7.9. General state of Health: ("Unknown"- unless you will obtain health data on participants prior to beginning the study.)
Unknown

8. Recruitment of Participants

8.1. Describe in detail how participants will be identified and recruited. Include in your description how you will have access to a population that will allow recruitment for the number of participants required for your research. Do not merely state "Volunteers".

Participants will be identified by their age group and situational group requirements as stated above. I will be looking to recruit participants that display a great deal of motivation in their personal, public and professional life. Many for the participants are through personal acquaintances. For those participants that I do not have a personal connection with I will use publicly available resources to make the initial connection.

8.2. Describe who will recruit participants.

I personally will do the recruiting.

8.3. Identify all applicable recruitment methods that apply: NOTE: Copies of all advertising materials including flyers, posters, ads, letters, scripts or detailed descriptions; including graphics MUST be provided with your application. (See SOP 036 for Recruitment/Advertising).

☐ Flyers

☐ Internet

☐ Letter

☐ Telephone

☒ Other (describe): personal or professional email, personal blog

☐ Not applicable

☐ Mass E-mail Solicitation

☐ Posters

☐ Newspaper

☐ Radio

☐ SU Today News Service

☐ Television

☐ Departmental Research Boards

☐ Social Media

8.4. Will participants be compensated?

☒ No. (Skip to Section 9)

☐ Yes. If yes, answer 8.4.1. and 8.4.2. below.

Note: All information regarding compensation must be included in consent/assent documents.

8.4.1. If Yes, specify the method of compensation (e.g. monetary, course credit, gift card, toy, etc.), the amount of compensation, and how the compensation will be awarded (per task, per session, etc.).

8.4.2. Describe how compensation will be awarded if the participant withdraws after beginning the study. Compensation must be pro-rated in a manner that recognizes the time and effort of the participant prior to withdrawal.

9. Informed Consent Procedures

Consent is required for all human subject participants. Final copies of ALL consent/assent documents (including electronic or oral scripts) must be provided for IRB approval and date stamping. Informed consent/assent documents must be on official SU departmental letterhead. For guidance regarding informed consent, consult SOP 017- Documentation of Informed Consent <http://orip.syr.edu/files/SOP%20017%20-%20Document%20of%20Informed%20Consent.pdf>. For consent form instructions/sample visit: <http://orip.syr.edu/files/Consent%20Form%20Guidelines.doc> <http://orip.syr.edu/files/Consent%20Form%20Sample.doc>

For assent form instructions/sample visit: <http://orip.syr.edu/files/How%20to%20Prepare%20a%20Child%20Assent%20Document%20and%20Assent%20Sample.doc>

9.1. How many consent documents are included with this application? Two consent forms

9.2. How many assent documents are included with this application? 0

9.3. Is more than one consent/assent document included with this application?

☐ No. (Skip to 9.4.)

☒ Yes. If yes, follow instructions below (9.3.1 and 9.3.2).

9.3.1. Assign form numbers to each individual document and add it to the footer of the document-e.g. Consent form 1, Consent form 2, Assent form 1, etc.

9.3.2. Create a separate log as an appendices identifying each document-e.g. Consent form 1- parental consent, Consent form 2-adult participant consent; Assent form 1-child assent, etc.)

9.4. Indicate the type of consent you will obtain for your study (check all that apply).

9.4.1. Written Consent ☒ (ATTACH COPY)

Provide a brief statement of what will be said when the consent process is initiated:

My name is Donna Greene, and I am a graduate student at Syracuse University. I am inviting you to participate in a research study. This study is about motivation and how it can be harnessed to provide change for future generations. Involvement in this study is completely voluntary, so you may choose to participate or not. This sheet will explain the study to you and please feel free to ask questions about the research if you have any. I will be happy to explain anything in detail if you wish.

9.4.2. Electronic Consent ☐ (ATTACH SCRIPT) *(This is a request to waive the required element of documentation of written consent, e.g. internet studies.)*

9.4.3. Oral Consent ☒ (ATTACH SCRIPT)
Provide the justification for the waiver of written consent:
My name is Donna Greene, and I am a graduate student at Syracuse University. I am inviting you to participate in a research study. This study is about motivation and how it can be harnessed to provide change for future generations. Involvement in this study is completely voluntary, so you may choose to participate or not. This sheet will explain the study to you and please feel free to ask questions about the research if you have any. I will be happy to explain anything in detail if you wish.

9.4.4. N/A ☐ Data Analysis Only, no consent form required.

9.5. Who will conduct the consent interview?
Donna Greene will be personally conducting all of the consented interviews.

9.6. How will you ensure that prospective participants have sufficient opportunity to consider whether or not to participate in your study?
Donna Greene will make the initial contact to describe the research study to each participant, describe in detail what the study hopes to accomplish, and review the format of each interview. The prospective participants will be asked to consider whether or not they would like to participate in the research study and ask their permission to contact them again at a set time and date to discuss their decision about participating in this study.

9.7. What steps will be taken to minimize the possibility of coercion or undue influence?
Donna Greene will inform the prospective participants that their decision to participate is entirely voluntary and ensure them that they can stop at any time. If they feel uncomfortable with any of the questions or research probe activities they can skip that section or stop all together at any time.

9.8. An ASSENT statement is required for participants who cannot legally give consent themselves. Assent statement:
☒ No (Skip to 9.9)
☐ Yes (ATTACH COPY)

9.8.1. From whom will consent be obtained and by what means for minors or the individuals considered to be cognitively impaired in their decision making ability? ☐ N/A

9.8.2. If subjects are minors, will they still be involved in the study when they reach the age of majority (18)?
☐ No
☐ Yes. If yes, outline your plan to re-consent these participants when they reach the age of majority.

☐ N/A

9.9. Will non-English speaking individuals be participants in the research?
☒ No (skip to Section 10)
☐ Yes If yes, indicate how consent will be documented from non-English speaking participants?

- ☐ A translated written informed consent document in a language understandable to the participant. This should be an accurate translation of the full informed consent. (ATTACH COPY)
Identify the name of the individual or translation service that provided the translation of the consent document.
- List the qualifications of the individual or translation service that provided the translation of the consent document.
- ☐ Orally, using a qualified translator to translate the English informed consent document to the participant, and a translated short form in a language understandable to the participant (ATTACH COPY)
Identify the name of the individual or translation service that will provide translation for the consent process and during the conduct of the research.
- List the qualifications of the individual or translation service that will provide translation for the consent process and during the conduct of the research.
- ☐ A confidentiality statement from

10. Potential Financial Conflict of Interest

A conflict of interest exists when any investigator or personnel listed in this research protocol’s financial interests may reasonably be affected by research, scholarship, educational or other externally funded activity. Or, when the immediate family* of anyone in such a role, have significant financial interests that may compromise, or have the appearance of compromising, an investigator’s professional judgment that could directly and significantly affect the design, conduct, or reporting of the research, proposed or funded.

Federal Guidelines emphasize the importance of assuring there are no conflicts of interest in research projects that could affect the welfare of human participants. If this study involves or presents a potential conflict of interest, additional information will need to be provided to the Vice President for Research.

The following significant financial interests must be disclosed if interest is in the sponsor of the research or the product being tested:

- Anything of monetary value - aggregated for the Investigator and the Investigator’s spouse, domestic partner, and dependent children - including but not limited to the following:
- Salary or other payment for services (e.g. consulting fees) of \$10,000 or greater in the past year when aggregated for the immediate family;
 - Any equity interest (e.g. stocks, stock options or other ownership interests) unless it meets the following three tests:
 - less than \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value (e.g. most recent sales price recognized by the company),
 - constitutes less than a 5% ownership interest in any single entity, or
 - publicly traded on a national stock exchange,
 - no arrangements have been made where the value of the interest will be affected by the outcome of the research.
 - Intellectual property rights (e.g. patents, copyrights and royalties from such rights).
 - Services as an officer, director, or in any other executive position in an outside business, whether or not remuneration is received for such service.
 - Any compensation or equity interests that may be influenced by a particular outcome in sponsor-funded research, even if the identified thresholds are not met.

Syracuse University Policy on Conflict of Interest for Research Investigators:

- <http://orip.syr.edu/files/SOP%20032%20-%20Institutional%20Conflict%20of%20Interest.pdf>
**Immediate family means a spouse, domestic partner or dependent children.*
- 10.1. Do any of the investigators or personnel listed in this research protocol, or members of the immediate family of the investigators or personnel, have a financial interest associated with this study that requires disclosure?
☒ No (Skip to question 10.3)
☐ Yes; If yes, identify the individual(s):
- 10.2. Has this financial interest been disclosed and managed?
☐ Yes. The Office of Research Integrity and Protections will verify that a management plan is in place with the Vice President for Research.
☐ No. If the Vice President for Research does not have an approved management plan for this research, complete Parts I and II of the Disclosure of Significant Financial Interest Form (<http://osp.syr.edu/forms%20and%20pages/Forms/COI%20-%20Disclosure%20of%20Financial%20Interests%20Form.PDF>) and submit it to the Office of the Vice President for Research, 207 Bowne Hall.
- 10.3. To your knowledge, did the University, or your School/Department receive a gift or equipment donation, or promises thereof, from commercial sponsors of this research project?
☒ No
☐ Yes; If yes, identify the sponsor:

Final IRB approval cannot be granted until all potential conflict matters are settled. The IRB requires a recommendation from the Vice President for Research regarding disclosure to participants and management of the conflict.

11. Data Collection, Storage of Data and/or Confidentiality

Confidentiality pertains to the treatment of information that an individual has disclosed in a relationship of trust with the expectation that it will not be divulged to others in ways that are inconsistent with the understanding of the original disclosure without permission.

- 11.1. Specify the individually identifiable data you will obtain, use or disclose to others.
Age, gender, contact information, photographs, audio recordings, and names if permission is granted.
- 11.2. Describe how data will be maintained (e.g., paper or electronic spreadsheet, desktop computer, laptop or other portable device); how you will maintain the confidentiality and data security, (e.g., password protected computer, encrypted files, locked cabinet and office); and who will have access to the data (e.g., research team, sponsors, consultants).
During the interviews a hand held recorder will be used to record each interview. Directly after the interview the recording will be saved on a password protected laptop and deleted from the hand help recording device. Password protected laptop and hard drive will hold all of the files of each interview. Only the researchers listed in this protocol will have access to the information.
- 11.3. If you will be sharing data with others, describe how data will be transferred (e.g., courier, mail) or transmitted (e.g., file transfer software, file sharing, email). If transmitted via electronic networks, describe how you will secure the data while in transit.
During the interviews a hand held camera will be used to take pictures at each interview. Directly after the interview the pictures will be saved on a password protected laptop and deleted from the hand help camera. I will only share data with my advisor Don Carr and that will be face-to-face meetings, twice a week, on my password protected laptop in my

presence. If participants provide consent to use their names and images, both will be used as documentation in my Master thesis paper and Master thesis show.

- 11.4. If you plan to code the data, describe the method in which it will be coded and indicate who will have access to the key to the code.
If there are any individuals that would prefer to keep their identity hidden I will give them an identifier based on the Generation that they represent and a numerical number. The data will be coded as follows, i.e. Generation GG1, Generation BB1, Generation M1, or D1 for participant from the persons with a disability category. Only the researchers listed in this protocol will have access to the information. I will only code data if participants request that I do so.
- 11.5. How will you educate research staff to ensure they take appropriate measures to protect the privacy of participants and the confidentiality of data collected.
I have prepared my plan for protection and privacy with my research advisor and will continue to consult with him throughout this research study. I have also taken several design research classes that are required as part of our MFA that have exposed us to human subject research. As a former educator I'm also aware of confidentiality protocol as well.

Privacy can be defined in terms of having control over the extent, timing, and circumstances of sharing oneself (physically, behaviorally, or intellectually) with others.

- 11.6. Describe what provisions are in place to protect the privacy interests of participants, where “privacy interest of participants” refers to the participant’s desire to limit interventions or interactions with others and to limit access of others to their private information. Examples include: location of data collection (private location vs. public location), method of data collection (focus groups vs. one-on-one interview, questionnaires vs. interviews, telephone, email and mail communications), type of information (written vs. oral), recruitment methods and cultural norms.
Location of data collection will be in a private location of the participants choice, i.e. the participants office or home or private location of choice. Data will be collected as a one-on-one oral interview preferably face-to-face. Recruitment methods will be email and or phone introduction requesting an hour of their time at their earliest convenience to discuss motivational aspects of their lives. Describing my thesis question and a brief overview of my research. In the event that I conduct an interview via telephone or Skype I will inform the prospective participant to call me back at their earliest convenience to assure they are in a private location to Skype or use the telephone.

- 11.7. Will audio, video or film recording be used?
☐ No. (Skip to Section 12)
☒ Yes. If yes, specify type of recording: Audio, photographs
- 11.7.1. Describe the storage of the recordings. Include in your description who will have access to the recordings, as well as how and where they will be stored.
The audio recordings and photographs will be stored in a secure folder on my laptop which is password protected. I will also store a backup file on my secure external hard drive. Only myself and and my faculty advisor will have access to the information.

- 11.7.2. How long will the recordings be kept and what is the disposition of the recordings once the research is complete.
I will store them until research is completed then delete them from my external hard drive and laptop.

NOTE: Specific permission for each type of recording must be sought in the consent form and should be indicated at the end of the document using checkboxes (I agree to be audio taped, I do not agree to be audio taped, I agree to be video taped, I do not agree to be video taped, etc.)

All of my questions have been answered, I am 18 years of age or older, and I wish to participate in this research study. I have received a copy of this consent form.”

Signature of participant

Date

Printed name of participant

Signature of researcher

Date

Printed name of researcher

SAMPLE INTERVIEW QUESTIONS

4.3 - Sample Interview Questions

I will ask permission to use a digital audio recording device for each interview and a digital camera for pictures of the participant and the order of the words in the cultural probe.

My research questions would be based around five human factors: Physical, Cognitive, Social, Cultural, and Emotional. Five factors give a rich deeper understanding of the experience of that person.

Physical:

Tell me a little bit about your family?

How often does your family get together?

Where do you usually gather?

Do family gatherings involve food?

What is your favorite family memory?

Do you have a favorite chair or place that you like to sit and relax?

What is your favorite solitary thing to do?

What is your favorite thing to do with other people?

Cognitive:

What three words would you use to describe yourself?

What would be an ideal job for you?

What cultural things do you like to do?

Who is your favorite author?

What magazines or publications do you like to read?

Do you spend much time on the Internet?

What do you think about Social Media sites like FaceBook, Twitter, Pinterest?

Social:

What three words, would others that are close to you, use to describe you?

What organizations do you belong to?

Are you currently on any Boards or belong to any volunteer groups?

Is your Faith important to you?

How active are you in your Faith community?

Cultural:

Can you tell me a little bit about your heritage?

Are you still friends with the people you grew up with?

“Adversity introduces a man to himself”. Albert Einstein. Based on this quote

what have you learned about yourself through adversity in your life?

If you had the power to change one thing, what would that be?

Emotional:

Can you describe a perfect day for you? What emotions you are feeling?

Tell me about a life-changing event that helped to shape Who you are today?

What is your biggest frustration?

I would include a Cultural Probe to encourage a more reflective insight of thought during my interview. Rank from most important value to the least important the value written on these index cards. (Encourage the person to talk out loud as they debate their ranked order)(Take a picture of the ranked order.)

Cultural Probe - 15 Cards:

Legacy	Career
Honor	Faith
Family	Adversity
Education	Sense of Purpose
Human Connection	Conscientiousness
Courage	Motivation
Comfort	Duty
Blank card (let the person fill in a value)	

Can I meet with you again?



Charlotte (Chuckie) Holstein
Created the nonprofit F.O.C.U.S.
(Forging Our Community's
United Strength)



Maryam Wasmund
Controller at Filtertech Inc. V.P.
F-P School Board



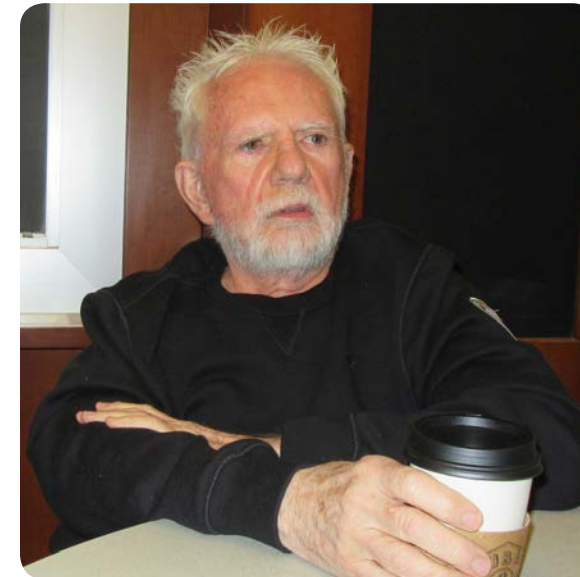
Eric Ennis
Economic Development
Specialist at City of Syracuse,
Department of Neighborhood
and Business Development - City
of Syracuse United Strength)



Ahmad El-Hindi
The Ahmad and Elizabeth
El-Hindi Foundation.
Committed to promoting col-
laboration across cultures for the
common good



Chris Steenstra
CAO - Eric Mower + Associates,
Cazenovia College Board
of Trustee



Dr. Gary Gemmill
Professor at Syracuse University's
Whitman School of Management



Don Neugebauer
Small Business Owner, President,
F-P School Board, CNY School
Board Association, President

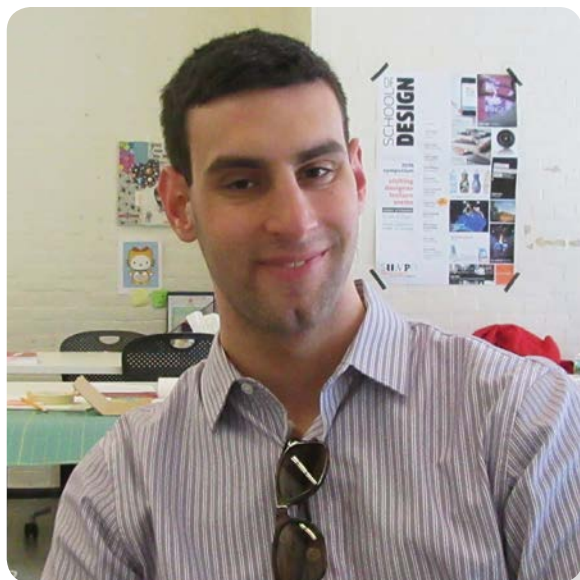


Peyton Sefick

Team USA at the FIFPA Power Wheelchair Soccer World Cup in 2015. Fitness Inclusion Network

Justin Bachman

Broadcast journalism student at S.I. Newhouse. Founded Non-profit "Different like you" teaching tolerance and acceptance.



Did not give permission to share his portrait

Jack Philips

Architecture Senior, Syracuse University, Founder/CEO, IIID, Block Metric Fabrication

Ruth Colvin

9 honorary Doctorates, 12+ books published, founder of the non-profit organization Literacy Volunteers of America, now called ProLiteracy Worldwide



Angelo Damiano

CEO PowerSpike, Syracuse University - Martin J. Whitman School of Management

Dr. Diane R. Weiner

Director, Disability Cultural Center Syracuse University



Deborah Markert

Marketing Communications Consultant



THESIS RESEARCH FINDING

FAMILY TIME IS VERY IMPORTANT BUT IT IS HARD TO STAY CONNECTED BECAUSE EVERYONE IS SO SPREAD OUT

BEING CURIOUS AND CONNECTED ARE IMPORTANT BUT TOO MUCH TIME ON THE INTERNET IS NOT THE SOLUTION

5 HUMAN FACTORS SUMMARY:

PHYSICAL INTERVIEW QUESTIONS

- 86% responded they have large, supportive and closely connected families.
- 93% responded the family gathers during major holidays and important occasions. Frequency of family gatherings often depended on geographic locations, family members are spread out.
- 78% responded they gathered in their own home and food was usually involved.
- 100% responded they have happy memories of family gatherings, getting together to just enjoy each others company.
- Responded their favorite solitary thing to do included reading(43%), meditating (14%), finding time to enjoy a favorite hobby(64%).
- 86% responded they have a favorite spot that they liked to sit and reflect and relax.
- 75% responded their favorite thing to do with others involved conversation.

COGNITIVE INTERVIEW QUESTIONS

- 36% responded "Curious" as the most frequently used word to describe themselves.
- 50% responded theater as a cultural thing they like to do.
- 64% responded news related magazines and *The NY Times* were the most frequently read magazines.
- 50% responded they were already in the ideal job for them, others spoke about jobs relating to people and making a positive impact.
- 86% responded reading books was a big part of what they enjoyed to do. Some had favorite authors, however many were still curious about new authors.
- 100% responded they spent time on the Internet. Almost everyone felt they probably spent too much time on the Internet.
- 78% responded they were using social media. Mixed emotions on social media, some expressed dislike for social media, many still noted their value for connecting with family, primarily face book.

SPIRITUALITY IS IMPORTANT BUT ORGANIZED RELIGION IS NOT

STRONG STOCK THAT OVERCAME ADVERSITY BUT WISH MORE PEOPLE WOULD EMBRACE DIFFERENCES

ADVERSITY SHAPED LIFE CHOICES TO OVERCOME/THRIVE BUT STILL NOT SATISFIED WITH THEMSELVES

5 HUMAN FACTORS SUMMARY:

SOCIAL INTERVIEW QUESTIONS

- 78% responded their faith or spirituality was very important to them.
- 93% responded they were not active in organized religion, their spirituality was more of a personal/private devotion.
- 100% responded the words that others would use to describe them are different than the three words they chose to describe themselves.
- 93% responded they are currently or were previously active on numerous boards.

CULTURAL INTERVIEW QUESTIONS

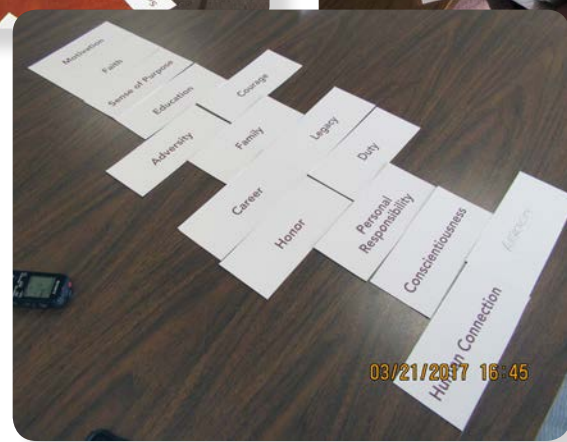
- 93% responded their families came from strong immigrant heritage.
- 100% responded they have learned the most about themselves through adversity, and it has helped to shape the person they are today.
- 78% responded they are still close to one or two people from childhood, emphasizing quality over quantity.
- 57% responded if they could change one thing it would be to embrace differences, equality and eliminating hate without bias.

EMOTIONAL INTERVIEW QUESTIONS

- 93% responded the life-changing event in their life was adversity and how that adversity shaped their choices to overcome and thrive.
- 78% responded their perfect day includes other people and feelings of gratefulness and a sense of accomplishment.
- 57% responded their biggest frustration was often something personal about themselves that they would like to change.

CULTURAL PROBE:

Participants express their personal values by ranking the values from most important to least important. **Family and Human Connection** were ranked the most important values, **Faith** was second place.

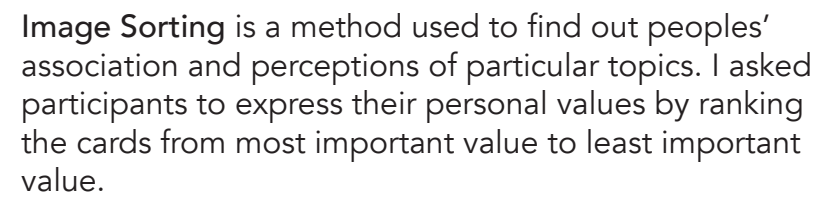


CULTURAL PROBE

Image Sorting

CULTURAL PROBE

Image Sorting



I encouraged each person to talk out loud as they debated their ranked order to encourage a more reflective insight of thought during my interview.

AGELESS



A Collaborative Social Innovation Community

Beta Website link: https://invis.io/FUB3DUO7Z#/226479803_HomePage

This prototype was designed to test how best to design a sticky and self sustaining collaborative social innovation community, a community that will foster connections and mutual respect among individuals that are intrinsically motivated and from culturally diverse life stages.

The goal of this community is to use design methodologies, the cooperative nature of community and collaboration to build a social platform to bring about social innovation over a shared purpose.

Individuals within this community will solve the ambiguous problems within their own community, and develop an intergenerational system of collaboration and thought exchange toward the goal of helping to solve societal issues on many levels, (personal, local, regional, internationally).

Some key elements:

- There will be an Interactive on-line community with resources to help provide tools to educate the community about a human-centered designerly approach to social entrepreneurship.
- There will be face-to-face round table discussions to reinforce the ideology of "a group of all leaders"
- There will be accessible HUB locations like ADA compliant libraries to enable everyone full access to HUB discussions and on-line community.
- There will be captioning, sign-language, audio-recordings. etc. To make the HUB interactions

and the on-line community accessible to all.

- There will be Internet access at all HUB locations to allow Ambassadors to Skype in.
- There will be a variety of resources materials available to spark Ambassadors' interest in the monthly topic they will be discussing.
- Ambassadors will come prepared to the monthly discussion and bring 2-3 possible "solutions" for group discussion.
- Each discussion will be led by a trained facilitator to ensure productive flow of the conversation.
- Each discussion would start with a meet-n-greet and serve lunch or possibly a pot-luck/recipe sharing element. Sharing over a meal is important for building relationships.
- Each discussion will be video-taped for sharing with the on-line community and future storytelling footage for the Innovation Brief.
- Each discussion will have researchers mapping the discussion in real time to capture the consensus points of the discussion.
- After each discussion, there will be an immediate debriefing with the research team.
- After each discussion, there will be an immediate follow up with the Ambassadors in a closed on-line space that will allow follow up with each other as well as the facilitator and researchers that led the discussion.

"ALONE WE
ARE SMART.
TOGETHER WE
ARE BRILLIANT."

- STEVE ANDERSON

Are you ready to become a powerful agent of change?



We are seeking **innovators** and **difference makers**. Individuals who operate at the community level. We give them the creative problem solving tools to **transform societies greatest challenges**.

AGELESS is a **Collaborative Social Innovation Community** that brings together intrinsically motivated individuals of diverse life stages to create a platform for social change.

Good things happen when diverse people come together to collaborate on a shared purpose. Join our collaborative community, where participants are encouraged to think

Good things happen when diverse people come together to collaborate on a shared purpose. Join our collaborative community, where participants are encouraged to think beyond normal limits and consider the positive social impact their ideas might generate. **AGELESS** encourages communities to plan and develop systems that cater solutions to their specific local needs by using design thinking methods, historical knowledge and other local resources. This is accomplished through face-to-face HUB interactions. Each HUB is supported by partners that lend their support and lean-in from our on-line community.

Our belief is that community-centered solutions will give new impetus to solving societies greatest challenges and make the world a better place. We believe that doing so will make our own lives a bit richer as well. This core value implies that innovators and changemakers indeed can change the world and exert a positive impact on even complex social problems by first focusing within their own local communities.



Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects.

– Dalai Lama

Inspired by motivated individuals from all life stages that are making a difference in their communities, we believe these qualities can be harnessed to propel social innovation.

“We see poverty, disease, and destruction all around us, and as we search for ways to make sense of the chaos, we turn to new disciplines for answers and solutions. New, creative innovations are needed, and to create these new products and services, we’ll need to embrace different methods and different theories”. Jon Kolko

At **AGELESS** we agree with Jon Kolko that “social problems are too complicated and they vary too much from place to place to benefit from templates”, each community needs to “design with” to help solve the problems within their own local community.

Kolko, Jon. Wicked problems worth solving: a handbook & a call to action. Austin, TX: Ac4d, austin Center for Design, 2012. Print.

“A designerly approach to social entrepreneurship is one that celebrates depth of impact over breadth of scale and one that recognizes cultural differences as being critical to success”. Jon Kolko

Check out the tools below to learn more about this method.

**Reframe
Problems**

**Know
Context**

**Extract
Insights**

**Frame
Insights**

**Explore
Concepts**

**Frame
Solutions**

**Evaluate
Solutions**

**Innovation
Brief**

**Reframe
Problems**

Challenge the conventional wisdom of what you currently know of the problem. Consider the “where”, consider the changing world around us, and where are the new opportunities for innovation, where should we be moving?

In order to figure out where to find innovation you need to know where to gather information. Look to research materials, leading experts and thought leaders. When gathering your information you need to know how to categorize it. How to relate your information to the goals and strategies of each problem that is presented. Recognize and detect emerging trends, observe parts, relations and patterns in your research.

Mastering the ability to reframe problems is an important tool for increasing your imagination because it unlocks a vast array of solutions. Reframing social problems can unlock innovation and lead to innovative breakthroughs.

Reframe Problem Methods

- Gathering Relevant Information
- Categorize Overviews and Trends
- Detect Relations and Patterns
- Reframe Problems
- Hypothesis Opportunities

**Know
Context**

What in the past led us to where we are now? When focusing your research on trends and changes to detect innovation, it is important to understand the surrounding conditions in which those trends and changes happen. In order to understand the surrounding conditions it is important to determine all of the relationships relevant and analyze how the context influenced how those same relationships will influence your idea. Learning context expands our understanding of innovation.

Know Context Methods

- Learn Historical Context
- Identify Thought Leaders
- Big Picture Overview
- Understand Stakeholders

**Extract
Insights**

Human-centered design is based on people’s needs and patterns of behavior. In order to know people it is important to focus on empathy, observation and personal engagement. Observe everything in the context of the problem. Immerse yourself in people’s daily lives, focusing on what they say, what they do, what they think, what they feel, and gain

**Extract
Insights**

lives, focusing on what they say, what they do, what they think, what they feel, and gain empathic understanding to help reveal really valuable insights. Practice active listening to deeply understand people's needs, pain points, motivation and overall life experiences to extract insights and help reframe the approach to the problem.

Extract Insights Methods

- Observe Everything
- Gain Empathy
- Immerse in Daily Life
- Active Listening
- Extract Insights

**Frame
Insights**

After gaining knowledge from the context of innovation solutions and learning how to extract understanding from peoples' experiences and needs, it is important to understand how to frame these insights. In framing insights it is important to organize your thinking. A clear perspective is necessary to reveal key insights and then turn those insights into concise artifacts or action items for innovation.

Frame Insights Methods

- Explore Systems
- Discover Patterns
- Constructing Overviews
- Identify Opportunities for Innovation
- Identify Guiding Principles

**Explore
Concepts**

Explore concepts is about generating a multitude of new concepts each independent of the other. Divergent (idea generation) and convergent (idea analysis) thinking are different parts of the same process for coming up with ideas and thinking about what you want to do with the ideas. Divergent thinking is about creating ideas through brainstorming, sketching, prototyping ideas and storytelling. Convergent thinking is about taking ideas, reflecting on them, improving on them, and coming up with decisions, therefor convergent thinking is the part of the process where you are more reflective and more analytical. Exploring a variety of new concepts happen in nonlinear, continuous, and iterative cycles resulting in innovative solutions.

Explore Concepts Methods

- Challenging Assumptions
- Disruptive Innovations
- Divergent Thinking
- Convergent Thinking
- Storytelling

**Frame
Solutions**

Frame solutions is about building on the concepts that bring the most value to the insights and principles generated in the explore concepts process. While searching for the most innovative solution it is important to envision what an overall solution might look like or how it might operate in the context of the problem. It is important to translate the innovative solutions into a narrative that can help others understand how the future scenario will work in a compelling way.

Frame Solutions Methods

- Concept Options

**Frame
Solutions**

the most innovative solution it is important to envision what an overall solution might look like or how it might operate in the context of the problem. It is important to translate the innovative solutions into a narrative that can help others understand how the future scenario will work in a compelling way.

Frame Solutions Methods

- Concept Options
- Concept Linking
- Concept Evaluation
- Envisioning Scenarios
- Structuring Solutions

**Evaluate
Solutions**

Once a concept direction is chosen it is time for the concept to take the form of a prototype that can be experienced. Prototypes are not final solutions but tools for learning and require multiple iterations and evaluations until the design is ready to bring to the real world. During the early phase of the innovation process, prototypes tend to be less refined and the focus is on choosing the right and responsive strategies and creating alternative ways to evolve and realize their value.

Evaluate Solutions Methods

- Concept to Prototype
- Experience/Test
- Define Strategies
- Reiterate Prototypes
- Communicating Vision

**Innovation
Brief**

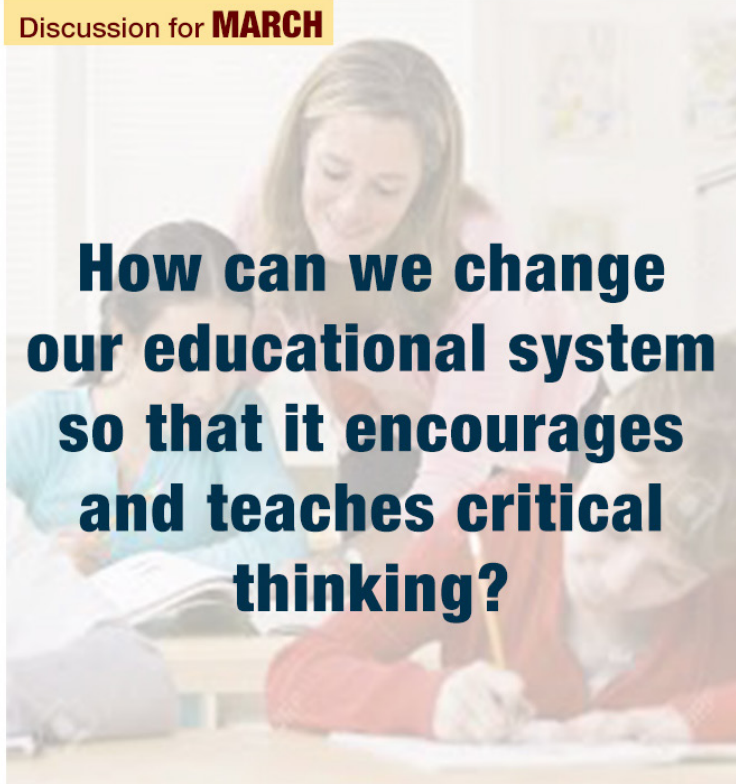
The **Innovation Brief** is a method for translating innovation plans into messages and The Innovation Brief will detail the whole innovation process and summarize the key results such as insights, principles, innovations, prototypes, strategies, and plans. Based on the summary, a Vision Statement will be created to best communicate the innovation to stakeholders and potential partners through various presentation methods.

Based on Kumar, V. (2011). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization.

Ambassadors can choose which monthly topic they are most passionate about and join in a face-to-face round table discussions at local HUB locations.

If Ambassadors can not be present for the face-to-face discussions and would like share their thoughts and expertise on this topic, our on-line community is a great option.

Discussion for **MARCH**



How can we change our educational system so that it encourages and teaches critical thinking?

HUB Locations

Manlius Library:
11:45 - 1:00pm
Saturday, March 25th, 2017
1 Arkie Albanese Ave, Manlius, NY 13104
Phone: 315 682-6400

Bird Library: Syracuse University:
11:45 - 1:00pm
Sunday, March 26th, 2017
222 Waverly Avenue, Syracuse, NY 13244
Phone: 315-443-2093

Onondaga County Public Library:
11:45 - 1:00pm
Monday, March 27th, 2017
447 S Salina St, Syracuse, NY 13202
Phone: 315 435-1900

Northern Onondaga Public Library (NOPL) at North Syracuse:
11:45 - 1:00pm, Tuesday, March 28th, 2017
100 Trolley Barn Ln., North Syracuse, NY 13212
Phone: 315 458-6184

Fairmount Community Library:
11:45 - 1:00pm
Wednesday, March 29th, 2017
406 Chapel Dr, Syracuse, NY 13219, Syracuse, NY
Phone: 315 487-8933

Need a little help researching this month's topic?
Spark charge your research with the the tools below.

TED Talks

Video

Books

Articles

Speakers

Ask the Experts

Sharing Blog

Mapping

TED Talks

Build a school in the Cloud
http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud

What the best education systems are doing right
<http://ideas.ted.com/what-the-best-education-systems-are-doing-right>

Videos

10 EDUCATION DOCUMENTARIES ON THE FUTURE OF LEARNING AND CREATIVITY
<https://www.diygenius.com/documentaries-on-the-future-of-education/>

Books

Innovation in Education: Lessons from Pioneers Around the World 1st Edition
by Charles Leadbeater

Creating Innovators - The Making of Young People Who Will Change the World
by Tony Wagner

Articles

The Importance of Teaching Critical Thinking

<https://globaldigitalcitizen.org/the-importance-of-teaching-critical-thinking>

by L Watanabe-Crockett - Related articles

Jul 24, 2015 - Rondamb talks about the importance of critical thinking skills in our students ... are leaving the K-12 education system lacking the critical thinking skills that ... It is also important that any changes to the curriculum be met with training ... The educator's role as facilitator also encourages a peer review process ...

Education - Critical Thinking Skills in Schools and Life

www.asa3.org/ASA/education/think/critical.htm

and continues with: Characteristics of Critical Thinking, Why teach Critical ... {MCC General Education Initiatives} Critical thinking encourages us to recognize that our ... so they're not up-to-date, but most principles for "teaching critical thinking" ...

Speakers

Bea Gonzalez | Syracuse University

March 21th, Manlius Library, 6:00 - 8:00pm (theoretical speaker series)

Bea González has more than 38 years of experience in higher education; 30 of which have been in continuing education. She also has a long and distinguished ...

Ask the Expert

Don Neugebauer is a member of the Fabius-Pompey Central School District Board of Education, is one of seven school board members statewide featured in a new report on school board leadership. Don is available to answer your questions regarding education, email him @ neug2@aol.com

Sharing Blog

Use this sharing blog to have a community discussion prior to our monthly HUB event. Share your thoughts or questions and receive timely feedback. Post articles, books, TED talks etc., that you found interesting on this topic and would like to share with the AGELESS community.

Mapping

AGELESS uses mapping tools to help organize the insights of each discussion. All of the mapping diagrams are available here to review from previous discussions to help energize your thought process.

AGELESS A Collaborative Social Innovation Community

HOME

ABOUT

SOCIAL CHALLENGE

AMBASSADORS

CONTACT

GET INVOLVED

What does it take to be an Ambassador for Change?

Ambassadors are individuals celebrated for strong leadership and the ability to collaborate well — in addition to doing innovative and impactful work.



AMBASSADORS FOR CHANGE





Charlotte (Chuckie) Holstein
Created the nonprofit
F.O.C.U.S. (Forging Our
Community's United Strength)



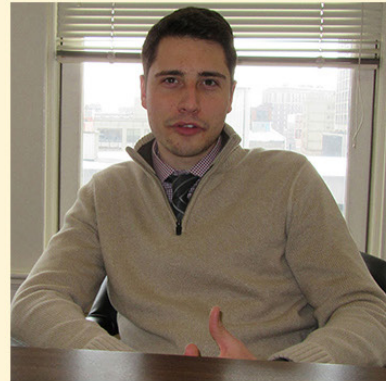
Maryam Wasmund
Controller at Filtertech Inc.
V.P. F-P School Board



Angelo Damiano
CEO PowerSpike, Syracuse
University - Martin J. Whitman
School of Management



Chris Steenstra
CAO - Eric Mower + Associates



Eric Ennis
Economic Development
Specialist at City of Syracuse,
Department of Neighborhood
and Business Development -
City of Syracuse



Ahmad El-Hindi
The Ahmad and Elizabeth
El-Hindi Foundation. Committed
to promoting collaboration
across cultures for the common
good.



Don Neugebauer
Owner of Pompey Mall,
President, F-P School Board



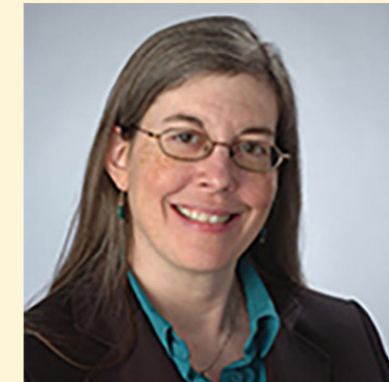
Dr. Gary Gemmill
Professor at Syracuse University's
Whitman School of Management



Peyton Sefick
Team USA at the FIFPA Power
Wheelchair Soccer World Cup
in 2015.



Justin Bachman
Broadcast journalism student
at S.I Newhouse. Founded
Non-profit "Different like you"
teaching tolerance and
acceptance.



Dr. Diane R. Weiner
Director, Disability Cultural Center
Syracuse University



Deborah Markert
Marketing Communications
Consultant

Our social platform combines the opportunity to build connections with people who share a common goal. This is accomplished through face-to-face interaction at HUB locations. Each HUB is supported by partners that lend their support and lean-in from our on-line community. Join Ageless where ideas are explored, connections are made, and collaboration is allowed to flourish.

Are you an intrinsically motivated individual who believes in community and you're ready to collaborate with others to tackle societies greatest challenges?

MEMBER

Members

PARTNERS

Education

Business

Not-for-Profit

Members

Are you an intrinsically motivated individual who believes in our community and is ready to build connections with like-minded individuals to tackle societies greatest challenges and make the world a better place? We believe that doing so will make our own lives a bit richer as well. Are you ready to become an Ambassador for change?

Education

Is your place of learning ready to partner with our Collaborative Social Innovation Community to create innovated solutions? We are looking for innovators and changemakers at all Education levels that will partner with our community to bring forth social change.

Business

Is your Business ready to partner with our Collaborative Social Innovation Community to create innovated solutions? We are looking for innovators and changemakers at the Corporate level that will partner with our community to bring forth social change.

Not-for-Profit

Is your Not-For-Profit ready to partner with our Collaborative Social Innovation Community to create innovated solutions? We are looking for innovators and changemakers at the Not-for-Profit level that will partner with our community to bring forth social change.

AGELESS

Brings together intrinsically motivated individuals of diverse life stages to create a platform for social change.

MEMBERSHIP APPLICATION FORM

PERSONAL DETAILS

Name:	
Address:	
Postcode:	



TESTING OF PROTOTYPE

Proof of Concept

Video Link: <https://vimeo.com/212398615>

Ambassadors: Diane Weiner, Chris Steenstra,
Don Neugebauer, Peyton Sefick
Angelo Damiano,
Maryam Wasmund (Skyped in)

Facilitator: Linda Hartsock

Question: How can we change our educational
system so that it encourages critical
thinking?

What does it take to be an Ambassador?

Ambassadors are individuals celebrated for strong leadership and the ability to collaborate well — in addition to doing innovative and impactful work within their community.

Ambassadors are a key resource of this social innovation community, so membership for all Ambassadors is free. Filling out the membership form and completing an interview process is required prior to granting membership.

What does it take to be a Partner?

Partners are paid subscribers. We are looking for innovators and change-makers at all **Education, Business, and Not-For-Profit** levels that will partner with our community to bring forth social change.

An **Innovation Brief** is a method for translating innovation plans into messages that will benefit Partners in creating artifacts based on the work done with Ambassadors in the social innovation community surrounding local social issues.

The Innovation Brief will detail the whole innovation process and summarize the key results such as insights, principles, innovations, prototypes, strategies, and plans.

Based on the summary, a Vision Statement will be created to best communicate the innovation to stakeholders and potential partners through various presentation methods.

How are topics selected for discussion?

Topics are organic and come from within the community, topics may be championed by an

Ambassador, topics may arise from previous monthly discussions etc.

The topic chosen for the first prototype was,
How can we change our educational system so that it encourages critical thinking?

Six Ambassadors were invited to participate based on their knowledge and experience on matters surrounding education. The Ambassadors were given access to materials to prepare for this HUB face-to-face interaction.

Meet the Ambassadors:

Angelo Damiano - CEO PowerSpike, Student at Syracuse University - Martin J. Whitman School of Management

Maryam Wasmund - (Skyping in) Controller at Filtertech Inc.,
Board Member | V.P. Fabius Pompey School Board
Board Member | Onondaga - Cortland - Madison Counties BOCES

Chris Steenstra - CAO - Eric Mower + Associates
Board Member | Cazenovia College

Peyton Sefick - Team USA at the FIFPA Power Wheelchair Soccer World Cup in 2015., Member of the Fitness Inclusion Network, BA in psychology from Le Moyne College.

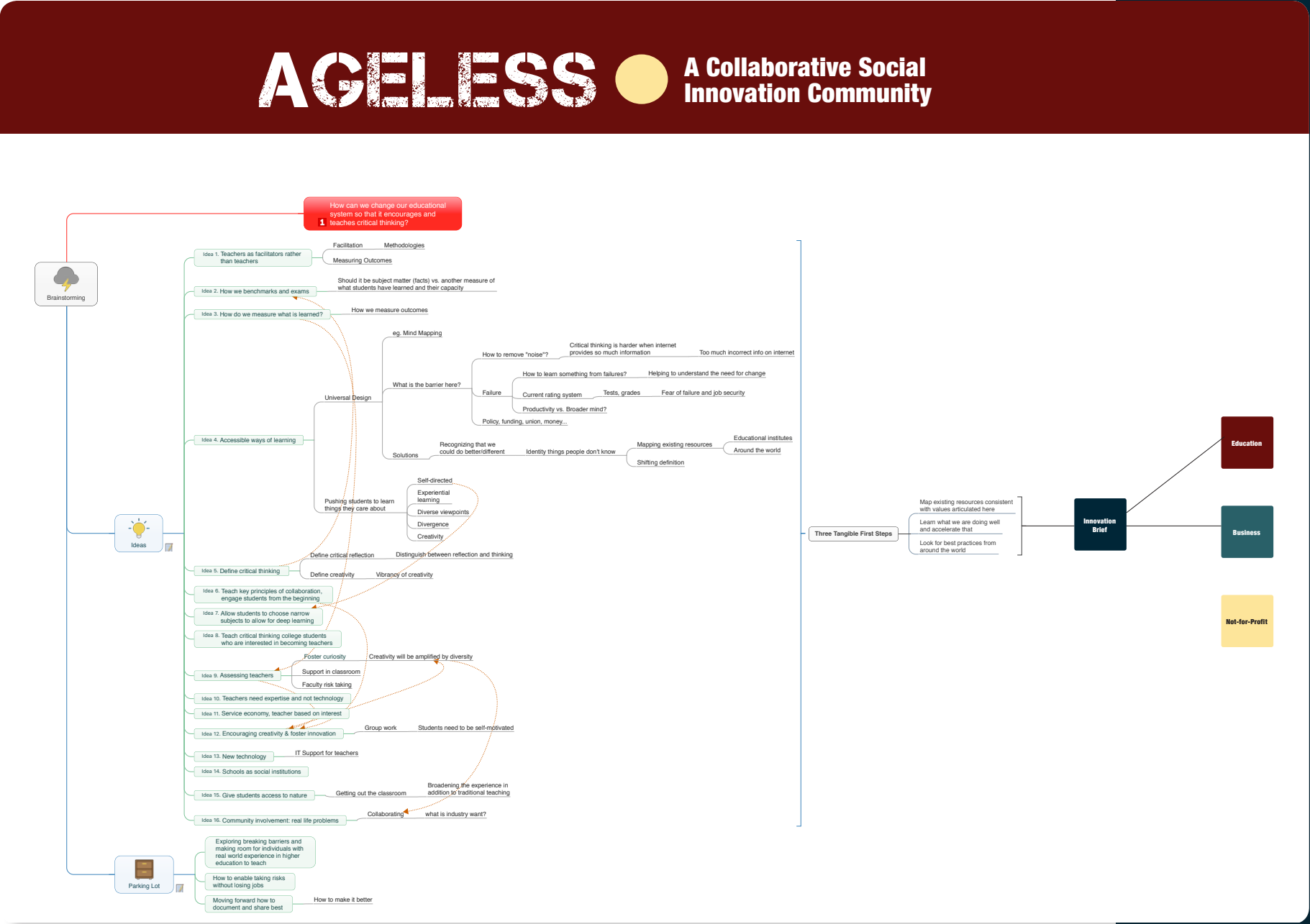
Don Neugebauer - Small Business Owner,
Board Member | Pres. Fabius Pompey School Board,
President of CNY School Board Association

Dr. Diane R. Wiener - Director, Disability Cultural Center Syracuse University



TESTING OF PROTOTYPE

Proof of Concept





CREATIVITY
WILL BE
AMPLIFIED
BY DIVERSITY



TEACH KEY
PRINCIPLES OF
COLLABORATION,
ENGAGE STUDENTS
FROM THE
BEGINNING

FEAR OF
FAILURE AND
JOB SECURITY



SCHOOLS
AS SOCIAL
INSTITUTIONS



TESTING OF
PROTOTYPE

Proof of Concept



LEARN WHAT
WE ARE DOING
WELL AND
ACCELERATE
THAT

PRODUCTIVITY
VS. BROADER
MIND?

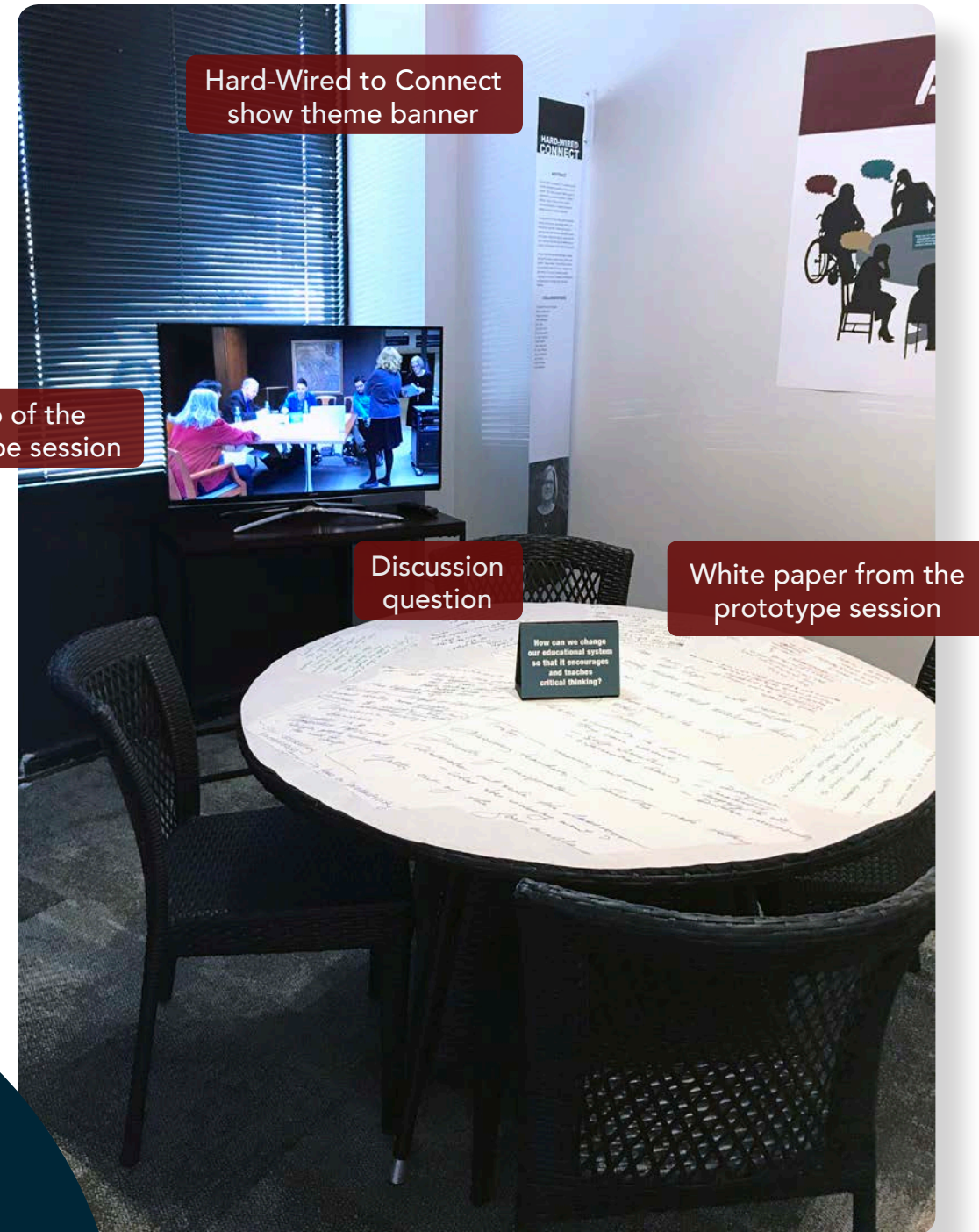


EXPERIENTIAL
LEARNING



CRITICAL THINKING
IS HARDER WHEN
INTERNET PROVIDES
SO MUCH
INFORMATION

DESIGN OF THESIS SHOW



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Understanding what intrinsic motivation is and how motivated individuals are able to persist through obstacles and keep going in spite of difficulties, was the spark charge for my thesis. The purpose of studying motivation was to see if I could identify shared motivational qualities within certain intrinsically motivated generational groups.

The IRB process was daunting, frustrating and completely necessary to facilitate human subjects research in order to ensure the rights and welfare of human subjects are protected during their participation. The objective of my IRB study was to better understand how to harness shared, intrinsic motivational qualities to create social change.

My Hypothesis was that “Human Connection” is a key influence of motivation. After interviewing fourteen intrinsically motivated individuals, at diverse life stages, within the CNY community, my research confirmed that “human connection,” is in fact, a very big influence of intrinsic motivation.

One objective for my design project is to effectively increase levels of human connection through intergenerational collaboration within a community. Another goal is to help transform society through design and intergenerational collaboration.

There are already social innovation forums that are successfully exploring ways to partner and design for impact, The IDEO.org is one. IDEO.org’s mission is to improve the lives of people in poor and vulnerable communities through design, focusing on health care, agriculture, and clean water and sanitation (<https://www.ideo.org/programs/launchpad>). Another forum is New Urban Mechanics, a start up within Boston’s City Government that takes a human-centered approach to different services that the local government delivers (<http://www.metropolismag.com/cities/new-urban-mechanics-the-start-up-that-works-within-city-government/>). The Centre for Social Innovation is internationally recognized as a pioneer in the creation of shared spaces for social innovation. This shared space is tackling social and environmental challenges and expands the definition of community primarily in Toronto and NYC (<https://socialinnovation.org/>).

These are all great examples of how human-centered design is working toward social innovation. Most of these organizations use a top down approach with a global or specific focus. My approach is based on a grass roots or bottom up method. My focus is to design “with in” starting at the local community level. Community members will be active participants in all aspects of designing their social innovation community.

After I concluded each IRB approved interview, I asked each participant for permission to discuss, in broad, terms my design project. By creating a rough draft of my website and sharing it with each participant, I was able to gather additional requirements that would be useful to communicate to this intergenerational group. As potential users of this website, it was important to brainstorm with them and listen to their input to help create optimum work flow and content creation. Each iteration helped bring my design closer to the design you see in this process book.

During the interview process I had the opportunity to talk to some of the most fascinating, thoughtful and compassionate people I have ever met. During one such encounter the iteration of including a facilitator to each group discussion became a pivotal point in the development of my design project. I discussed the pros and cons of a facilitator with Dr. Gemmell, and his direction as an expert in this field was insightful and extremely helpful on this matter. In the first prototype session, we were fortunate to have a skilled professional facilitator, Linda Hartsock, to facilitate our discussion. Linda was so effective in this role that it became even more obvious how crucial facilitation was in aiding our intergenerational group to arrive at


consensus points and move the discussion forward while still maintaining the ideology of a “group of all leaders”.

The visual mock-up of my prototype community represented in this book is “proof of concept” that a movement that empowers intergenerational groups, using a human-centered, grass roots, approach has the potential to create empathy among diverse life stages and create a stronger community.

Now that the proof of concept is completed, the real challenge will be to design a HUB that is sticky and self sustaining in the context of a community like CNY with serious social issues regarding poverty and the changing job market. In order to accomplish this goal, the need for further study in facilitation, in participatory decision making, human and organizational learning, and service design are essential to take this concept forward. Thankfully, there are many resources available for self-study in these areas, and CNY would be an ideal community to prototype and test my prototype design of a collaborative social innovation community.

The goal of this social innovation community, is to harness a diverse culture of intrinsically motivated individuals to help transform society through design and intergenerational collaboration. To create a platform for social innovation that starts at the local community level that is inclusive, disruptive and iterative, and has the capacity to become scale-able. The mission of this ideal social innovation community would be. “If we can live together in community, then someday we shall be able to resolve our conflicts”.

SYRACUSE UNIVERSITY



INSTITUTIONAL REVIEW BOARD
MEMORANDUM

TO: Don Carr

DATE: February 24, 2017

SUBJECT: Expedited Protocol Review - Approval of Human Participants

IRB #: 17-032

TITLE: The Study of Motivation and How It Can be Harnessed to Provide Change for Future Generations

The above referenced protocol was reviewed by the Syracuse University Institutional Review Board for the Protection of Human Subjects (IRB) and has been given **expedited approval**. The protocol has been determined to be of no more than minimal risk and has been evaluated for the following:

1. the rights and welfare of the individual(s) under investigation;

2. appropriate methods to secure informed consent; and

3. risks and potential benefits of the investigation.


The approval period is **February 23, 2017** through **February 22, 2018**. A continuing review of this protocol must be conducted before the end of this approval period. Although you will receive a request for a continuing renewal approximately 60 days before that date, it is your responsibility to submit the information in sufficient time to allow for review before the approval period ends.

Enclosed are the IRB approved date stamped consent and/or assent document/s related to this study that expire on **February 22, 2018**. **The IRB approved date stamped copy must be duplicated and used when enrolling new participants during the approval period** (may not be applicable for electronic consent or research projects conducted solely for data analysis). Federal regulations require that each participant indicate their willingness to participate through the informed consent process and be provided with a copy of the consent form. Regulations also require that you keep a copy of this document for a minimum of three years after your study is closed.

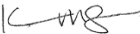
Any changes to the protocol during the approval period cannot be initiated **prior** to IRB review and approval, except when such changes are essential to eliminate apparent immediate harm to the participants. In this instance, changes must be reported to the IRB within five days. Protocol changes must be submitted on an amendment request form available on the IRB web site. Any unanticipated problems involving risks to subjects or others must be reported to the IRB within 10 working days of occurrence.

Research Integrity & Protections | 214 Lyman Hall | Syracuse, NY 13244-1200 | 315.443.3013 | orip.syr.edu

SYRACUSE UNIVERSITY



Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.




Katherine McDonald
IRB Chair

DEPT: VPA – School of Design, 116 Smith Hall

STUDENT: Donna Greene

Research Integrity & Protections | 214 Lyman Hall | Syracuse, NY 13244-1200 | 315.443.3013 | orip.syr.edu

CONSENT (Oral)



Syracuse University IRB Approved

FEB 23 2017 FEB 22 2018

VISUAL AND PERFORMING ARTS / SCHOOL OF DESIGN
116 SMITH HALL / 315.443.2455

The study of motivation and how it can be harnessed to provide change for future generations.

My name is Donna Greene, and I am a graduate student at Syracuse University. I am inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not. This sheet will explain the study to you and please feel free to ask questions about the research if you have any. I will be happy to explain anything in detail if you wish.

I am interested in learning more about what motivates people to achieve their goals. You will be asked to meet with me in a place of your choosing for an informal interview. The format of the interview will be a casual conversation based on select interview questions. I will ask you for permission to contact you again for a follow up visit. I will ask for your permission to allow me to audio record you for accuracy of data. This information will be used in transcribing our visit. I will also seek your permission to take photographs during our interview for use in my research study. This will take approximately one to two hours of your time. The information from our interviews will be kept confidential only if you request it.

If you wish your identity to remain confidential I will assign a number to your responses, only myself and my faculty advisor will have the key to indicate which number belongs to which participant. OR In any articles I write or any presentations that I make, I will use a made-up name for you, and I will not reveal details or I will change details about your place of work or where you reside.

The benefit of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience any direct benefit from participation. The goal of this information is to learn how motivation can be harnessed to provide change for future generations.

The minimum risks to you may include becoming tired, discomfort from sitting for too long in one position, perhaps some emotional feelings brought up by retelling stories from your past. By allowing breaks during our interview when necessary, and encouraging movement

Consent form 1 - Oral

1

to relieve discomfort as well to I hope to minimize risks. The tone of our conversation will be more of a celebration of your accomplishments so I hope to invoke happy emotions through my interviews.

If you do not want to take part, you have the right to refuse to take part, without penalty. If you decide to take part and later no longer wish to continue, you have the right to withdraw from the study at any time, without penalty.

We will keep your study data as confidential as possible, with the exception of certain information that we must report for legal or ethical reasons, such as situations of abuse, and/or intent to harm yourself or others.

During the interviews a hand held recorder and a hand held camera are used to record each interview. Directly after the interview the recordings and pictures will be saved on a password protected laptop and immediately deleted from the hand help recording devices. Password protected laptop and hard drive will hold all of the files of each interview. I will only share data with my advisor Don Carr and that will be face-to-face meetings, twice a week, on my password protected laptop in my presence. Upon completion of transcribing the audio information into my password protected laptop the audio files will be deleted. If participants do not provide consent to use their images I will not take their picture so there will not be an issue of storage of images without consent. If participants provide consent to use their names and images, both will be used as documentation in my Master thesis paper and Master thesis show and stored on my password protected laptop.

Contact Information:
If you have any questions, concerns, complaints about the research, contact myself Donna Greene, (315.247.3033) or Don Carr, program coordinator and faculty advisor at 116 Smith Hall, (315.443.2455). If you have any questions about your rights as a research participant, you have questions, concerns, or complaints that you wish to address to someone other than the investigator, if you cannot reach the investigator, contact the Syracuse University Institutional Review Board at 315-443-3013.

Do you agree to be audio recorded? ____ Yes ____ No

Do you agree to be photographed? ____ Yes ____ No

Do you agree to be directly quoted? ____ Yes ____ No

Do you agree to provide consent to use your name as documentation in my Master thesis paper and Master thesis show ____ Yes ____ No

Do you agree to provide consent to use your image as documentation in my Master thesis paper and Master thesis show ____ Yes ____ No

Consent form 1 - Oral

2

APPENDIX

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CONSENT (Written)



Syracuse University IRB Approved

FEB 23 2017 FEB 22 2018

VISUAL AND PERFORMING ARTS / SCHOOL OF DESIGN
116 SMITH HALL / 315.443.2455

The study of motivation and how it can be harnessed to provide change for future generations.

My name is Donna Greene, and I am a graduate student at Syracuse University. I am inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not. This sheet will explain the study to you and please feel free to ask questions about the research if you have any. I will be happy to explain anything in detail if you wish.

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If you wish your identity to remain confidential I will assign a number to your responses, only myself and my faculty advisor will have the key to indicate which number belongs to which participant. OR In any articles I write or any presentations that I make, I will use a made-up name for you, and I will not reveal details or I will change details about your place of work or where you reside.

The benefit of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience any direct benefit from participation. The goal of this information is to learn how motivation can be harnessed to provide change for future generations.

The minimum risks to you may include becoming tired, discomfort from sitting for too long in one position, perhaps some emotional feelings brought up by retelling stories from your

Consent Form 2 - Written

1

All of my questions have been answered, I am 18 years of age or older, and I wish to participate in this research study. I have received a copy of this consent form.”

Signature of participant

Date

Printed name of participant

Signature of researcher

Date

Printed name of researcher

Syracuse University IRB Approved

FEB 23 2017 FEB 22 2018

Consent form 1 - Oral

3

past. By allowing breaks during our interview when necessary, and encouraging movement to relieve discomfort as well to I hope to minimize risks. The tone of our conversation will be more of a celebration of your accomplishments so I hope to invoke happy emotions through my interviews.

If you do not want to take part, you have the right to refuse to take part, without penalty. If you decide to take part and later no longer wish to continue, you have the right to withdraw from the study at any time, without penalty.

We will keep your study data as confidential as possible, with the exception of certain information that we must report for legal or ethical reasons, such as situations of abuse, and/or intent to harm yourself or others.

During the interviews a hand held recorder and a hand held camera are used to record each interview. Directly after the interview the recordings and pictures will be saved on a password protected laptop and immediately deleted from the hand help recording devices. Password protected laptop and hard drive will hold all of the files of each interview. I will only share data with my advisor Don Carr and that will be face-to-face meetings, twice a week, on my password protected laptop in my presence. Upon completion of transcribing the audio information into my password protected laptop the audio files will be deleted. If participants do not provide consent to use their images I will not take their picture so there will not be an issue of storage of images without consent. If participants provide consent to use their names and images, both will be used as documentation in my Master thesis paper and Master thesis show and stored on my password protected laptop.

Contact Information:

If you have any questions, concerns, complaints about the research, contact myself Donna Greene, (315.247.3033) or Don Carr, program coordinator and faculty advisor at 116 Smith Hall, (315.443.2455). If you have any questions about your rights as a research participant, you have questions, concerns, or complaints that you wish to address to someone other than the investigator, if you cannot reach the investigator, contact the Syracuse University Institutional Review Board at 315-443-3013.

Do you agree to be audio recorded? ____ Yes ____

Do you agree to be photographed? ____ Yes ____ No

Do you agree to be directly quoted? ____ Yes ____ No

Do you agree to provide consent to use your name as documentation in my Master thesis paper and Master thesis show ____ Yes ____ No

Do you agree to provide consent to use your image as documentation in my Master thesis paper and Master thesis show ____ Yes ____ No

Syracuse University IRB Approved

FEB 23 2017 FEB 22 2018

Consent Form 2 - Written

2

All of my questions have been answered, I am 18 years of age or older, and I wish to participate in this research study. I have received a copy of this consent form.”

Signature of participant

Date

Printed name of participant

Signature of researcher

Date

Printed name of researcher

Syracuse University IRB Approved

FEB 23 2017 FEB 22 2018

Consent Form 2 - Written

3

BOOKS

Aging our way: lessons for living from 85 and beyond, by Meika Lowe, Oxford: Oxford UPress, 2011. Print.

Eco Village Ithaca: Powering a Sustainable Culture, by Liz Walker

Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We ..., by Brené Brown

Plankton Dreams - What I learned in Special-Ed, by Tito Rajarshi Mukhopadhyay

Rising strong / Brené Brown., PhD, LMSW ; Illustrations, Simon Walker

The Greatest Generation Speaks - Letters and Reflections by Tom Brokaw

The Reason I Jump - The inner voice of a thirteen-year-old boy with autism, by Naoki Higashida

Wisdom From a Chair, Thirty Years of Quadriplegia, The Memoirs of Andrew I. Batavia

Videos/TED Talks

Larry Gray Conscious Endearing - <https://www.youtube.com/watch?v=gDrBtTY-JOG4#t=1060.849908>

Design Thinking Movie: <http://www.designthinkingmovie.com>

Simon Sinek - Millennials in the Workplace <https://www.youtube.com/watch?v=5MC2X-LRbkE>

Simon Sinek: Why Leaders Eat Last - <https://www.youtube.com/watch?v=ReRCH-deUG9Y>

VIDEOS/TED TALKS

Simon Sinek: How Great Leaders Inspire Action - https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Brené Brown: The power of vulnerability - https://www.ted.com/talks/brene_brown_on_vulnerability

Dr. Bill Thompson: Elderhood rising -- the dawn of a new world age - <https://www.youtube.com/watch?v=ijbgcX3vIWs>

Stella Young: I’m not your inspiration, thank you very much - https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Websites

<http://www.goldmansachs.com/our-thinking/pages/millennials/index.htm>
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VITA

Donna Greene was born in Syracuse, New York, on August 9, 1959. After completing high school in 1977, she studied art at SUNY Potsdam between 1977 and 1978. Between 1978 and 1981 she studied at Syracuse University, College of Visual and Performing Arts, in Syracuse, New York, earning a Bachelor of Fine Art in Advertising Design. Between 2105 and 2017 she is expected to earn a Masters of Fine Arts in Collaborative Design, Syracuse University, College of Visual and Performing Arts.

Donna Greene's began teaching as an Adjunct and Visiting Instructor for Cazenovia College in their Visual Communications Program between 2007 and 2014. Between 2007 and 2012 she also performed the duties of Assistant Professor and Program Coordinator at Syracuse University, College of Visual and Performing Arts, Advertising Design Program.

Donna Greene's professional career began as an Associate Art Director at Conklin Labs & BeBee in Syracuse, New York between 1982 and 1983. She became an Art Director at Warne McKenna Advertising, Syracuse, New York between 1983 and 1985. In 1985 she began as Art Director at the largest independently owned Advertising agency, Eric Mower and Associate, EMA. Upon leaving EMA in 1988, she started her own company, Greene Graphics, in Pompey, NY, and as Creative Director she continues to solve complex problems using innovative design solutions.