

## We Are IVE Ltd – Innovative Working

<p><b>Title of Proposed Programme</b></p>	<p>Building Creative Capacity in the Workplace</p>
<p><b>Programme Content</b></p>	<p>This programme consists of an introductory online module that participants can access upon registration.</p> <p>There are then 3 key modules of learning focused on equipping participants with the knowledge and skills so they might respond with confidence and creativity to the challenges of our current landscape.</p> <p><b>Module 1</b> The aim of module one is to move people out of their comfort zone and establish an equilibrium in which ideas might be generated free from constraint. It is framed as a first step in getting participants to think differently, and seeks to establish a mindset in which every problem is seen as surmountable. This section explores a range of elements from active listening and working collaboratively, to problem solving and generating ideas using the mechanism of play, playing with ideas and reflection. We also seek to equip participants with a set of simple techniques that they might use to articulate problems, challenges, opportunities and solutions creatively.</p> <p>Although playful we make the content relevant by providing challenges that are within the context of the participants' workplace.</p> <p><b>Module 2</b> looks to drill down into exploring what creativity is and supporting participants to demystify the term. We explore definitions and support participants to define what it means to them and their organisation. From this we use a range of experiential challenges to explore that types of behaviours and characteristics that make us creative, exploring how best to adopt these in a variety of contexts. We delve into group dynamics and collaborative creativity as well as examining creativity as a core-competency and how to encourage experimentation and innovation throughout an organisation. We look at how creativity might be promoted across an organisation and raise awareness of the types of behaviour that might inhibit its growth. We also look at how enquiry drives the creative process.</p> <p><b>At the end of module 2 participants will be encouraged to experiment/try out ideas based upon what they have learned back in the workplace</b></p> <p><b>Module 3: takes place 3-4 weeks later</b> and is focused on 2 elements. 1) A collaborative creative approach to problem solving</p>

	<p>that IVE have developed over the last 20 years. This approach involves a process in which the problem is owned by an individual and the problem solving process is owned by someone else. Within a creative or innovative climate in which you want to solve problems it is important that there are clearly defined roles and a structure that allows ideas to flow in the direction of an action plan.</p> <p>The process we take participants through follows a creative process and focuses on the types of behaviour, language and structure needed in order to generate innovative solutions that might lead to action.</p> <p>We then go on to explore how this process can be embedded within organisational mechanisms and systems; exploring meeting structures, backward/forward planning and action planning.</p> <p>2) The principle behind an Enquiry based approach to evaluating the impact of learning/development. This is one in which the question(s) to be answered is/are genuinely authentic. The methodology put in place in order to answer the question should drive learning, and the leader should see themselves as a learner within the process, as they genuinely do not know what the answer is. Therefore it is essential that time is spent designing the best possible question.</p> <p><b>There is then a gap of 6-8 weeks in which participants undertake their enquiry based project, gathering evidence of impact as they do so. During this time they will be offered support via coaching/mentoring by IVE staff.</b></p> <p>Module 3 culminates in a final evaluative/celebration session in which participants present their individual journey to their peers, and the impacts they have evidenced. This is framed as a creative challenge in its own right, with several parameters; no power point, no flip chart, it has to be interactive and be no longer than 457 seconds (closest to this number wins prizes!).</p> <p>We finally work with participants to identify a series of next steps that might be taken by individuals, teams and the organisation as a whole.</p>
<p><b>Course delivery method</b></p>	<p>The programme will be delivered via 4 x 3 hour virtual training sessions on Zoom supported by 2 online coaching sessions</p>
<p><b>Duration</b></p>	<p>3-4 month period</p>

<p><b>What are the perceived business benefits of the proposed training and what are the outcomes for the business</b></p>	<p>Learning in this training is scaffolded in order to enable participants to understand and apply theories and definitions of creativity, and provide opportunities to build or rebuild creative collaborative capacities through reflection, playing with ideas and being playful. As a result, participants will;</p> <ul style="list-style-type: none"> <li>• have a clear understanding of what creativity is</li> <li>• know how to structure a collaborative creative process in order to garner fresh, new ideas</li> <li>• understand different team approaches that might be applied to solving problems</li> <li>• be able to collaborate effectively</li> <li>• increase their capacity to communicate effectively within teams</li> <li>• be aware of behaviours that can both promote as well as inhibit creativity</li> <li>• fully understand how creativity leads to innovation</li> <li>• be able to apply a creative process to solve problems</li> </ul> <p>This in turn leads to improved productivity, greater efficiency and improved collaboration leading to innovation</p>
<p><b>Target group of participants/Who should attend</b></p>	<p>This training is appropriate for all employees within an organisation. Feedback has highlighted that 'status is left at the door' and truly effective teams emerge regardless of role or position within an organisation</p>
<p><b>Is there opportunity for delivery to be flexible dependent upon the needs of individual learner/employer</b></p>	<p>There is a good deal of scope to be flexible to ensure training is bespoke. For example, the sessions can be delivered in half day sessions spread over a longer period of time; we can offer more or less coaching depending on the needs of the individual/company.</p>