

Student Focus

Creativity

An enterprise workbook
on creativity and innovation

EFL B1 (intermediate) and above

PREVIEW

*Remember there are six sections in the full version.
Here we are only showing section one as an example.*

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Introduction

SF Creativity has been written for new and experienced business teachers alike.

SF Creativity will aid you on your journey to better implementing and understanding innovation and creativity throughout an organisation. This workbook has been designed for use with all types of organisations of all sizes, from sole traders to multi-nationals with groups and 1:1 classes.

It can even be used internally to look at the school or institution you work for!

There is no end point on this journey and along the way you will begin to recognise the many elements that go into constructing a forward thinking and inclusive organisation that uses creativity and innovation to enhance its offer to all stakeholders.

For the most effective use of this workbook ESL learners must be honest and open in their answers. As a teacher the best thing you can do is probe to get more focused answers and gain a better understanding of the learner's responses.

Not all sections will be relevant to all ESL learners, some questions may be left blank, but this is not an excuse to leave a high percentage of questions unanswered.

The workbook has been designed to provide reflection on the independent needs and requirements of the organisation from the learner's perspective. We recognise one size doesn't fit all, however an analysis has to begin somewhere and this workbook provides the perfect place to begin.

This is also true when teaching and for this reason we have included a Continuous Professional Development (CPD) Sheet on page 104. Copy and complete one each time you enter the classroom and reflect on it before the next class. This helps you become a much better teacher spreading best practice throughout your institution.

SF Creativity is a powerful tool, even more so when repeated at regular intervals (at least annually). This will help you build a better understanding of the situation within the organisation. Even for sole traders with a small amount of stakeholders this can be an invaluable exercise for reflection and taking stock of where they are and how they got there.

But as with all the titles in the *Strategic Business English* series, be prepared for some unexpected answers!

How to complete *SF Creativity*

SF Creativity is broken down into six sections:

- **Section 1 Leadership**
- **Section 2 Innovation and Development**
- **Section 3 Training and Learning Opportunities**
- **Section 4 Continuous Professional Development (CPD)**
- **Section 5 Environmental Considerations**
- **Section 6 Planning**

Each question is numbered and each section is colour coded to help you navigate through the workbook.

For example: **Section 1** is about **Leadership** (on page one) and colour coded grey.

The first question is **1.1 Does the organisation recognise the need to have innovation in the organisational culture?** (on page three).

The second question is **1.2 What actions are being taken to enhance creativity through the use of innovation?** (on page four).

And so on in this logical order.

Under each question there is a ratings bar numbered from 1 to 10. Here learners can mark how they feel the organisation ranks (1 very low, 10 excellent).

This helps to give an overview of where the organisation is in relation to the question.

It's also very useful for reflecting on the question later. With speed the reader can see exactly how they are rated and over time how they are moving on his scale.

There is no right or wrong answer in *SF Creativity*.

It is the learner's opinions that count. If you have more than one learner from the same organisation they may have quite different views on the position of the organisation.

The answers are very subjective and for this reasons opinions may differ.

Each learner is able to give a fuller justification to the response and be a little more specific by writing a deeper explanation using the three categories on each page which are: *How?*, *Strength/weakness* and *Actions*.

How relates to the question being considered and is focused on the delivery of the subject. The *Strength/weakness* is an indication of whether the learner considers this a strength or a weakness. Lastly the *Action* section is seeking what could be done to improve the situation.

It may be that some of these sections are not relevant to the organisation or indeed to the department the learner works in. If this is the case just leave it blank.

The questions are about where you perceive the organisation to be. For example, **Section 1 - Leadership**, the first question, **1.1 Does the organisation recognise the need to have innovation in the organisational culture?**, is asking how the respondent views the organisation's attitude towards innovation in the organisational culture. It is asking for a subjective answer that most people will be able to give straight away. However by rating this and then answering the following sections, it becomes a deeper analysis of what first appeared to be a very simplistic question and response.

Improvements can be checked when the workbook is used in the future. Progress can be evaluated and measured against set criteria making any future decisions and plans on strategy more fact based and hopefully less risky.

At the end of each unit an analysis section allows the time for reflection on the answers and the opportunity to summarise the opinions given and note actions to be taken to improve and enhance the organisational culture.

These are split into three sections covering: *Strength, Weakness and Actions*.

The workbook concludes with a much broader analysis dedicated to all the topics in the first five units. Here the learner can really begin to drill down to the roots of the organisational culture and its view on creativity and innovation.

The very last section on page 103 presents a 'Timetable' for the learner to plan and note when things should be done to improve the organisational culture.

Refer to it often and see if targets are being achieved.

Section 1 Leadership

1.1 Does the organisation recognise the need to have innovation in the organisational culture? p3

1.2 What actions are being taken to enhance creativity through the use of innovation? p4

1.3 Does the whole leadership chain respond positively to 1.2 above? p5

1.4 What role in creativeness and innovation does the board/executive play? p6

1.5 Does a strategy exist for creativity and innovation? p7

1.6 Are the strategies for mobile technology and creativity separate or combined strategies? p8

1.7 Does an organisational improvement plan exist? p9

1.8 Does a creativity or innovation action plan exist? p10

1.9 Is learning and best practice shared throughout the organisation? p11

1.10 Do all staff recognise and understand the benefits of innovation? p12

1.11 Are users empowered as decision makers and can they input their knowledge? p13

1.12 Are staff empowered to lead through advocacy? p14

1.13 Do the external partners support creativity and innovation? p15

1.14 Are external partners actively involved in strategy decisions on creativity and innovation? p16

1.15 How deep is the reach of the organisation in the local community through creativity and innovation? p17

1.16 How are internal resources allocated to creativity and innovation? p18

Section One - Analysis p19

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1.1 Does the organisation recognise the need to have innovation in the organisational culture?

1 2 3 4 5 6 7 8 9 10

How?

Strength / Weakness

Actions?

There then follow the six sections each set out as the example above shows.