



OBTC 2016 at Walsh University

June 8th – 11th, 2016

2016 OBTC Teaching Conference for Management Educators

1)Title, Abstract & Keywords

Title:

Developing Creative Confidence and Capacity: Exercises and Practices

Abstract:

Creative capacity is considered an essential skill in the 21st century workplace. Yet college graduates often lack the creative and innovative skills needed to add value to their workplaces and to serve their communities. In this interactive, experiential session, we will engage in exercises designed to help students develop their creative capacity and confidence. We will also reflect upon and discuss the outcomes of this hands-on session and how to best use these exercises in our classes.

Key Words: *Creative Capacity, Creative Confidence, Innovative Skills*

2)Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

2a) For activities and exercises only, is yours best suited for

- ☒ A traditional classroom
- ☐ An online class
- ☐ Either

2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

3)Time Requested:

☐ 30 Minutes

☒ 60 Minutes (*Roundtables must select 60 minutes*)

☐ 90 Minutes

4)Planning Details:

No other equipment required

5)Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

The goal of this session is to demonstrate and practice how we can help our students develop their creative capacity and confidence. Creative confidence will help them generate new approaches and solutions to the problems around them. In so doing, they will better serve their workplaces and their communities, and they will make a difference in the world around them. Creative confidence is about believing in our ability to create change in the world around us. It is a form of self-efficacy and the belief that we can achieve what we set out to achieve. As Albert Bandura has shown, our belief systems affect our actions, goals, and perceptions. Individuals who come to believe that they can effect change are more likely to accomplish what they set out to do. People with self-efficacy set their sights higher, try harder, persevere longer, and show more resilience in the face of failure (Albert Bandura, Self-Efficacy: The

Exercise of Control. New York: W.H. Freeman, 1997). It is this self-assurance, this belief in our creative capacity, that lies at the heart of innovation. Creative confidence is a muscle that can be strengthened and developed through effort and experience. The Hart Research Associates Report conducted for the Association of American Colleges and Universities (April 10th, 2013) states that, “71 percent of employers surveyed wanted more emphasis in college education on the ability to use creativity and innovation as learning outcomes” (Hart Research Associates, Washington, D.C.). One recent IBM survey of more than 1500 CEO’s reports that creativity is the single most important leadership competency for companies facing the complexity of global commerce today. (IBM, press release, May 18, 2010, <http://www-03.ibm.com/press/us/en/pressrelease/31670.wss>.) An Adobe Systems poll of five thousand people on three continents reports that 80 percent of people see unlocking creative potential as key to economic growth. Yet only 25 percent of these individuals feel that they are living up to their creative potential in their own lives and careers. (Adobe Systems, press release, April 23, 2012, <http://www.adobe.com/aboutadobe/pressroom/pressreleases/201204/04231Adobe-GlobalCreativityStudy.html>.)

For this OBTC session, our learning objectives are to practice and apply techniques and exercises developed or adapted by the design company IDEO, known to be effective in building creative and innovative capabilities to find more effective solutions to the problems our students will face. We will also reflect upon the outcomes of this practice and we will discuss how to help our stu-

dents to combine their ideas with action in a way that improves and serves the companies where they work and the communities where they live.

6)Session Description and Plan:

What I will do in this session:

- **Introduction:** I will give a brief introduction to the concept of creative confidence and capacity. (time: 5 minutes)
- **Exercise Directions:** I will then engage participants in the following three exercises (Source: Creative Confidence. Unleashing The Creative Potential Within Us All (2013), by Tom Kelley and David Kelley, Crown Business Publishing, New York), one at a time, with debriefing at the end of each exercise.

Speed Meeting

Participants: Pairs in groups of any size

Time: 15 minutes, 3 minutes per round

Supplies: Paper printed with a set of questions for each participant. Several different sets of questions will be needed to accommodate the entire group.

Instructions:

1. Give each person a list of open-ended questions. Several different sets of questions should be spread throughout the tables in the room so that people aren't continually being asked the same questions. Examples of possible questions include: How would your closest family members describe you? If you had a million dollars to spend in a way that benefits humanity, what would you do? What do you wish your parents had told you? What was a live performance or show that you really loved, and why?
2. Ask each person in the room to pair up with someone they don't know very well or have never met. This may involve getting up and moving seats.

3. Have one person in each pair ask a question from the list. Allow three minutes for the other person to answer.
4. Have each pair switch roles and repeat, asking a different question from the list.
5. Tell everyone to find a new partner and repeat the process for two more rounds.
6. Debrief and discuss.

Tips: This exercise is to warm up the group. This helps to get a room full of strangers to break down some social barriers before you ask them to focus on creativity. At the end, the room should be full of chatter and laughter and participants will be more open to the exercises that follow. You want to keep people moving to create a well-orchestrated round-robin. Be proactive about timekeeping. To add a little fun use a buzzer or gong to announce that time is up.

Thirty Circles Exercise

Participants: solo or groups of any size

Time: (8 minutes: 3 minutes to do the exercise; 5 minutes discussion)

Supplies: Pen and a piece of paper (per person) with thirty pre-printed blank circles on it)

Instructions:

1. Give each participant one Thirty Circles sheet of paper and something to draw with.
2. Ask them to turn as many of the blank circles as possible into recognizable objects in three minutes (think clock faces, billiard balls, softballs, etc).
3. Compare results/debrief and discuss. Look for quantity or fluency of ideas. Ask how many people filled in ten, fifteen, twenty or more circles? (Typically most people don't finish.) Next, look for diversity or flexibility in ideas. See if the ideas are derivative (a baseball, a basketball, a volleyball) or distinct (a planet, a cookie, a happy face). Did anyone "break the rules" and combine circles (a snowman or a traffic light)? Were rules explicit, or just assumed?

Tips: This exercise is a quick and simple way to get creative muscles warmed up. The goal is to push people to test their creativity by turning circles into recognizable objects in a very short period of time. When you generate ideas,

you are balancing two goals: fluency (the speed and quantity of ideas) and flexibility (ideas that are truly different and distinct). When you combine fluency and flexibility, you can generate a rich array of concepts to choose from.

The Dream/Gripe Session

Participants: Pairs in Groups of any size

Time: (25 minutes)

Supplies: Pen and paper

Instructions:

- 1. Decide on a topic for discussion. The dreams and gripes may relate to internal matters like the culture of your organization (college or university) or external ones like interactions with customers (students).*
- 2. Pair up with another person and select one person to go first (Partner 1).*
- 3. Partner 1 airs his or her dreams and gripes for five minutes while Partner 2 listens and takes notes. For example: Dream: "I wish we could get our students to read the textbook." Gripe: "It's so noisy around here that I have trouble concentrating."*
- 4. Partner 2 reframes the dreams and gripes into open-ended questions that make for good innovation challenges. Start with the phrase "How might we...?" A good "How might we" question should not be so narrow that it suggests a solution (even if it's a good idea). Initially you are just trying to capture the problem, not jump to possible solutions. It should also not be so broad that it stymies the flow of ideas (rather than generating them). A good "How Might We" question should allow someone to easily come up with ten different ideas. Partner 2 should aim for three to five well-framed innovation challenges and share them with Partner 1.*
- 5. Switch roles and have Partner 2 air dreams and gripes while Partner 1 listens and then offers "How Might We" innovation challenges*
- 6. Compare lists of all of the innovation challenges across the pairs. Debrief and discuss. Look for patterns, themes, and common issues. This should help focus the discussion and suggest an opportunity for what innovation challenges to take on next.*

Tips: This is a way to define a problem to work on. The Dream/Gripe Session helps you translate discussions about problems into creative thinking challenges you can start to tackle.

I will use the remaining time (7 minutes) for a final debrief and discussion of these exercises and their applications/uses for students.

7)Application to Conference theme:

As educators, I believe we are united in the service of developing and expanding our students' creative capacities so that they can solve problems, make improvements, and add value to their workplace and their communities.

8)Unique Contribution to OBTC:

This is a unique contribution to OBTC, designed to share some of our best practices in developing students' Creativity and Innovation capabilities. I have not presented the work in this proposal before. This proposal is not under current review somewhere else.