

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered on the slide.

# **CREATIVE LEADERSHIP:**

## ***SKILLS THAT DRIVE CHANGE***

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# CHANGE

- CREATIVITY + LEADERSHIP
  - NATURE OF CREATIVITY IN CONTEXT OF LEADERSHIP
  - **CREATIVITY CORE LEADERSHIP COMPETENCE**
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# **CHANGE**

- **REQUIRES CREATIVE THOUGHT**
- **CREATIVE THOUGHT PRODUCES IDEAS NOVEL AND USEFUL**




# LEADERSHIP

- LINK WITH CREATIVITY
  - *INNOVATE*
  - *SOLVE PROBLEMS*
  - *INSPIRE VISION*
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# **LEADERSHIP**

- **BEYOND ANALYTICAL SKILL**
  - **CREATIVE CAPACITIES**
  - **CREATIVE PROBLEM SOLVING (CPS) APPROACH**
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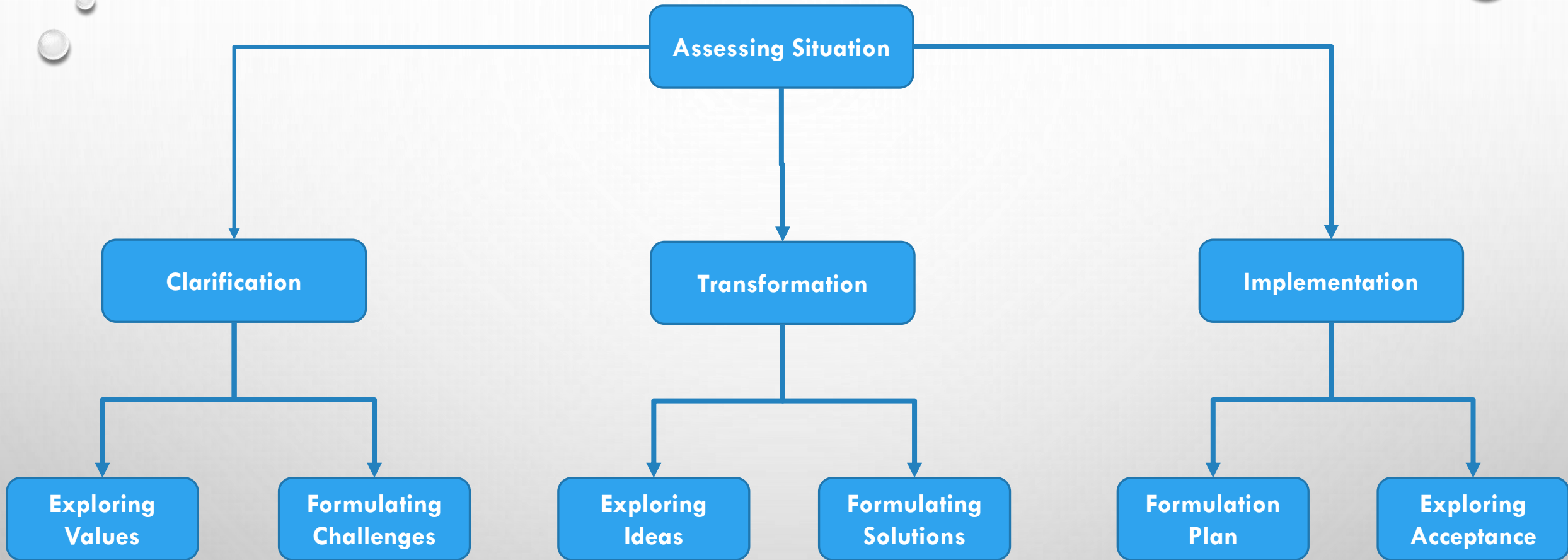
# CPS MODEL

- GENERATE OPTIMAL PROBLEM SOLUTIONS
- THREE **CONCEPTUAL** STAGES
  1. UNDERSTAND PROBLEM (**CLARIFICATION**)
  2. SELECT AND DEVELOP BEST SOLUTIONS (**TRANSFORMATION**)
  3. MAKE ACTION PLAN (**IMPLEMENTATION**)

# CPS MODEL

- EACH STAGE TWO **PROCESS** STEPS

# CPS MODEL





# CPS MODEL

- DIVERGENT AND CONVERGENT THINKING
- GENERATION OF ALTERNATIVE SOLUTIONS (**DIVERGENCE**)
- REACHING CONCLUSIONS REGARDING WHICH OF GENERATED OPTIONS BEST TO PURSUE (**CONVERGENCE**)

# DIVERGENT THINKING

- FOUR PRINCIPLES


1. AVOID PREMATURE JUDGMENTS AND CRITICISMS OF NEW IDEAS (**DEFER JUDGMENT**)
2. GENERATE AS MANY SOLUTIONS AS POSSIBLE (**GO FOR QUANTITY**)
3. EXPAND AND BUILD ON OTHERS' IDEAS (**MAKE CONNECTIONS**)
4. DEVELOP NEW AND ORIGINAL IDEAS NOT CONSIDERED BEFORE (**NOVELTY**)

# CONVERGENT THINKING

- REDUCE LARGE NUMBER OF OPTIONS GENERATED IN DIVERGENT THINKING PHASE
- SELECT IDEAL AND WORKABLE OPTIONS



# CONVERGENT THINKING

- FOUR PRINCIPLES
    1. AFFIRMATIVE JUDGMENT
    2. KEEP NOVELTY ALIVE
    3. CHECK OBJECTIVES
    4. STAY FOCUSED
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# CONVERGENT THINKING

- AFFIRMATIVE JUDGMENT - CRITICAL THINKING
- NOVELTY - KEEPING ORIGINAL AND YET UNTRIED IDEAS AS VIABLE OPTIONS
- MANAGING TO OBJECTIVES AND REMAINING FOCUSED SELF-EXPLANATORY



# **DIVERGENT AND CONVERGENT THINKING**

- APPLYING SKILLS TO SIX PROCESS STEPS IN CPS MODEL



# **ASSESSING SITUATION**

- CIRCUMSCRIBE AND UNDERSTAND ALL DATA PERTINENT TO PROBLEM
- DETERMINE FUTURE COURSE OF ACTION

# ASSESSING SITUATION

- BEGIN PROCESS USING DIVERGENT THINKING TOOL
- **5 W'S + H** (WHO, WHAT, WHEN, WHERE, WHY + HOW)
- SECOND ROUND ASKS “WHO ELSE,” “WHAT ELSE,” AND ETC.



# ASSESSING SITUATION

- **WHY/WHY DIAGRAM**
- SERIES OF “WHY” QUESTIONS (E.G., WHY PROBLEM IMPORTANT) TO GENERATE SET OF RESPONSES
- TWO DIVERGENT THINKING TOOLS WORK CREATE DATA FOR OPTIMAL CHOICES



# CONVERGENT THINKING

- TWO TOOLS:

1. HITS

2. HIGHLIGHTING



# CONVERGENT THINKING

- HITS - PUT CHECK MARK NEXT TO IDEAS THAT APPEAR MOST PROMISING
- HIGHLIGHTING - CLUSTERING DATA INTO SIMILAR GROUPS BASED ON SIMILAR IDEAS OR SOMETHING IN COMMON

# **COGNITIVE AND AFFECTIVE SKILLS**

- SOLVING PROBLEMS
- COGNITIVE SKILLS - MENTAL ACTIVITY RELATED TO THE UNDERSTANDING AND/OR SOLVING OF ISSUE OR PROBLEM
- AFFECTIVE SKILL - EMOTIONAL ASPECTS OF PROBLEM SOLVING

# CREATIVITY IN LEADERSHIP

- TWO SUPPLEMENTAL FACTORS INFLUENCE
  1. ENVIRONMENT OR TEAM STRUCTURE IN WHICH CREATIVE ACTIVITY TAKES PLACE
  2. SUPPORTIVE CIRCUMSTANCES THAT LEADER CREATE TO OPTIMIZE CREATIVE OUTPUT

# DIVERSITY


- AGE, ETHNICITY, GENDER, AND ETC.
- PSYCHOLOGICAL

# PSYCHOLOGICAL DIVERSITY

- **ADAPTOR-INNOVATOR CONCEPT**
- INDIVIDUALS CATEGORIZED AS EITHER PREFERRING TO IMPROVE EXISTING IDEAS OR PRODUCTS OR PREFERRING TO WORK DEVELOPING NEW AND NOVEL IDEAS AND PRODUCTS
- SUPPLANT TRADITIONAL VIEW OF CREATIVITY - INDIVIDUALS FALL ON CONTINUUM BETWEEN LOW VERSUS HIGH CREATIVITY



# PSYCHOLOGICAL DIVERSITY

- ADAPTORS AND INNOVATORS HAVE DISTINCT CHARACTERISTICS
  - ALIGNED CONGRUENTLY WITH NATURE OF PROBLEM BEING SOLVED
  - LEADERS MINDFUL BOTH IN OTHERS AND THEMSELVES
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# PSYCHOLOGICAL DIVERSITY

- ENTHUSIASM FOR DIFFERENT PHASES OF CREATIVE PROCESS
- *GENERATE IDEAS*
- *ANALYZE DATA*
- *DRIVE TOWARD SOLUTION*
- *IMPLEMENT SOLUTION*
- LEADERS MINDFUL OF WHICH CREATIVE PHASE PEOPLE PREFER, INCLUDING LEADER'S OWN PERSONAL PREFERENCE

# CREATIVITY IN LEADERSHIP

- CREATING CLIMATE FOR CREATIVITY
- PSYCHOLOGICAL CLIMATE AND ORGANIZATIONAL CULTURE
- CONTEXT IN WHICH CREATIVITY OCCURS GREATLY AFFECT OUTCOMES

# WORK ENVIRONMENT

- SUPPORTIVE OR OBSTRUCTIVE OF CREATIVE PROCESSES
- COERCIVE AND AUTHORITATIVE LEADERS LESS EFFECTIVE REGARDING CREATIVE OUTPUT THAN THE TRANSFORMATIONAL LEADER
- LEADERSHIP STYLE MAKES A DIFFERENCE.



# **CREATIVE LEADERS**

- OPEN TO CHANGE
  - SUPPORT NEW IDEAS
  - ALLOW AUTONOMY
  - ENCOURAGE RISK TAKING
  - SUPPORTIVE OF FAILURES
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# **CREATIVE LEADERSHIP**

- NOT JUST FOR CHOSEN FEW
- PRACTICED BY ANYONE

