



LAUREA / B.A.  
IN BUSINESS ADMINISTRATION

AA 2015/2016

# Fundamental of Management

## Chapter 6- Creativity



dipartimento studi  
■ impresa  
■ governo  
■ filosofia  
**igf**

What do you think  
about  
Creativity?



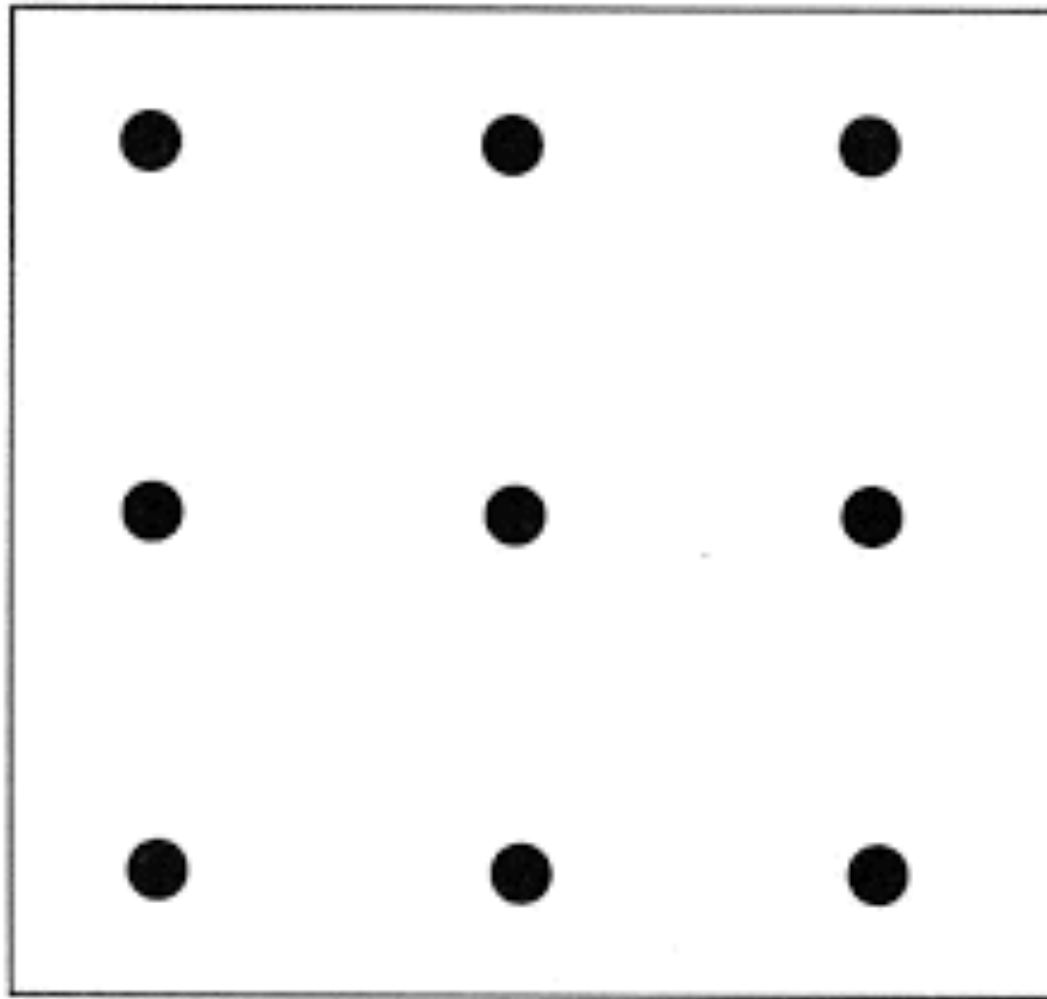
## Exercise One

**DRAW  
A CIRCLE  
AND  
A DOT**

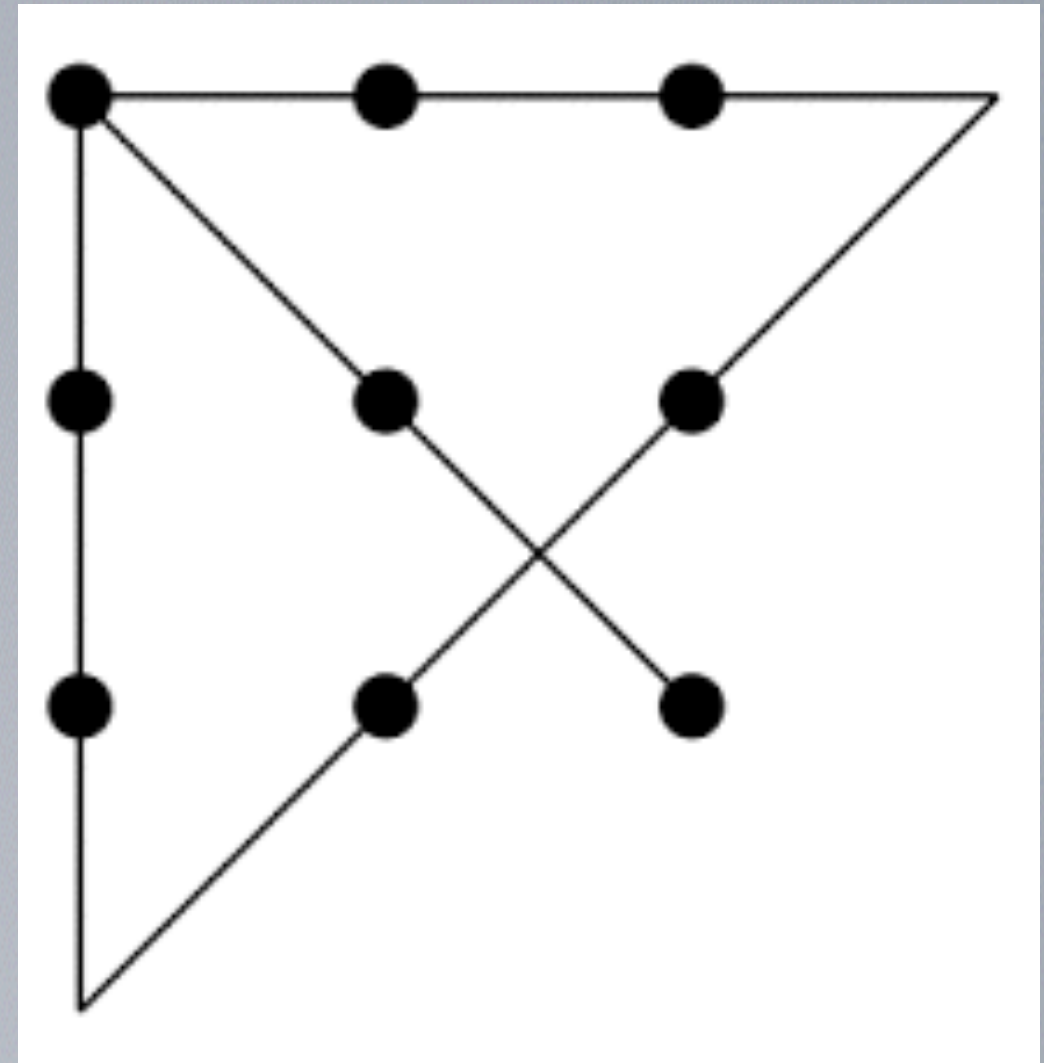
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## Exercise Two



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Connect 9 dots with four lines,  
without lifting your pencil from the  
paper.



# What is CREATIVITY?

- **Creativity** refers to the ability and power to develop new ideas.
- Young (1985) defines creativity as the actualising of our potential, involving the integration of our logical side with our intuitive side.
- Fillis and Rentschler (2006) view creativity as being able to do imaginative and non-routine things while also building on tradition to achieve profitable outcomes.
- Hunter et al (2007) view creativity as emerging from an interaction between the individual and the situation, facilitated by an appropriate environment or climate.

# Why Creativity ?

- Rapidly changing environments with complex and diverse elements require flexible and innovative responses.
- Rigid operating systems are ineffective in such environments.
- Creative solutions can provide flexibility by increasing our options and helping us cope and adapt.
- New ideas can open up new worlds, new insights, and new ways of doing old things.
- Creativity, in short, can help us reinvent ourselves and our organizations.





**Swirl: A Washing Machine in a Ball for Laundry  
in Developing Nations**

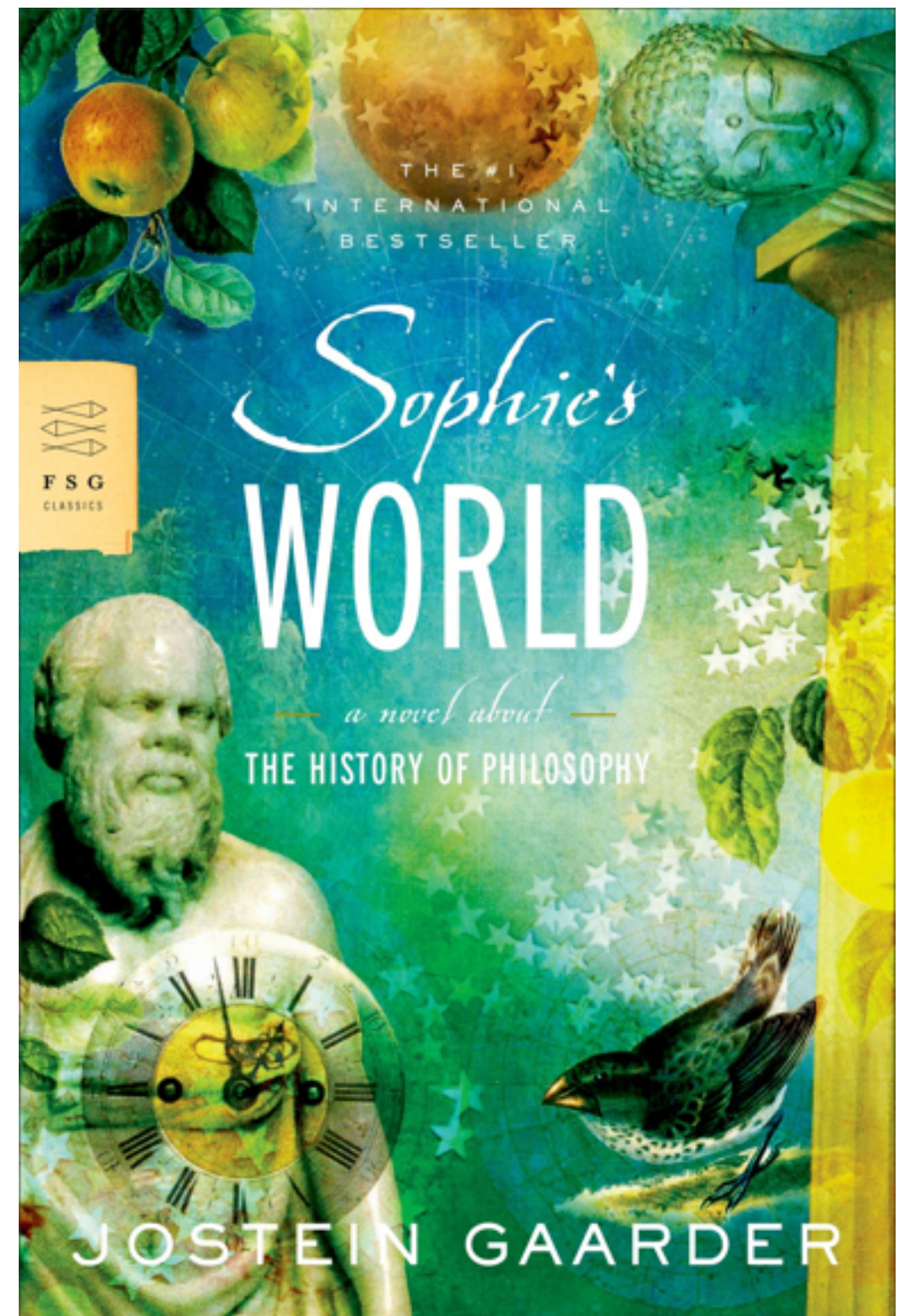
# THE CREATIVE MANAGER

- Creative people are inquisitive and come up with many new and unusual ideas.
- They are seldom satisfied with the status quo.
- Although intelligent, they not only rely on the rational process, but also involve the emotional aspects of their personality in problem solving.
- Creative individuals are aware of themselves and capable of independent judgment.

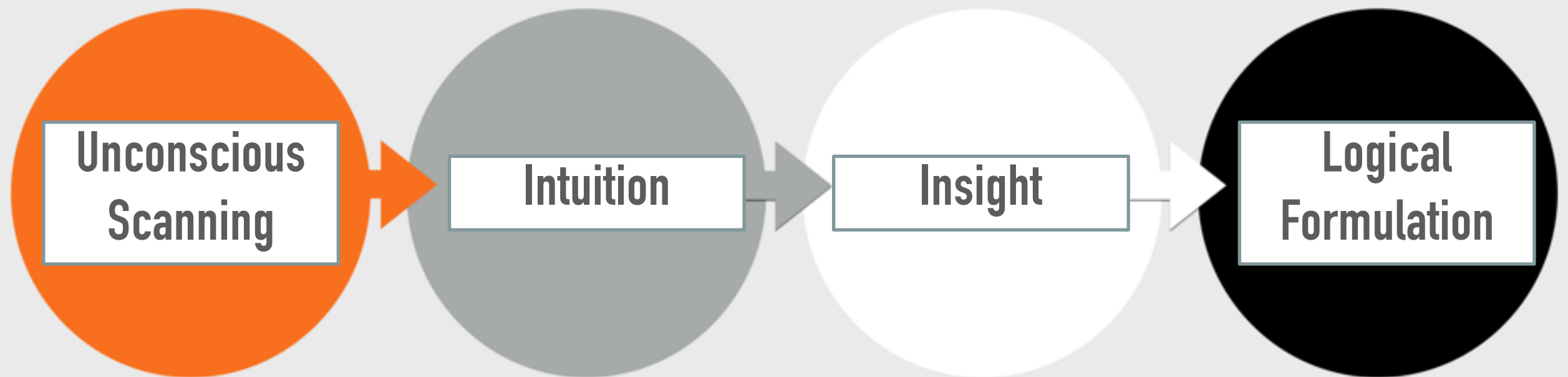


“So now you must choose... Are you a child who has not yet become world-weary? Or are you a philosopher who will vow never to become so? To children, the world and everything in it is new, something that gives rise to astonishment. It is not like that for adults. Most adults accept the world as a matter of course. This is precisely where philosophers are a notable exception. A philosopher never gets quite used to the world. To him or her, the world continues to seem a bit unreasonable - bewildering, even enigmatic. Philosophers and small children thus have an important faculty in common. The only thing we require to be good philosophers is the faculty of wonder...”

— Jostein Gaarder, *Sophie's World*



# The Creative Process



# RULES FOR BRAINSTORMING

1. No ideas are criticized.
2. The more radical the ideas are, the better.
3. The quantity of idea production is stressed.
4. The improvement of ideas by others is encouraged.



# LIMITATIONS OF TRADITIONAL GROUP DISCUSSION

- The usual group discussion can inhibit creativity.
- Lower-level managers may be inhibited in expressing their views in a group with higher-level managers.
- Pressures to conform can discourage the expression of deviant opinions.
- Because they need to arrive at a decision, groups may not make the effort of searching for data relevant to a decision.

# Why Use Creativity Techniques?

- Organizations need creative perspectives and solutions to conceive new product, service, and process ideas, marketing strategies, and ways of allocating and using resources.
- Creativity is the magic word that can turn around an organization, company, division, or department.
- Much of this brainpower typically is underused and underappreciated.

# Six major creative thinking principles

1. Separate idea generation from evaluation.
2. Test assumptions.
3. Avoid patterned thinking.
4. Create new perspectives.
5. Minimize negative thinking.
6. Take prudent risks.



# Separate idea generation from evaluation

- Effective problem solvers have learned to separate these two activities; that is, first they generate ideas and then they evaluate them.
- Most “average” problem solvers use a sequential approach instead: generate-evaluate–generate-evaluate-generate, and so forth. These problem solvers commingle generation and evaluation. They rarely move on to think about another idea until they have analyzed the previous idea in all possible ways. The result is a limited number of overanalyzed ideas.
- For many people, such mixing may seem natural. They may use this method frequently because it is what they have always done. There is one thing wrong with this system, however: it is the worst way to generate ideas! Commingling generation and evaluation usually yields few ideas. It also creates a negative climate not conducive to creative thinking.

# Test Assumptions

When kids see a cat is flying.

Most psychology students, for instance, are familiar with the picture that combines an old woman and a young woman. Which of the two women we see depends on how we look at the picture. How we look at the picture depends on the assumptions we make



# Test Assumptions

- **Everyday Assumptions:** the simple act of talking with someone else involves many assumptions. We must assume that the other person actually heard what we said and understood us, that the person's nonverbal reactions indicate what we think they indicate, and that we can figure out any hidden meanings or purposes.
- **Breakthrough Solutions:** The real voyage of discovery consists not in seeking new lands, but in seeking with new eyes.
- **How to Test Assumptions:** “The important thing is to never stop questioning.” \_ Albert Einstein



# Avoid Patterned Thinking

- Habit-Bound Thinking : We all have a comfortable zone, going out of the comfortable zone can be terrifying.
- Breaking Out of a Rut: To break out of patterns, we must make a conscious effort.

Fold your arms the way you normally would cross them.

Doing things in a different way.

Experiment in hospital!

# Create New Perspectives

- To produce something new, we must see something new.
- A contemporary example is Art Fry, inventor of Post-it® Notes. He combined his need for a piece of paper that would stay put when he marked his church hymns with a scrap of paper that used a “failed” glue developed by Spencer Silver, one of his colleagues at 3M.
- Keeping Sight of the Big Picture.



## Exercise Three

# OTHER USES FOR PEN ?

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# Minimize Negative Thinking

- Our problem is different.
- We tried that once before.
- We don't have enough time.
- We don't have enough help.
- Our system is too small for this.
- We've always done it this way.
- Our present method is time-tested and reliable.
- It's impractical.
- It's ahead of its time.
- It's behind the times.
- We're not ready for it yet.
- We've had too much of this lately.
- We can't teach an old dog new tricks.
- Our young, progressive group doesn't need it.
- It will require a heavy investment.
- It will never pay for itself.
- If no investment is required, how do we expect it to work?
- It's too radical.
- It's almost the same as what we're doing now.
- It looks good on paper, but it won't work.
- It violates professional standards.
- The board won't like it.
- It's outside my scope of responsibility.
- It conflicts with policy.
- The present method is working. Why rock the boat?

# Take Prudent Risks

- You can't be a creative thinker unless you are a failure.
- The likely negative consequences of suggesting a “stupid” idea, however, pale in comparison with the risks of implementing an idea. Introducing a product, process, or service that later fails will cost an organization much more than any embarrassment someone might experience from suggesting a so-called stupid idea. Lose face and the organization goes on to play another day; lose too much market share or customer base and the game soon may be over.
- The potential risks of idea generation are much less serious than the risks of implementation.

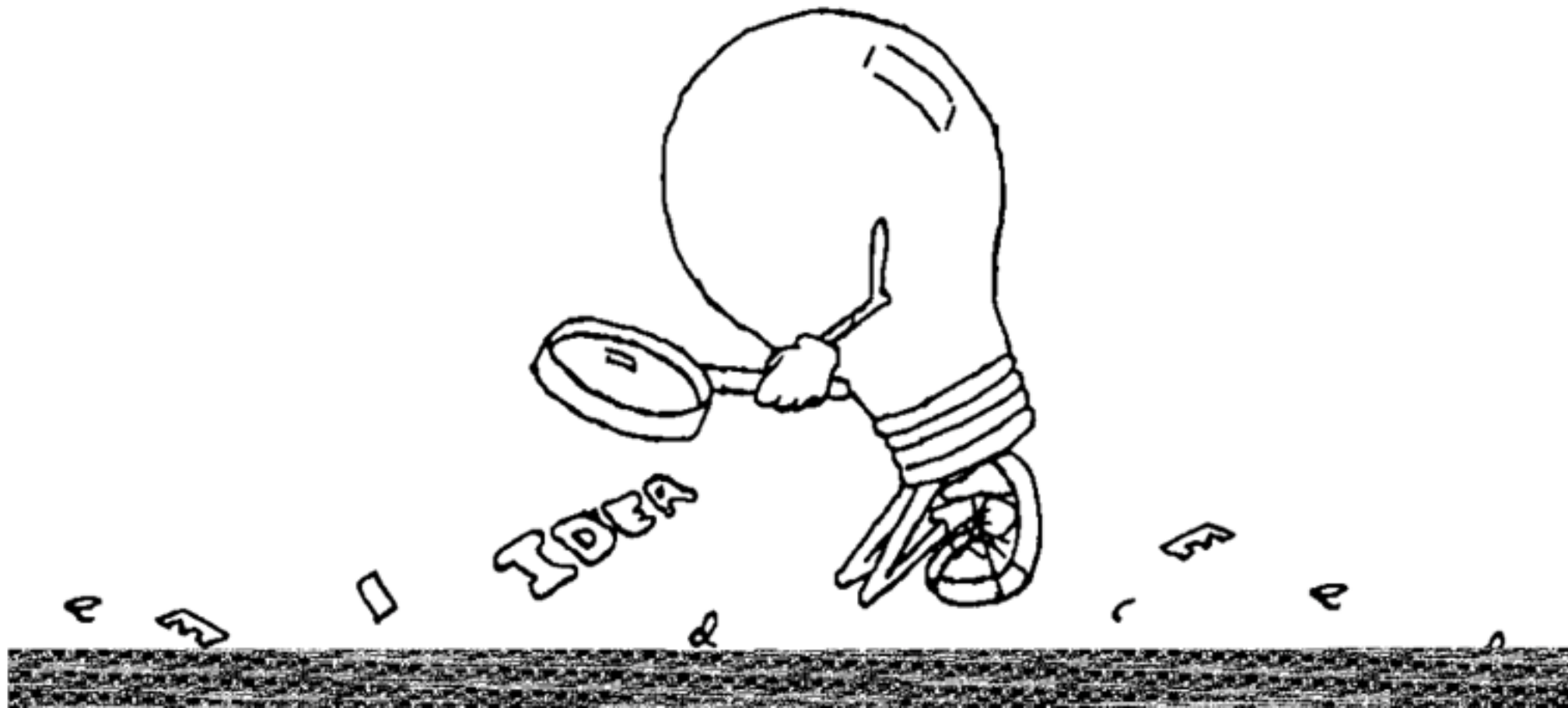
No evaluation with generation!

No evaluation with generation!

No evaluation with generation!

No evaluation with generation!

**NO EVALUATION WITH GENERATION!**





# EXAMPLES

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# EXAMPLES





# EXAMPLES

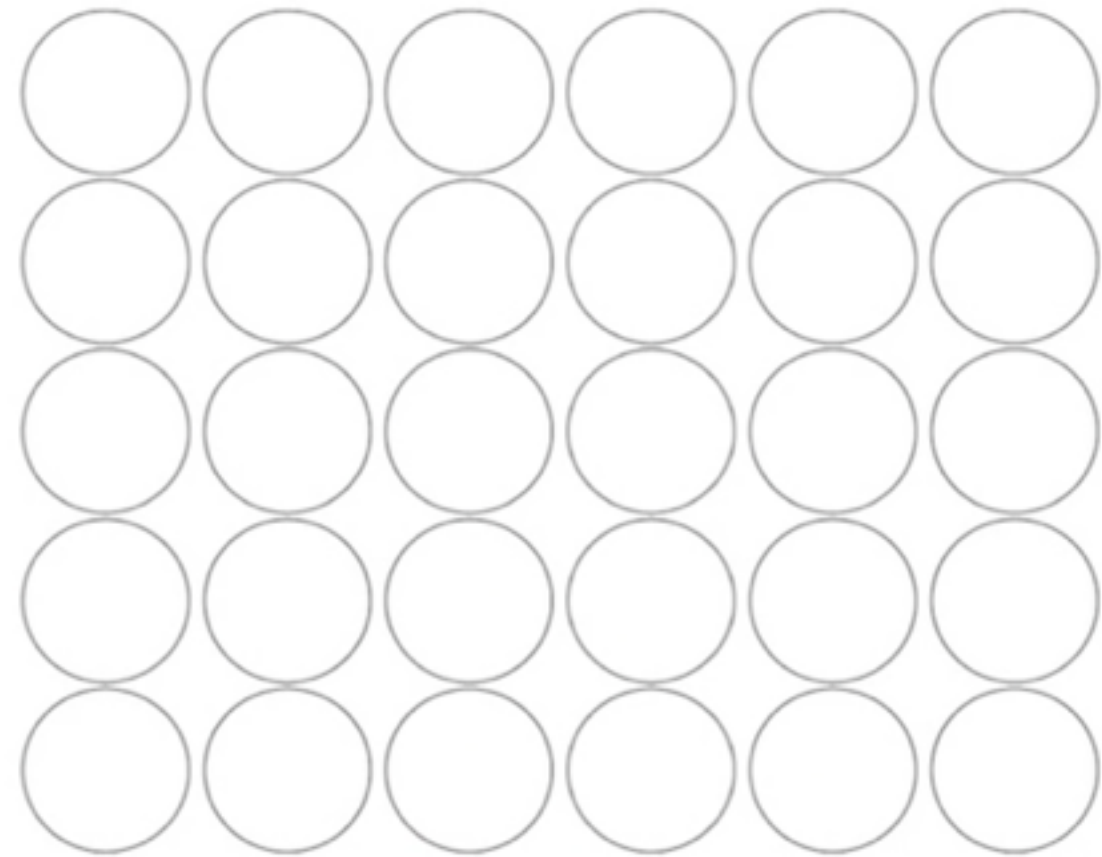
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## Exercise Four

**30 CIRCLES  
ONLY 30  
MINS**

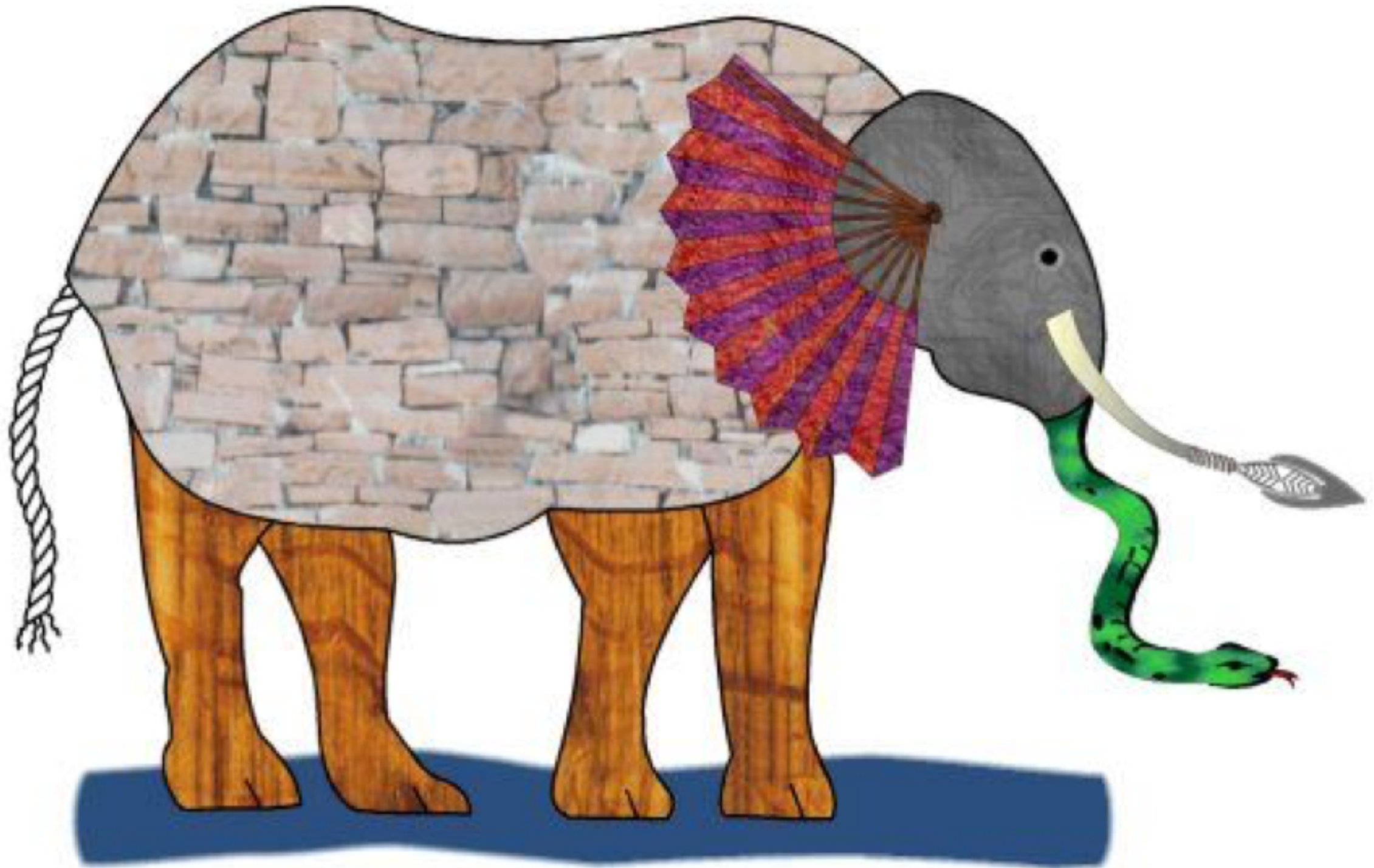
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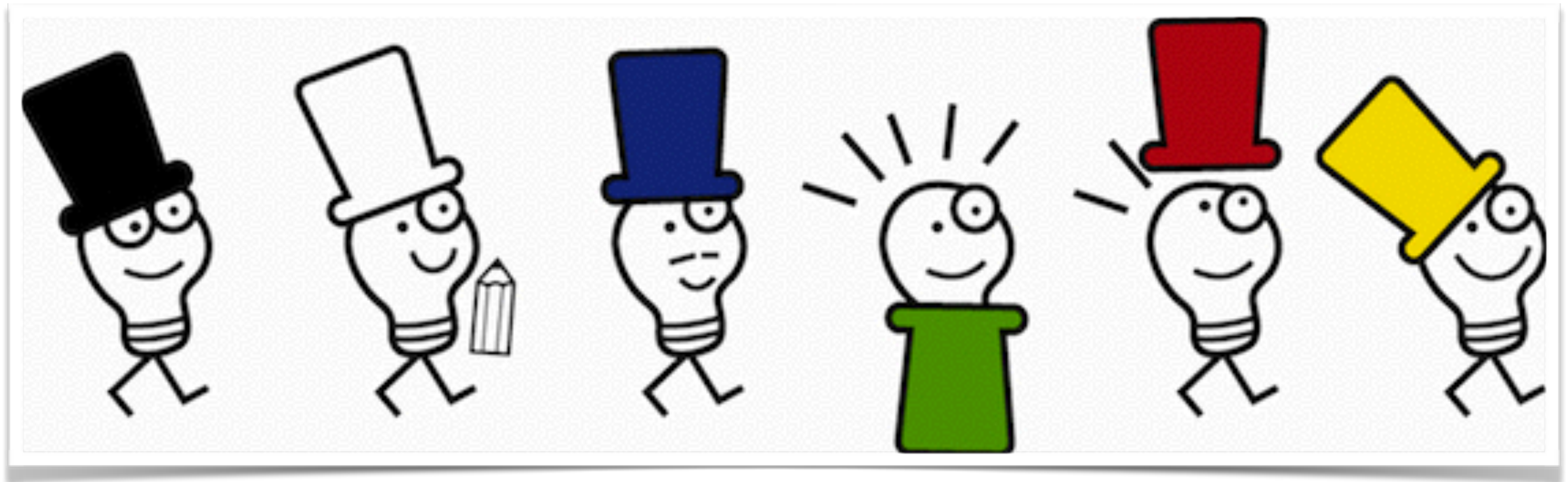


# THE BLIND MEN AND THE ELEPHANT

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# Six Thinking Hats



- Edward DeBono developed the Six Thinking Hats method to guide participants in managing the confusion intense thinking creates and published his parallel thinking concepts in 1985.
- Six Thinking Hats creates a common sign language for thinking through issues and creating viable action plans.



### **Blue Hat: Managing the Thinking**

- "Control" hat
- Organizes the thinking
- Sets the focus and agenda
- Summarizes and concludes
- Ensures that the rules are observed



### **White Hat: Information**

- Information we know
- Information we need
- How are we going to get that information?
- Determines accuracy and relevance



### **Green Hat: New Ideas, Possibilities**

- Creative thinking
- Seeking alternatives and possibilities
- Removes faults
- Doesn't have to be logical
- Generates new concepts



### **Yellow Hat: Benefits & Feasibility**

- The optimistic view
- Reasons must be given
- Needs more effort than the black hat
- Considers both short- and long-term perspectives
- Finds the benefits and values



### **Black Hat: Risks, Difficulties & Problems**

- The skeptical view
- Reasons must be given
- Points out thinking that does not fit the facts, experience, regulations, strategy, values
- Points out potential problems



### **Red Hat: Feelings, Intuition, Gut Instinct**

- Permission to express feelings
- No need to justify
- Represents feelings right now
- Keep it short
- A key ingredient in decision making





# White Hat

## *Questions*

What information do we have?

What information do we need?

What questions do we need to ask?

How are we going to get the information we need?

Is it fact or belief?

White Hat focuses on available data (facts and figures) while remaining neutral. Participants are encouraged to review existing information, search for gaps in knowledge, analyze past trends, and extrapolate key learnings from historical data.



# Red Hat

Red Hat uses intuition, gut reaction, and robust emotion. Encourages participants to think about how other people will react emotionally and try to understand the responses of people who do not fully know your reasoning. Participants do not need to explain or justify individual expressions of feelings.

## *Questions*

How do you react to this?

What is your intuition/opinion about this?

Gut feelings . . . Hunches or insights . . . Likes/dislikes?

What emotions [fear, anger, hatred, suspicion, jealousy, or love] are involved here?



# Black Hat

## *Questions*

What will happen if we take this action?

What can go wrong if we proceed with this idea or implement this suggestion?

What are the weaknesses that we need to overcome?

How does this “fit” with our (or other’s) experience, policy, strategy, values, ethics, and resources?

How will people respond?

Will it work . . be profitable . . be acceptable?

Black Hat is the basis of logical, critical thinking offering careful, cautious, and defensive insights. Try to see what is wrong; why it might not work; what are the dangers, problems, and obstacles; what are the deficiencies in the thinking process. It allows you to eliminate the negatives, alter plans, or prepare contingency plans to counter any problems.



# Yellow Hat

## *Questions*

What ideas, suggestions, or proposals are there for how to approach this problem?

What is the merit of the approach?

What positives can you see in this idea?

What could be done to make this work better?

Faster? More economically?

Under what conditions could this work?

What would it take to make this proposal acceptable?

What is your vision for how this could work?

Yellow Hat is a deliberate search for the positive (optimistic viewpoint) through exploration and speculation defining the benefits of the decision and the value in it. Yellow Hat thinking is constructive blending “curiosity, pleasure, greed, and the desire to make things happen” (91) enhancing the proposal by generating alternative ideas “based on experience, available information, logical deduction, hints, trends, guesses, and hopes”





# Green Hat

## *Questions*

Let's think "outside the box."

What are some fresh ideas or approaches?

This is the time for any wild or crazy or  
"far out" idea.

What are all of our alternatives here?

Aren't there some other alternatives?

This idea won't work in its present form, but can we shape it or adapt it  
so that it might be usable?

We've always done it this way; let's "green hat" it . . . does it have to be  
done this way?

Green Hat stands for energy and creativity. This is where you generate new, innovative ideas and develop creative solutions to a problem. It is a freewheeling way of thinking in which there is little criticism of ideas, and "movement" is made using provocation to move "forward with an idea or from an idea" seeking alternative solutions. Green Hat thinking must involve shaping the idea for the user or "buyer".



# Blue Hat

## *Questions*

What is the problem?

Is this the real problem?

What is the underlying problem?

Why do we need to solve this problem?

Where should we go first?

Where do we start?

What should we be thinking about?

Are we getting anywhere?

Blue Hat is process control “thinking about thinking”. This is the hat worn by people chairing or facilitating the session. Blue Hat may be used at the beginning of the session to set the agenda or the sequence for using the “hats” and at the end of the session when seeking a summary and next steps. Blue Hat focuses on questioning (fishing and shooting – p.153) and provides the structure for use of other hats and other thinking/problem-solving tools







THANK  
YOU