MODULE: LEADERSHIP

TOPIC 5: CREATIVITY TOOLS

TRAINER'S MANUAL OF THE TRAINING SESSION

DURATION OF THE SESSION: 120 MINUTES

minimum number of pages: 5

Time	Table of Content	How
5'	**Introduction to the Training** The trainer will introduce the topic of Creativity Tools in project management. Part of the opening speech can include these ideas: As a project manager, unleashing your potential for creativity, the project genie within you, can lead to enhanced project success, improved leadership skills, and fruitful relationships. Additionally, creativity can help develop the soft skills (communications, leadership skills, and relationship-building skills), which are also critical to your success as a project manager. During the next two hours you will learn simple, yet very powerful tools and techniques of creativity, which can be used by you directly, or among your project management team members.	● *The trainer will explain the purpose of this session.* ● *The trainer will explain and present the topic of Creativity Tools.* ● *The trainer will show a table of content.* ● *==Presentation==.*
25'	**Topic Presentation** Creativity is the ability to generate and apply novel ideas in response to the task at hand or, more specifically, to the process of project management. The project manager is in a position to not only apply creativity to the process of project management but also lead project participants to higher levels of creativity in the initiation, planning, execution, controlling, and closing of projects. **Creativity in project management can help us:** ● *Improve products, services or processes.* ● *Create new products, services, processes, or strategies.* ● *Generate new ideas.* ● *Find conflict resolution.*	● *Discussion – Q&A individually.* ● *Participant's handbook.* ● *==Presentation==.*

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● *Solve problems.*

Some of the major interpersonal skills expected of a project manager along with samples of potential applications of creativity to augment and enhance these skills are:

Interpersonal Skill	Sample Applications of Creativity
Leadership	Project managers can use creativity to enhance relationships and build trust. Creative leaders use creative techniques to develop and communicate visions, influence stakeholders for the benefit of the project objectives, and lead teams to proactively solve major problems and issues. Creativity can help the project manager make the transition from task-based leadership to relationship-based leadership.
Team Building	Building teams requires many soft skilled tasks and processes that can be enhanced by creative techniques. As a team builder, the project manager can also encourage team members to embrace creativity and uncover novel approaches to the tasks of the project.
Motivation	Creative approaches to relationship building can help the project manager motivate the team members. Creative analysis and social problem solving can help the project manager uncover the primary needs and motives of team members.

Source: pmi.org

The Creative Process:

Graham Wallace (1926) originated the idea of a four-stage creative process that has since been updated by many recent writers on the topic. The four stages are:

The First Stage—Preparation

This is the process of performing research and collecting information. It also includes preparing materials and resources for the task of creativity. Preparing for creativity is necessary for the creative act.

The Second Stage—Incubation

This is the stage that allows the collected information and facts to gestate in the mind. Letting go of the data even briefly allows the mind to gain perspective.

The Third Stage—Inspiration

This is the moment of discovery or illumination. This is the "eureka" or "aha" moment. This is where the preparation and incubation pays off, often occurring in an instant or through the process of one of the creativity generating techniques noted earlier.

The Fourth Stage—Evaluation

This is the process of evaluating or testing the solution to ensure that it will function as expected. This stage is a confirmation that the idea will work.

15'	**Brainstorming** Before starting this exercise, present the participants with the Brainstorming method. Details of this method are also described in the Participant's handbook on page no. 6 (5'). Brainstorming is typically conducted in a facilitated session or workshop environment to stimulate creative thinking, to create novel or innovative solutions to a problem, and to introduce "controlled chaos" into the thought process. It is the most widely used technique to cultivate ideas. **Advantages of Brainstorming** ● Democratic participation is encouraged. ● Group members can bond over ideas. ● Fast-pace, even energizing activity. ● Non-evaluation of the content and ideas generated. ● Stimulating ideas - one idea tends to build on or generate others. ● Ease of use. ● Identifies a list of ideas in a short period of time. **Process of Brainstorming** ● Confirm objective and content of the brainstorming session. ● Confirm rules of operation and/or other instructions with participants. ● Appoint a scribe to record information, visible to participants. ● Conduct session, ensuring all relevant contributions have been made. ● Review contributions for clarification and summarize results. Apply Brainstorming into reality during the training process. Group participants into groups of 4 and let them to decide about new KA204 project idea. Allow them 10' minutes to work on the exercise and idea. Afterwards, provide a group discussion about how participants liked the exercise and what ideas they came up with (5').	● *Participant's handbook.* ● ==*Presentation.*== ● *Discussion.* ❖
25'	**Walt Disney Method** Before starting this exercise, present to the participants the Walt Disney Method. Details of this method are also described in the Participant's handbook on page no. 7 (5'). Walt Disney Method helps to develop new ideas and solutions. The basis for this is three roles that Walt Disney used during his creative process. ● In the role of the **Dreamer**, he/she could truly express himself and his creative thinking knew no bounds. ● In the next stage, he/she is a complete **Realist** and scrutinizes his own ideas to ask whether they are at all possible.	● *Exercise no. 1. given by the trainer to the participants (Walt Disney Method).* ● *Participant's handbook.* ● ==*Presentation.*== ● *Discussion.* ❖

	● Finally, Disney plays the role of the staunch **Critic**. Do the realistic ideas make any sense? Do I really need them? In this way, Disney is able to view his ideas from various perspectives. The Walt Disney method helps participants take on exactly these three roles. In this way, the approach generates creative freedom, establishes a solid assessment scale and ultimately leads to ideas and measures that can be implemented. ● As a focused brainstorm. ● As an exploration of an issue. ● As a decision making tool. ● As a planning tool. Main phases of the Walt Disney Method: 1. In the <u>first phase</u>, all that counts is the idea: all the dreamers let their creativity run free. It is important to remember that at this stage every idea is a good idea. The team can either voice their ideas in an open discussion with each other, or each individual can initially consider ideas on their own, and then exchange them with the others. 2. In the <u>second phase</u>, the ideas are put to the test. It's time for the realists: what do we need to implement it? Are there still gaps in the idea? And can it really be implemented? The questions filter out initial ideas and develop others further. 3. Finally, <u>the critic appears</u>. They turn the idea inside out and check it for risks and sources of errors: what weaknesses does it have? Does it suit the company and/or customer? Is it affordable? Does it fit the target group? Could it trigger controversy or scandal? If the idea passes this test, it's ready for the customer. For the exercise, divide participants into groups of 3 and let them define their one of 3 characters typical for the Walt Disney Method. Give them 15 minutes to do the exercise. They are free to choose their own topic. After, provide a group discussion about this method (5').	
20'	**Osborn's Checklist** Before starting this exercise, present the tool to the participants. Details are described in the Participant's handbook on page no. 8 (5'). Osborn's Checklist is a comprehensive list of questions about ideas and problems, which can be used either individually or in groups. It aims to encourage creativity and divergence in concept generation. It is a series of simple questions, which can be used either individually or in	● *Exercise no. 2. given by the trainer to the participants (Osborn's Checklist).* ● *Participant's handbook.* ● *==Presentation.==* ● *Discussion.*

groups, designed to support creative and divergent thinking when faced by a design problem. The 62 questions in 9 clusters help you rethink what you took for granted and find better solutions.

The Checklist has 9 clusters:

- **Other uses**: New ways to use as is? Other uses if modified?

- **Adapt:** What else is like this? What other idea does this suggest? Does past offer parallel? What could I copy? Whom could I emulate?

- **Modify**: New twist? Change meaning, colour, motion, odour, taste, form and shape? Other changes?

- **Magnify**: What to add? More time? Greater frequency? Stronger? Higher? Larger? Longer? Thicker? Heavier? Extra value? Plus ingredient? Duplicate? Multiply? Exaggerate?

- **Minify**: What to subtract? Smaller? Condensed? Miniature? Lower? Shorter? Narrower? Lighter? Omit? Streamline? Split up? Understate? Less frequent?

- **Substitute**: Who else instead? What else instead? Other ingredient? Other material? Other process? Other power? Other place? Other approach? Other tone of voice? Other time?

- **Rearrange**: Interchange components? Other pattern? Other layout? Other sequence? Transpose cause and effect? Change place? Change schedule? Earlier? Later?

- **Reverse**: Transpose positive and negative? How about opposites? Turn it backward, upside down, inside out? Reverse roles? Change shoes? Turn tables? Turn other cheek?

- **Combine**: How about a blend, an alloy, an assortment, an ensemble? Combine units?

For this exercise divide people into groups of 3. Make each group define the objective of their creative search. What do they need an idea for? What process/product/situation do they want to improve? What would be the outcome they would be happy with after having gone through Osborn's

	Checklist? (10'). After, provide a group discussion to evaluate the ideas. (5').	
25'	**6 Thinking Hats** At the beginning of this exercise, give participants a brief overview of this topic (5'). Participants can find more about this topic in the Participant's handbook on page no. 9. The Six Thinking Hats is a technique that allows you to think about a particular topic in a specially sequenced manner. There are, of course 6 hats: Red hat, Yellow hat, Black hat, Green hat, White hat and the Blue hat. Each colour-coded hat has a specific role in the scheme of thinking skills. This methodology allows a deliberate focusing during problem solving sessions, with an agreed-upon sequence and time limit to each hat. It ensures that everyone in the group is focused on a particular approach at the same time, rather than having one person reacting emotionally (red hat) while others are being objective (white hat) and still another is wearing the black hat to form critical judgments of ideas. **6 colour-coded hats represent:** ● White hat: Facts and Information: This hat includes Information collected or identified as missing. ● Red Hat: Feelings and Emotion: This hat includes feelings, including gut reactions to ideas or items identified in another area. ● Black Hat: Critical Judgment: This hat includes details about obstacles to solving the problem or other negative connotations about an item or idea. Since people are naturally critical, it is important to limit black hat thinking to its appropriate role. ● Yellow Hat: Positive Judgment: This hat is the opposite of the black hat. It includes details about the benefits of an idea or issue, or thoughts about favouring an idea. It is still critical thinking and judgment, as opposed to blind optimism. ● Green Hat: Alternatives and Learning: This hat concerns ideas about new possibilities and thinking about implications rather than judgments. Green hat thinking covers the full spectrum of creativity. ● Blue Hat: The Big Picture: This hat serves as the facilitator of the group thinking process. This hat can be used to set objectives both for the	● *Exercises no. 3. given by the trainer to the participants (6 Thinking Hats).* ● *Participant's handbook.* ● *==Presentation==.* ❖

	problem-solving process and the thinking session itself. To apply this technique into reality, divide participants into 6 groups, where each represents one hat. Create common task to solve for each groups, or decision to make. Within each group each member should contribute to the idea making from their hat's perspective. So it means, within one hat group you will brainstorm all ideas for the selected hat's perspective (10'). After, provide a group discussion about how participants decided using different hats (10').	
5'	**Feedback and Summary of the Session** The aim of this session was to make the participants understand simple and effective tools of creativity in project management to execute their projects more efficiently and manage their project management teams better and therefore also become a better leader. The next step will be to apply, ideally all of these tools, to your work as project manager/leader and in work with your project management team. At the end of the summary part, ask participants a couple of feedback questions (5'): • Which three points did you learn during this session? • Which tool and when will you apply to practice as first and why? • What was the AHA moment(s) for you?	• *Trainer's speech.* • *Group discussion.*