

SKILLS FOR SUCCESS!
WORK READY YOUTH PROGRAM



CREATIVITY
& INNOVATION

**CREATIVITY &
INNOVATION
WORKBOOK!**



SkillsCompétences
Canada

Acknowledgement

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CREATIVITY & INNOVATION



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WELCOME

TO THE SKILLS FOR SUCCESS WORK READY YOUTH PROGRAM!

In this workbook you will
learn about an important skill called...



HOW DO I USE THIS WORKBOOK?

1

Start by reviewing the information and fun facts about Creativity and Innovation and Skills for Success.

2

Practice your skills in the Workout section.

3

Build your skills in the Booster section.

4

In the Answer Key section, check your work from the Workout section

5

Try the Assessment Questions at the end, to get an idea of how strong your skills are.

INTRODUCING SKILLS FOR SUCCESS



The Government of Canada has identified nine key skills that lead to positive outcomes in work and daily life. They are called Skills for Success.



I'm here with Skills for Success expert Conrad. Conrad, what are Skills for Success and why are they important?



Skills for Success are skills needed to participate and thrive in work, learning and life.

They are skills that help us to be efficient and adaptable. They help us carry out activities and job task involving ideas, people and things.

SKILLS FOR SUCCESS ARE...
all the skills people need for work, learning and life. They form the foundation for learning other skills.



THE 9 SKILLS FOR SUCCESS



Skills for Success are a major component of Skills/Compétences Canada. Let's take a closer look...

THE 9 SKILLS FOR SUCCESS

| | | | | |
|--|--|--|--|---|
|  Communication |  Creativity and innovation |  Problem Solving |  Reading | |
|  Digital |  Collaboration |  Adaptability |  Writing |  Numeracy |



BUILDING SKILLS FOR SUCCESS

Think of a time you tried something new. It can be a sport, learning to code, learning to play an instrument. Maybe you were great at it right away, but most of us aren't. We practice so we get better.

In the same way, you need to practice to build your Skills for Success. To do this, you need to practice tasks, questions and problems related to the Skills for Success, starting with those at Entry level and working up to Intermediate and Advanced levels.


Skills for Success Levels

| Entry | Intermediate | Advanced |
|-----------------|------------------------|-------------|
| Practice needed | Ready to keep learning | Good to go! |

Skills like muscles get stronger the more we use them and strengthening your Skills for Success will help you succeed in today's evolving work environment and in daily life.

What do the Levels Mean?

- Tasks, questions, and problems at Entry level are less difficult than those at the Intermediate and Advanced levels.
- People with skills at Entry level need to practice, to make their skills stronger. When you have skills at, or above, Intermediate level, you have skills that are strong enough to allow you to learn academic, technical, or job-specific skills.
- Employers like to hire workers who are efficient, capable, learners because they know they are more likely to accurately solve problems, complete their work, learn new processes, and adapt to changes on the job.
- The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work, and communicate effectively with friends, family, teachers, and employers, and use computers and other digital technologies.



SKILLS FOR SUCCESS ARE...
Used to navigate our daily lives and the world of work. They allow us to keep learning, so we don't get left behind.

GIVE IT A TRY – MATCHING TASKS & SKILLS

SKILLS FOR SUCCESS

| | | | |
|-------------------------|------------|-----------------|------------|
| Adaptability | ADA | Numeracy | NUM |
| Collaboration | COL | Problem Solving | PS |
| Communication | COM | Reading | RE |
| Creativity & Innovation | CI | Writing | WR |
| Digital | DIG | | |

EXERCISE

Look at the list below. What skills do you think you would need, to complete each task? Write the abbreviation for any of the skills you think would be used to complete the task. One is started for you as an example.

| Tasks | Skill(s) used |
|--|---------------|
| Find information online to complete the set-up of a new iPhone. | |
| Apply online for a learners' license. | |
| Book concert tickets online. | |
| Help plan a fundraiser for your sports team. | |
| Make a plan to pay for the boots you want when they are more expensive than expected. | |
| Find an alternate way to travel when you can't use the car to go skiing. | |
| Text your coach to say you will be late for practice, and why, and how you will catch up on what you miss. | |
| Arrive at work early to learn the new customer payment system from your boss. | <i>NUM,</i> |
| Use an online transit schedule to get to your new job on time. | |

See page 25 for the answers

HINT: They all require more than one skill.

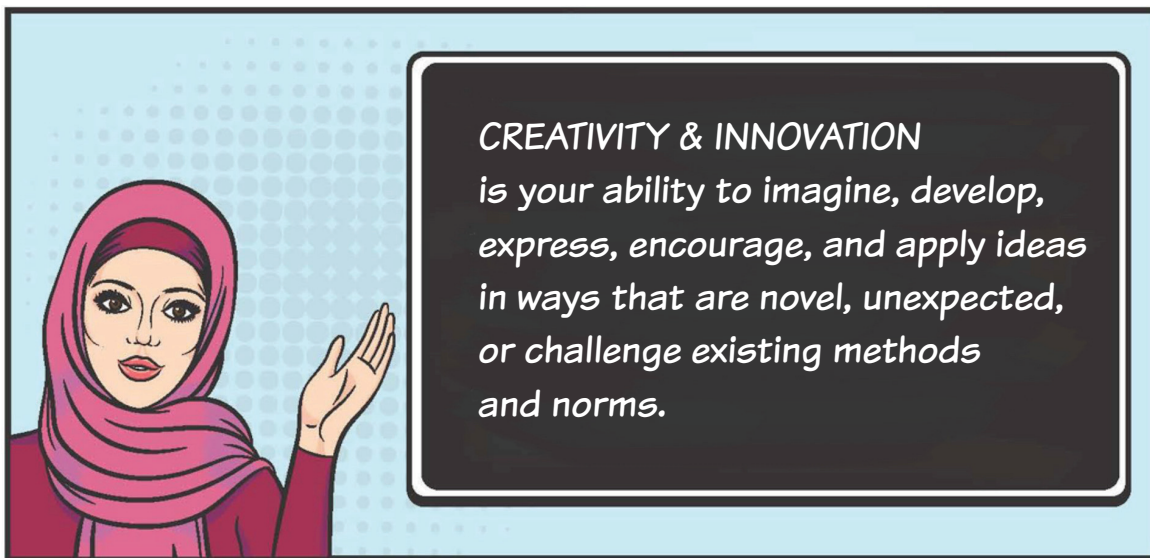
GIVE IT A TRY – THINK ABOUT “CREATIVITY & INNOVATION”

Think about how you use your **CREATIVITY & INNOVATION** skills every day—whether at a job or in your daily life.

Complete the following table with an example of each of the work contexts given. Be as specific as you can. We’ve filled in examples from a videographer’s workday to help you get started. Then think about ways you try to be creative on the job, at school, or in daily life.

| Work context | Videographer | You |
|--|---|-----|
| Use imagination and curiosity | <i>Explore creative opportunities associated with new technology and assignments</i> | |
| Identify opportunities to innovate | <i>Apply creative ideas to generate new video products and services</i> | |
| Generate novel ideas | <i>Come up with new wedding video settings in your local area</i> | |
| Develop your ideas | <i>Take novel ideas and work out the details, costs and marketing approaches to use</i> | |
| Apply your ideas | <i>Deliver your new wedding service, and learn from the experience</i> | |
| Facilitate a creative/innovative environment | <i>Listen to colleagues and acknowledge their ideas</i> | |

GETTING STARTED WITH CREATIVITY & INNOVATION



For example, we use this skill to discover better ways of doing things, develop new products, and deliver services in a new way. Creativity involves having the idea, innovation involves getting it to market as a product or service.

To be creative and innovative you need to:

- ✓ Be open to new ideas without judging and setting limitations, imagine different situations and possibilities, explore a wide range of stimuli and experiences, and learn new things.
- ✓ Identify opportunities to innovate by respectfully challenging old ways of doing things, habits, and assumptions. Seek out and overcome unnecessary obstacles.
- ✓ Generate ideas that are new to you or others by examining different approaches to old problems, questioning current practices, looking for changes in patterns of behaviour, and embracing uncertainty and unpredictability.
- ✓ Develop your ideas by turning them into actual new processes, products and services (innovation). Reverse engineer current concepts and products to find improvements!
- ✓ Apply your ideas to make useful contributions at work. Expect and learn from failures so you can make creative solutions work!
- ✓ Facilitate a creative/innovative environment through play, healthy competition, and sharing tools, information, and ideas. Acknowledge efforts to be creative and embrace novel thinking.

CREATIVITY MAKES A DIFFERENCE

Think you don't need to be creative and innovative?

Think again!

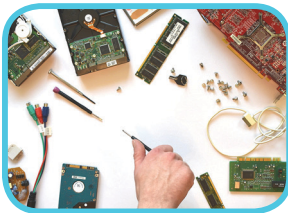
Creativity and innovation skills help you come up with new, unique, or “outside the box” ideas, or to approach something differently than in the past—both at work and outside work.

A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills.

Employers are increasingly seeking people who can apply creativity and innovation skills to come up with new solutions or approaches to tackling challenges. With strong creativity and innovation skills, you can also support and inspire others to develop their own creativity and innovation.



If you do any of these... YOU are demonstrating Creativity & Innovation !



Taking things apart to see how they work



Reusing materials in new ways



Exploring new places or ideas!



Playing and facing new challenges

CREATIVITY MAKES A DIFFERENCE

AT WORK

Businesses grow through coming up with creative ideas and turning them into desirable products and services. While some trades have creativity and innovation at their very core, for example being a chef, all tradespeople can be creative in the application of new technology and materials to their work, or to innovate new processes for better productivity.



AT HOME

Human survival has always relied on our being creative and innovative. Whether making new tools or exploring new ideas, being creative and innovative helps us solve day to day problems. We also flourish as societies through our art, literature, and music. Being curious and open to new experiences at home, helps us develop creative skills that add meaning and enjoyment to daily activities.

MEASURING CREATIVITY & INNOVATION

These skills are measured in three levels – **entry**, **intermediate**, and **advanced**.

Your level depends on how easily you come up with new ideas, the amount of support or guidance you need, your openness to try new things, and your ability to persist in developing them despite setbacks. As your ability increases, you get more comfortable with uncertainty and see possible failure as an opportunity to learn.

Advanced levels involve creating creative environments and having ideas that are original in many different ways.

COOL JOBS THAT RELY ON CREATIVITY & INNOVATION!



CREATIVITY & INNOVATION MAKES A DIFFERENCE



TRUE

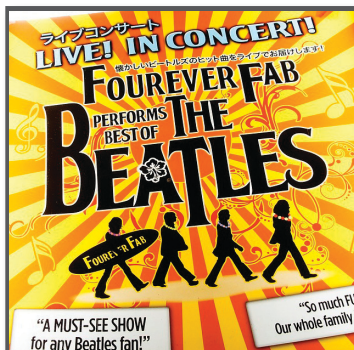
OR

FALSE

- | | |
|-------|--|
| _____ | 1. Failure is often a part of being truly creative. |
| _____ | 2. Being innovative includes developing creative ideas for the market. |
| _____ | 3. Creativity is also about recognizing other people's novel ideas. |
| _____ | 4. The idea for the wheel occurred many times, but each time was an act of individual creativity. |
| _____ | 5. Creative ideas often come when you are daydreaming or playing. |
| _____ | 6. Small changes in daily routine can help build your creativity. |

Answers: All of the above are true

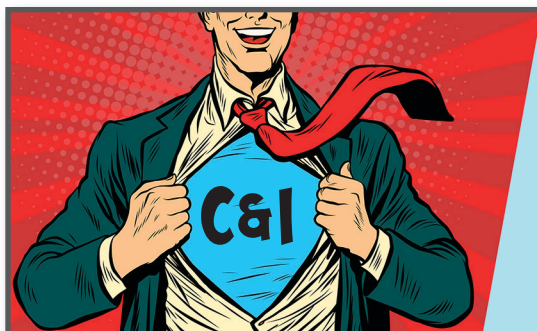
THINK CREATIVITY IS ALL ABOUT LONE GENIUS? THINK AGAIN!



Creativity & Innovation thrive through collaboration and competition

Sure, creative genius exists, but put TWO creative people in a room and magic can happen. Paul McCartney and John Lennon were both great songwriters. Highly competitive, they challenged and pushed one another to be their creative best. As collaborators, they created some of the best songs ever written.

CREATIVITY & INNOVATION IN ACTION!



Check out these examples of real workplace tasks that depend on Creativity & Innovation, from careers you can read about at

[SKILLSCOMPETENCESCANADA.COM](https://www.skillscompetencescanada.com)

1. Cloud Computing Technicians have to analyse customer needs, and may have to **find innovative solutions** to unusual problems.
2. Hair Stylists have to be able to **create a new look** for clients based on their facial features and style.
3. Dressmakers **create their own designs** and **sketch patterns** for garments that are tailor-made for specific clients or sold off-the-rack in retail stores.
4. Cabinetmakers **create and build new designs** to reflect changing styles.
5. Chefs need to take creative ideas and turn them into table-ready, **innovative dishes**.
6. Landscapers have to follow designs and problem solve **in creative ways** to make the on-site installation work.
7. Power Equipment Mechanics may follow routine maintenance schedules, but when things go wrong **a creative mind finds solutions that work**.
8. Estheticians need to use materials in innovative ways to **bring film makeup design sketches to life**.
9. Custom Car Painters **design and apply** dramatic paint jobs to personalize vehicles.
10. Wedding photographers attract clients through **creative and novel** shooting concepts and locations.

CREATIVITY & INNOVATION IN THE NEWS

Check out how the creator of the Rubik's Cube sees creativity!

Rubik's Cube creator in Ottawa, promoting creativity and imagination

OTTAWA -- The Rubik's Cube is a seemingly simple three-dimensional puzzle, but the near-endless amount of combinations has stumped the better part of the planet's population for nearly 50 years and its inventor says the secret to solving it is not as simple as it seems.

Twist, turn, spin and just like that, each of the six sides are one solid colour. It sounds simple, it looks easy, but organizing the 54 individual coloured squares is crazy hard.

"Yeah, I've tried it many times when I was a kid," says Luc Draulet, as he tries to solve the cube. "I used to have a book with all the steps in it so when you reach the level when you have one colour in the middle, you took the book and you like had seven or eight steps to do and finish it."

That's one way to do it. Another way, a fan favourite with children, and Melanie Falardeau's is to cheat.

"What I would do is I would just take all the colours off and just pretend I solved it," laughs Falardeau. "That would be me, no patience."

Patience is probably the most important piece of the puzzle and according to its creator, Professor Erno Rubik from Hungary, seeking help defeats the whole point.

"To solve for me means to understand the capability and to understand the task and to understand what kind of results you are looking for," says Rubik.

"To find the solution, that is the important thing. Timing is much less important. If we have problems in real life, the question is not how fast we find the solution, the question is what kind of solution we find and how satisfactory the solution is."

Rubik's Cubes have been spinning off shelves since 1974. It is one of the most successful toys in history with nearly half a billion units sold. Competitions to test people's solving skills and speed take place around the world but for Rubik, the cube's purpose is to push minds and unlock one's potential and imagination.

"To solve the cube doesn't really mean you are solving the object that is in your hand, it means you solve the cube that is in your head," he says. "The interesting part of the cube is that every position needs a different kind of solution."

And while there is only one solution, there are more than 43 quintillion possible colour combinations—a manageably unimaginable number—and



Rubik points out that it's those endless possibilities that will push innovation forward.

Rubik is a featured guest at the National Arts Centre on Nov. 9 for an event titled 'RUBIK and Beyond - Think Outside the Cube!' It is the first of several events intended to promote creativity and innovation, highlighting the importance of original thinking and celebrating those who dare to explore and to inspire and empower future generations.

"At the very core of innovation is passionate curiosity boosting a tireless search for understanding the world around us. The discovery of the cube was also rooted in that quest, and I hope it continues to inspire and encourage many more generations of inquisitive minds, young and old," Rubik said.

Ref: ottawa.ctvnews.ca/rubik-s-cube-creator-in-ottawa-promoting-creativity-and-imagination-1.5657658



CREATIVITY & INNOVATION BITS AND BITES

INNOVATION IN THE REAL WORLD...

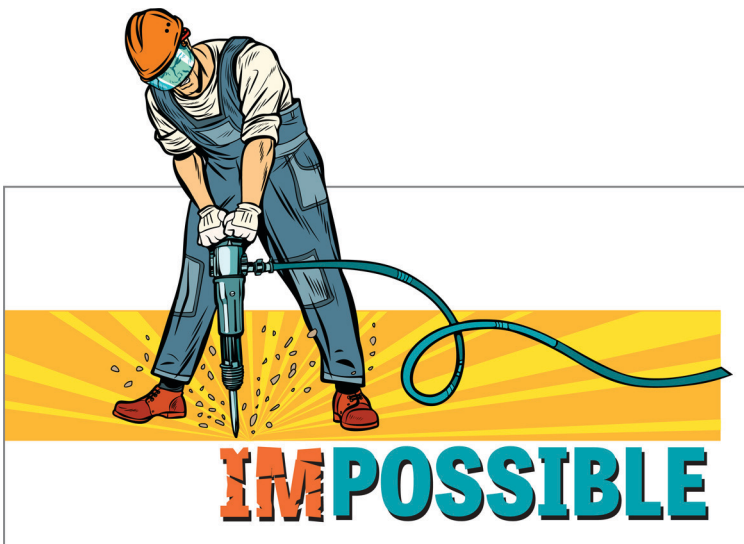


Check
this out!

The Post-It note hit the market in 1980 and now over 50 billion pads are sold annually, but its story is one of accidental success!

In 1968, Spencer Silver, a scientist working for 3M, was trying to develop a super strong adhesive for the aerospace industry, but he made a mistake. Instead of being super strong, the glue he developed could hold two pieces of paper together but wasn't strong enough to resist their being pulled apart. He had invented something that was the opposite of what he intended! For years he kept innovating to find an application for his weak glue, but colleagues could not see any use for it. Then in 1974, Art Fry, a colleague at 3M, approached him. Art was looking for a way to mark pages in his hymn book with bookmarks that would not keep falling out after choir practice. When he heard of Spencer's low tack glue, he knew it would solve his problem.

Management at 3M rejected the product idea for a further five years, but Spencer Silver was nothing if not persistent. He knew he had a commercial success and when the new Post It hit the market sales went through the roof! Today, Post It profits exceed \$1 billion annually.



CREATIVITY & INNOVATION BITS AND BITES

WHAT ARE EMPLOYER EXPECTATIONS?

Employers see creative, innovative employees as keys to commercial success, but what are they looking for? How do they judge CREATIVITY?



Golly Gee!

WHAT ARE THE EXPECTATIONS FOR CREATIVITY & INNOVATION?

Employment and Skills Development Canada lists the following:

- Imagine different situations & possibilities
- Show interest in learning & new things
- Seek a wide range of experiences
- Be open to new ideas
- Challenge habits and preconceptions
- Identify false constraints
- Challenge existing processes & thinking
- Be inquisitive, ask questions
- Look for patterns in unrelated things
- Work with uncertainty and unpredictability.
- Reverse ideas etc. to see if opposites are true
- Expand on ideas and approaches
- Act on the creative ideas to make useful contributions
- Expect and learn from failures
- Motivate others to be creative by coaching and sharing tools, information & ideas
- Support creativity and innovation in yourself and others through, for example:
 - lightheartedness
 - a playful approach
 - healthy competition



Ref: www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#creativity

CREATIVITY & INNOVATION BITS AND BITES

The "3i" creativity model developed by Natalie Nixon in her book *The Creativity Leap*, explains that creativity requires three capabilities:

A. INQUIRY

The ability to ask questions, re-frame questions to address gaps in information, and discuss different ideas with others in an open-minded way.

B. IMPROVISATION

The ability to observe carefully and use those observations to build ideas without being held back by existing concepts, rules, structures, and practices.

C. INTUITION

The ability to listen to your subconscious (receive a 'gut feeling'), and use the feeling to help you do things like find patterns in things that seem unrelated.

Along with inquiry, improvisation and intuition, Nixon stresses that truly creative people have a powerful combination of **WONDER** and **RIGOR**.

Wonder Being open to ask, 'what if...?' It requires an open mind that sees beyond **WHAT IS**, and allows consideration of **WHAT MIGHT** or **COULD BE**.

Rigour Understanding your subject fully so that you can make sound judgements about creative ideas that might go outside the norm.
In other words, to think 'outside the box' you must have a good understanding of what is in the box! Rigor also speaks to having the perseverance needed to get the level of understanding to help you move through creativity to successful innovation.

The interplay of wonder and rigor is also important. As Nixon suggests, opportunities for **WONDER** are found as you pursue a **RIGOROUS** understanding of a field, and you can't sustain that effort for **RIGOR** without the joy of **WONDER**.



REFLECTION

Do you have the ability to inquire, improvise, and be intuitive? Do you see wondrous things in your life? Do you look for them? Are you seeking mastery in your occupation?

If your answer is no to any of these, some changes might be needed for you to expand your creativity.

CREATIVITY & INNOVATION BITS AND BITES

WE ALL NEED TO ADAPT IN LIFE.

Check out what these famous people have said about Creativity & Innovation:

“The creative is the place where no one else has ever been. You have to leave the city of your comfort and go into the wilderness of your intuition. – Alan Alda, Actor”

“When the winds of change blow, some people build walls and others build windmills. – unknown, ancient Chinese proverb”

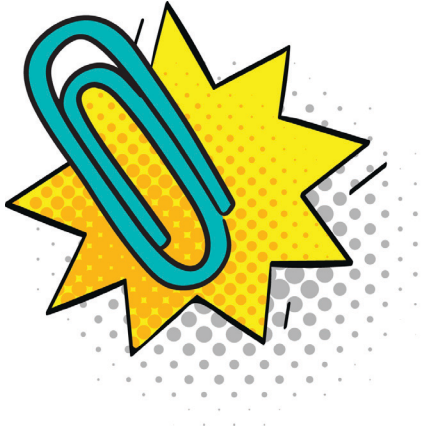
“The difficulty lies not so much in developing new ideas as in escaping from old ones. – John Maynard Keynes, economist”

“Really trust your values and principles (to guide innovation) – Diane Roussin, Indigenous innovator”

“To live a creative life, we must lose our fear of being wrong. – Joseph Chilton Pierce, author”

“Innovation is critical to the heartbeat of any successful corporation in the industrialized world. – Dinesh Pailwal, business executive”

CREATIVITY & INNOVATION BITS AND BITES



Michael Michalko suggests the “SCAMPER” checklist to help you think creatively and innovate.

Think about a subject from the simple (like, how to improve the ordinary paperclip), to the complex (like, how best to reorganize your business), and apply the “SCAMPER” checklist of questions.

SCAMPER means:

| | |
|----------|--------------------|
| S | Substitute |
| C | Combine |
| A | Adapt |
| M | Modify |
| P | Put to another use |
| E | Eliminate |
| R | Reverse |

You'll find that ideas start popping up almost involuntarily, as you ask:

- Can I substitute something new for the object?
- Can I combine this subject with something else?
- Can I adapt something to improve this subject?
- Can I magnify or add to it?
- Can I modify or change it in some fashion?
- Can I put it to some other use? Can I eliminate something from it?
- Can I rearrange it?
- What happens when I reverse it, turn it inside out, or upside down?

Choose an everyday object and try it!



CREATIVITY & INNOVATION BITS AND BITES



OPPORTUNITIES TO BE CREATIVE AND INNOVATE ARE EVERYWHERE!

Life is full of opportunities to be creative, like cooking, but it is up to you whether you follow a recipe exactly or close the book and try something new.

Your creativity is impacted by some things you have little control over, like your upbringing and core personality traits, and others you can control to some degree, like life experiences big and small.

While everyone is creative to some degree, it is clear that some people are more creative than others. Creative people tend to be comfortable with complexity, uncertainty, and at least some risk. They believe in their ability and like to challenge themselves. They are persistent and respond to failure with the desire to try again. Most of all, creative people seem to be more open to new experiences and are curious.

If you do not feel you are creative, that is not something to be ashamed of. While we are all wired for creativity, growing up with limited opportunities to be creative can inhibit your ability. School often starts as a place that seeks to build creativity, but all too quickly can begin to squash creativity as the emphasis shifts to acquiring knowledge and hitting norms. Creativity, like a muscle, needs exercise and will diminish if not used.

Of course, not everyone has the means to be creative and innovative. Making new things can take up resources and time; it can be exhausting. It is important to balance creativity opportunities with other parts of

your life, recognizing when creative and innovative opportunities exist and when it is right to focus on practicalities.

Last, being creative does not mean you have to be a genius like Einstein or Shirley Jackson (inventor of touch tone telephone, fiber optic cables, solar cells, caller waiting, caller identification and portable fax)! Taking advantage of small creative opportunities can bring great joy and satisfaction too!



LOOK FOR WAYS TO EXERCISE YOUR CREATIVITY, EVERY DAY!

CREATIVITY & INNOVATION BITS AND BITES

TO BUILD YOUR CREATIVITY TRY SOME OF THE FOLLOWING TIPS:

1. TRY NEW THINGS

Being open to experience stimulates your curiosity and emotions. Try to break habits (new food, new TV shows, new routes to work).

2. JUST DO IT

Don't think about it too much, try it! You are more likely to be creative if you try more things. Not everything will work, but the odds are in your favour.

3. REFLECT

Think about each creative experience. Did it work? Why not? The more you allow yourself to feel deeply, the more likely you can connect to your creativity.

4. JOURNAL

Keep a record of your ideas and reactions to the day so you remember inspirations and use them in new ways.

5. THINK OUTSIDE THE BOX

The more you recognize the boundaries of your own experience and comfort zone, the more you will explore outside it. Avoid worn paths of thought. Listen to other people. Don't rely on your first answer to a problem.

6. LET YOUR SUBCONSCIOUS DO ITS THING

Often creative ideas emerge when you are relaxing or having your “down time” like exercising, having a shower, daydreaming, or sleeping.



CHALLENGE

Now try shaking things up! Think about your day-to-day routine. What opportunities for new experiences does it offer? Pick ONE change to make each week, like a new food or a new route to explore—and try it. You might be surprised how a few new things can create opportunities for wonder!

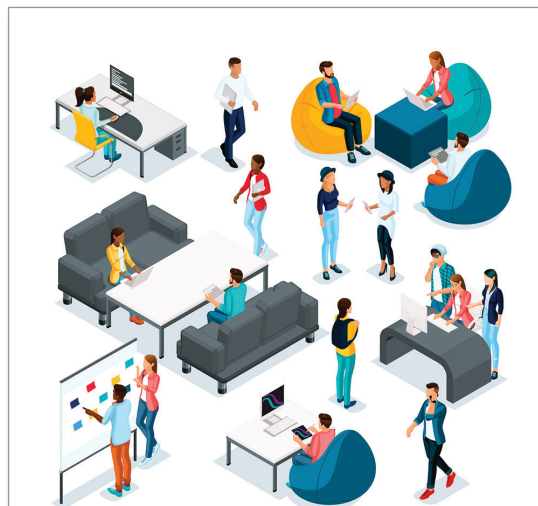
CREATIVITY & INNOVATION BITS AND BITES

CREATIVE ENVIRONMENTS

Part of being creative and innovative is supporting those skills in others. You can play an important role in building a creative environment where you work.

A work environment that supports creativity and innovation:

- Celebrates and supports employees and their work.
- Encourages the expression of employee interests and personalities (celebrates diversity).
- Seeks input from employees regarding decisions and considers that input.
- Encourages debate (allows both expression and a diversity of views).
- Provides respectful consideration of ideas and a rationale for decisions taken.
- Makes the workspace comfortable, interesting, and flexible if possible.
- Gives time for reflection and wonder.
- Encourages adaptive processes and is open to change.
- Accepts that creativity brings risk. Failures can spark great creativity!
- Provides opportunity for learning on the job. Think about how you can contribute to building an environment that supports creativity and innovation!



The challenge for leaders is to learn how to think differently – and even more powerfully, how to think differently together.

– Nick Udall, author

ANSWERS – MATCHING TASKS & SKILLS EXERCISE

Use the table below to check your work from **page 8**.

Suggested responses are shown, however you may have thought of more/ other skills for getting the job done.

| Tasks | Skills used |
|--|-------------------------------|
| Find information online to complete the set-up of a new iPhone. | <i>PS, RE, DIG</i> |
| Apply online for a learners' license. | <i>DIG, RE, PS</i> |
| Book concert tickets online. | <i>DIG, RE, NUM</i> |
| Help plan a fundraiser for your sports team. | <i>ADA, COL, COM, CI, NUM</i> |
| Make a plan to pay for the boots you want when they are more expensive than expected. | <i>CI, ADA, PS, NUM</i> |
| Find an alternate way to travel when you can't use the car to go skiing. | <i>ADA, PS</i> |
| Text your coach to say you will be late for practice, and why, and how you will catch up on what you miss. | <i>COM, PS</i> |
| Arrive at work early to learn the new customer payment system from your boss. | <i>NUM, ADA, COL</i> |
| Use an online transit schedule to get to your new job on time. | <i>DIG, RE, PS</i> |

SKILLS FOR SUCCESS

| | | | |
|-------------------------|------------|-----------------|------------|
| Adaptability | ADA | Numeracy | NUM |
| Collaboration | COL | Problem Solving | PS |
| Communication | COM | Reading | RE |
| Creativity & Innovation | CI | Writing | WR |
| Digital | DIG | | |



PUT YOUR SKILLS TO WORK!

**GIVE YOUR SKILLS A WORKOUT
IN THIS SECTION OF THE WORKBOOK.**

**SKILLS, LIKE MUSCLES, GET STRONGER
THE MORE WE USE THEM. BUILD YOUR
SKILLS FOR SUCCESS BY WORKING
INDEPENDENTLY TO COMPLETE ALL OF
THE WORKOUTS. YOU CAN CHECK YOUR
ANSWERS IN THE ANSWER KEY.**

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TASK 1 SHOWING CREATIVITY



A. What Does Creativity Look and Sound Like?

Employers benefit hugely from hiring creative people and putting them in an environment where their creativity can flourish. How does an employer know if a potential employee is creative? How do they tell if an employee is using their creative potential well?

In this SFS Workout you will explore what an employer looks for to assess an employee's CREATIVITY. In the space below, **list some behaviours** that tell an employer an employee is creative. Then list some that show the employee is not creative. Try to include **things the employee might DO** and **things they might SAY**.

Be careful not to fall into the trap of judging a behaviour by simple appearance. Dressing with a certain flair does not, for example, mean the person thinks creatively in general.

| A Creative Employee | A Non-Creative Employee |
|---------------------|-------------------------|
| <i>Does:</i> | <i>Does:</i> |
| <i>Says:</i> | <i>Says:</i> |

TASK 1 SHOWING CREATIVITY



B. Self-Assessment

Now consider if you act like a creative person. To help you, complete the table below indicating how each statement applies to you at work (or school) and in your non-work life:

| Statement | Never | Rarely | Sometimes | Usually | Always | Never | Rarely | Sometimes | Usually | Always |
|---|---------|--------|-----------|---------|--------|-------------|--------|-----------|---------|--------|
| | At Work | | | | | Not at Work | | | | |
| I accept failure as a possible result of creativity | | | | | | | | | | |
| I welcome and like to explore other people's ideas | | | | | | | | | | |
| I express my creative ideas clearly | | | | | | | | | | |
| I connect different ideas in creative ways | | | | | | | | | | |
| I respectfully challenge accepted ideas and processes when necessary | | | | | | | | | | |
| I am not afraid to speak up with new ideas | | | | | | | | | | |
| I can handle uncertainty without feeling stressed | | | | | | | | | | |
| I am curious and like new experiences | | | | | | | | | | |
| I enjoy working to apply a creative idea to a problem | | | | | | | | | | |
| I try to stay informed about new ideas and technology | | | | | | | | | | |
| I am imaginative | | | | | | | | | | |
| I'd rather be creative and risk my idea being wrong than seen as lacking creativity | | | | | | | | | | |

If you scored mainly in the green, then you likely think of yourself as a reasonably creative and innovative person. If you scored in the yellow or red, then you might want to think about how you can develop some better creative skills.

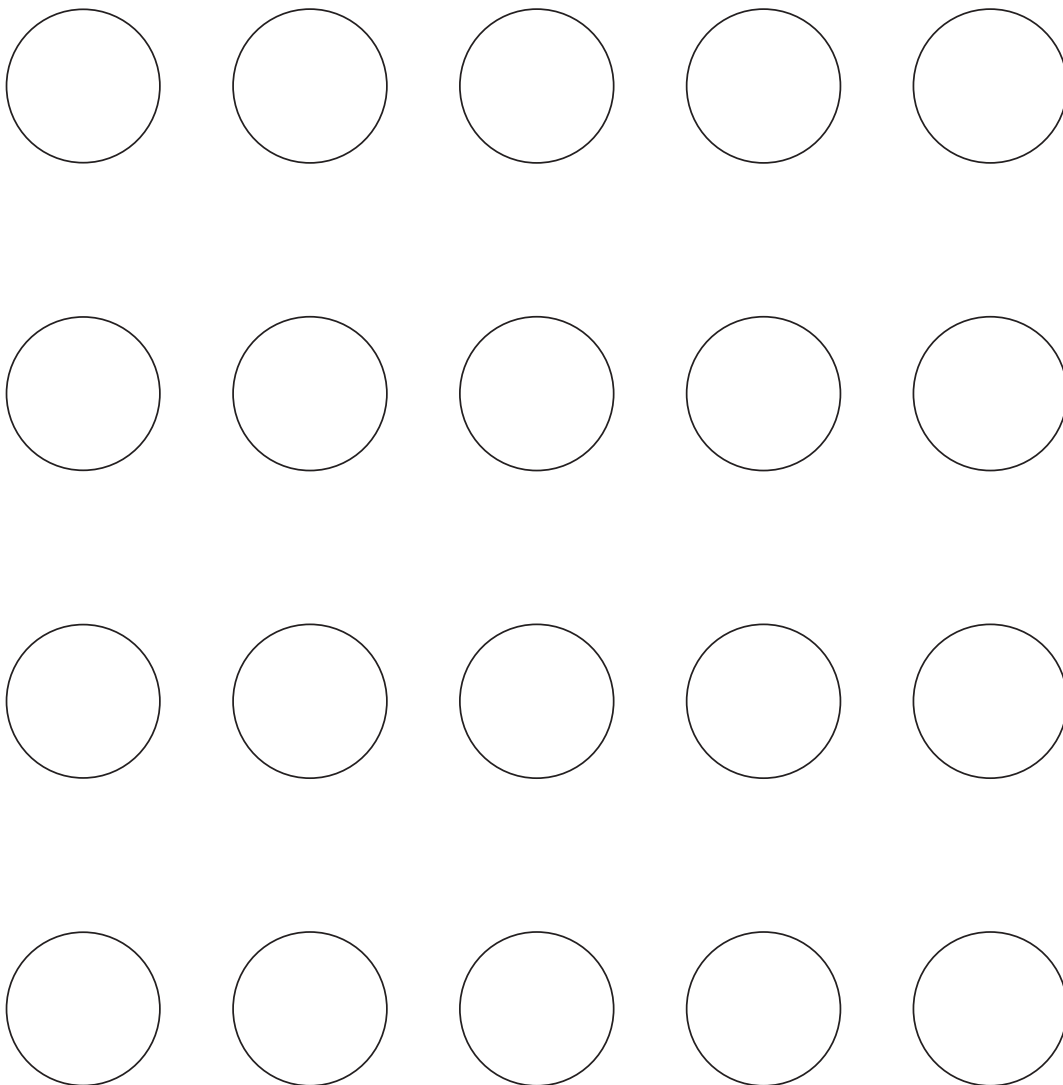
TASK 2 ASSESSING YOUR CREATIVITY



In this SFS Workout you will gain insight into your **Type of Creativity**.

Let's look at THE GUILFORD MEASURES—one way to measure creativity. Look at the circles below. You have two minutes to use as many circles as you like as the starting point for a drawing. Draw whatever you want. DO NOT look ahead!

If possible, do this exercise with a few friends. Each person will need their own sheet of 20 circles. When you look at your results together, you will see different ways of being creative.



TASK 2 ASSESSING YOUR CREATIVITY (CONT'D)



ASSESSMENT OF THE GUILFORD MEASURES

Psychologist J.P. Guilford devised a way to assess creativity using four measures of how you respond to a task that seeks a quantity of responses (like the circle drawings):

- A. Fluency** How many different responses you give.
- B. Flexibility** How many types of responses you give.
- C. Originality** How unusual the responses are.
- D. Elaboration** How detailed the responses are.

Use the circles as a prompt for drawing. Draw for two minutes.

| | | | | | |
|---------|-------|---------|------|------|------|
| Anna | face | face | face | face | face |
| Benji | face | wheel | ball | | |
| Carol | wheel | wheel | ball | | |
| Darlene | bomb | balloon | | | |
| Eric | face | face | face | | |

SAMPLE ASSESSMENT OF A GROUP

Anna had the greatest **fluency** – 5 drawings

Benji had the highest **flexibility** – three different concepts (face, wheel, ball)

Carol's drawings demonstrated technical effort, but compared to the rest of the group, did not rank highest in any of the four categories.

Darlene had the greatest **originality** as her drawings were unique (no one else had them)

Eric had the greatest **elaboration** – His drawings were very detailed

Figure 2 from: www.senseandsensation.com/2012/03/assessing-creativity.html

This evaluation is relative amongst members of a group, or against your own previous performance. Of course, if you have done it once, you can easily improve because you know what is being looked for. But maybe that does not matter! Knowing what creativity includes can help you be more creative.

Look at your circles and rate yourself using the example above as a guide. Are you fluent, flexible, original and/or elaborative (detailed)? Using this result, think about what it means for your work. How might you improve your creativity?

TASK 3 HOW TO SHOW CREATIVITY AT WORK



While creative and innovative employees are the lifeblood of most successful organizations, this does not mean that all employers know how to handle creative employees, or how to build environments that favour creativity. Because of this, you should try to demonstrate a creativity mindset in ways that are constructive and productive. Here are some things to consider:

| Things To Do | Cautions |
|--|---|
| <p>▶ CAN THINGS BE DONE BETTER?</p> <p>Whether you are considering a product, a process, an idea etc. there are always ways to change it and likely make it better.</p> <ul style="list-style-type: none"> – Don't just accept existing practice or ideas as 'done,' look for better ways. – Make sure you listen carefully before making suggestions and try to understand why things are done the way they are BEFORE making suggestions. | <ul style="list-style-type: none"> – People can be threatened by your ideas for improvements thinking you are criticizing them or their work. – People can resist change they think represents more work for them. – Establish yourself with the team before suggesting changes. Newcomers typically need to look and listen before they attempt change. |
| <p>▶ GET INFORMATION</p> <p>Talk to colleagues, customers, suppliers etc. about how things work, what doesn't work well, etc. Keep up with technology changes in your and other fields – maybe new things can impact on your old ways.</p> <ul style="list-style-type: none"> – This is part of the RIGOUR. Know your stuff! | <ul style="list-style-type: none"> – Make sure that your quest for information is seen as a team effort not a solo one. Your goal needs to clearly be innovative ideas to benefit the organization. If people think you are showing off, or seeking personal advancement, they will not share as readily. |
| <p>▶ BRAINSTORMING</p> <p>Hold, or participate in, regular brainstorming sessions to gather creative ideas and create an environment where creativity is seen to be valued.</p> | <ul style="list-style-type: none"> – If you are holding the sessions, make sure that something meaningful is done with the creative ideas generated. – If you are participating in a brainstorming session, listen carefully to ideas as well as contributing your own. You can play a role in helping shy people contribute. |
| <p>▶ BE READY</p> <p>Find out about issues that impact the organization, and have some good ideas ready to pitch when the opportunity presents itself.</p> <ul style="list-style-type: none"> – Opportunities do not need to be formal problem solving exercises; they can arise in performance reviews, elevator rides etc. | <ul style="list-style-type: none"> – Make sure your ideas are well thought out. Pitching a poorly conceived idea might say more about your attention to detail than your creativity. Be bold, but be prepared. |

TASK 3 CREATIVITY AT WORK (CONT'D)



| Things To Do | Cautions |
|--|---|
| <p>▶ SHARE IDEAS IN CREATIVE WAYS</p> | |
| <p>Words are not always the best way to communicate.</p> <ul style="list-style-type: none"> Build prototypes, graphics or models to help people understand your ideas. Get their input using the visual to spark comment. | <ul style="list-style-type: none"> Creative ideas also have a shelf life. Investing too much time in a model, for example, can be a waste if the moment passes or the idea was not as strong as you hoped. Try to balance the effort you put in with the potential the idea has for improvement. |
| <p>▶ RE-THINK FAILURE</p> | |
| <p>It is frequently said that innovators never fail because ideas that do not work are opportunities to learn. This is true in science too where a theory that goes bust can open up whole new ways of thinking.</p> | <ul style="list-style-type: none"> Try to align your approach to handling failure with that of the organization. Embracing failure in a culture that punishes it will cause problems (and might mean you are better to move!) |

EXERCISE

With all this in mind, think about the situations in the column on the left (below) and write some ideas for what you think you should do, and what you should not do, to deal with them:

| Situations | I Should ... | I Should Not ... |
|--|--------------|------------------|
| <p>Your boss tells you how to complete a task, but you can clearly see a better way to do it.</p> | | |
| <p>Your supervisor is calling for ideas on how to solve a problem. You have one but it's pretty radical and you are new to the team.</p> | | |

continued on next page

TASK 3 CREATIVITY AT WORK (CONT'D)



| Situations | I Should ... | I Should Not ... |
|---|--------------|------------------|
| <p>The company has allowed you to try a new design idea, but it has not worked. You are concerned about how they will react.</p> | | |
| <p>A new piece of technology is mentioned in a magazine. You think it will have a big impact on your work but no one at the company has mentioned it.</p> | | |
| <p>A co-worker talks to you about an idea. You think it is great but they are too nervous to tell management about it.</p> | | |
| <p>A colleague approaches you with a suggestion they think would improve a work process you are responsible for.</p> | | |

TASK 4 POSITIVELY CREATING



CREATIVITY – LET ME COUNT THE WAYS

Creativity is an asset, whether at a job or in our daily lives. In this SFS Workout, you will think first about things you do and how they show your creativity. Then you will review information and answer questions regarding the different ways workers in three occupations have to be creative and innovative. Finally, you will do some research into how workers, in an occupation you choose from a list, use and benefit from creativity.

1. Creativity in ACTION!

Below are descriptions of how individuals are creative in three different activities.

Review the descriptions and **choose one** that you do—perhaps at school, as a hobby, or as a volunteer job. If you do not participate in any of the activities described, **choose one that is similar** to something you do, to use as a guide.



Football player

A football player learns plays to be used, but when those break down they must be creative in how they respond to a rapidly changing situation and the other team's response.



Photographer

An amateur photographer must figure out how to get a particular photograph for a contest, so it is not only good, but in some way different from shots others have taken. How can they make their picture stand out?



Search & Rescuer

Members of a volunteer search and rescue team train for many situations but can't foresee the actual challenge they might face in a rescue. Creative problem solving is key to successful rescues.

In the space below, describe why and how you need to be creative during your chosen activity. Also, describe any way(s) in which you can help others be creative more easily.

TASK 4 POSITIVELY CREATING (CONT'D)



2. The following examples illustrate how three different occupations demand different levels of CREATIVITY. Read the examples and then answer the questions for each.

| Example 1 | Example 2 | Example 3 |
|--|--|--|
| <p>Line cooks have to prepare dishes according to strict ingredient lists and procedures. They generally do not have time to be creative during service, but if they want to advance, they have to develop their own concepts for dishes as well.</p> | <p>Estheticians compete to establish a solid customer base. Creativity and innovative use of new products can set them apart from the crowd and create their own signature look. But, they also must take into account client wishes.</p> | <p>A Fashion Designer leading a team to prepare for a show has to produce numerous, unique design ideas in order to arrive at a few that make it into a show. They have to inspire creativity in other members of the team and ensure that the designs combine to form a collection that stands out from competitors.</p> |

| Questions | | |
|--|---|--|
| <p>You are working in a restaurant as a sauce chef reporting directly to the head chef. On your own time, you have developed a sauce you think would be an improvement on a key dish.</p> | <p>A new client has come in and is asking for a very bold style, and one not normally seen on their age group. You are concerned that the client may not have the attitude to really pull this off, and in turn will not be happy with your work.</p> | <p>Your team is preparing for the annual show, and you have called for them to not limit their creativity—to try crazy new ideas. One team member has taken this to heart and is producing many ideas, most of which are not going to make it into the show.</p> |
| <p>Should you:</p> <ol style="list-style-type: none"> Try substituting the sauce in a service to get chef's reaction. Ask chef to try the sauce without suggesting where it could be used. Wait for an opportunity where chef is looking for new ideas and feedback. | <p>Should you:</p> <ol style="list-style-type: none"> Advise them that the look they want probably won't work well for them. Go ahead and do what they ask. Advise them that this a bold style, confirm this is what they are looking for, and tailor the style for their features. | <p>Should you:</p> <ol style="list-style-type: none"> Tell them to try something less extreme! Share the ideas with the team and explain which ones are show worthy and why. Urge them on—while most are not going to fly, some are! |

TASK 4 POSITIVELY CREATING (CONT'D)



3. Select one of the occupations from the list below and research how workers in that job need to be creative and innovative and encourage those skills in others.

Provide at least one example of **creativity** and one of **innovation**.



Chef • Landscaper • Automotive Paint Technician



BUILD YOUR SKILLS FOR SUCCESS!

IN THIS SECTION OF THE WORKBOOK YOU CAN GIVE YOUR SKILLS A BOOST BY REVIEWING SOME SKILLS FOR SUCCESS BASICS.

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INNOVATION AND OTHER SKILLS FOR SUCCESS

Innovation often requires other Skills for Success. Companies like Apple maintain their lead over competitors because they consistently bring new things to the market. Creativity is the spark that ignites innovation, but other skills—like collaboration—provide the fuel that keeps it going.

Being innovative involves many other important skills.

Innovative people are:

ADAPTABLE.

They adjust their perspective as new information become available and accept and learn from failure.

COLLABORATIVE.

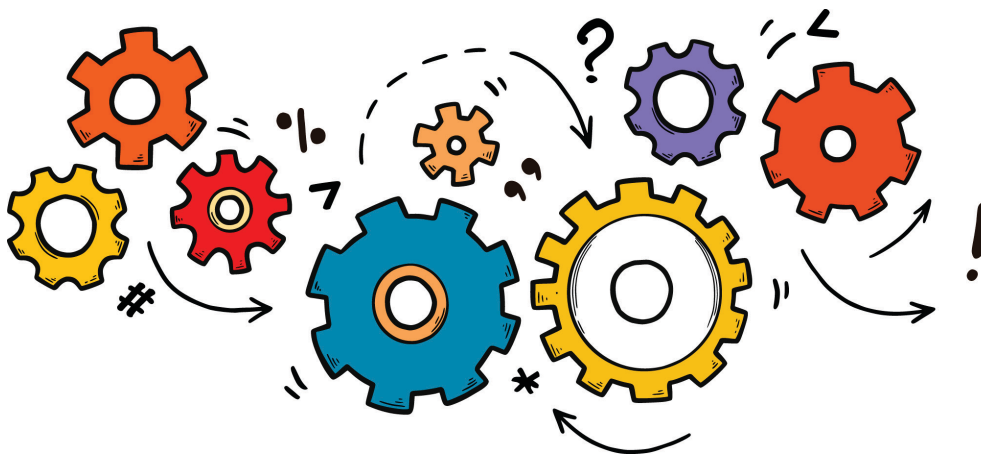
It takes a team to solve all the problems of designing and manufacturing a new device.

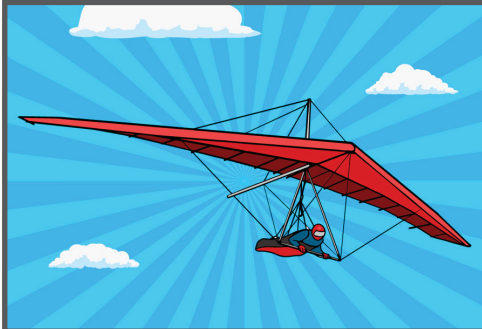
COMMUNICATORS.

Innovators listen to others and speak clearly and patiently about issues that arise.

PROBLEM SOLVERS.

Innovators address problems in systematic, creative ways to keep moving forward.





*“When the winds of change blow,
some people build walls and others
build windmills.”*

– Chinese Proverb

OVERCOMING RESISTANCE

Creative, innovative people face walls all the time. It could be a supervisor who does not want the extra work of trying new things, or investors who are afraid of risk.

Overcoming these barriers takes persistence, courage, and self belief, but this can be hard in a world that sometimes is stacked against you. Race, gender, and sexual orientation can all be walls that you have to climb, but how do you do that?

1. Be true to your values and principles.

Whether they flow from your culture or your personal experience, the values and principals that make you who you are provide the basis for your unique creative expression. Treasure them.

2. Find others like you.

Role models can inspire and guide. For examples, check out these sites:

www.mentalfloss.com/article/86983/10-lgbt-leaders-reinventing-science-and-technology
indigenousinnovators.ca/

3. Don't struggle alone, get help.

Sites like these provide access to innovators who understand your experience:

widjiwagan.abo-peoples.org/indigenous-innovation/
dmz.ryerson.ca/bip/

Check in your local community for support groups, or create one yourself!
Lean on friends to give you strength and support.

4. Take the long view.

Sometimes getting your idea to market takes a long time. Check out the life of Madam C. J. Walker, African American entrepreneur, philanthropist, and political and social activist and the first female self-made millionaire in America.



START A JOURNAL

Earlier in your workbook you were challenged to do something new each week. The effectiveness of this exercise increases if you take the time to really learn from your experience.

One way to ensure you do—whether trying to build creativity or any other Skill for Success—is to write about your experience in a journal.

FIRST find a phone app or a notebook you can use to journal.

NEXT on page one, list the skills you would like to develop and, for each, the things you are going to do to achieve improvement.

THEN each day, take a moment to reflect on things that happened that related to the skills and what you learned from them.

These things could be deliberate actions you took, things you observed other people doing, situations you found yourself in, anything that made you exercise a skill. Try to comment on all the skills you listed on page one **EACH DAY**.

By being conscious about your experiences and how they relate to your skills, you will accelerate your development of Skills for Success.



Whether it's digital or pen-on-paper, writing helps you relive the experience, and to think about how it impacted you, what you learned, or how you felt.

By being in the moment with your experience, you can maximize your benefit from it.



ANSWERS FROM THE SKILLS FOR SUCCESS WORKOUT!

**IN THIS SECTION OF THE
WORKBOOK, YOU CAN CHECK
YOUR ANSWERS FOR THE SKILLS
FOR SUCCESS WORKOUTS YOU
COMPLETED.**

ANSWER KEY



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For the Assessment of Task 2, see page 32.



TASK 1 SHOWING CREATIVITY

Typical answers could include:

| A Creative Employee | A Non-Creative Employee |
|--|--|
| <p>Does:</p> <ul style="list-style-type: none"> - quickly adapts to new information and ideas - refines, analyzes, and evaluates new ideas - uses imagination to arrive at novel solutions to problems - connects different ideas & patterns in new ways - open-minded to and patient with other people's ideas - use an inquisitive approach, that may differ from existing processes, thinking etc. - develops ideas beyond the first creative concept - acts on creative ideas to contribute meaningfully - accepts the potential for failure/ takes reasonable risk - expects and learns from failure - acknowledges and works with uncertainty and unpredictability | <p>Does:</p> <ul style="list-style-type: none"> - avoids risk or failure at all costs - lacks patience with others - rejects the help/knowledge of others - rejects new information and ideas - intolerant of how others express themselves - accepts existing processes/ traditions without question - won't let ideas go (closed minded) - refuses new experiences and learning opportunities |
| <p>Says:</p> <ul style="list-style-type: none"> - is eager to express their ideas and insights - uses images, metaphors, etc. to help explain ideas - questions traditions, norms, processes and constraints in respectful ways - offers ideas in brainstorming and similar problem-solving sessions - encourages/celebrates creativity in others - communicates creative ideas easily and clearly - shares insights into artificial constraints - judges ideas, not people | <p>Says:</p> <ul style="list-style-type: none"> - mocks other people's ideas - will not share ideas or views - will not acknowledge the creativity of others - can't explain innovative ideas - judges people, not ideas |



TASK 3 EXERCISE: CREATIVITY AT WORK

Possible answers include:

| | <i>I Should ...</i> | <i>I Should Not ...</i> |
|--|--|---|
| Your boss tells you how to complete a task, but you can clearly see a better way to do it. | <ul style="list-style-type: none"> Respectfully ask if you can offer a suggestion, then explain the idea Listen to any constructive criticism of the idea Accept their decision | <ul style="list-style-type: none"> Argue Raise the idea if the situation is time sensitive or the boss looks stressed and unreceptive. (Wait for a better moment) Hesitate, if your idea relates to a safety concern |
| Your supervisor is calling for ideas on how to solve a problem. You have one but it's pretty radical and you are new to the team. | <ul style="list-style-type: none"> Be brave and offer your idea. Offer a clear outline of your idea and be prepared to expand on it if asked. Listen carefully to feedback Learn from how people react. (Are they open to creative input?) | <ul style="list-style-type: none"> Get upset if the idea is rejected Mock other ideas or existing processes Speak too quickly Undermine your own idea ("It probably won't work but...") |
| The company has allowed you to try a new design idea, but it has not worked. You are concerned about how they will react. | <ul style="list-style-type: none"> Report the failure Include an explanation on what went wrong Discuss how to fix it Ask permission to try again | <ul style="list-style-type: none"> Hide your failure Lie about it Give up |
| A new piece of technology is mentioned in a magazine. You think it will have a big impact on your work but no one at the company has mentioned it. | <ul style="list-style-type: none"> Discuss the technology with colleagues and get their opinion Learn as much as you can about it Develop a way to use the technology so you can pitch it to the company | <ul style="list-style-type: none"> Wait for someone to mention it Ignore it Raise it before you have a clear concept for how it might be used |
| A co-worker talks to you about an idea. You think it is great but they are too nervous to tell management about it. | <ul style="list-style-type: none"> Help them prepare a proposal Offer to co-present if they like Encourage them | <ul style="list-style-type: none"> Take credit for the idea yourself Ignore them |
| A colleague approaches you with a suggestion they think would improve a work process you are responsible for. | <ul style="list-style-type: none"> Thank them for the suggestion Discuss the idea so you understand it Explore pros and cons If you decide to implement it, give them credit. (If you don't, still find a way to recognize their effort.) Ask them to play a role in implementation | <ul style="list-style-type: none"> Take the suggestion as a personal slight or threat Take credit for the idea Make fun of the idea even if it's not good one |



TASK 4 QUESTION 2: POSITIVELY CREATING

| Scenario | Answer | |
|---|----------|---|
| <p>Line Cook</p> <p>You are working in a restaurant as a sauce chef reporting directly to the head chef. On your own time, you have developed a sauce you think would be an improvement on a key dish.</p> | C | <p>You would never spring a surprise on Chef during a service, and offering a new sauce without discussing the dish as a whole hides part of your creative process.</p> <p>Be patient, and wait for an opportunity when Chef is looking for input. A good Chef should welcome your views.</p> |
| <p>Esthetician</p> <p>A new client has come in and is asking for a very bold style, and one not normally seen on their age group. You are concerned that the client may not have the attitude to really pull this off, and in turn will not be happy with your work.</p> | C | <p>There is a delicate balance between following a client’s wishes and professionally meeting their needs.</p> <p>You want the result to look good for both the client and for your reputation, so talk with them, listen to their thoughts and questions, and find the solution that optimizes their look.</p> |
| <p>Fashion Designer</p> <p>Your team is preparing for the annual show, and you have called for them to not limit their creativity—to try crazy new ideas. One team member has taken this to heart and is producing many ideas, most of which are not going to make it into the show.</p> | B | <p>You asked for “crazy,” so should welcome the ideas. You could just urge them on as some ideas are working, but by sharing the ideas you can focus their work and that of the team on the types of things you want.</p> |



SKILLS FOR SUCCESS! WORK READY YOUTH PROGRAM

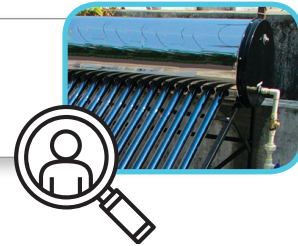
SKILLS FOR SUCCESS ASSESSMENT



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ASSESSMENT QUESTIONS



- 1** Malek's team is discussing an emergency refrigeration system repair. A junior member has an innovative idea she thinks will solve the problem, but it has a significant flaw.

Should Malek:

- A. Reject the idea and tell her to listen to more experienced members of the team.
- B. Point out the flaw but follow up afterwards to encourage her creative effort.
- C. Let her explore the idea with the team until she finds the mistake.

- 2** Kim has designed an innovative solar water heating system. He is in the training room trying to explain the drawings to the installation team, but they are struggling.

Kim should:

- A. Move the session to the installation site so they can see how the system will be fitted.
- B. Consider adjusting the design to make the installation simpler.
- C. Tell those who are struggling to review the written instructions on their own time.

- 3** Kiesha is a junior programmer. Their team is starting a new project that will use unusual data sources. Senior programmers are debating two standard approaches in detail. Kiesha thinks innovative work she did in a previous job could be helpful.

Should she:

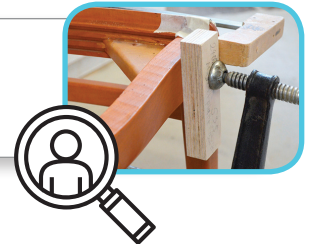
- A. Keep quiet! As a junior programmer, Kiesha should not interrupt the senior programmers.
- B. Jump in! Kiesha should politely interrupt and say there is a third approach that should be considered.
- C. Wait for the senior programmers to ask for other input.

- 4** Levi is working as a pastry chef. He has a new dessert he wants added to the menu, but the Head Chef thinks it needs more work.

Levi should:

- A. Scrap the dish and focus on the existing menu items.
- B. Listen to the feedback and try to improve the dish as suggested.
- C. Make minor changes to his dish and try again.

ASSESSMENT QUESTIONS



- 5** Paul is a new bricklayer in a construction company. In training, he was known for creative ideas in decorative projects, but he has only been assigned standard work that does not let him show off his talents.

Paul should:

- A. Wait, his turn will come.
- B. Complain to his supervisor that he should be given more creative projects.
- C. Apply for any training opportunities or extra tasks that might let him learn new skills and bring more creative opportunities.

- 6** Lin works at a fish farm. Their water comes from a local river, but new regulations are forcing them to reduce consumption. Lin has been tasked to change how they use their water.

Thinking creatively, should she:

- A. Explore how other similar companies use water and go with one of those solutions.
- B. Expand her thinking to look at how they can recycle water and increase productivity.
- C. Adjust the current process to reduce water use to the minimum viable level.

- 7** Ivan is a carpenter who builds high quality furniture. The firm has not adjusted its designs for years and sales are slowly dropping. Ivan's friends tease him about the products because they are old fashioned.

Should he:

- A. Just do his job, it is not his role to try and improve sales.
- B. Challenge managers about their failure to evolve with the times.
- C. Gather detailed feedback from his friends and present a case to management for trying some new designs.

- 8** Giselle is a designer with three assistants. She wants to help them develop as designers.

Should she:

- A. Focus on criticizing their designs so they learn.
- B. Keep her tricks of the trade to herself and let them figure it out watching her work.
- C. Give them creative opportunities based on their effort.

ASSESSMENT QUESTIONS



- 9** Akachi is part of a candy company product development team. He notices that sometimes one of their product have production flaws that he thinks makes it more interesting.

Showing creativity, he should:

- A. Tell the project manager.
- B. Investigate why it happens and see if they can use the effect in a new product.
- C. Design a new product around the idea.

- 10** Bright Star works delivering employment workshops. Each day, the people attending have a wide range of skills that make it hard to deliver consistent programming.

Demonstrating creativity, Bright Star would:

- A. Accept the uncertainty and build programs that are highly adaptable.
- B. Ensure the programs he creates are delivered as intended each day.
- C. Avoid planning and just try to deliver what the people who show up need.

- 11** Soo has been tasked to redesign the workflow for processing travel claims. She learns that a coworker is incorrectly telling management that the company's accounting regulations make the new process impossible.

Soo should:

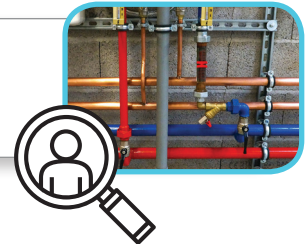
- A. Call out the coworker for obstructing her work.
- B. Work with the coworker to find a compromise.
- C. Check the regulations and show management that they do not apply.

- 12** In a recent meeting Rowan pitched an innovative idea that management loved. They formed a team to develop it and made Rowan a key member.

Rowan, being creative should:

- A. Embrace the opportunity to expand on the idea and develop it.
- B. Turn down the opportunity because she is an "idea person," not a developer.
- C. Ask to be the project manager.

ASSESSMENT QUESTIONS



- 13** Azzat is putting together a quote for a basement renovation in an older home. He has noticed some strange plumbing arrangements behind the drop ceiling and can imagine other issues exist behind the walls.

He should:

- A. Base his quote only on what he sees, the fine print will protect him if costs escalate.
- B. Make sure the customer knows what might be behind the walls and give them a sense of possible cost increases.
- C. Reflect the worst case he can imagine in his quote.

- 14** Suzanne is aware that a major cost item in a project is due to the use of one material selected by the Chief Engineer. She has heard of a new material that might be more cost effective.

She should:

- A. Send an email to the Chief Engineer with details on the new material and a suggestion of how to use it.
- B. Tell her colleagues about the new material and question why it is not being used.
- C. Just stick to her part of the project, the Chief Engineer knows what she is doing.

- 15** Martin has been hired by a company to design a digital dashboard to help them manage their on-line learning system. The problem is that the client's staff don't know what a dashboard could do for them.

Martin should:

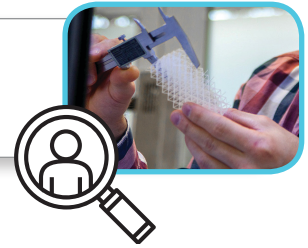
- A. Just design the dashboard the way he thinks is best.
- B. Ask the company to specify their needs before he does any further.
- C. Share examples of dashboard designs, then ask each user about their needs and look for patterns to guide the draft design.

- 16** Tino is working on bringing a furnace installation up to code. He knows the system very well. Once on site he realizes that approach in the work order won't actually meet code requirements fully but with some creative thinking he can solve the problem.

Tino should:

- A. Get new instructions from his boss.
- B. Adapt the work based on his knowledge of the code.
- C. Do the work as instructed.

ASSESSMENT QUESTIONS



- 17** Amihan operates a 3D printer in a company. She has come up with a creative idea that she thinks will allow the firm to manufacture a whole new range of parts, but needs company resources to develop it.

Amihan should:

- A. Submit the idea to her supervisor and get permission to develop it further.
- B. Go ahead and develop the idea further using company resources until she can show that it will work.
- C. Keep the idea to herself for later use.

- 18** Katia is the prop designer for a small film crew. She has been trying to make one prop for weeks, but it won't work. Time is running out and the Director is getting frustrated.

She should:

- A. Tell the Director she can't do it.
- B. Share the problem and see if anyone has any new ideas.
- C. Review her failures in detail to learn from them and keep trying.

- 19** Huan is lead cosmetologist working for a high fashion photography studio. He is responsible for ensuring his team is always pushing the limits of creativity.

This involves:

- A. Giving his team time to experiment and 'play' with new ideas.
- B. Requiring each team member to meet monthly targets for new ideas.
- C. Encouraging his team but ensuring they follow his lead in creative styles.

- 20** Adahy is approached by a new employee who presents what they believe is a creative idea for improving an assembly process. In fact, the suggestion has been tried before and failed.

Adahy should:

- A. Tell the person they tried the idea in the past, but it did not work.
- B. Tell the person that the idea was tried before, but recognize and encourage their creative effort.
- C. Suggest that they get a bit more experience before they try and change the system.

ANSWER KEY



| # | Answer | # | Answer |
|------------|--|-------------|--|
| 1 B | Having a creative team involves making them feel comfortable while trying to be creative. Malek must be supportive and still help the person learn from the experience, while trying to address the emergency quickly. | 6 B | Learning from other companies is important, but just copying other companies is not really creative. Fixing a problem by pushing your process to the limit is a risky option that reduces company resilience. Being creative should involve a more systems approach where Lin can question the way water is used and try to reduce its use while improving resilience and even productivity. |
| 2 A | Part of being innovative is being able to effectively share your ideas with others. By moving to the site, Kim can help his team see how the installation will work and reduce the chance of installation problems. | 7 C | Ignoring the problem, or criticizing the managers, will likely not help either the company or Ivan. By building a case based on feedback, Ivan positions himself to create new designs with the support of management. |
| 3 B | Your position in the company, or the workplace environment, might make you hesitate to speak up. In such situations you need to both brave and smart. A good company knows they hire people hoping that they will have and share good ideas—no matter where they work. So, jump in, but do it in a way that is respectful of other team members. | 8 C | Developing someone's innovation means creating an environment where they feel safe taking creative risks. Criticism and secrecy can decrease creative efforts. |
| 4 B | Levi should appreciate that the Head Chef is supporting his development of new dishes but he can't expect that his efforts will be perfect right away. He should listen to the feedback, learn from his initial lack of success, and try to improve the dish. | 9 B | Curiosity and imagining new possibilities is a sign of strong creative skills. Learning about the cause of the effect is important to trying to apply it to a new product. |
| 5 C | Being patient can be frustrating, but complaining will likely lead to more problems, not greater opportunities. Paul needs to create opportunities. Showing interest in new techniques and learning new skills will show that he wants to be innovative. Volunteering for tasks that allow for more leeway in interpretation also shows a willingness to explore creativity. | 10 A | Creative people still plan but they also realize that their work needs to be able to adapt to changing circumstances. |

ANSWER KEY



| # | Answer | # | Answer |
|-------------|--|-------------|---|
| 11 C | Soo needs to be sure she is correct, then she can defend her changes. She does not have to satisfy the wishes of everyone using the process, nor should she be aggressive. | 16 B | Tino's decision is based on his experience with the system and the code requirements. If he has doubts, he should get advice but, knowing the system well, he can proceed. |
| 12 A | Creative people should be able to help develop their ideas beyond the concept stage, but they do not have to control that development. Rowan should welcome the chance to influence the project, but she may not be qualified to manage it. | 17 B | Amihan should develop the idea but needs to get permission before using company resources. She should ask for this in a way that ensures the employer will recognize her creativity. |
| 13 B | As a professional, Azzat needs to be fair with customers, which means giving a reasonable quote that includes pointing out possible issues that could increase the cost. It does not mean quoting the worst case, which may not arise and would cost the client more than necessary. | 18 B | It is important to know when to persevere and when to get help or move on. Katia needs to meet the timeline, so should get help. She can try and learn from the failures later, once the problem has been resolved. |
| 14 A | Suzanne needs to say something, but she is wise to let the Chief Engineer know about the material privately to avoid embarrassment. Emailing will also provide a record that the suggestion was hers if it is used. | 19 A | Building an innovative environment means letting people explore their own creativity without undue pressure or fear of failure. |
| 15 C | Martin needs to understand the client's needs and help them understand what a dashboard could do for them. This involves both educating them about dashboards and listening and finding the common elements in what they think they need. | 20 B | Supervisors should always encourage creative effort. Who knows, the person might find a way of improving the idea and making it work. |

ANSWER GUIDE



Circle the questions you got right, in the table below.

Fill in the last column with the # correct.

| Construct | Questions | | | | | # ✓ |
|---|-----------|----|----|----|----|-----|
| <i>Facilitate a creative environment</i> | 1 | 4 | 8 | 19 | 20 | / 5 |
| <i>Use Imagination and Curiosity</i> | 5 | 9 | | 13 | | / 3 |
| <i>Generate novel ideas/ approaches</i> | 6 | 10 | | 15 | | / 3 |
| <i>Develop novel ideas/ approaches</i> | 12 | 16 | | 17 | | / 3 |
| <i>Apply novel ideas/approaches</i> | 2 | | | 18 | | / 2 |
| <i>Identify opportunities to innovate</i> | 3 | 7 | 11 | 14 | | / 4 |

If you got less than half right for a construct, think of it as an area for improvement.