

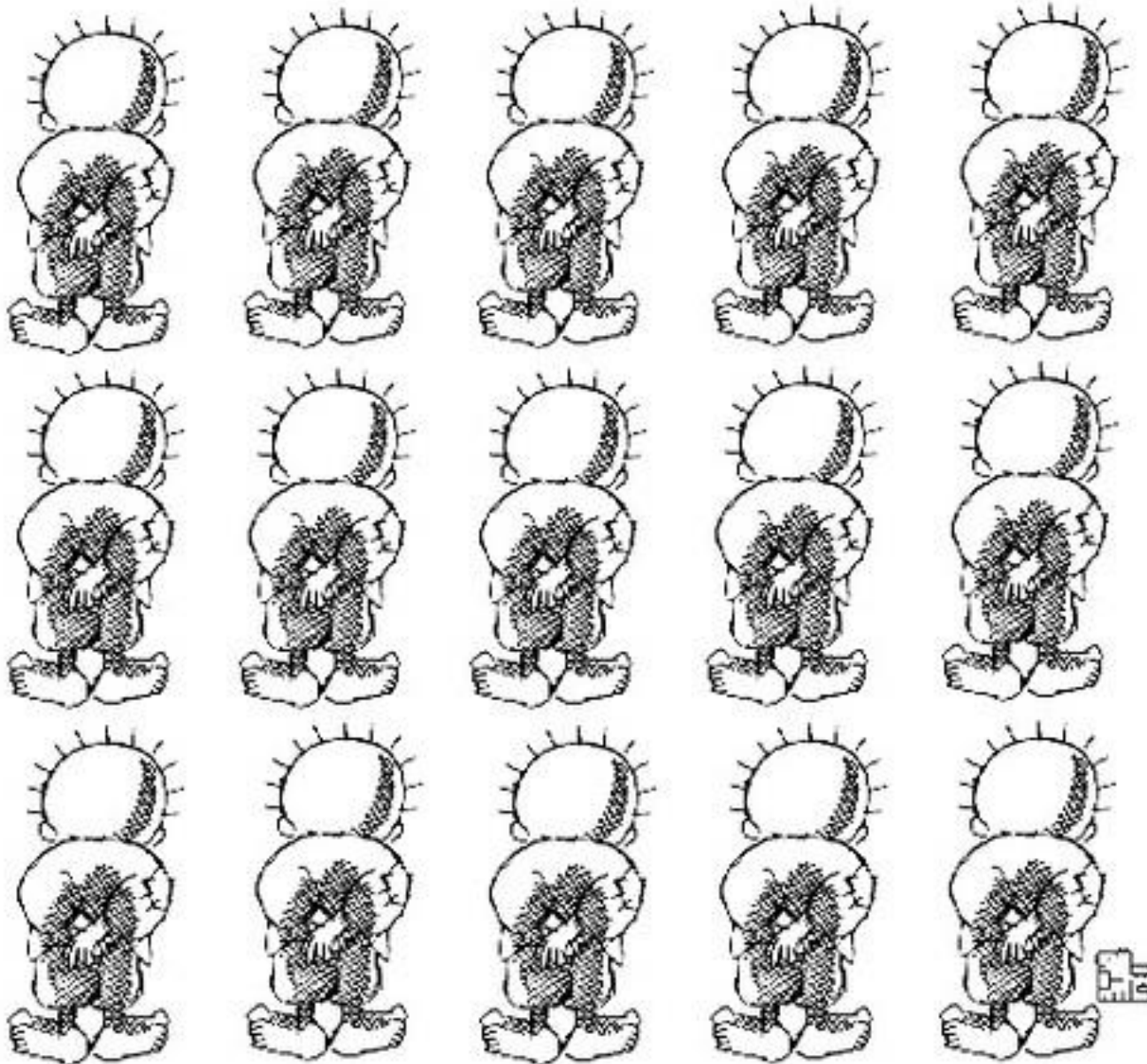
CREATIVITY - THE MOST IMPORTANT HUMAN RESOURCE OF ALL

In-service training in Ljubljana

May 11th – 15th 2015

Nastja Mulej

How Are You Feeling Today?

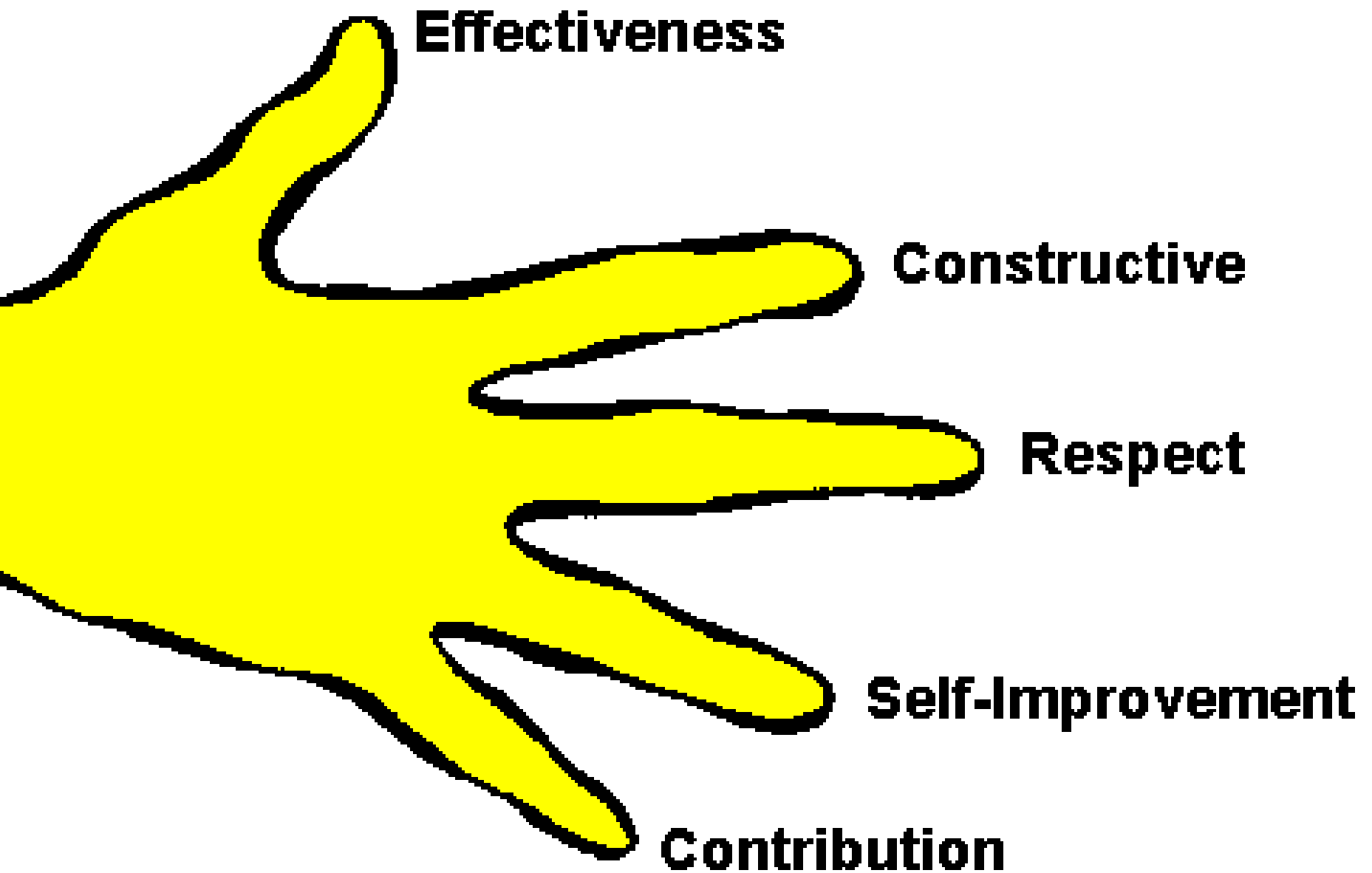


Close your eyes.

Show me a number with your fingers:

From 1 to 5.

(1= lousy, terrible,
5 = ecstatic, enthusiastic)



Effectiveness

Constructive

Respect

Self-Improvement

Contribution

More info on positive revolution [here](#)

About the book The Handbook for the Positive Revolution [here](#)

See your fellow members in a new light 😊

Your task is to brand yourself 😊

Write down a slogan or draw a logo – and YOU are the product



1. Write at least 5 different slogans (APC)
2. Now choose the one you like the most!

Share.

FIP

Read page no. 28



An example

- If you are about to plan a surprise birthday party what are the factors that you would need to consider?



- **What on this list is the most important?**



CoRT – FIP

FIP: First important priorities

FOCUS ON PRIORITIES

Some things are more important than others.

Some factors are more important than others.

Some objectives are more important than others.

Some consequences are more important than others.

In thinking about a situation, after you have generated a number of ideas, you have to decide which ones are the most important ones, so that you can do something about them.

After doing a PMI, CAF, AGO and C&S, you can do an FIP to pick out the most important points; the ones you have give priority and deal with first.



CoRT – FIP

Someone wants to borrow some money from you. From the different factors, you pick out the following as being priorities:

Do you have the money?

Do you trust the borrower?

Can you afford to lend it?

When will the borrower pay it back?

Anything else?



CoRT – FIP

In doing a CAF on choosing a career, you may come up with the following factors:

1. The pay
 2. The chances of improvement or promotion
 3. The people you would be working with
 4. The work environment
 5. The distance you would have to travel to get to work
 6. The interest or enjoyment of the work.
- If you had to pick out the three top priorities from these factors, which would you choose?
 - Individually first.
 - Now share among yourselves.



CoRT – FIP

In running a school, what do you think the priorities should be?

Write down on your own. 2 min. Share.

Do a FIP of all that you have collected as a group.

Get 3 that you as a group find the most important.



CoRT – FIP: principles

- A. It is important to get as many ideas as possible first and then to start picking out priorities.
- B. Different people may have different priorities in the same situation.
- C. You should know exactly why you have chosen something as a priority.
- D. It is difficult to choose the most important things, then try looking at it from the other direction: drop out the least important and see what you are left with.
- E. The ideas are not chosen as priorities must not be ignored. They too are considered – but after priorities.

Go to your poster



FIP / your own challenge

Get to know your own challenge:

What is the most important (to you)?

Individually put red dots (1/3 to 1/4 of all):

~~to AGO. Underline the selection of the group.~~

~~to CAF. Underline the selection of the group.~~

to APC. Underline the selection of the group.

Come back



CoRT – FIP: open discussion

- Are priorities natural or should you make a special effort to choose them?
- Are the priorities always obvious?
- When is the most useful to find priorities?
- How do you choose priorities?

- What are the occasions that the FIP might come useful to you?

Shadowing

Take the card of a person you were shadowing.
Find his/her name and address (not yours!!!)

Until 3 pm write positive things about that person.

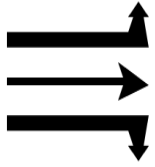
For example:

- *What I like at you, is ...*
- *I admire at you ...*
- *I appreciate at you ...*
- *I respect you because of*
- *I think you are great because of ...*



COFFEE BREAK





CoRT – PMI

PLUS, MINUS, INTERESTING

Consider all sides before a decision or commitment

All the seats should be taken out of local buses.

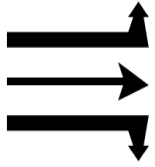
P x 7

M x 7

I x 5 (Not good, nor bad. Neutral. Worth mentioning.

„Wouldn't it be interesting, if ...“

3 minutes. Individually.



CoRT – PMI

All the seats should be taken out of buses.

P: More people can get into each bus.

It would be easier to get in and out.

Buses would be cheaper to make and to repair.

M: Passengers would fall over if the bus stopped suddenly.

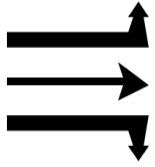
Old people and disabled people would not be able to use buses.

It would be difficult to carry shopping bags or babies.

I: Interesting idea that might lead to two types of bus, one with and one without seats.

Interesting idea that the same bus would do more work.

Interesting idea that comfort may not be so important in a bus.



CoRT – PMI

PLUS, MINUS, INTERESTING

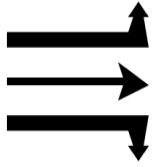
People should wear badges showing whether they are in good mood or bad mood that day.

P

M

I

3 minutes. In groups.



CoRT – PMI

People should wear badges showing whether they are in good mood or bad mood that day.

P: You could steer clear of people in a bad mood.

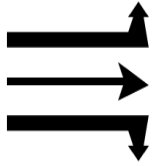
People might make more of an effort not to be in a bad mood if it was going to show.

M: People would not be honest about wearing the right badge.

People in a bad mood who needed cheering up would be avoided instead.

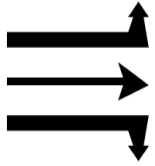
I: With some people you can tell their mood from their faces anyway.

Do people prefer to hide their moods or to show them?



CoRT – PMI: principles

- A. The PMI is important because without it you may reject a valuable idea that seems bad at first sight.
- B. Without a PMI you are very unlikely to see the disadvantages of an idea that you like very much.
- C. The PMI can show that ideas are not just good or bad but can also be interesting if they lead to other ideas.
- D. Without a PMI most judgments are based not on the value of the idea itself but on your emotion at that time.
- E. With a PMI you decide whether or not you like the idea after you have explored it instead of before.



PMI / your own challenge

Get to know your own challenge.

Clarify the chosen alternative for your project.

Now think about your chosen idea and evaluate it:

- 1.
- 2.
- 3.
- 4.

Write down 3 minutes each by your own.

- What is good, positive, valuable about it? 7+
- What is bad, negative, worth worrying ... about it? 7+
- What is/would be interesting about it? 5+

Go to your poster

SHARE. REPORT ONE BY ONE.
WRITE DOWN ON A POSTER.
ADD.

Come back

Monitoring the process

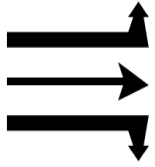
What can you say about your thinking about the project?

- a) About how you and your group thought and worked?
- b) About the results that you've got?

Write down for 3 minutes. Individually.

Share within your group.

Share with us.



CoRT – PMI: open discussion

- When is a PMI most useful?
- Does one always look at the good and the bad point of an idea?
- Does a PMI waste time?
- Is it easy to do a PMI?

- What are the occasions that the PMI might come useful to you?



School presentation

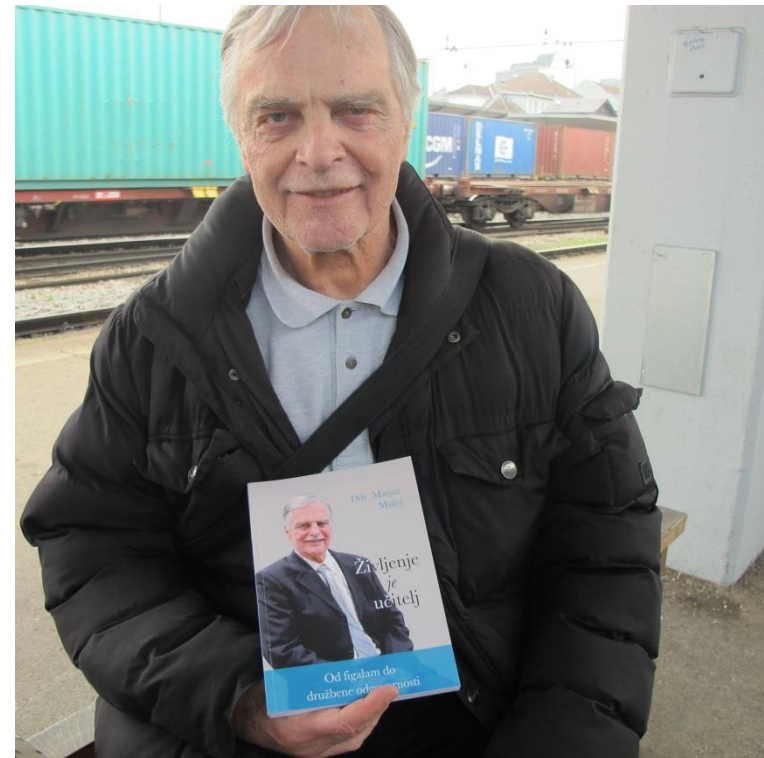


Let's get acquainted in new groups

What would be a design of the cover page of your autobiography which is coming out in 2025?

Draw something about yourself
5 minutes, on your own

Share with others



C&S

Film about C&S in the classroom

Read page no. 18



CoRT – C&S

C&S: Consequences & Sequence

The invention of the gasoline engine made possible automobiles, airplanes, the oil industry and a great deal of pollution.

If all the consequences could have been foreseen at the time, electric or steam engines might have been used in cars.



C&S: Consequences and Sequel

In 1859 the British peasant Thomas Austin brought 24 grey rabbits to remind him of home.

What has happened since?

Do you know of another such case?



A new invention, a plan, a rule or a decision all have consequences that go on for a long time.

In thinking about an action, the consequences should always be considered.



CoRT – C&S

Immediate *consequences*

Short term *consequences*

Medium term *consequences*

Long term *consequences*

1- 5 years

5 – 25 years

over 25 years

For school situations

Immediate *consequences*

Short term *consequences*

Medium term *consequences*

Long term *consequences*

today/this week

end of month

end of school year

end of school



CoRT – C&S

A new law is suggested to allow school children to leave school and start earning as soon as they want to after the age of 12.

Do a C&S on this:

1. from the point of view of someone who leaves early
2. from the point of view of the schools and
3. from the point of view of the society in general.



CoRT – C&S

A new law is suggested to allow school children to leave school and start earning as soon as they want to after the age of 12.

- **The children** who do not like schools will leave early and may soon make a lot of money.
- If they are successful they will not regret but if unsuccessful they might.
- There might be pressure from parents to make children leave school early.
- **The schools** might benefit since those remaining would really want to be in school rather than being there because they are forced to.
- **Society** would probably suffer because there would be wide differences in education among its members.
- Those who left early might not find it easy to move to a different job if the one they were doing become obsolete.



CoRT – C&S

3 minutes. In groups.

1. The world runs out of oil and gas. What would happen?
2. All school examinations are abolished. Do a C&S on this.

4 x 2 minutes. In groups.

Immediate *consequences*

Short term *consequences*

Medium term *consequences*

Long term *consequences*

1- 5 years

5 – 25 years

over 25 years



CoRT – C&S: principles

- A. Other people may be able to see the consequences of your action more easily than you can yourself.
- B. It is important to know whether the consequences are reversible or not.
- C. The immediate consequences and the long-term consequences may be opposite: immediate consequences may be good and long-term consequences bad, or the other way around.
- D. You should look at the consequences not only as they affect you but as they affect other people as well.
- E. You should do a full C&S before deciding which consequences you should consider.



C&S / your own challenge

Get to know your own challenge.

If you implement your project idea this school year ...:

- 1.
- 2.
- 3.
- 4.

... What might happen? What might the consequences of your plan be :

- Immediately (at the start) now
- Short term 2 months
- Long term end of school year

Write down 3 x 1 min each by your own.

Go to your poster

SHARE. REPORT ONE BY ONE.
WRITE DOWN ON A POSTER.
ADD.

Come back



CoRT – C&S: open discussion

- Do long-term consequences matter?
- If it is not easy to see the consequences should you bother with them?
- When is it most useful to look at the consequences?
- Whose business is it to look at consequences?

- What are the occasions that the C&S might come useful to you?

Consequences & Sequel of you being here 😊

Your action plan: Identify what you will: Stop, Start, Continue...to do based on what you have learned here?

- I will stop ...
- I will start ...
- I will continue ...



5 minutes to write down, individually.

REVIEW

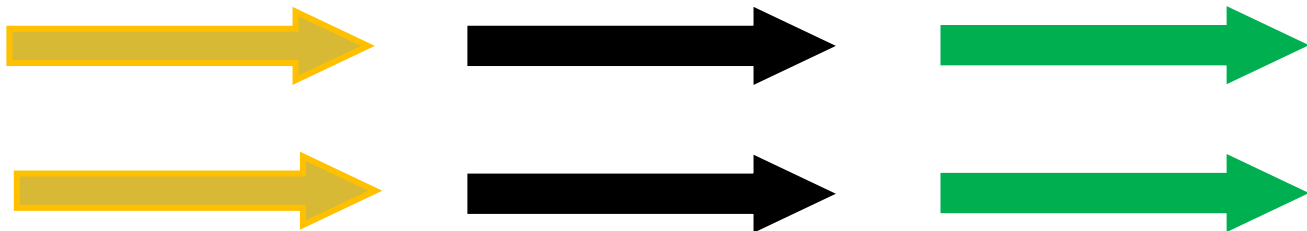
Parallel Thinking

Getting everyone focused on using the same thinking tool at the same time

From adversarial



To parallel thinking (collaboration and explore)



RECAPITULATION

1. **AGO (Aims, Goals, Objectives Rules)**

- What is the goal of your project that you are thinking about?
- What do you want to achieve with it?
- What end results do you want?

2. **CAF (Consider All Factors)**

- Which factors do you have to consider when you think of/plan/implement your challenge?
- What have you forgotten? Left out? Took as granted?

3. **OPV (Other People's View)**

- Who is involved in the situation?
- How do they feel?
- What are they thinking?

RECAPITULATION

4. APC (Alternatives, Possibilities, Choices)

- What alternatives do you have?
- What are your options?
- How could you do things differently?

a) Random Entry

- What can I use as a random input?
- What is triggered by the random input?

b) (Challenge

- Is it necessary?
- What alternative ways might there be?

c) Remove Faults

- What are the faults?
- How can they be removed?)

d) Combination

- What can I put together?
- What is the result?



**Lateral
Thinking
Tools
(CoRT 4):**

Creativity



- **Positive:** Every idea is valuable. All ideas should be recorded.
- **Prolific:** The more ideas, the better. Build on ideas of others.
- **Playful:** It is much easier to tame a wild idea than to make a boring idea interesting.

For many fresh ideas and insights.

RECAPITULATION

5. FIP (First Important Priorities)

- What is the most important (to you)?
- What should be done first?

6. PMI (Plus, Minus, Interesting)

- What is good about it?
- What is bad about it?
- What is interesting about it?

7. C&S (Consequences and Sequel)

- What might happen next?
- What might be the consequences of your plan (decision, idea, design)?
- Immediately, in a short term, in a medium term, in a long term?

So, why teaching thinking in schools?



[Film](#)

Recapitulation

- **Have your goals in this seminar been met?**



Goals of the program

- To learn how to encourage the creative and innovative thinking with students
- To motivate students to become proactive, to do something to improve the situation or solve the problem themselves
- To get to know the de Bono thinking tools for teaching in schools (CoRT)
- To develop the skills of the group work and to become tolerant to the views of the others
- To have a good time!



Recapitulation

- **Have your goals in this seminar been met?**

(take a look at your notes →
AGO/Monday)



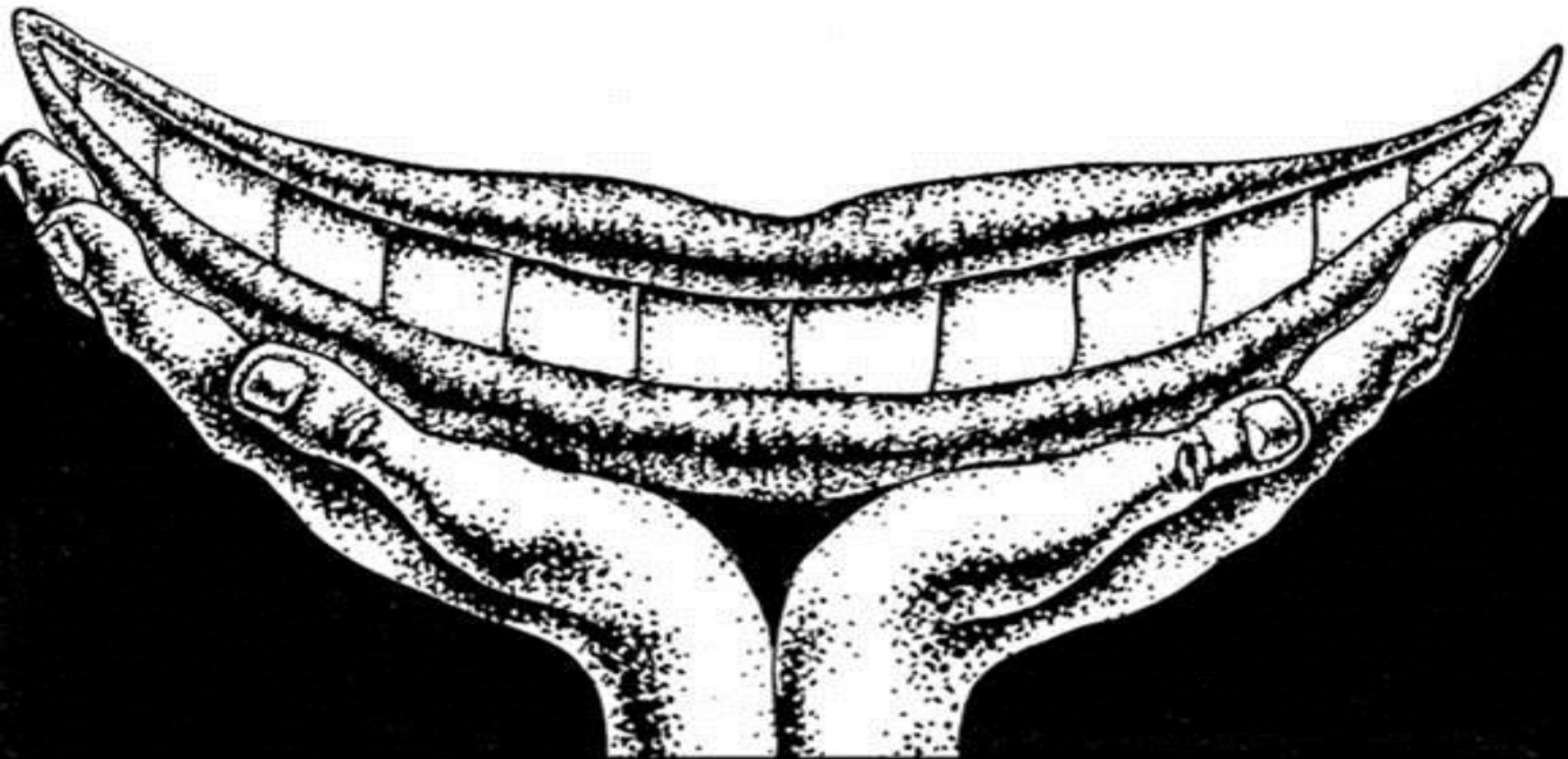
A poster

Prepare a poster (in a form of a mind map / squid sketch) of your week in Slovenia

3 keys to success



THANK YOU!



THANK YOU!

... and have a great thinking!

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