Can the qualities of intrinsically motivated individuals at diverse "life stages" be harnessed to create social change?

Donna Lynne Greene
Syracuse University

Follow this and additional works at: https://surface.syr.edu/thesis

Part of the Arts and Humanities Commons

Recommended Citation
Greene, Donna Lynne, "Can the qualities of intrinsically motivated individuals at diverse "life stages" be harnessed to create social change?" (2017). Theses - ALL. 171.
https://surface.syr.edu/thesis/171

This is brought to you for free and open access by SURFACE. It has been accepted for inclusion in Theses - ALL by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.
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.
CAN THE QUALITIES OF INTRINSICALLY MOTIVATED INDIVIDUALS AT DIVERSE "LIFE STAGES" BE HARNESSED 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

© Copyright by Donna L. Greene 2017
All Rights Reserved
Thank you to the staff and faculty in VPA School of Design, especially Don Carr, Sarah Rodmore, 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.

![Table of Contents]

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>INTRINSIC MOTIVATION</td>
</tr>
<tr>
<td>The Millennial Generation</td>
</tr>
<tr>
<td>The Baby Boomer Generation</td>
</tr>
<tr>
<td>The Greatest Generation</td>
</tr>
<tr>
<td>Centenarians</td>
</tr>
<tr>
<td>Life Stage Overview</td>
</tr>
<tr>
<td>BUILDING A COMMUNITY</td>
</tr>
<tr>
<td>A HUMAN-CENTERED APPROACH</td>
</tr>
<tr>
<td>IRB</td>
</tr>
<tr>
<td>Consent Form</td>
</tr>
<tr>
<td>Sample Interview Questions</td>
</tr>
<tr>
<td>IRB INTERVIEWS</td>
</tr>
<tr>
<td>THESIS RESEARCH FINDINGS</td>
</tr>
<tr>
<td>CULTURAL PROBE</td>
</tr>
<tr>
<td>DESIGN OF THESIS PROJECT</td>
</tr>
<tr>
<td>MOCK-UP OF WEB BASED INTERFACE</td>
</tr>
<tr>
<td>TESTING OF DESIGN PROTOTYPE</td>
</tr>
<tr>
<td>DESIGN OF THESIS SHOW</td>
</tr>
<tr>
<td>REFLECTION</td>
</tr>
<tr>
<td>ADDITIONAL RESOURCES</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
</tr>
<tr>
<td>APPENDIX</td>
</tr>
</tbody>
</table>
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 suggest 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).

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”.

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).
The last generational group I studied was 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 be-cause 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 interview 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 design 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. Therefor 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 interview. 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.
Achieving a goal requires the ability to persist through obstacles and the endurance to keep going in spite of difficulties.

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 world’s most ambiguous problems?
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, they 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).
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).

Strong sense of community
Christopher Pappas
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.
- 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).

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

“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).

“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).

“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 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 easy-going, 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 lead author Andrew Stare, 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).
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.

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.

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

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 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.
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, a safe place, mutual respect, a group of all leaders, and a group that can debate gracefully. My research also revealed another community, 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, 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 mem-
bers 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, 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 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 authori-

“A Community is a Group that can Fight Gracefully” M. Scott Peck, M.D.
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 “so-solutions could be prototyped for a broader and more global community. Once innovative solutions are created within a community, discussions, “design with”, to help solve the “wicked problems” of each social innovation community that encourages intergenerational development process and “one that recognizes cultural differences as critical and necessary to develop a collaborative development process and “one that recognizes cultural differences as being critical to success”. (Kolko, 33).

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 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. “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 under- stand 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 who is not afraid to ask “why”. A designer is someone with deep engagement or compassion, is 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”. A designer who would foster empathetic connections

A HUMAN-CENTERED DESIGNERLY APPROACH
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 motivated generational and situational groups.

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 of these factors 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 sort the words and then comment on each value, why it was important, and if it was something he or she valued. The interviewee was asked to sort the words and then comment on each value, why it was important, and if it was something he or she valued.

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.


3. If yes, please give the date of the review:

2.4. Has the research been reviewed before the IRB?

Is this research to be performed:

- Using non-technical language, describe the objective of this proposed research including purpose, research questions, hypothesis, etc.

4. How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?

The first generational group I would like to study is persons born between (1901-1924). This group.

My research question is: “How can the qualities exhibited by highly motivated persons of generational and situational groups to persist through obstacles, to not only endure but thrive, in spite of difficulties.

The purpose of studying motivation is to uncover shared motivational qualities within certain high-motivated generational and situational groups. I believe my research will uncover enhancing motivation and provide change?
6. IRB has approved the research, or plans to defer review to SU's IRB:

5.2. (insert additional rows if needed)

6.1. Is this a multi-center research project in which Syracuse University will function as the coordinating entity conducting the same study at multiple locations?

Yes. If yes, describe the plans to manage information obtained in multi-site research that may be collected in the process of research participation as an institutional problem.

No. (Skip to 5.4)

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

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

No. (Skip to 5.4)

6.2. How will you ensure that all persons above who are adequately informed about the protocol and their research duties required during this study.

No. (Skip to 5.4)

6.3. Are there adequate numbers of qualified staff to conduct your study.

No. (Skip to 5.4)

6.4. Are the plans to manage information obtained in multi-site research that may be collected in the process of research participation as an institutional problem.

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

No. (Skip to 5.4)

5.4. Does this research involve human participants?

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

No. (Skip to 5.4)

7. How many consent documents are included with this application?

 Consent form 1, Consent form 2, Assent form 1, etc.

8. Describe how compensation will be awarded if the participant withdraws after beginning the study.

9. Describe who will recruit participants.

Newspaper, Posters, Mass E-mail Solicitation, Other (describe):
9.4.1. To whom will consent be obtained and by what means for minors or the individuals considered dependent children - including but not limited to the following:

- The individual
- A parent or guardian
- A legal guardian
- A court
- A school official

9.4.2. Will non-English speaking individuals be participants in the research?

Yes (ATTACH COPY)

9.5.1. Will the consent process be conducted in the language of the individual?

Yes

9.5.2. If the consent process is not in the language of the individual, describe the translation services used.

The consent form will be translated into Spanish by a certified translator. The translated consent form will be provided to the individual before they sign the original consent.

9.6.1. What steps will be taken to minimize the possibility of coercion or undue influence?

describe in detail what the study hopes to accomplish, and review the format of each

9.6.2. From whom will consent be obtained and by what means for minors or the individuals considered dependent children - including but not limited to the following:

- The individual
- A parent or guardian
- A legal guardian
- A court
- A school official

9.7.1. What is the length of time that data will be collected?

N/A

9.7.2. What is the length of time that data will be analyzed?

N/A

9.7.3. What is the length of time that data will be stored?

N/A

9.7.4. What is the length of time that data will be retained?

N/A

9.8.1. Will non-English speaking individuals be participants in the research?

Yes (ATTACH COPY)

9.9.1. What are the qualifications of the individual or translation service that will provide translation of the consent document?

List the qualifications of the individual or translation service that will provide translation of the consent document.

9.10.1. What is the length of time that data will be collected?

N/A

9.10.2. What is the length of time that data will be analyzed?

N/A

9.10.3. What is the length of time that data will be stored?

N/A

9.10.4. What is the length of time that data will be retained?

N/A

9.11.1. What is the length of time that data will be collected?

N/A

9.11.2. What is the length of time that data will be analyzed?

N/A

9.11.3. What is the length of time that data will be stored?

N/A

9.11.4. What is the length of time that data will be retained?

N/A

9.12.1. What is the length of time that data will be collected?

N/A

9.12.2. What is the length of time that data will be analyzed?

N/A

9.12.3. What is the length of time that data will be stored?

N/A

9.12.4. What is the length of time that data will be retained?

N/A

10.0.1. What is the length of time that data will be collected?

N/A

10.0.2. What is the length of time that data will be analyzed?

N/A

10.0.3. What is the length of time that data will be stored?

N/A

10.0.4. What is the length of time that data will be retained?

N/A

11.0.1. What is the length of time that data will be collected?

N/A

11.0.2. What is the length of time that data will be analyzed?

N/A

11.0.3. What is the length of time that data will be stored?

N/A

11.0.4. What is the length of time that data will be retained?

N/A

11.1.1. What is the length of time that data will be collected?

N/A

11.1.2. What is the length of time that data will be analyzed?

N/A

11.1.3. What is the length of time that data will be stored?

N/A

11.1.4. What is the length of time that data will be retained?

N/A

11.2.1. What is the length of time that data will be collected?

N/A

11.2.2. What is the length of time that data will be analyzed?

N/A

11.2.3. What is the length of time that data will be stored?

N/A

11.2.4. What is the length of time that data will be retained?

N/A

11.3.1. What is the length of time that data will be collected?

N/A

11.3.2. What is the length of time that data will be analyzed?

N/A

11.3.3. What is the length of time that data will be stored?

N/A

11.3.4. What is the length of time that data will be retained?

N/A

11.4.1. What is the length of time that data will be collected?

N/A

11.4.2. What is the length of time that data will be analyzed?

N/A

11.4.3. What is the length of time that data will be stored?

N/A

11.4.4. What is the length of time that data will be retained?

N/A

11.5.1. What is the length of time that data will be collected?

N/A

11.5.2. What is the length of time that data will be analyzed?

N/A

11.5.3. What is the length of time that data will be stored?

N/A

11.5.4. What is the length of time that data will be retained?

N/A

11.6.1. What is the length of time that data will be collected?

N/A

11.6.2. What is the length of time that data will be analyzed?

N/A

11.6.3. What is the length of time that data will be stored?

N/A

11.6.4. What is the length of time that data will be retained?

N/A

11.7.1. What is the length of time that data will be collected?

N/A

11.7.2. What is the length of time that data will be analyzed?

N/A

11.7.3. What is the length of time that data will be stored?

N/A

11.7.4. What is the length of time that data will be retained?

N/A

11.8.1. What is the length of time that data will be collected?

N/A

11.8.2. What is the length of time that data will be analyzed?

N/A

11.8.3. What is the length of time that data will be stored?

N/A

11.8.4. What is the length of time that data will be retained?
A number will be assigned to your protocol. Please refer to it whenever calling or writing for information.

The participants in this study are very civic minded individuals so they may benefit a sense of accomplishment so I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.

11. Schedule

Do you agree to provide consent to use your image as documentation in my Master thesis paper and Master thesis show _____Yes _____No

Do you agree to be directly quoted? _____Yes _____No

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, neglect, or danger to self or others. We will not release personal information about you to other researchers without your written consent.

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 conducting research on 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 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.

The tone of our conversations will be a celebration of your accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.

The benefits of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience my direct benefit from participating. The cost of this information to learn how to share your stories is too long in any particular, some emotional feelings brought up by retelling stories from your past. By allowing breach during interview when necessary, and encouraging statement to reduce discomfort so you’ll be in a minimum risk role. This time our conversations will be a celebration of your accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.

The benefits of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience my direct benefit from participating. The cost of this information to learn how to share your stories is too long in any particular, some emotional feelings brought up by retelling stories from your past. By allowing breach during interview when necessary, and encouraging statement to reduce discomfort so you’ll be in a minimum risk role. This time our conversations will be a celebration of your accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.

The benefits of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience my direct benefit from participating. The cost of this information to learn how to share your stories is too long in any particular, some emotional feelings brought up by retelling stories from your past. By allowing breach during interview when necessary, and encouraging statement to reduce discomfort so you’ll be in a minimum risk role. This time our conversations will be a celebration of your accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.

The benefits of this research is that you will be helping us to understand what motivates people to achieve their goals. You may not experience my direct benefit from participating. The cost of this information to learn how to share your stories is too long in any particular, some emotional feelings brought up by retelling stories from your past. By allowing breach during interview when necessary, and encouraging statement to reduce discomfort so you’ll be in a minimum risk role. This time our conversations will be a celebration of your accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. I hope to invoke happy emotions through my interviews. Stories from their past. The tone of the conversation is more a celebration of their accomplishments if applicable. If participants need to be debriefed at the end of the study, a description of the interview will be a casual conversation based on select interview questions. I will ask you to identify in confessional bound by selecting interview questions. I will also ask you to identify if participants need to be debriefed at the end of the study. 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, made-up name for you, and I will not reveal details or change details about your place of work or where you reside.
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.

Consent Form 2 - Written
Printed name of researcher
_________________________________________
Signature of researcher                                                                   Date
_________________________________________    _________________________
Printed name of participant
_______________________________________
Signature of participant                                                                          Date
_________________________________________    _________________________
participate in this research study. I have received a copy of this consent form."

What do you think about Social Media sites like FaceBook, Twitter, Pinterest?
Do you spend much time on the Internet?
What magazines or publications do you like to read?
Who is your favorite author?
What cultural things do you like to do?
What would be an ideal job for you?
What three words would you use to describe yourself?
What is your favorite thing to do with other people?
What is your favorite solitary thing to do?
Do you have a favorite chair or place that you like to sit and relax?
What is your favorite family memory?
Do family gatherings involve food?
Where do you usually gather?
How often does your family get together?
Tell me a little bit about your family?
Can I meet with you again?
Blank card (let the person fill in a value)
Comfort    Duty
Courage    Motivation
Human Connection    Conscientiousness
Education     Sense of Purpose
Family     Adversity
Honor     Faith
Legacy     Career
Cultural Probe - 15 Cards: 
out loud as they debate their ranked order)(Take a picture of the ranked order.)
I would include a Cultural Probe to encourage a more reflective insight of thought during my interview. Both from most important value to the least important the value written on these index cards. (Encourage the person to talk)

Sample Interview Questions
Syracuse University Institutional Review Board

6.3 - 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.

What is your biggest frustration?
Tell me about a life-changing event that helped to shape who you are today?
Can you describe a perfect day for you? What emotions you are feeling?
How active are you in your Faith community?
Is your Faith important to you?
Are you currently on any Boards or belong to any volunteer groups?
What organizations do you belong to?
What three words, would others that are close to you, use to describe you?
If you had the power to change one thing, what would that be?
Based on this quote "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?

Syracuse University Institutional Review Board
SAMPLE INTERVIEW QUESTIONS

<table>
<thead>
<tr>
<th>Sample Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
</tr>
</tbody>
</table>
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

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

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 collaboration across cultures for the common good

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.

Deborah Markert  
Marketing Communications Consultant

Jack Philips  
Architecture Senior, Syracuse University, Founder/CEO, IIIID, 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

Did not give permission to share his portrait
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 other’s company.

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.

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.

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.
- 93% responded they are currently or were previously active on numerous boards.

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.

5 Human Factors Summary: Physical Interview Questions

- 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: Cognitive Interview Questions

- Spirituality is important but organized religion is not.

5 Human Factors Summary: Social Interview Questions

- Strong stock that overcame adversity but wish more people would embrace differences.

5 Human Factors Summary: Cultural Interview Questions

- Adversity shaped life choices to overcome/thrive but still not satisfied with themselves.

5 Human Factors Summary: Emotional Interview Questions

- Faith was second place.
CULTURAL PROBE
Image Sorting
**Image Sorting** is a method used to find out people's association and perceptions of particular topics. I asked participants to express their personal values by ranking the cards from most important value to least important value.

<table>
<thead>
<tr>
<th>Family</th>
<th>Legacy</th>
<th>Faith</th>
<th>Honor</th>
<th>Education</th>
<th>Human Connection</th>
<th>Courage</th>
<th>Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>#2</td>
<td>#3</td>
<td>#4</td>
<td>#5</td>
<td>#6</td>
<td>#7</td>
<td>#8</td>
</tr>
</tbody>
</table>

**My Hypothesis** is that Human connection is a key influence of motivation.

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.

Can the qualities of intrinsically motivated individuals of diverse life stages be harnessed to create social change?
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.
How can we change our educational system so that it encourages and teaches critical thinking?

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 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. Now, creative inspirations are needed, and to create these new products and services, we’ll need to embrace different methods and different therapies.” — Jon Kimiko

At AGELESS we agree with Jon Kimiko 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.

“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 Kimiko

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

**Reframe Problems**

**Know Context**

**Extract Insights**

**Frame Insights**

---

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

In order to figure our 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 make your knowledge meaningful? Pay attention to the signals, see 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**

- Gaining Relevant Information
- Identify Thought Leaders
- Detect Relations and Patterns
- Reframe Problems
- Hypothesis Opportunities

What is 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 needs and changes happen. In order to understand the surrounding context, your research needs to reveal the conditions that influence and support the need. Knowing 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

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 do, what they think, what they feel, and gain

---

**Extract Insights**

**Frame Insights**

---

**Know Context**

**Reframe Problems**

---

**Explore Concepts**

**Frame Solutions**

**Evaluate Solutions**

**Innovation Brief**
**Frame Insights**

- **Innovate, focusing on what they say, what they do, what they think, what they feel, and gain empathetic 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**
- **Interview**
- **Immerse in Daily Life**
- **Active Listening**
- **Extract Insights**

After gaining knowledge from the context of innovation solutions and learning how to extract understanding from people’s experiences and needs, it is important to understand how to frame these insights. In framing insights, it is important to organize your insights and ideas into a coherent narrative. Identify the main ideas and then turn these insights into concise artifacts or action items for innovation.

**Frame Insights Methods**

- **Execute 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, thereby convergent thinking is the part of the process where you are more reflective and more focused on the ideas that you have been developing 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 visualize 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**

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 phases 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**
- **Prototype**
- **Reflect/Prototypes**
- **Communicating Vision**

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.

How can we change our educational system so that it encourages and teaches critical thinking?
The Importance of Teaching Critical Thinking
https://globaldigitalcitizen.org/the-importance-of-teaching-critical-thinking
by L. Walters-Braddock, -Related articles
July 24, 2013 - Researchers talk about the importance of critical thinking skills in our students'... are testing 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.sas.org/ASA/AsstClnmus/think critical.htm
and correlates with Characteristics of Critical Thinking... Why teach Critical... (MCC General Education Initiative) Critical thinking encourages us to recognize that... so they're not up-to-date, but most principles for "teaching critical thinking..."

Bela Gonzales I Syracuse University
March 27th, Marcus Library, 6:00 - 8:00pm (theoretical speaker series)
Bela Gonzales has more than 10 years of experience in higher education, 20 of which have been in continuing education. She also has a long and distinguished...

Don Neugebauer is a member of the Flushing-Pompey Central School 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 at neug@nslt.com

Use this sharing link to have a community discussion prior to our monthly MUR 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.

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.
Charlotte (Chauskie) Moskau
Created the nonprofit F.O.G.U.S. (Forging Our Community’s United Strength)

Maryse Wasmund
Controller at Fitrite Inc.
VJR F-P School Board

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

Chris Staenstra
CFO - 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 Neughebauer
Owner of Pompey Mall, President, F-P School Board

Dr. Gary Gomill
Professor at Syracuse University’s Whitman School of Management

Peyton Setlick
Team USA at the FIFA 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. Blaine 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

MEMBERSHIP APPLICATION FORM

PERSONAL DETAILS

Name:

Address:

Postal code:

Are you an intrinsically motivated individual who believes in our community and is ready to build connections with like-minded individuals to tackle society's 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?
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 | Chondaga - 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
How can we change our educational system so that it encourages and teaches critical thinking?

Idea 1. Teachers as facilitators rather than teachers

Facilitation Methodologies

Measuring Outcomes

Idea 2. How we benchmarks and exams

Should it be subject matter (facts) vs. another measure of what students have learned and their capacity

Idea 3. How do we measure what is learned? How do we measure outcomes

Idea 4. Accessible ways of learning

Universal Design

eg. Mind Mapping

What is the barrier here?

How to remove “noise”?

Critical thinking is harder when internet provides so much information Too much incorrect info on internet

Failure

How to learn something from failures? Helping to understand the need for change

Current rating system Tests, grades Fear of failure and job security

Productivity vs. Broader mind?

Policy, funding, union, money...

Solutions

Recognizing that we could do better/different Identity things people don’t know

Mapping existing resources

Educational institutes Around the world

Shifting definition

Pushing students to learn things they care about

Self-directed

Experiential learning

Diverse viewpoints

Divergence

Creativity

Idea 5. Define critical thinking

Define critical reflection Distinguish between reflection and thinking

Define creativity Vibrancy of creativity

Idea 6. Teach key principles of collaboration, engage students from the beginning

Idea 7. Allow students to choose narrow subjects to allow for deep learning

Idea 8. Teach critical thinking college students who are interested in becoming teachers

Idea 9. Assessing teachers Foster curiosity Creativity will be amplified by diversity

Support in classroom Faculty risk taking

Idea 10. Teachers need expertise and not technology

Idea 11. Service economy, teacher based on interest

Idea 12. Encouraging creativity & foster innovation Group work Students need to be self-motivated

Idea 13. New technology IT Support for teachers

Idea 14. Schools as social institutions

Idea 15. Give students access to nature Getting out the classroom Broadening the experience in addition to traditional teaching

Idea 16. Community involvement: real life problems Collaborating what is industry want?

How to enable taking risks without losing jobs

Moving forward how to document and share best How to make it better

AGELESS A Collaborative Social Innovation Community
Schools as social institutions

Fear of failure and job security

Creativity will be amplified by diversity

Teach key principles of collaboration, engage students from the beginning

Testing of prototype

Proof of Concept

Critical thinking is harder when internet provides so much information

Experiential learning

Productivity vs. broader mind?
White paper from the prototype session

Video of the prototype session

Discussion question

White paper from the prototype session

Process poster to show flow of design

Mapping software

Symbolic round table for a group of all leaders

Mapping software

Comment book, sign in book, business cards, contact cards

AGELESS website

AGELESS website

DESIGN OF THESIS SHOW

67

68
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 and intergenerational collaboration. Another forum is New Urban Mechanics, a start up within Boston’s City Hall 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 in broad, terms my design project. By creating a prototype design of a collaborative social innovation 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. These are all great examples of how human-centered design is working toward social innovation. Most of these organizations use a top-down approach, 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 is 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”. 
INSTITUTIONAL REVIEW BOARD
MEMORANDUM
TO: Don Carr
DATE: February 24, 2017
SUBJECT: Expedited Protocol Review - Approval of Human Participants
IRB #:
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 characterized as one 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;
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 review approximately 60 days before that date, if it is your responsibility to submit the information in sufficient time to allow for review before the approval period ends.
Enclosed is the IRB approved dated stamped consent and/or assent document/s related to this study in accordance with the protocol. 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 protect participants involved in the participants. This change must be submitted in 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 ten working days of occurrence.
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

CONSENT (Owl)

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 conducting research and participant recruitment for a study titled “The Study of Motivation and How It Can be Harnessed to Provide Change for Future Generations.”

You will be invited to participate in this study. Recruitment enrollment for this study will begin on February 24, 2017 and end on February 23, 2018. You will be asked to provide demographic information, including age, current major, class standing, and gender. After you have completed the informed consent process, you will be asked to provide your contact information, which may be used for scheduling and communication purposes.

If you agree to participate, I will assign you to one of two conditions in this study. You will be randomly assigned to either the control group or the treatment group. This assignment will be made using a randomization process that is independent of any participant characteristics. Once you have been assigned to a condition, you will be asked to complete a series of tasks that involve the manipulation of motivation-related variables. You will be asked to complete tasks in a computerized setting, and your responses will be recorded for analysis.

The study includes a second contact after the conclusion of the initial phase to follow up on your experience and provide feedback. This second contact will be scheduled approximately 4-6 weeks after your initial participation. The second contact will involve a brief survey and an interview to assess your experience and provide feedback on the study.

You may decline to participate in the study at any time. You may withdraw your consent to participate at any time without explanation and without penalty. If you choose to withdraw from the study, your data will be de-identified and your personal information will be removed from the database.

DO YOU AGREE TO PARTICIPATE?

Do you agree to participate in this study? [ ] Yes [ ] No

DO YOU AGREE TO PROVIDE CONSENT?

Do you agree to complete the informed consent process? [ ] Yes [ ] No

DO YOU AGREE TO PROVIDE PERSONAL IDENTIFYING INFORMATION?

Do you agree to provide identifying information? [ ] Yes [ ] No

DO YOU AGREE TO PROVIDE CONTACT INFORMATION?

Do you agree to provide contact information? [ ] Yes [ ] No

If you have any questions or concerns, you may contact the Institutional Review Board (IRB) at 315-443-3013 or via email at orip.syr.edu. The IRB is accessible to you at any time during the course of the study. If you have any questions or concerns about the study, you may contact me at Donna.Greene@Syracuse.edu.

If you have any questions or concerns about the study, you may contact the Institutional Review Board (IRB) at 315-443-3013 or via email at orip.syr.edu. The IRB is accessible to you at any time during the course of the study. If you have any questions or concerns about the study, you may contact me at Donna.Greene@Syracuse.edu.
BOOKS
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=gDr6RTY-J0G4#t=1060.849908
Design Thinking Movie: http://www.designthinkingmovie.com
Simon Sinek - Millennials in the Workplace https://www.youtube.com/watch?v=5MC2X-LRbiE
Simon Sinek: Why Leaders Eat Last - https://www.youtube.com/watch?v=ReRch-deUQFY

VIDEOS/TED TALKS
Dr. Bill Thompson: Elderhood rising -- the dawn of a new world age - https://www.youtube.com/watch?v=ijbgcX3vWIs
Stella Young: I'm not your inspiration, thank you very much - https://www.ted.com/talks/stella_young_i_m_not_yourInspiration_thank_you_very_much

Websites
http://www.goldmansachs.com/our-thinking/pages/millennials/index.htm?cid=PS_01_18_07_00_02_15_01&mkwid=HtKzQHyj
http://genhq.com/faq-info-about-generations/
https://elearningindustry.com/8-important-characteristics-baby-boomers


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 2015 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.