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Criatividade e Liderança
por Florent Pratlong, Universidade de Sorbonne, Paris I.

Os últimos dez anos foram marcados pela implementação de políticas de descentralização e desregulamentação na sociedade contemporânea, o que tem reflexo direto no modelo de gestão das empresas.

Cabe ao líder ter competências de criatividade critica, possibilitando a geração de inovação e respostas rápidas às demandas de mercado. Essa palestra irá discutir: Como desenvolver essa competência? Como fomentar soluções inovadoras? Como engajar os colaboradores? Enfim, como um líder deve se posicionar nessa nova realidade.

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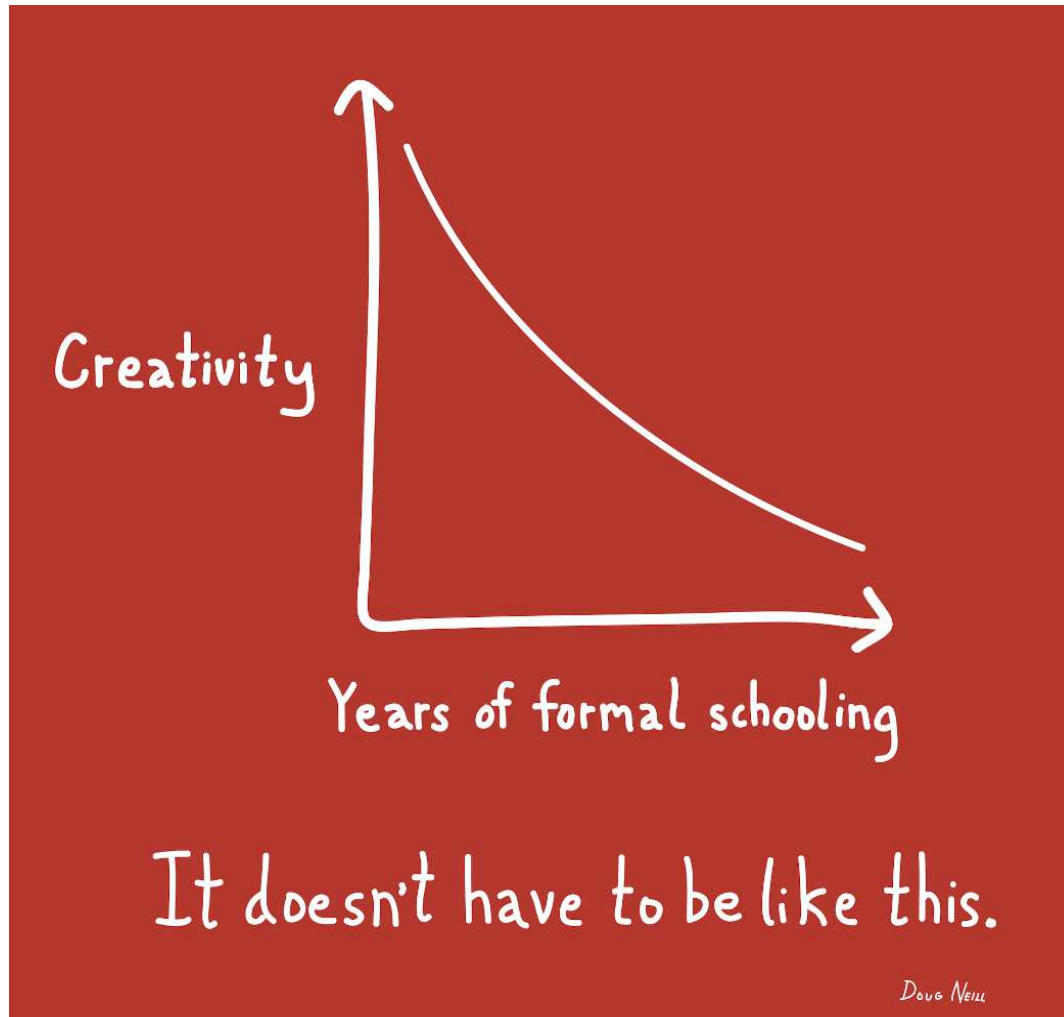Data: 12 de Janeiro de 2016 – 19 hs.

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PART 1.
CREATIVITY

« criatividade é inteligencia, diverthindo-se … »

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✓ **CREATIVITY**

Objectives for Manager how to think outside the box and find creative solutions to recurring problems? Which path to take to get to the solution? What methods to devise innovative services? How to balance creativity, imagination and new technologies? How to compare ideas of each to select the best? How to formalize his ideas?

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For Manager, this requires:

– To frame the creative approaches to polarize all energies on the real challenges. It is therefore appropriate to choose a creative process, sometimes reinventing the school's strategy, to transform the challenge into problems.

– To choose the generation of tools that best suit the ideas according to problems encountered. If brainstorming is a widespread tool, many other tools in management of education are more relevant. This is the width of your creative range that will allow you to tackle any type of educational situation successfully.

– To dare to move from intention to action, putting all the odds in their favor by good formalization and a good strategy to implement their ideas.
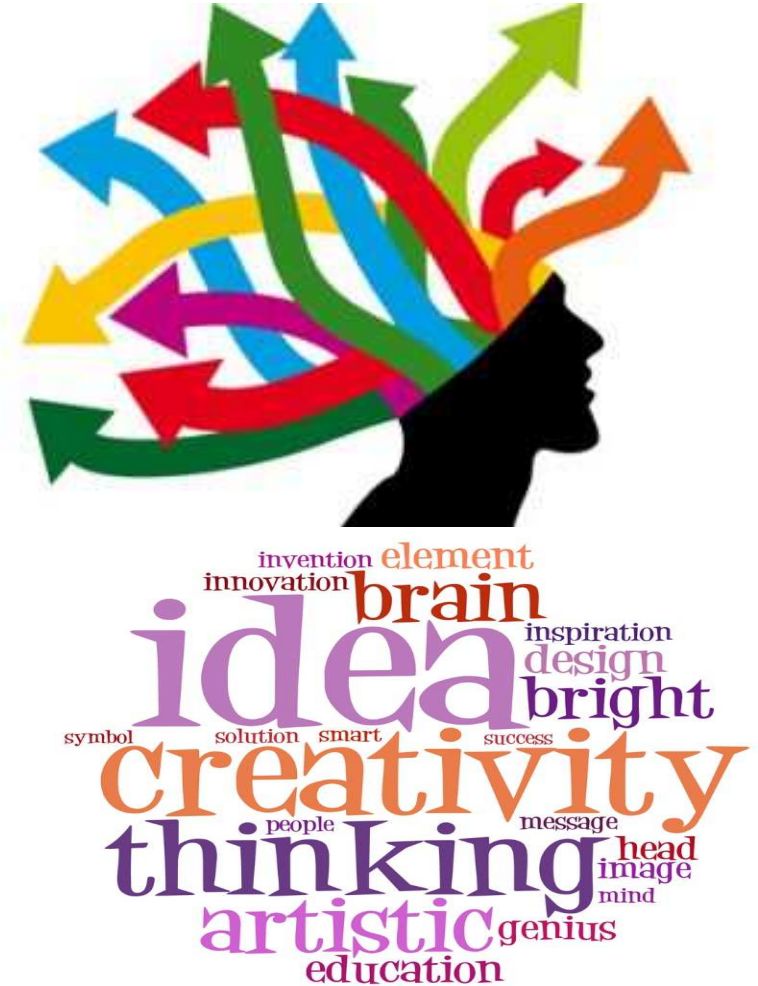
- The process and steps for creativity
- Tools of strategic creativity and problem solving
- Design thinking

1st :

To organise its creative process

aims 1:
To frame the creative process in order to get the max. value

- Technics for animating creative session
- Technics to lead team

2nd :

To generate ideas

aims 2:
To find the maximum chip by working our brains in unusual ways

- Formalization process of creative ideas

3rd :

To formalise and implement its idea

aims 3:
To move from intention to action, from imagination to realization

Part 1 Session 1
The steps of creativity and its tools

« If I had one hour to solve a problem which my life depends, I would spend 40 minutes to analyze, 15 minutes to make a critical review and 5 minutes to solve » EINSTEIN
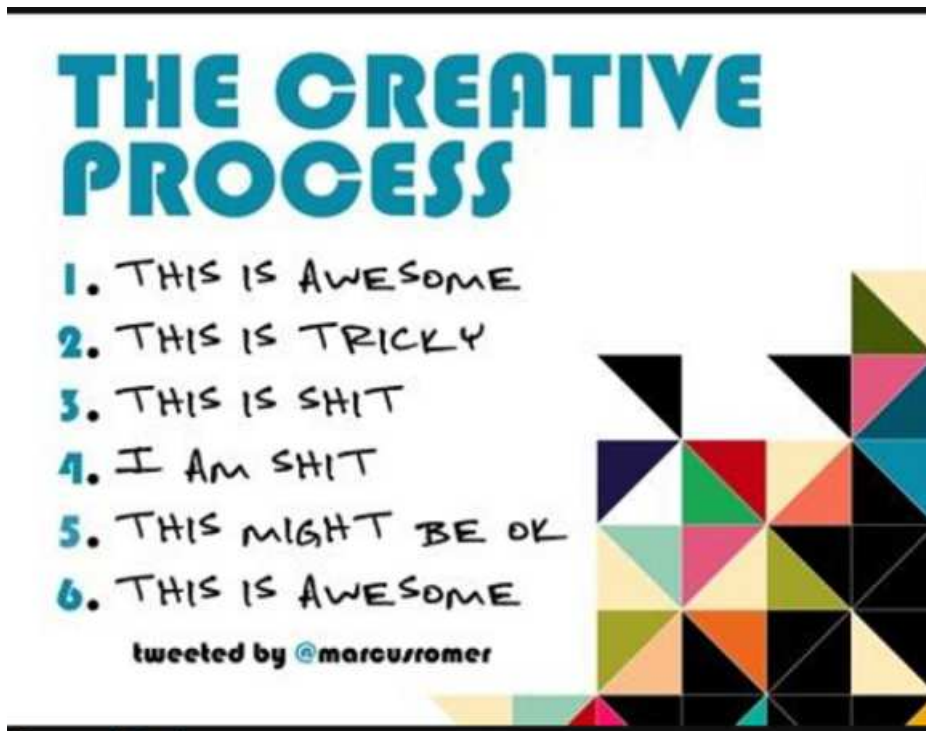
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Stage of creative process

THE CREATIVE PROCESS

1. THIS IS AWESOME
2. THIS IS TRICKY
3. THIS IS SHIT
4. I AM SHIT
5. THIS MIGHT BE OK
6. THIS IS AWESOME

tweeted by @marcusromer

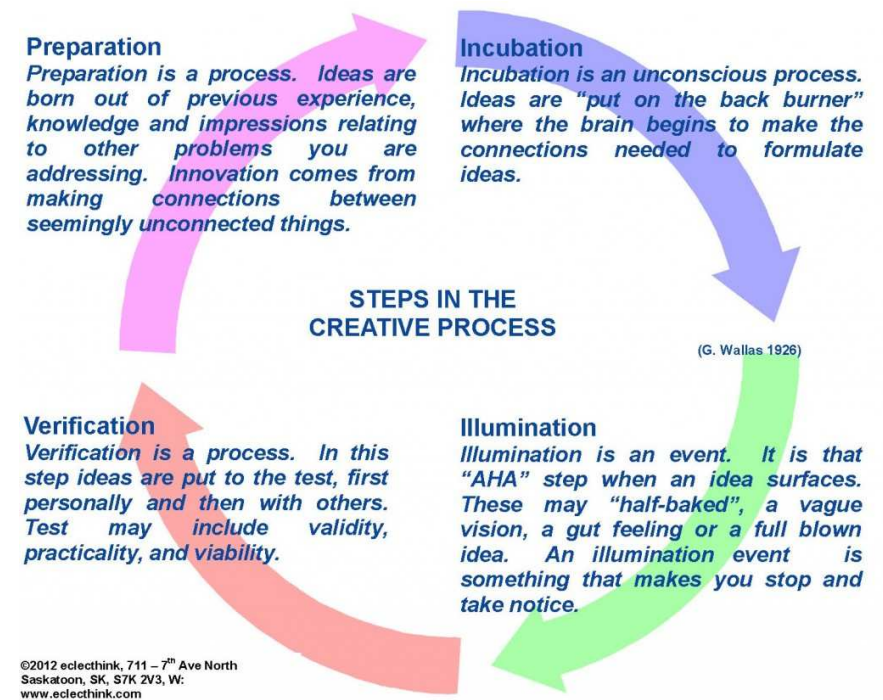– The 4 stages of the creative process were observed in mathematicians who had « *illuminations* » (such as ARCHIMEDE well known « *EUREKA* »).

– WALLAS shows that our best ideas result from a creative process in which intuition plays a tantamount role.

It is thus wise to differentiate an initial incubation phase from the moment when we evaluate and formalize solutions (after the « *illumination* » phase).

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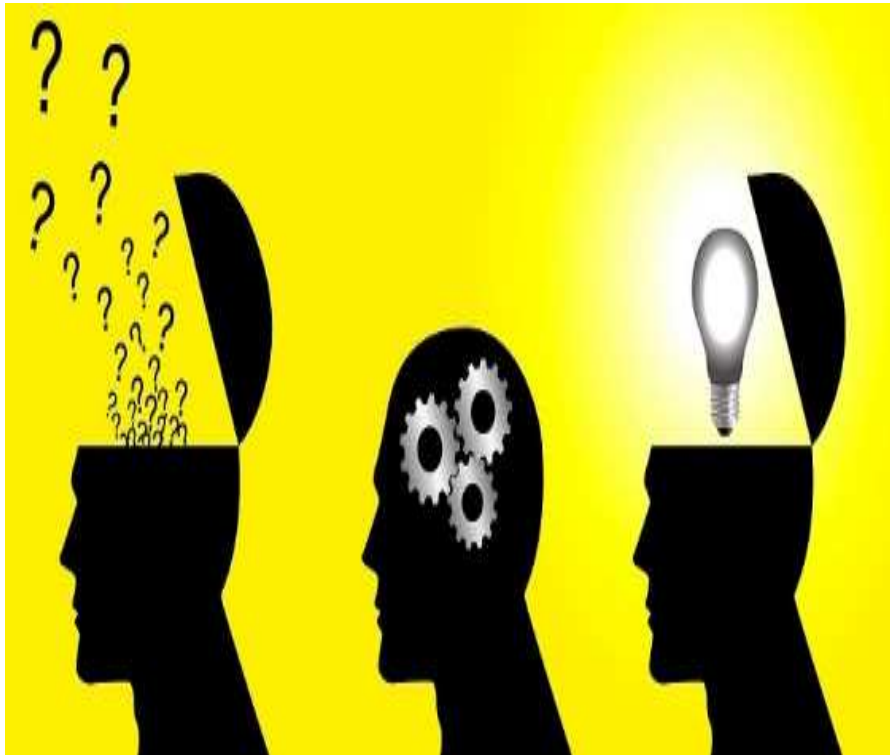
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Creative looping

Creative looping is a visual description of a creative process figured out by WALLAS. It restores 4 key stages of the creative approach:

– Impregnation: printing a picture of the problem under its various aspects.
– Divergence: an ability to move away from the field, to express a large number of original ideas.
– Convergence: an ability to transform the ideas steeming from divergence into solutions of the initial problem.
– Evaluation of the solutions: in order to select the opportunities that should be developped.

Preparation
Preparation is a process. Ideas are born out of previous experience, knowledge and impressions relating to other problems you are addressing. Innovation comes from making connections between seemingly unconnected things.

Incubation
Incubation is an unconscious process. Ideas are "put on the back burner" where the brain begins to make the connections needed to formulate ideas.

STEPS IN THE CREATIVE PROCESS

(G. Wallas 1926)

Verification
Verification is a process. In this step ideas are put to the test, first personally and then with others. Test may include validity, practicality, and viability.

Illumination
Illumination is an event. It is that "AHA" step when an idea surfaces. These may "half-baked", a vague vision, a gut feeling or a full blown idea. An illumination event is something that makes you stop and take notice.

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Creative solving problem

Creative problem solving allows to solve problem situations through an equiped process, structured into 8 major stages:

- One « divergence » period with play stimulations to unlock creativity and open the options field as widely as possible.
- One « convergence » period with logical approaches to screen options brought up during the divergence time and make appropriate choices.

4 jobs

The 4 job technique is a creativity tool based on the used of the same principle to help to find solution. VON OECH shows that, in order to solve a problem, one should do 4 jobs successively:

- Explorer
- Artist
- Judge
- Conqueror
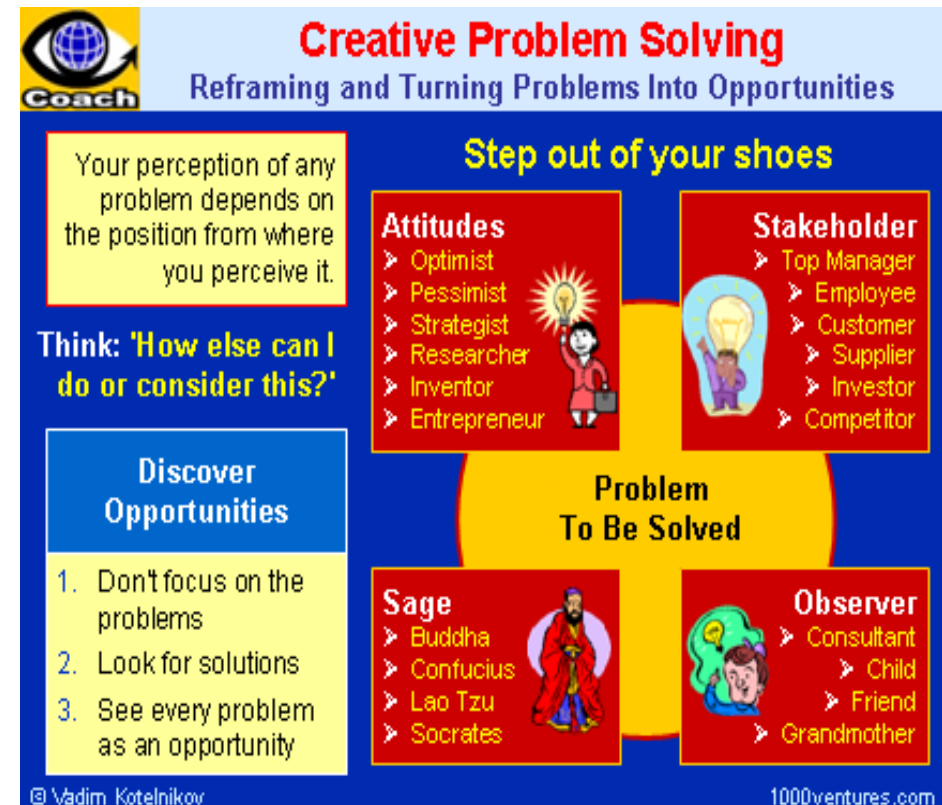
The JUDGE	The ARTIST
- Logic - Theoric - Factual - Rigourous	- Creativ - Intuitiv - Conceptual - Artistic - Visionar
The CONQUEROR	The EXPLORER
- Organised - Structured - Methodic - Controled - Reliable	- Associative - Communicative - Ecologic - Systematic

Analytic
Linear
Sequential
Discursive
Rational
Deductive
Detailed
Focus

Synthetic
Spatial
Simultan.
Iconogra.
Irrational
Inductive
Global
General

Experienced - Feeling

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Part 1 Session 2/

Managerial techniques for creative strategies

« The essence of strategy is choosing to perform activities differently from its competitors » PORTER

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The creative SWOT

– The analysis of the Threats Opportunites Strenghs and Weaknesses is a widely used strategic diagnosis tool. This analysis can be the starting point of a strategic creativity approach.

– By comparing each element if the external diagnosis (threats and opportunities) with each element of the internal diagnosis (strengths and weaknesses) of the structure, the SWOT analysis allows to identify new ways of innovation in line with the potential of the structure and with its environment.
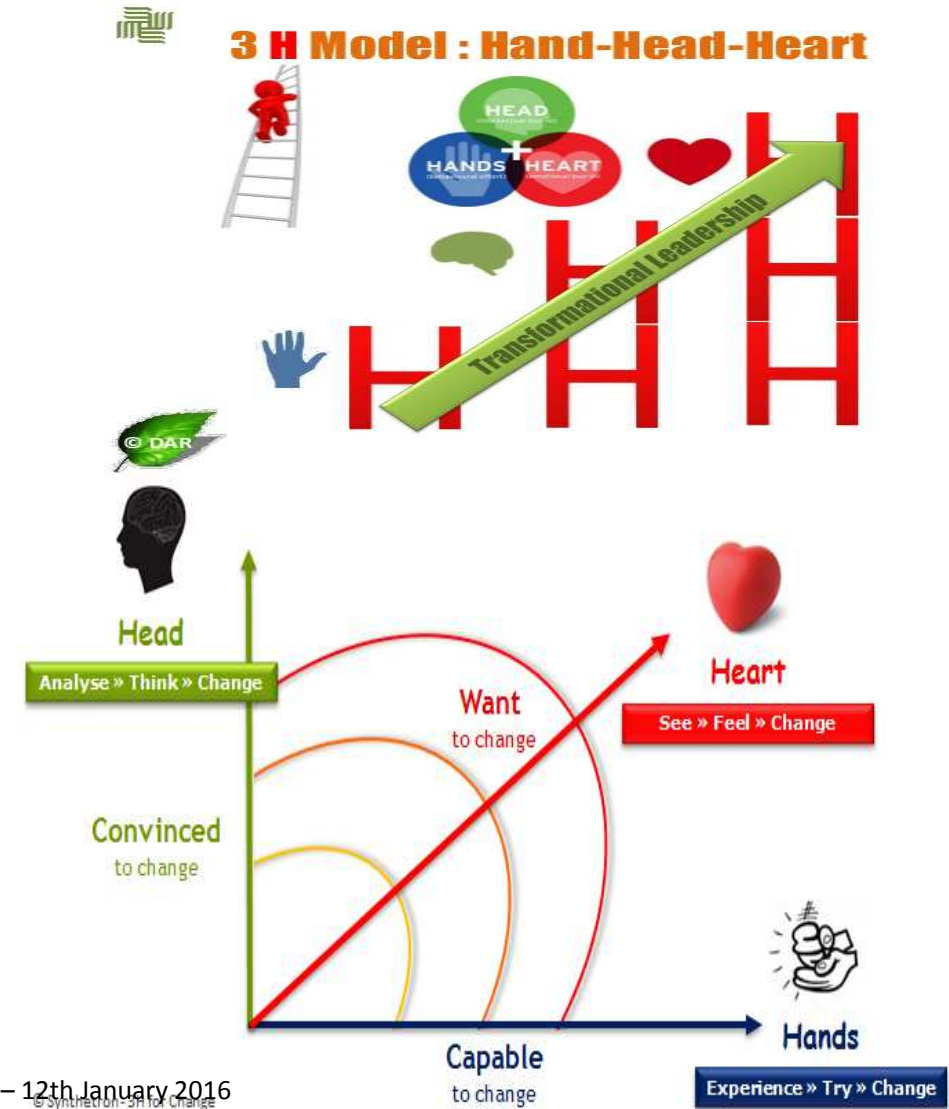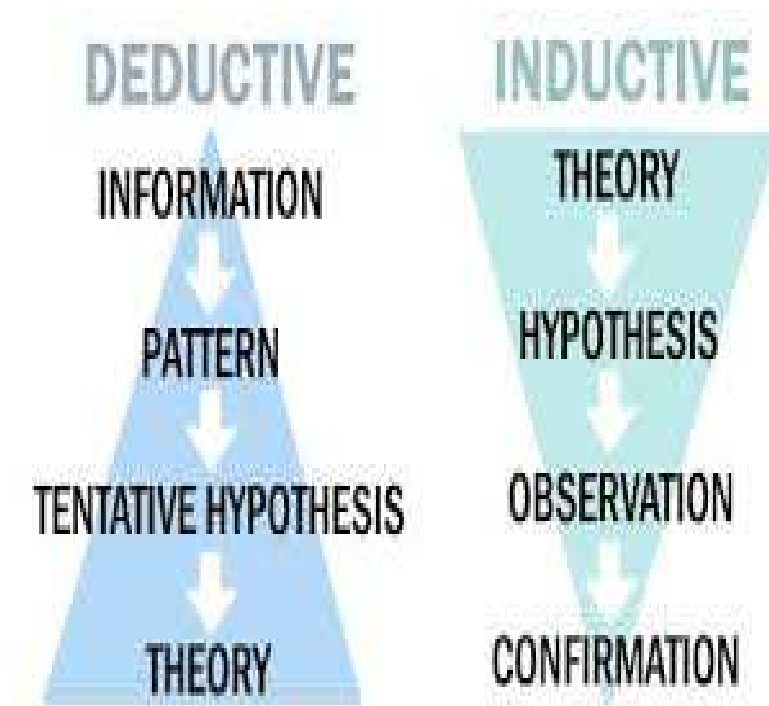
STRATEGIC ANALYSIS

INTERNAL

EXTERNAL

STRENGTHS
build; enhance

WEAKNESSES
resolve; reduce

OPPORTUNITIES
exploit; expand

THREATS
avoid; thwart

The 3 H

– The 3H make it possible to absorb the problem to be solved in the context of a creative process by scanning it from 3 different angles:
  – Very rational
  – Experiential
  – Emotional

These 3 angles complement one another and help to create a true desire of solving the problem in the participants' mind.

The inductive words

DEDUCTIVE

INFORMATION

PATTERN

TENTATIVE HYPOTHESIS

THEORY

INDUCTIVE

THEORY

HYPOTHESIS

OBSERVATION

CONFIRMATION

– The inductive words tool aims at putting forward reformulations of the problem, through a play on word associations, in order to stimulate imagination.

– It is often used to revive a creativity session.

– It could also be called the « *stimuli* » tool.

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The inversion

– In the 1st phase, the inversion consists, through analogy, in searching solutions that are aimed at reaching the purpose opposite of the initial problem.

– In the 2nd phase, the inversion of these solutions make it possible to complete a list of first ideas or to express new ones.

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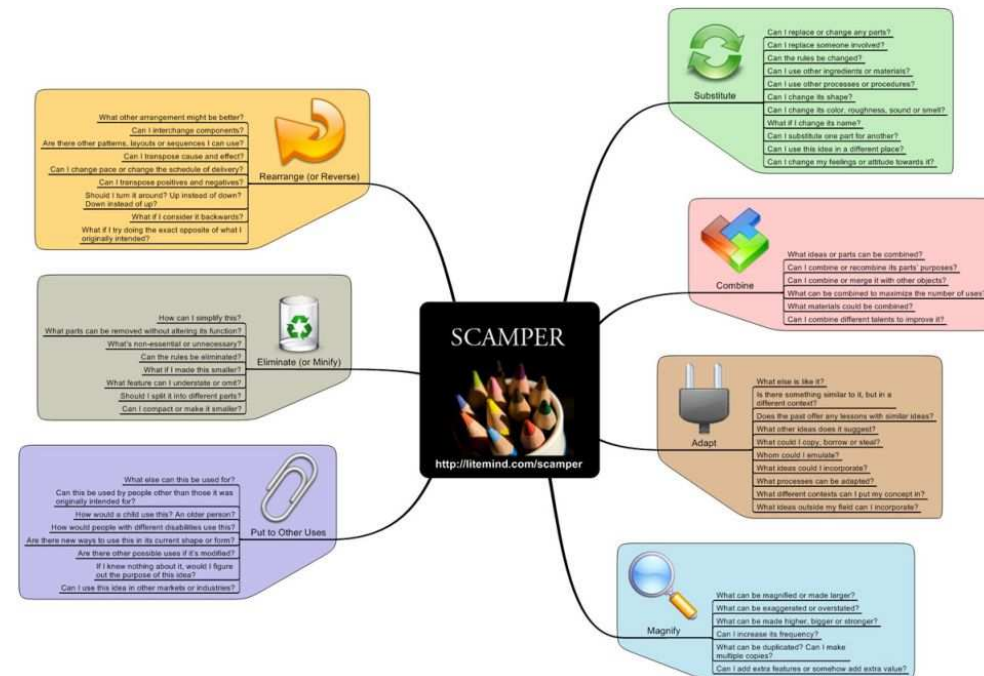LASSU
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The anti portrait

– The anti portrait is a creativity tool which is aimed at claryfing a problem by giving it a definition of what it is not. Because it is easier for the human brain to determine what is not, rather than what is.

– By contrast, the affirmation of what is not will enable the identification of what is, under a new angle and give out solution ideas to the problem.

The SCAMPER

This technique of creativity refers to the first letter of action words which may induce original solutions to the problem posed:

- to substitute
- to combine
- to adopt
- to modify
- to produce
- to avoid
- to organise

Each verbs enable rethinking about the product or service and allows to imagine it under various angles, either alone or associated with elements of other services or related products.

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The acronym

– The acronym allows to express ideas by using a key word of the initial of the initial problem and then declining it as an acronym.

– Each letter of the key word becomes the first letter of an idea:

  – CREATIV ..

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The lateral thinking

– The lateral thinking is an idea creation method conceived by DE BONO, in order to investigate numerous possibilities and approaches, instead of considering a single view.

– It consists in expressing our views of a problem and using « *provocations* » to shake them up. It also uses a « *discountinuous leaps* » method to bring about original and realistic solutions.

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The actor's strategy

– Selling an idea to impacted partners implies to define an « *actor's strategy* » matrix depening on the influence and the position of the different partners.

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PART 2. LEADERSHIP

« Liderança e açao, e nao posiçao ! »

UMA **NOVA LIDERANÇA** PARA AS EMPRESAS E PARA A SOCIEDADE

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✓ **LEADERSHIP**

Objectives for Managers how to develop their personal leadership? How to define and communicate their vision or project? How federate teams and people around that vision? How to support them in the change? How to release the energies and to serve their vision? How the envy is encouraging and enhancing their interlocutors?

To develop its own leadership

To define a vision and sharing

liderança

To change the frame of reference

To federate around their vision

To encourage and promote

To encourage and promote

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For Managers, leadership is therefore defined as the ability:

- To develop their personal leadership: settle into their role, developing self-awareness, being leader of the time, being proactive.

- To define a vision and sharing: define its vision, prepare its communication, its impact in developing orally.

- To federate around their vision to adapt to their interlocutors, to influence them, to cooperate with them.

- To encourage and promote: addressing the relationship in a positive intention, mobilizing energies, encouraging feedback.

- To be able: developing potential, managing conflicts.

- To change the frame of reference: bringing a different perspective on the situation, supporting and leading change.

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Part 2 Session 1/
Developing leadership attitudes

« Strong leadership begins with self-awareness: knowing who you are and what your values are. Communication, authenticity and the ability to listen without being defensive skills are decisive. This leadership has nothing to do with budget development and strategic planning knowledge, it has everything to do with emotional intelligence ». DRUCKER

A LEADER IS ONE
WHO KNOWS THE WAY,
GOES THE WAY,
AND SHOWS THE WAY.

JOHN C. MAXWELL

The 4 circles

- The difference between a leader and a great leader is all about « *having intrapersonal skills* ». The 4 circles tool makes it possible to objectivize some basic skills (« *know-how* ») into 4 functions.

- The leader is capable of:
  - upholding a vision (the core direction),
  - he or she influences people accordingly,
  - communicates effectively to a mobilized/dedicated audience,
  - brings people together and gets them to change behavior as expected.

The leader ties together the vision he or she holds and the concrete actions he or she carries to reach the goal/ target.

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The 5 phases of leadership

- – The 5 phases of leadership development, inspired by HALL and LE SAGET, a structure or entity is perceived as a living organism, which is born and develops, experiencing and overcoming growth crises.

- – Transition from one phase to another corresponds to the resolution of the crisis related to the excesses of the previous phase. There is an adapted method of leadership at each stage of the development.

- – This tool describes the characteristics of different types of leaders, induces questioning one's preferences, talents, and the adequacy of one's leadership method with regards to the state of evolution of the organization to which it is applied.

Be the kind of leader that you would follow.

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To care in one's 1st steps

MAKING THE RIGHT FIRST STEP

- Particular care in one's 1st steps, in the « *here and now* » is essential for asserting one's leadership.

- In this perspective, the virtuous triangle helps taking into account the base of:
  - Vision.
  - Binding (relation to self, to the environment and to the others). It brings people together and fosters relationships.
  - Action on the others, treated here in a « *333* » form (« *3 first days, 3 first weeks, 3 first months* »). It gives room to operate and encourages motivation.

The legitimacy tripod

– The leader legitimacy cannot be decreed: the legitimacy tripod is used to review leader's actual legitimacy by reducing the gap between what is percieved and what is achieved with their entourage (colleagues, professors, pupils, partners).

– Legitimacy depends on the 3 legs of a tripod, which represent the same number of possible lines of analysis:

– Recognition: legitimacy is or is not recognized by others.

– The leader has or has not developed the intrinsic qualities that characterize leadership

– Legitimacy exists within relations to others (ie. « *is the rule of the game internalized by the actors that evolve in the sphere of leadership?* »)

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The 3 components of self-esteem

According to SCHULTZ, self-esteem is correlated with perceptions, beliefs and feelings one has of oneself. The 3 components of self-esteem are:

- Sense of self importance: does the person see himself/herself as being an important person?
- Sense of self competence: does the person recognize his or her skills?
- Self of sympathy: does the person perceive himself or herself as being kind and sympathic?

Self-esteem is an essential ingredient to ensure leadership of oneself before ensuring leadership of others.

The emotional intelligence

– The emotional intelligence of the leader i
the ability to control his or her feelings,
which means knowing how to identify and
understand them, and later be express
emotions.

– It includes abilities such as being able to
motivate oneself and persist in the face o
frustration, to control impulse and delay
gratification.

– In fact, emotional intelligence determines
how the leader exercises his or her other
skills. The second part part of emotional
intelligence, that is to say the ability to
assess and manage emotions of others.

The authority relationship

Meanwhile they in turn influence those they deal with, leaders work also under the authority of other structure. The authority relationship upses the relational maturaty grid. It enables a leader:

- To become conscious on where he or she stands in his/her relation to authority figures such as his or her structure, his or her project manager, his or her functional manager.
- To identifty action levers that will enable him to enter in effective cooperative relation within the structure.

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The assertiveness

– In tense situations, the assertiness tool reflects the will to show mutual confidence and to engage relations in day-to-day negociation mode.

– Building leardership skills implies developping « assertiveness ». It allows one
  – To remain firm on content with regard to an issue to resolve or a goal to achieve,
  – To remain flexible in form, respectful to each indivually

To be quietly assertive is to show leadership first whilst showing diplomatic skills. It means acting with « *an iron fist in a velvet glove* ».
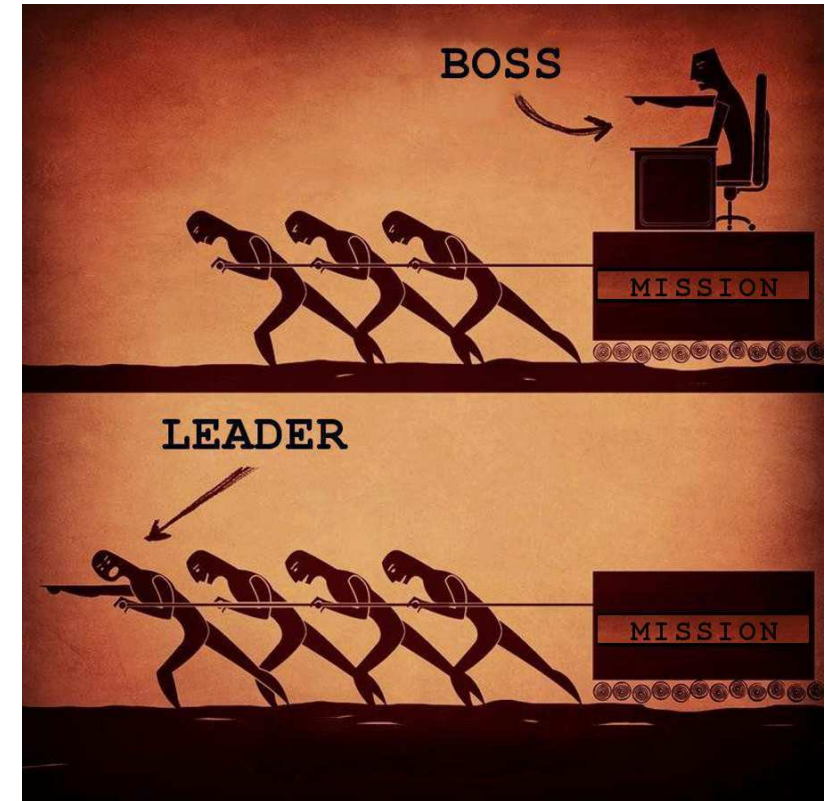
Your Needs

Assertive

Others' Needs

Aggressive

Passive
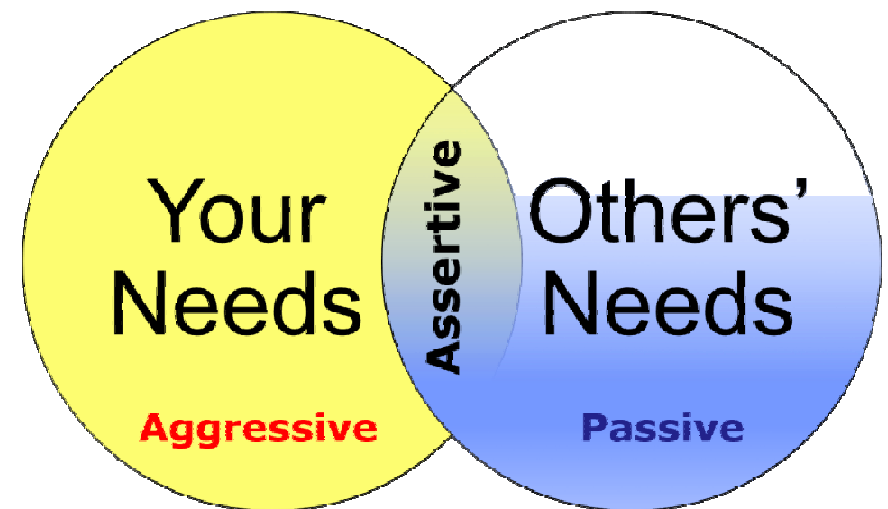
Part 2 Session 2/
Uniting around their vision

« Change your way of looking at the world
and you will change the world » KANT

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The differences between a **BOSS** and a *Leader*

BOSS

Drives employees
Depends on authority
Inspires fear
Says "I"
Places blame for the breakdown
Knows how it's done
Uses people
Takes credit
Commands
Says "Go"

LEADER

Coaches employees
Depends on goodwill
Generates enthusiasm
Says "We"
Fixes the breakdown
Shows how it's done
Develops people
Gives credit
Asks
Says "Let's go"

BOSS — LEADER
VS.
IMPERSONAL — COMPASSIONATE
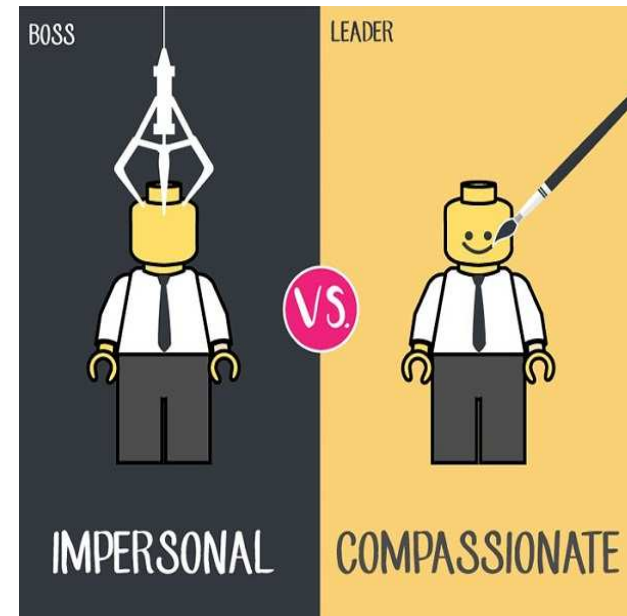
The loop of vision benchmarks

– Before getting started with the roadmap (the strategic action plan), the loop of vision benchmarks provides the basis on which to build a vision. It lays the ingredients that are needed to beging feeding the collective ambition for change a leader may have, or even for a steering group to carry out his collective dream.

– Them comes the visioning techniques (ie. buiding as shared vision and future) and models of objectives/targets frames to ensure co-development of the shared vision, and to build committed leadership as well around this common vision, which is effectively translated into action.

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The shared vision

– The shared vision works on purpose to pass from the leader's individual vision to shared vision. The shared vision is based on a method of shared representations of the current (today) and the desired situation (tomorow), such method serving progress while preserving the organization's core/essence.

– The shared vision provides a simple 4-step method and specifies the appropriate behavior the leader should have in a visioning situation.

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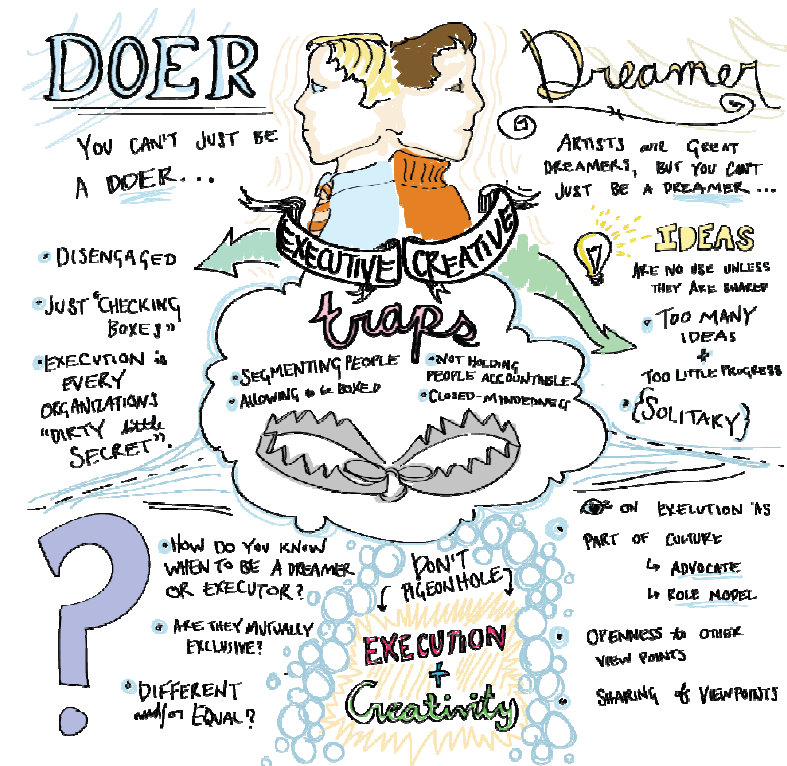
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The framework

– The tool frame for objectives / target / goals helps leaders move towards the future, which is essential to define a vision. It is based on the principle that « *models of thought* » can determine emotions, thinking and actions.

– Thus, the leader's model of thought can help leaders be proactive or, on the contrary, lock them in a state of dependency.

– They can program themselves to fail by focusing on questions related to « *the frame of blame* » or to succeed by questioning in « *the frame for objectives*

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The 5W method

– The opening of a relation are essential to capture and hold attention.

– With the 5W method, the leader has the tools to start a relation in a structured manner and without forgetting any essential:

- – Why me?
- – Why you?
- – Why this subject?
- – Why today?
- – Why plan?

The brain dominance

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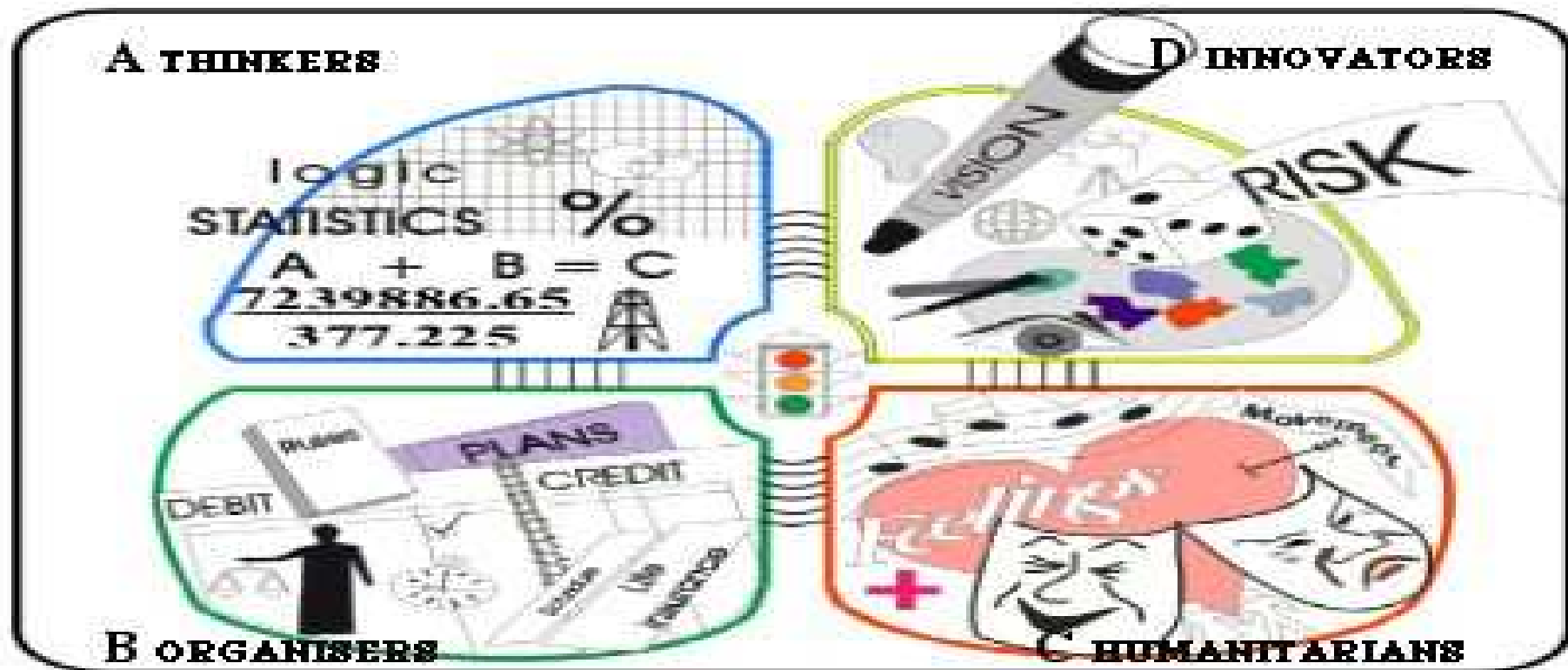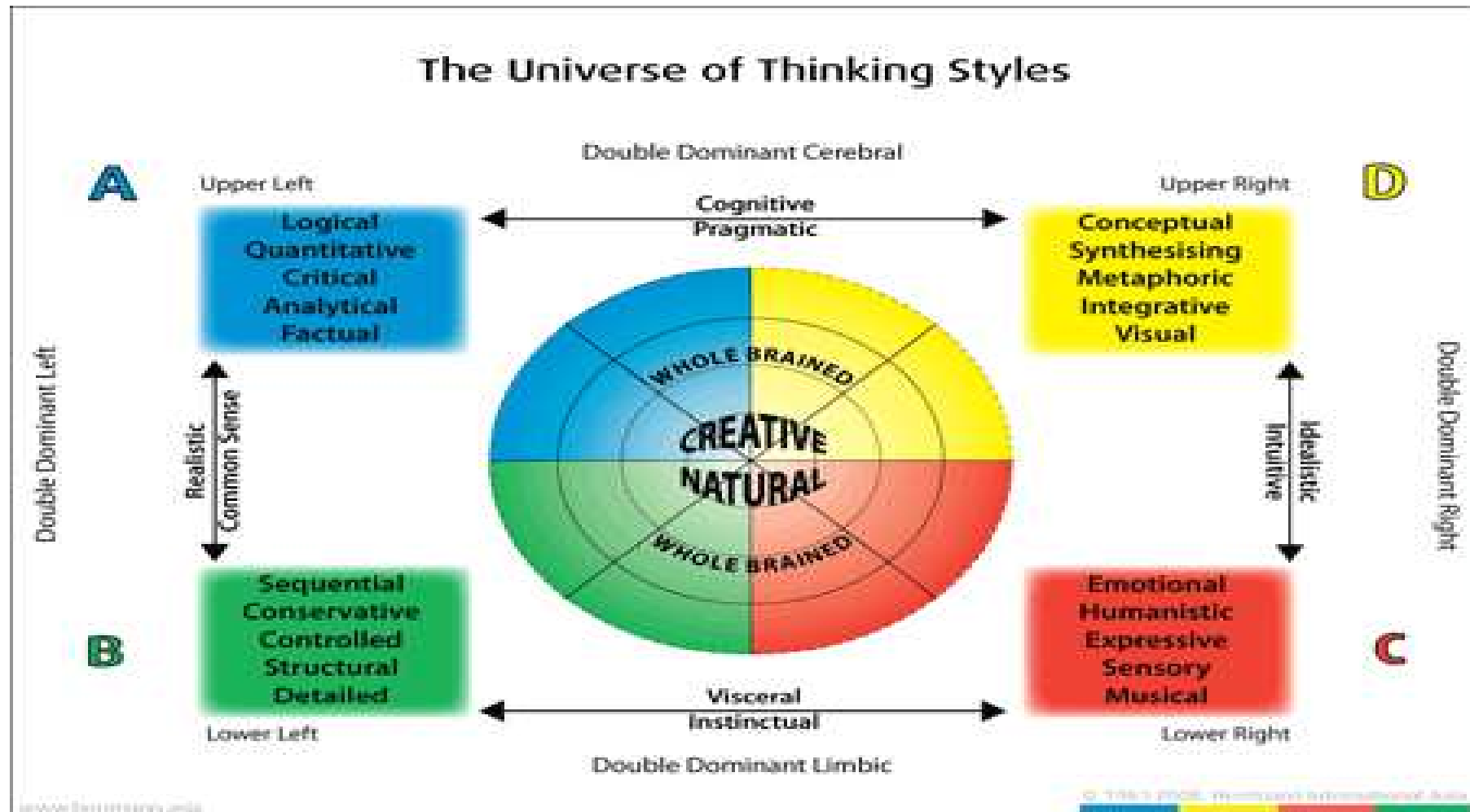
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HERMANN, physicist and manager of Management Education for General Electric in US, designed a brain dominance instrument tool in 4 parts. In the brain:

– The left hemisphere is the seat of rationality, the center, the seat of analytical, logical and sequetial thinking

– The right hemisphere is the seat of symbolic, goal thinking, of intuition and imagination.

Using cerebral brain dominance, a leader will tap into the vocabulary of the person he is interacting with to express his or her views towards what appears essential to that person (the leader's words will reflect that person's personality, fears or motivations) and thus get his or her full support.

The Universe of Thinking Styles

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The 6 strategic options

2 variables determine the 6 strategic options in negociations:

– The relative power of the 2 parties involved, which is assigned by asking who most needs the other in this situation?

– The level of trust in the relationship and the frequency of interaction, is it of interest to establish/ maintain a relationship of trust in the medium to long term? What is the frequency of interaction with the other parties?

To beging negociations on a win-win basis, the leader can adopt one of 3 cooperative strategies, depending on the balance of power that exists with his or her interlocutor.

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4 reading levels of reality

– To understand and act in a complex environment, the leader can not merely adopt analytical thinking, a useful method to solve technical issues, but ineffective for human concerns.

– Effective leardership requires 4 reading levels of reality:

  – The psychological level: what happens at the person's level?
  – The interpersonal level: what is at stake in the relations between people?
  – The positional level refers to the various social positions of the individuals and the hierachical relations of the system in which they operate.
  – The organizational level concerns the system and methods of organization.

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Positioning to respond to emotions

– The leader's emotional intelligence has 2 aspects:
   – the ability to manage one's emotions
   – and the ability to accept and manage the emotions of others.

– The positioning to respond to emotions tool gives the leader guidance on dealing with the different feelings of his interlocutors: what should be done and avoided. The expression of an emotion provides information on the need a person is trying to satisfy.

The best position to hold facing others' emotions is to identify the need and respond to it.

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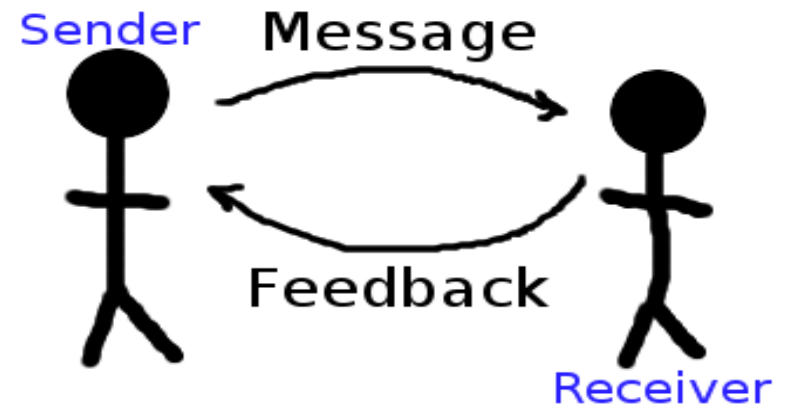
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PART 3. COMMUNICATION ATTITUDES

« Comunicaçao é a arte de ser entendido. »

Everybody gets so much information all day long that they lose their common sense.

Gertrude Stein

BrainyQuote®

Sender   Message

Feedback

Receiver

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✓ **TRAINING AND KNOWLEDGE**

Objectives for Managers how to analyze a request for communication? How to design communication? What teaching methods and animation techniques for selecting Managers returned actors? How to start and conclude? How to manage the group? What is the impact of non-verbal communication? What evaluation achieve? What tools to put the knowledge in time, involve Managers and promote the implementation of acquired?

For Manager, the ability for communication and management of knowledge are organized in different steps:

- The analysis of the project and the need of partners,

- The instructional design,

- The animation of team,

- The implementation of action to organize the creative project and the evaluation of actions.

Through this, Manager have diverse leadership, facilitator, project manager, designer, etc.

Part 3 Session 1/

The challenge of positioning the communication system

« A weed is a plant that has not yet found the virtues ».
EMERSON

3 levers for performance

– The 3 levers for performance in training explains how the training courses should work to obtain operational outcomes.

– 3 main parameters enable to reach performance:
  – Abilities
  – Motivation
  – Context (work organization available ressources).

During a training project, the responsability is mainly to improve abilities through training objectives

4 levels of objectives in training

This tool introduces the 4 levels of objectives in a training project:

- Strategic objective: stakes for the organization of school
- Operational objective: expected outcomes
- Global pedagogic objective: acquired knowledge and skills
- Intermediate pedagogic objective: specific know how mastering at the end

Part 3 Session 2

Design the engineering of
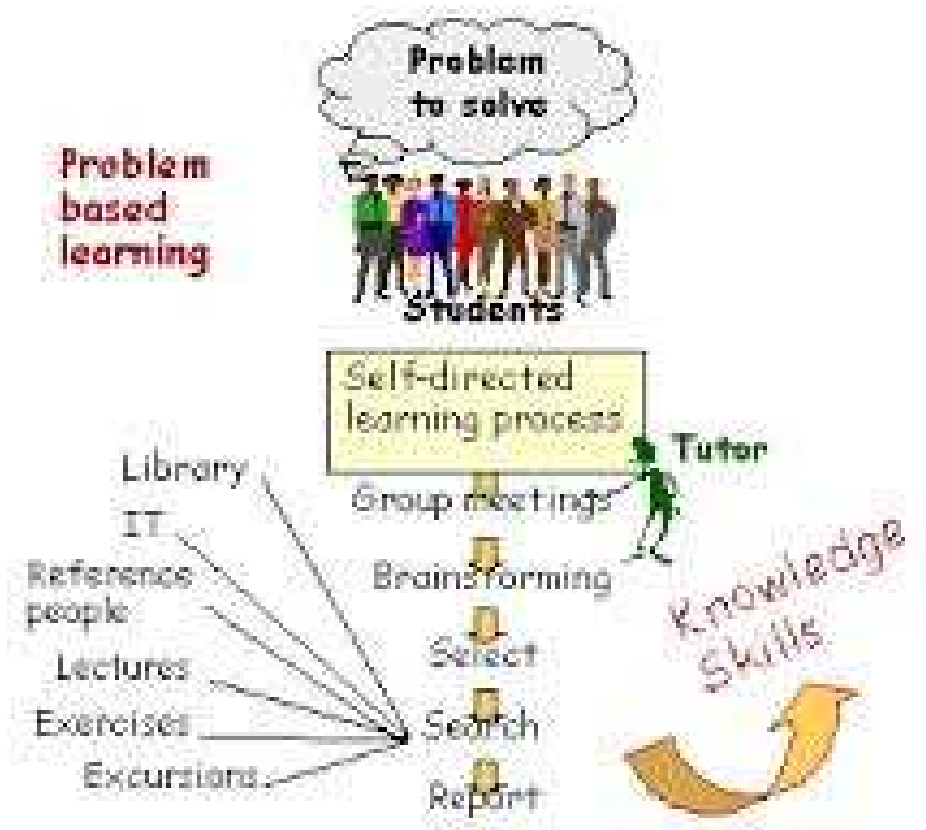# a training system

« The art of success is to have the best possible knowledge ».
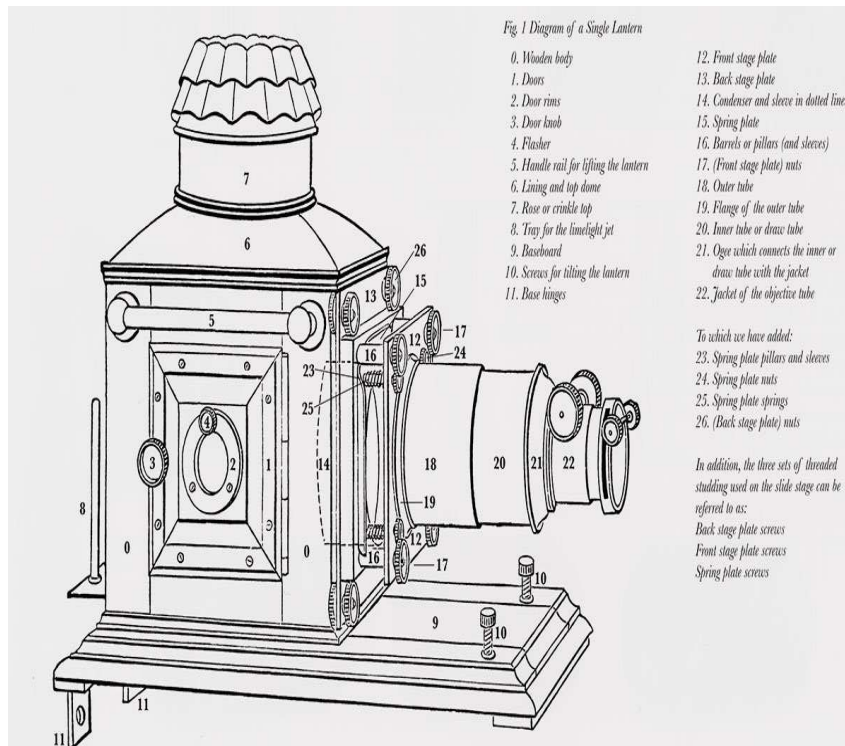KENNEDY

The problem based learning

The problem based learning is active, semi-directive or participative. It consists of 3 majors and can help to:
- Identify the problem and elaborating questions
- Seff train: finding answer to questions
- Put on the table answers and problem solving

Communication by discussion, opposition, looking together for the explanation, the best solution to a problem are the major specific of this interactive communication.

The magic lantern

Fig. 1 Diagram of a Single Lantern

0. Wooden body
1. Doors
2. Door rims
3. Door knob
4. Flasher
5. Handle rail for lifting the lantern
6. Lining and top dome
7. Rose or crinkle top
8. Tray for the limelight jet
9. Baseboard
10. Screws for tilting the lantern
11. Base hinges

12. Front stage plate
13. Back stage plate
14. Condenser and sleeve in dotted lines
15. Spring plate
16. Barrels or pillars (and sleeves)
17. (Front stage plate) nuts
18. Outer tube
19. Flange of the outer tube
20. Inner tube or draw tube
21. Ogee which connects the inner or draw tube with the jacket
22. Jacket of the objective tube

To which we have added:
23. Spring plate pillars and sleeves
24. Spring plate nuts
25. Spring plate springs
26. (Back stage plate) nuts

In addition, the three sets of threaded studding used on the slide stage can be referred to as:
Back stage plate screws
Front stage plate screws
Spring plate screws

– The magic lantern is used to prepare presentation by realizing an exhaustive analysis of the situation in order to precise the objective.

– Questions are organized around 4 families:
   – The speaker,
   – The topic,
   – The context
   – The audience with around 6 relations between them.

Taking the answers into account makes possible to determine a pertinent objective adapted to each fields, and by lighting the « *magic lantern* » to better pass the message.

Part 3 Section 3/

Oversee and facilitate the communication team

« The simplest things are often the truest » BACH

The SAVI

The SAVI is a helping memory device guiding to help collaborators to staying in efficient learning conditions:

– Giving them safety, mostly at the beginning, introducing outline and procedures.

– Making them actors: having them think, reason, look for, ask themselves question related to their personal functioning.

– Valuing them when they speak, allowing every one to be recognized as competent in the group at a set time and for a set topic.

– Implicating them for reaching their goals and searching the path to meet them.

5 steps of life in a group

A group goes through various steps of working together and in relationships. There are 5 steps of life in a group:

– Creation
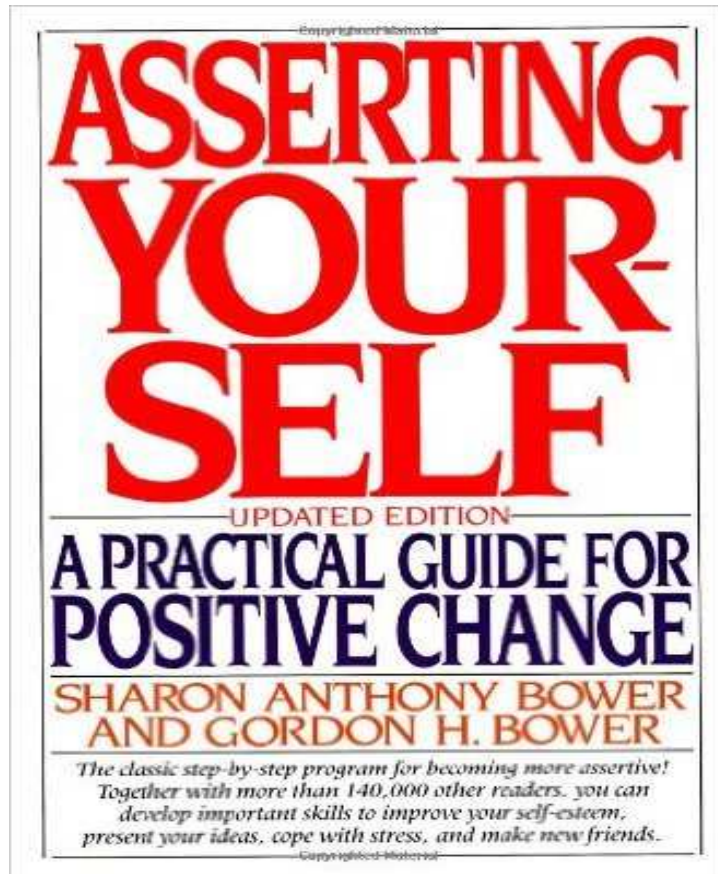– Cooperation and adjustments
– Regulation
– Maturity
– Future

Communication attitudes

Communication attitudes, related to 6 different reactions to a set situation, were defined by PORTER:

- Reformulation: to match the interlocutor's thoughts and feelings in order to make a restitution as true as possible.
- Investigation: to directly ask missing information concerning sayings, opinion, feeling, etc.
- Interpretation: to give sense for enhancing specific aspects, or the hidden signification located out of the field of conscience, such as deep roots, non percieved reasons, untold motives.
- Understanding-support: to encourage, reassure, console by removing drama side or tell what to do.
- Evaluation or judgment: to evaluate what is said, though, done or felt.

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The DESC

– The DESC is a self assertiveness technique designed by BOWER to use, for expressing in an assertive maner to an interlocutor that his behaviour is upsetting and to find answer.

– Its 4 steps are the following:
  – Describe facts, for instance the upsetting behavior, while staying objective.
  – Express one's own feelings trigged by the specific behaviour.
  – Imagine together solutions acceptable by the 2 parts.
  – Describe positive consequences of the selected solutions.

Listening and dialogue are essential !