



CREATIVITY - THE MOST IMPORTANT HUMAN RESOURCE OF ALL

In-service training in Ljubljana
July 10 – 15, 2016

Nastja Mulej

NASTJA MULEJ

- The only licensed trainer of de Bono thinking in Slovenia:
 - ✓ Six Thinking Hats
 - ✓ Lateral Thinking
 - ✓ Simplicity
 - ✓ CoRT
- Translated his basic works in Slovenian
- 245 teachers in 6-months program, over 100 Thinking Clubs at schools, Over 100 organizations, over 10 000 people
- BA in Economics, BA in Sociology, M.Sc. in communication studies
- 10 years in New Moment (ex Saatchi & Saatchi, now Young & Rubicam) as head of new ideas department (New Moment Magazine, Ideas Campus, New Moment Thinking)
- Lecturer at many Colleges
- PR manager of Slovenian Marketing Association, Golden Drum, Slovenian Marketing conference...



And who are you?

- Stand up and say your name
- Aloud.
- Yes, all of you 😊
- Yes, at the same time. ;-)

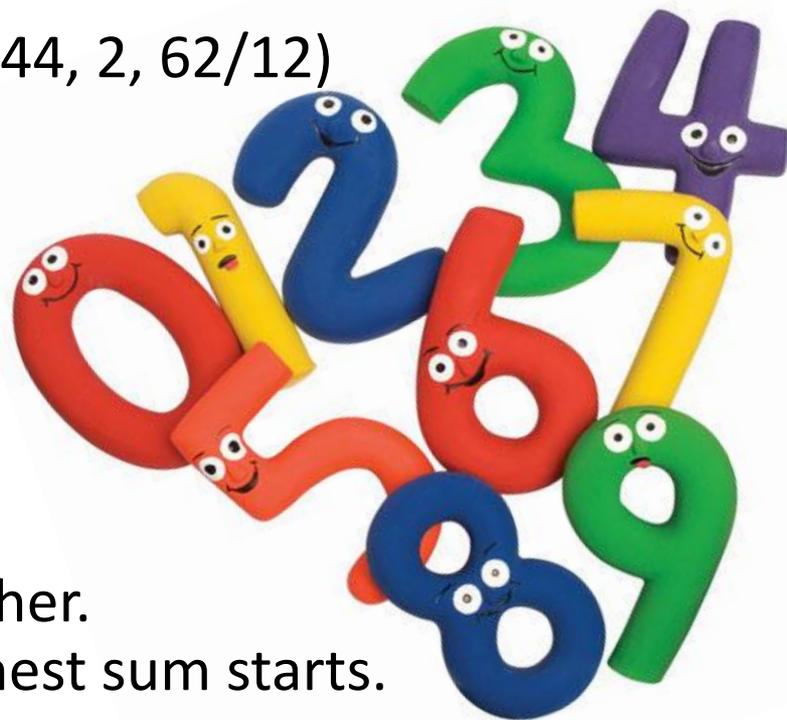


And who are you?

Now for real:

Introduce yourself in 3 numbers. Write them down.

(My numbers would be: 44, 2, 62/12)



Add your numbers together.

The person with the highest sum starts.

Guess his/her numbers.

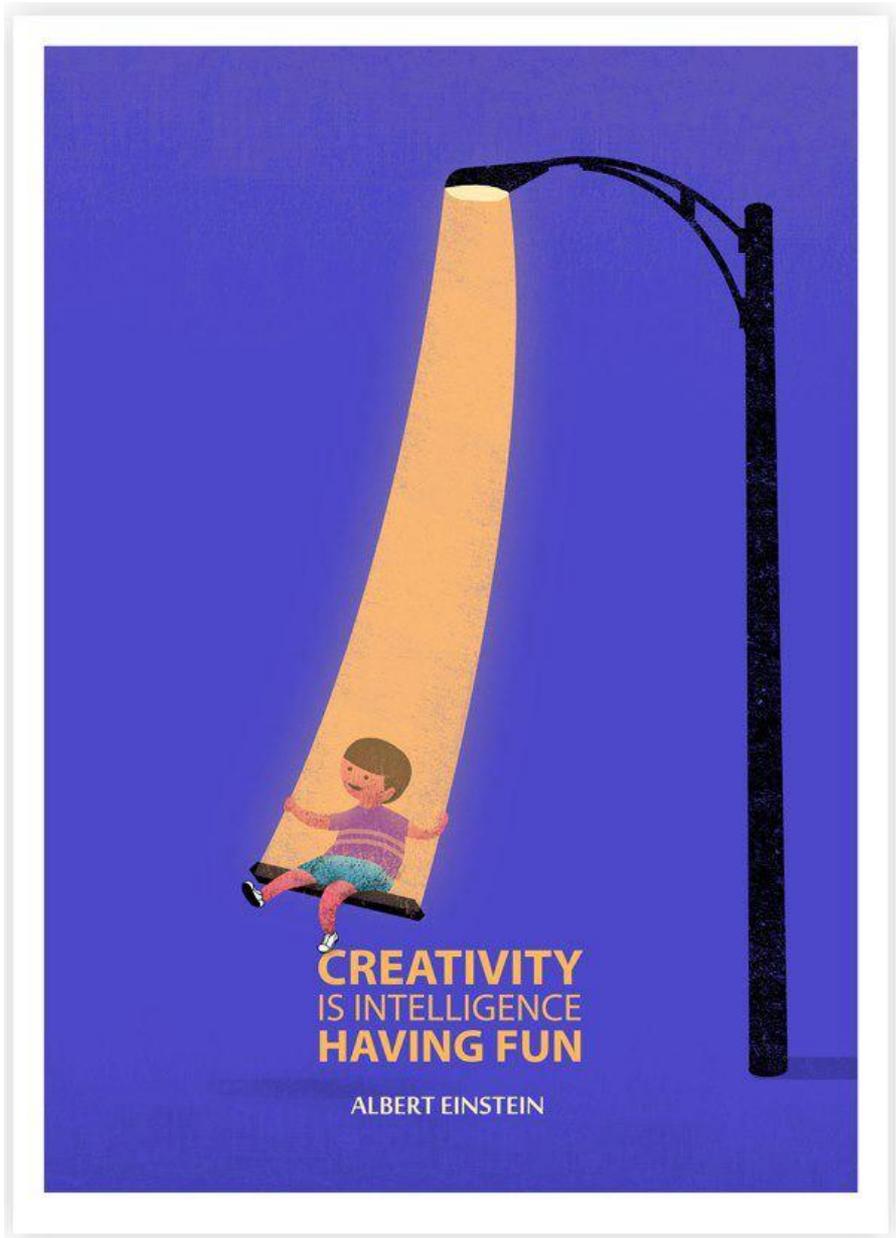
Now the next person continue.

And who is your schoolmate?

Take the name tag.

Find a person it belongs to and give it to him/her.

Introduce yourself and **ask him/her what he thinks creativity is...**



**CREATIVITY
IS INTELLIGENCE
HAVING FUN**

ALBERT EINSTEIN



Creative thinking - in terms of idea
creativity - is not a mystical talent. It
is a skill that can be practised and
nurtured.

— *Edward de Bono* —

AZ QUOTES

Game of the week:

Shadowing

- Take a postcard
- Write down your postal address
- Pick the name from the hat
- In the following days observe that person closer
- On the last day you will write positive things about that person
- I will mail them after you leave



Week's Program

- MONDAY:** CoRT 1 – Introduction to parallel thinking
AGO: Objectives
- TUESDAY:** CAF: The Factors Involved
OPV: Other People's View
APC: Alternatives
Experience with teaching CoRT in 1st – 3rd class
- WEDNESDAY:** CoRT 4 - Introduction to Lateral Thinking
Random Input: Random Entry
Concept Challenge: Challenging the Status Quo
- THURSDAY:** Remove Faults: Pick out all the Faults in the Existing Idea
FIP: Priorities
Experience with teaching CoRT in 4th and 7th class
- FRIDAY:** C&S: Consequences
PMI: The Treatment of Ideas
Conclusion and Next Steps

Organisational issues

- Money
- Lunches
- Trips
- Sign in
- Expectations



Today's Schedule

9.00 – 10.30	Welcome, icebreakers, personal learning & action plan
<i>10.30 – 10.45</i>	<i>Break (15 min)</i>
10.45 – 12.15	Introduction to Thinking Principles of parallel and perceptual thinking
<i>12.15 – 13.30</i>	<i>Lunch (1 hour 15 min)</i>
13.30 – 15.00	AGO (Aims, Goals, Objectives)

Let's agree

- On full attendance
- On punctuality
- On building on ideas of others



Goals of the program



- To learn how to ~~motivate, encourage~~ ENABLE creative and innovative thinking with students
- To motivate students to become proactive and to do something by themselves to improve the situation or solve the problem
- To get to know the basic 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 get fresh ideas for your working and personal life
- To have a good time!



What do you know?

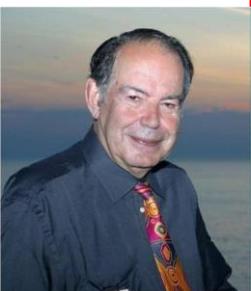
What are you interested in?

- *Do you know anything about the content of this workshop? What?*
- *What do you want to know?*
- *What do you need to know?*
- *Do you know any other people's views on it?*
- *What are they?*
- *What were you most interested in when you saw the invitation to this Erasmus + course?*



3 min. On your own. At least 3 statements.

Now share.



Dr. Edward de Bono

- World's leading authority in creative and conceptual thinking
- M.D., Ph.D., Rhodes Scholar
- Author of over 70 books with translations into more than 40 languages
- World renowned consultant to business, government and education
- More than 500,000 people have been trained in this method

- [READ PAGE 2](#)

De Bono's books, 1/2

<p>Edward de Bono Lateral Thinking: An Introduction</p>  <p>dt</p> <p>1967</p>	<p>Edward de Bono Five Day Course In Thinking</p>  <p>dt</p> <p>1967</p>	<p>Edward de Bono The Mechanism Of Mind</p>  <p>dt</p> <p>1969</p>	<p>Edward de Bono Lateral Thinking <small>The Mirror, The Window, And The Process</small></p>  <p>dt</p> <p>1970</p>	<p>Edward de Bono The Dog Exercising Machine <small>A Study Of Children's Activities</small></p>  <p>dt</p> <p>1970</p>	<p>Edward de Bono Practical Thinking <small>Four Ways To Get Right, Five Ways To Get Wrong, Plus Ways To Get Started</small></p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono Lateral Thinking For Management</p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono Technology Today</p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono PO: Beyond Yes And No</p>  <p>dt</p> <p>1972</p>	<p>Edward de Bono Children Solve Problems</p>  <p>dt</p> <p>1972</p>
<p>Edward de Bono About Think</p>  <p>dt</p> <p>1972</p>	<p>Edward de Bono The CoRT Thinking Programme</p>  <p>dt</p> <p>1973</p>	<p>Edward de Bono Eureka! <small>An Authorial Library Of Inspiration</small></p>  <p>dt</p> <p>1974</p>	<p>Edward de Bono Teaching Thinking</p>  <p>dt</p> <p>1976</p>	<p>Edward de Bono The Greatest Thinkers <small>The Ten Men Who Inspired Our Civilization</small></p>  <p>dt</p> <p>1976</p>	<p>Edward de Bono The Happiness Purpose</p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono Wordpower <small>An Authorial Dictionary Of Mind Power</small></p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono The Case Of The Disappearing Elephant</p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono Opportunities <small>A Handbook Of Children's Open-Mindedness</small></p>  <p>dt</p> <p>1978</p>	<p>Edward de Bono Future Positive</p>  <p>dt</p> <p>1979</p>
<p>Edward de Bono The Atlas Of Management Thinking</p>  <p>dt</p> <p>1981</p>	<p>Edward de Bono De Bono's Thinking Course</p>  <p>dt</p> <p>1982</p>	<p>Edward de Bono Letters To Thinkers <small>Further Thought On Creative Thinking</small></p>  <p>dt</p> <p>1982</p>	<p>Edward de Bono Six Thinking Hats <small>Our Seven Thinking Modes From Childhood</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono Master Thinkers Handbook <small>A Guide To Creative Thinking</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono Conflicts <small>A Solution Key To Conflict Free</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono Tactics <small>Practical And Creative Of Business</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono I Am Right, You Are Wrong <small>Over 100 Ways To Make Any Problem Solving Easier</small></p>  <p>dt</p> <p>1990</p>	<p>Edward de Bono Six Action Shoes</p>  <p>dt</p> <p>1991</p>	<p>Edward de Bono Handbook For A Positive Revolution</p>  <p>dt</p> <p>1991</p>

De Bono's books, 2/2

<p>Edward de Bono Thinking Skills For Success</p>  <p>1991</p>	<p>Edward de Bono Teach Your Child How To Think Help Them Learn and Think</p>  <p>1992</p>	<p>Edward de Bono Sur/petition Creating new information from existing data through Contrasting</p>  <p>1992</p>	<p>Edward de Bono Serious Creativity</p>  <p>1992</p>	<p>Edward de Bono Water Logic An Alternative To Logic That Is More Living</p>  <p>1993</p>	<p>Edward de Bono Parallel Thinking</p>  <p>1994</p>	<p>Edward de Bono Edward de Bono's Mind Pack An Alternative Guide To Contrasting Your Thinking</p>  <p>1995</p>	<p>Edward de Bono Teach Yourself To Think The Easy Steps to Smart, Practical Thinking</p>  <p>1995</p>	<p>Edward de Bono A Textbook Of Wisdom</p>  <p>1996</p>	<p>Edward de Bono How To Be More Interesting Change The Way You Think And You'll Be More Interesting Too</p>  <p>1997</p>
<p>Edward de Bono Edward de Bono's Super Mind Pack</p>  <p>1998</p>	<p>Edward de Bono Simplicity Be A Simple Person, Clearer Thinker</p>  <p>1998</p>	<p>Edward de Bono New Thinking For The New Millennium</p>  <p>1999</p>	<p>Edward de Bono Why I Want To Be King Of Australia</p>  <p>1999</p>	<p>Edward de Bono The De Bono Code Book Using Bono's Six Frames Of Contrasting</p>  <p>2000</p>	<p>Edward de Bono Why So Stupid? How To Improve Yourself How Never Really Learn and To Stop</p>  <p>2003</p>	<p>Edward de Bono How To Have A Beautiful Mind</p>  <p>2004</p>	<p>Edward de Bono Six Value Medals The Six Values That Formed The 2004 Olymics</p>  <p>2005</p>	<p>Edward de Bono He A New Religion How To Create A Religion</p>  <p>2006</p>	<p>Edward de Bono Free Or Unfree? How American Really Feels?</p>  <p>2007</p>
<p>Edward de Bono Intelligence Is Not Enough</p>  <p>2007</p>	<p>Edward de Bono Intelligence, Information And Thinking</p>  <p>2007</p>	<p>Edward de Bono The Importance Of Possibilities</p>  <p>2007</p>	<p>Edward de Bono How To Have Creative Ideas © Copyright © De Bono, 2007</p>  <p>2007</p>	<p>Edward de Bono Six Frames For Thinking About Information</p>  <p>2008</p>	<p>Edward de Bono Think! Richard P. Scaeville</p>  <p>2009</p>				

CHANGE SEATS

(Take your stuff with you, please)

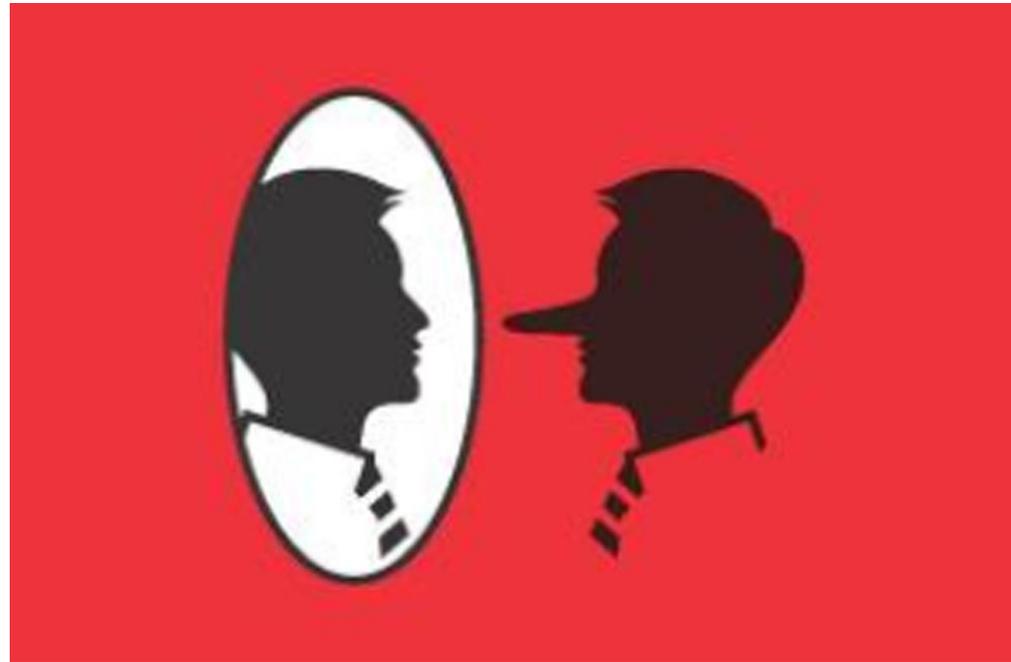


Let's get acquainted in new groups!

- Write down 2 truths and 1 lie about yourself.

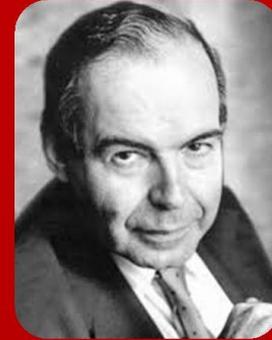
For me:

- I love cooking.
- I like sailing.
- I enjoy my kid's company.



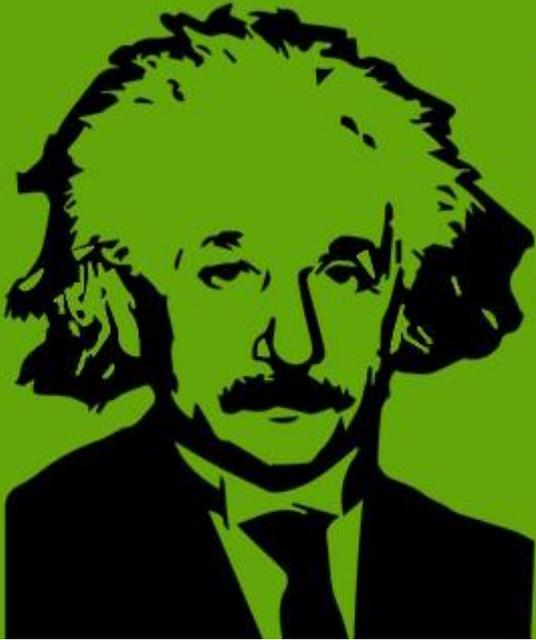
Get to work!

The skills of **action**
is every bit as important as
the skills of **knowledge**.



That this is *not recognized*
in **education** is a **tragedy**.

~ Edward de Bono ~

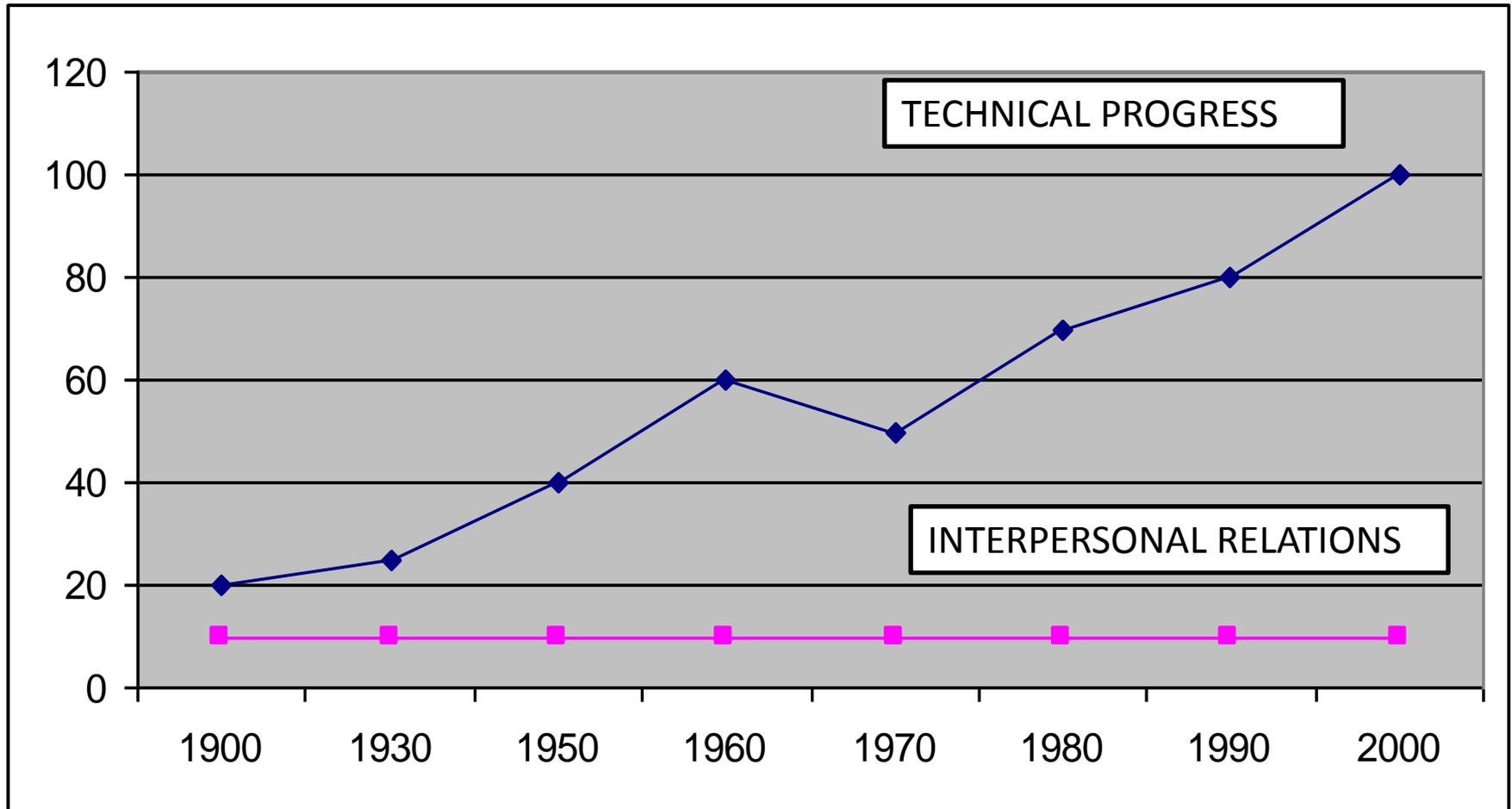


“I never made one of my discoveries through the process of rational thinking.”
- Albert Einstein

Edward de Bono interviewed
13 Nobel Prize winners and found out that
only one got a discovery with rational, analytical thinking.

So, why exactly do we learn kids to think analytically and logically,
but not **creative and constructive**?

Why there is so much technical progress, but so little progress as a society?



Source: W. Glasser

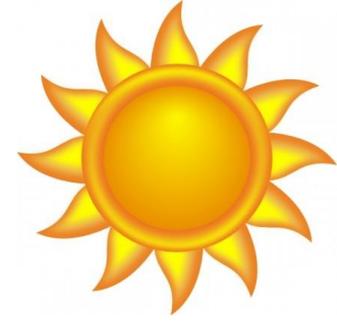
What do you think?

Is it a good idea?

Pls, raise your hands if you think yes.



- Focus 1: Women get paid 10% more than men for equal job
- Focus 2: Every person should have a pet and take care of him/her
- Focus 3: A child/teenager should pay 1€ every 10 minutes of watching TV/using a computer at home.
- Focus 4: Marriage is a renewable five-year contract



Think!

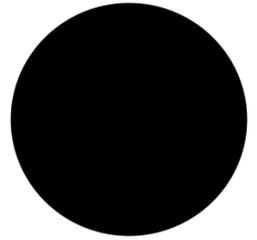
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- Focus 2: Every person should have a pet and take care of him/her
- Focus 3: A child/teenager should pay 1€ every 10 minutes of watching TV/using a computer at home.
- Focus 4: Marriage is a renewable five-year contract

What is good, positive, of value ... about your focus?

Short term. Long term. Your perspective. Other perspective.

- Think and write down. On your own. 3 minutes. At least 7 pluses.
- Now share. In groups. 3 minutes.
- The first one starts and says all. The second one adds to the first one. The third one adds only what the first two didn't tell.
- The first one is taking notes of everything that is being said.

Think!



- Focus 1: Women get paid 10% more than men for equal job
- Focus 2: Every person should have a pet and take care of him/her
- Focus 3: A child/teenager should pay 1€ every 10 minutes of watching TV/using a computer at home.
- Focus 4: Marriage is a renewable five-year contract

What is bad, negative, frightful ... about your focus?

Short term. Long term. Your perspective. Other perspective.

- Think and write down. On your own. 3 minutes. At least 7 minutes.
- Now share. In groups. 3 minutes.
- The second one starts and says all. The third one adds to the first one. The fourth one adds only what the first two didn't tell.
- The second one is putting everything down.

Think!



- Focus 1: Women get paid 10% more than men for equal job
- Focus 2: Every person should have a pet and take care of him/her
- Focus 3: A child/teenager should pay 1€ every 10 minutes of watching TV/using a computer at home.
- Focus 4: Marriage is a renewable five-year contract

What is interesting, worth mentioning ... about your focus?

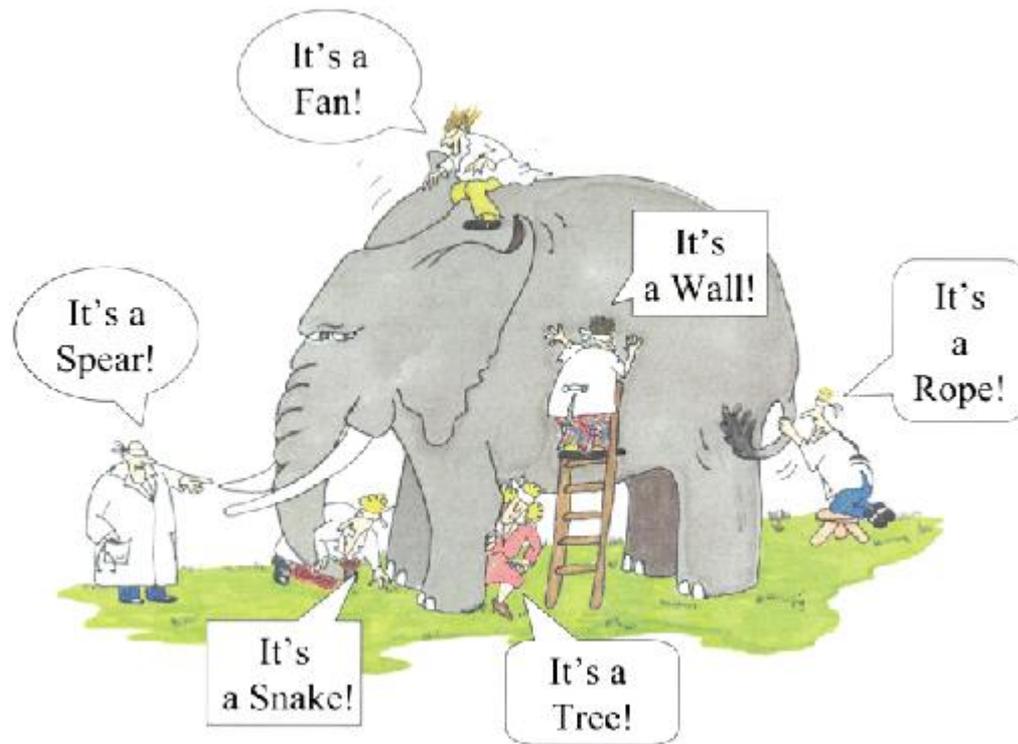
„What I find interesting about it, is ...“

„Wouldn't it be interesting, if ...?“

- Think and write down. On your own. 3 minutes. At least 5 interesting points.
- Now share. In groups. 3 minutes.
- The third one starts and says all. The fourth one adds to the third one. ...
- The third one is putting everything down.

What have you found out?

Do some thinking about your thinking ...



What were we doing?

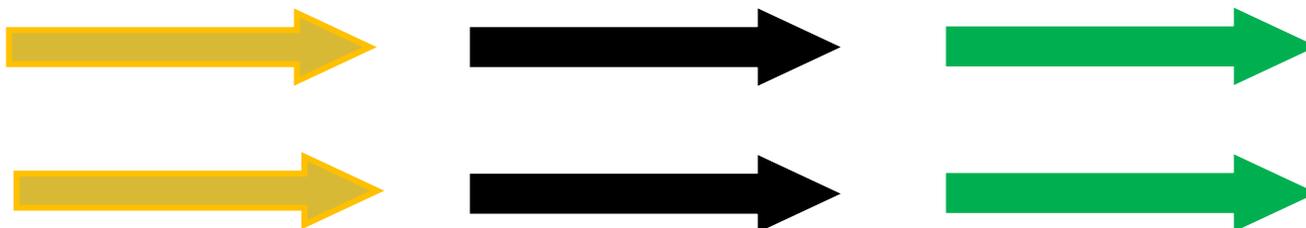
Parallel Thinking

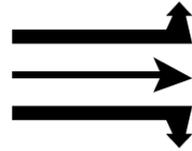
Getting everyone focused on using the same thinking tool at the same time

From adversarial



To parallel thinking (collaboration and exploration)





PMI

Film (3 min)

The need to be right
all the time is the
biggest bar to new
ideas.

Edward De Bono

meetville.com



With younger children

Write down everything that you see in this room.
2 minutes. In pairs.

Write down everything that you see in one half of the room.
2 minutes. In pairs.

- How many items did you notice the first time?
- The second time?
- How come?



Our natural ,thinking‘ = debating

Emotions before ratio

Negative (cautious) attitude

We do/think several things at the time
This causes confusion

We think according to

- Previous experience,
- Raised values,
- Gathered information,
- Current sentiment

=> In a routine way!

Directing attention + parallel thinking
→ to escape ,intelligence trap‘



**“From debating what is...
To designing what can be”**

LUNCH BREAK





CoRT

- CoRT – Cognitive Research Trust
- From 1974
- In 44 countries:
 - in Venezuela 2 hours/week,
 - in Australia in 60 % of schools,
 - in Canada in 40 % of schools,
 - in India million teachers,
 - in China in 680.000 schools...
- In Slovenia: 2012-2016: 245 teachers from 153 institutions



CoRT: 6 x 10 lessons

1. CoRT 1 Breadth -> how to broaden perception
2. CoRT 2 Organization -> how to organize one's thinking
3. CoRT 3 Interaction -> arguments, interaction and critical thinking
4. CoRT 4 Creativity -> how to arrive at an effective new idea
5. CoRT 5 Information & Feeling -> eliciting information and assessing it
6. CoRT 6 Action -> thinking for action, active thinking

CoRT

CoRT 1 Breadth:

1. PMI: Treatment of ideas
2. CAF: The Factors Involved
3. Rules
4. C&S: Consequences and sequel
5. AGO: Objectives
6. Planning
7. FIP: Priorities
8. APC: Alternatives
9. Decisions
10. OPV: Other people's view

CoRT 4 Creativity:

1. Yes, No and PO
2. Stepping Stone
3. Random Input
4. Concept Challenge
5. Dominant Idea
6. Define the Problem
7. Remove Faults
8. Combination
9. Requirements
10. Evaluation

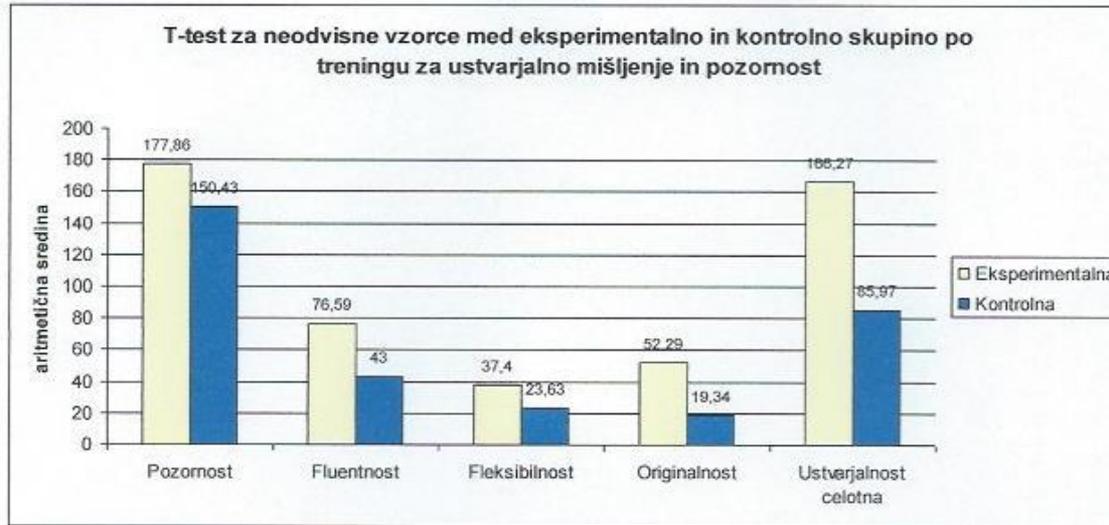
CoRT – results

- *‘Perhaps the most important benefit from teaching thinking is the increase in self-esteem and self-confidence of those taught. A youngster taught thinking feels in control of his of her life – instead of feeling like a cork carried along by a stream of life and controlled by the currents.’*

Edward de Bono.

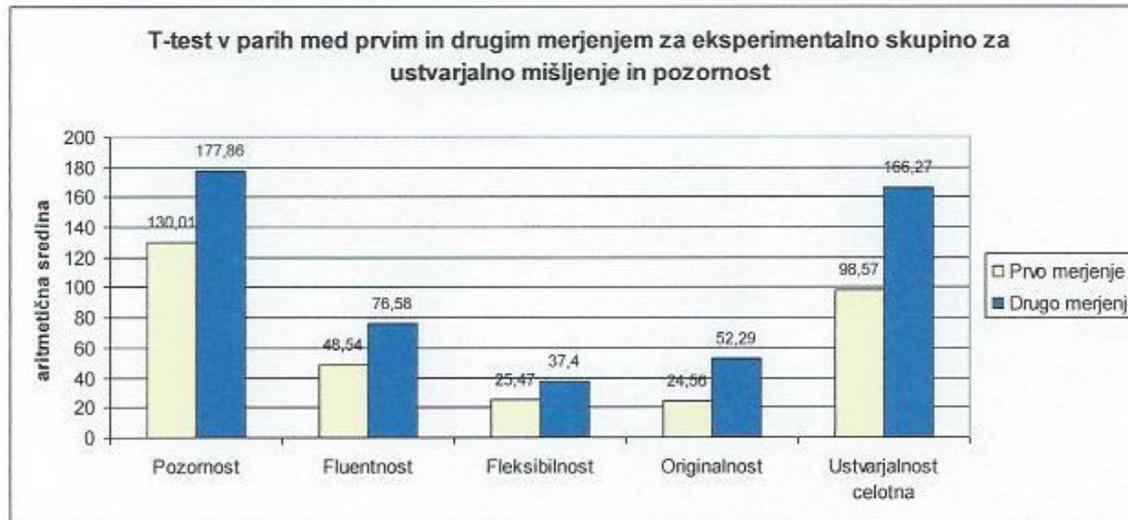
- English research:
 - Higher grades (30 – 100 %)
 - Higher employment (for 500 %)
 - Less aggression among kids (up to 10 %)
- Enjoyment, engagement

CoRT – results in Slovenia



Experimental
Control Group

Attention Fluency Flexibility Originality Creativity as a whole



First Measure
Second Measure

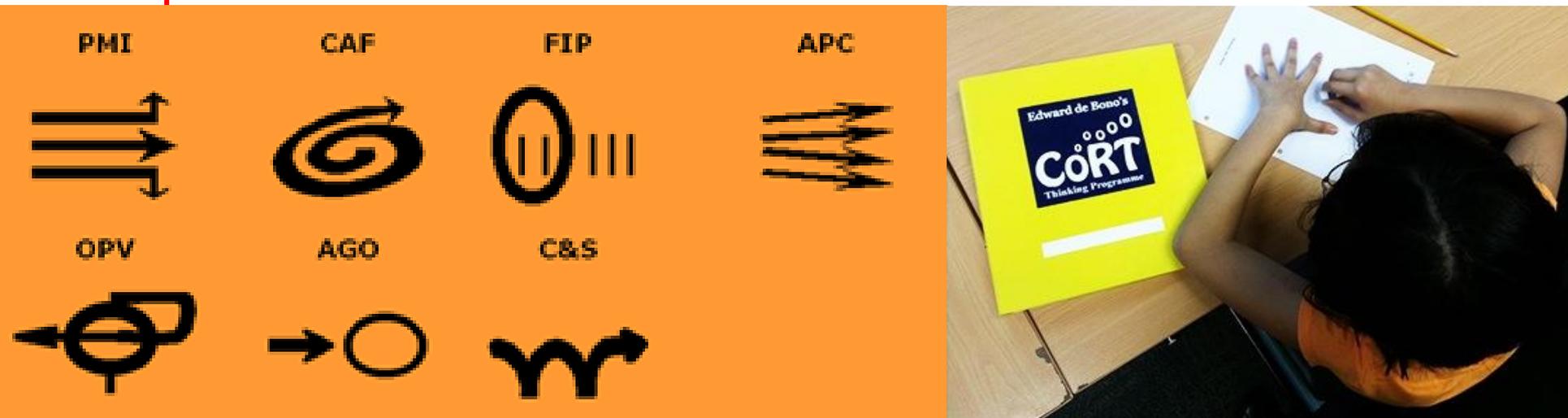
Bojana
Tancer
Gnamuš,
Ph. D.

CoRT – results in Slovenia /2012-16)



The way we will work

1. Introduction to a tool



2. Practising a tool (in random groups)
3. Using a tool for working on the same challenge (in same groups at all times)

Work in Groups

We will be working in 2 groups:

- a) Random ,table' group: to practice

- b) ,Real group': working on a real (your) case:
 - 1) Turkey (5)
 - 2) Poland (4)
 - 3) Italy (3) + Spain
 - 4) Slovenia (2) + Finland + Ireland

CHANGE SEATS ACCORDINGLY

(Take your stuff with you, please)

Your project

Take a post-it and write down with a marker (each on your own, 3 min):

„I would like us to think of new ideas for
... **any school project** that you would love to work on“

For example:

- A Sport Day
- A Science Day
- A School Dance
- Back to School Day
- A School Excursion
- A School celebration
- A Reading Club
- Charity Concert
- New Year Fair
- ...



Put post-it notes so everyone of your group can see them.
Give 2 red dots to 2 projects that you like the most.

Your project



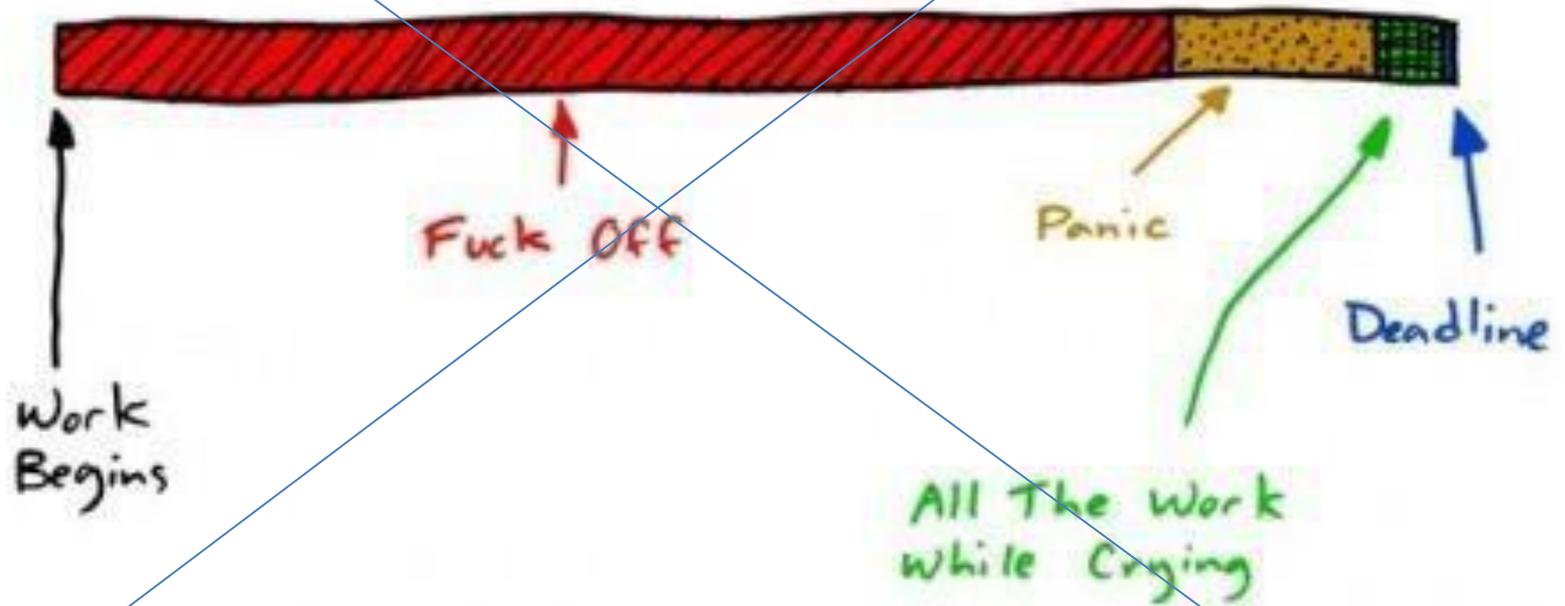
Write down your project focus
with a blue marker
on a A4 sheet of paper

so clear and precise
that everyone (also outside your group)
can understand it:

**We want to find new ideas for
the project ...**

”_____“

THE CREATIVE PROCESS



The Creative Process



Purpose

Define your thinking:

What are your goals? **AGO**

Get information:

What are the factors to be considered? **CAF** and

What are other people's views? **OPV**

Find priorities:

What is most important?

What should we do first? **FIP**

Generate alternatives:

How we normally do it?

Which new alternatives can we think of? **APC**

Evaluate and appraise to get the best alternatives:

Which alternatives get us the consequences we want? **C&S** and

Which alternatives have the most attractive merits and least difficult risks? **PMI**

+ Which alternatives are in accordance to our priorities?? **FIP**,
With information? **CAF**, With other people's views? **OPV**

↓
Input

↓
Possibilities

↓
Evaluation

↓
Execution

AGO

Read page no. 22



Get to know each other in a new group

My Goals

- Why did you apply to this course?
 - What is that you want to achieve?
 - What are your objectives?
 - What do you want to learn?
-
- 3 minutes. On your own.

Share with neighbors.

One person talks, others listen.

Then the second/third... person talk.





CoRT – AGO

AGO: Aims, Goals, Objectives

FOCUS ON PURPOSE

- **Aim** is the general direction
- **Goal** is an ultimate destination
- **Objective** is a recognizable point of achievement along the way.

No need for a philosophical distinction



CoRT – AGO

- Subconsciously we do AGO all the time, since we always do something for a reason.
- We should use AGO before we start something new. That will help you not to move away from the starting/focus point.

Ask your students:

- What are your goals when you go on holidays?
- What are your goals when joining the Scouts?
- What are your goals when switching on the TV/computer?



CoRT – AGO (practice)

What are the goals:

1. of the teacher?
2. of the pupil/student?
3. of his/her parent?
4. of headmaster?

3 minutes



CoRT – AGO: principles

- A. If you know exactly what your objectives are, it is easier to achieve them.
- B. In the same situation different people may have different objectives.
- C. On the way to a final objective, there may be a chain of smaller objectives, each one following from the previous one.
- D. Objectives should be near enough, real enough and possible enough for a person to really try to each them.
- E. There may be many objectives, but some are more important than others.

HOW DO YOU
FEEL NOW?



Comments? Questions? Requests?



Send them to nastja@deBono.si

Thank you!

The image features the words "Thank you!" in a vibrant, hand-drawn style. The letters are thick and filled with various colors: "T" is yellow, "h" is orange, "a" is green with a dotted pattern, "n" is purple, "k" is orange, "y" is green, "o" is pink, "u" is blue, and the exclamation point is blue. Each letter is decorated with intricate patterns, including zig-zags, wavy lines, and small circles. Several flowers are scattered around the text: a blue five-petaled flower with a purple center is above the "k"; a larger pink flower with a yellow center and white spiral patterns is in front of the "y"; a blue flower with a purple center is to the left of the "y"; and another blue flower with a purple center is to the right of the "k". The entire graphic is set against a plain white background.