



# 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. ;-)

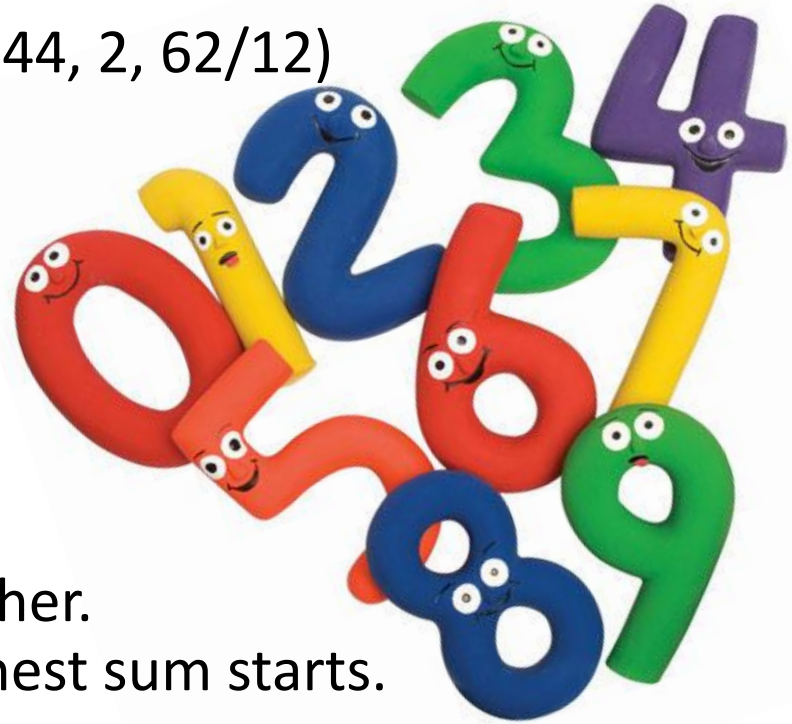


# And who are you?

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.

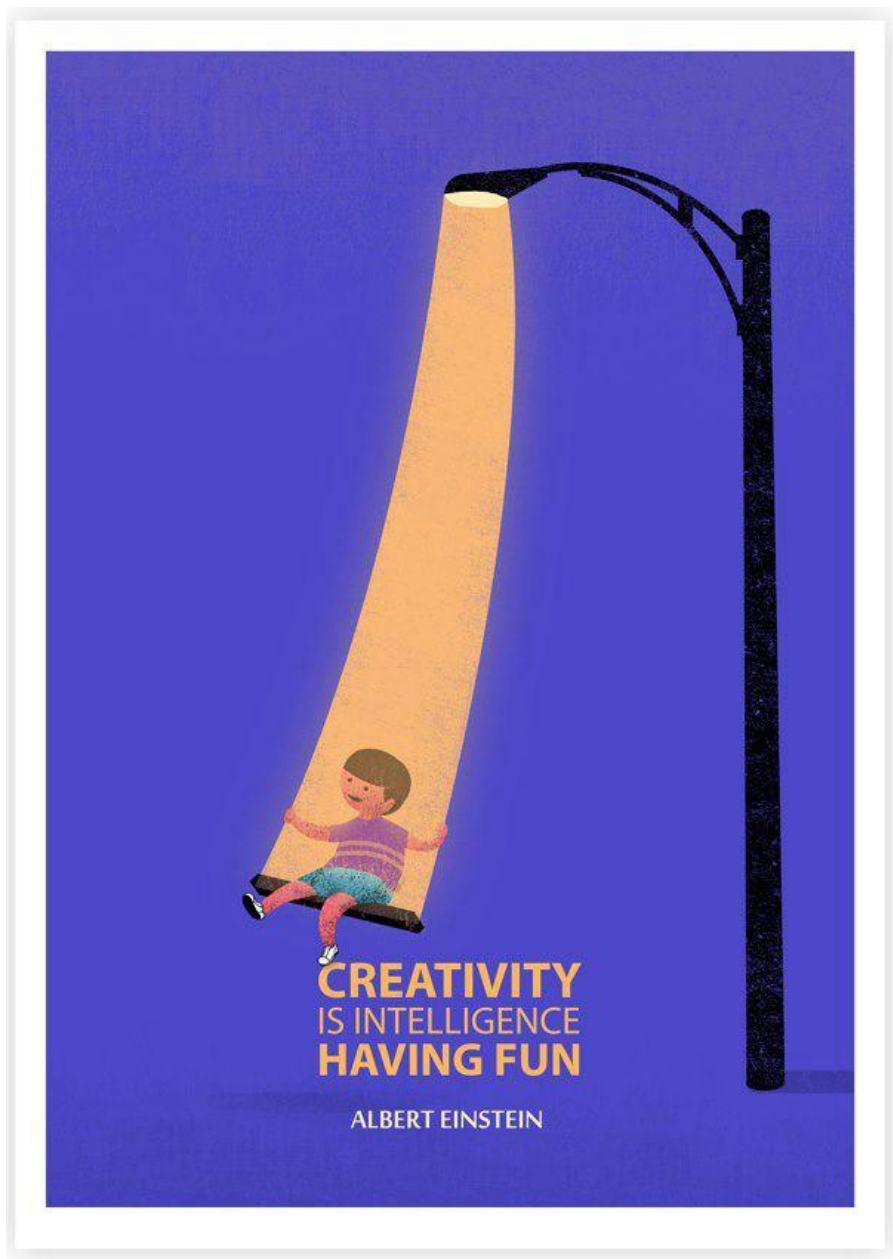
Now the next person continue.

# 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...







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

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

# Organisational issues

- Money
- Lunches
- Trips
- Sign in
- Expectations







# Today's Schedule

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

# 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?

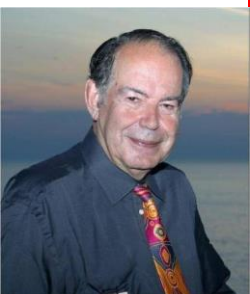
## What are you interested in?

- *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 <b>Lateral Thinking: An Introduction</b></p>  <p>dt</p> <p>1967</p>	<p>Edward de Bono <b>Five Day Course In Thinking</b></p>  <p>dt</p> <p>1967</p>	<p>Edward de Bono <b>The Mechanism Of Mind</b></p>  <p>dt</p> <p>1969</p>	<p>Edward de Bono <b>Lateral Thinking</b> <small>Six Mind-Changing And Problem-Solving Techniques</small></p>  <p>dt</p> <p>1970</p>	<p>Edward de Bono <b>The Dog Exercising Machine</b> <small>A Study Of Children's Inventions</small></p>  <p>dt</p> <p>1970</p>	<p>Edward de Bono <b>Practical Thinking</b> <small>Four Ways To Develop Your Thinking From What You Understand</small></p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono <b>Lateral Thinking For Management</b></p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono <b>Technology Today</b></p>  <p>dt</p> <p>1971</p>	<p>Edward de Bono <b>PO: Beyond Yes And No</b></p>  <p>dt</p> <p>1972</p>	<p>Edward de Bono <b>Children Solve Problems</b></p>  <p>dt</p> <p>1972</p>
<p>Edward de Bono <b>About Think</b></p>  <p>dt</p> <p>1972</p>	<p>Edward de Bono <b>The CoRT Thinking Programme</b></p>  <p>dt</p> <p>1973</p>	<p>Edward de Bono <b>Eureka!</b> <small>An Authoritative History Of Inventions</small></p>  <p>dt</p> <p>1974</p>	<p>Edward de Bono <b>Teaching Thinking</b></p>  <p>dt</p> <p>1976</p>	<p>Edward de Bono <b>The Greatest Thinkers</b> <small>The Many Minds That Shaped Our Civilization</small></p>  <p>dt</p> <p>1976</p>	<p>Edward de Bono <b>The Happiness Purpose</b></p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono <b>Wordpower</b> <small>An Authoritative Dictionary Of Words</small></p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono <b>The Case Of The Disappearing Elephant</b></p>  <p>dt</p> <p>1977</p>	<p>Edward de Bono <b>Opportunities</b> <small>A Handbook Of Ideas And Opportunities</small></p>  <p>dt</p> <p>1978</p>	<p>Edward de Bono <b>Future Positive</b></p>  <p>dt</p> <p>1979</p>
<p>Edward de Bono <b>The Atlas Of Management Thinking</b></p>  <p>dt</p> <p>1981</p>	<p>Edward de Bono <b>De Bono's Thinking Course</b></p>  <p>dt</p> <p>1982</p>	<p>Edward de Bono <b>Letters To Thinkers</b> <small>Further Thoughts On Critical Thinking</small></p>  <p>dt</p> <p>1982</p>	<p>Edward de Bono <b>Six Thinking Hats</b> <small>Our Best Thinking Models And Their Uses</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono <b>Master Thinkers Handbook</b> <small>A Guide To Creative Thinking</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono <b>Conflicts</b> <small>A Handbook To Resolve Them</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono <b>Tactics</b> <small>Practical And Creative Thinking</small></p>  <p>dt</p> <p>1985</p>	<p>Edward de Bono <b>I Am Right, You Are Wrong</b> <small>The Art Of Being Right And Making Others Agree</small></p>  <p>dt</p> <p>1990</p>	<p>Edward de Bono <b>Six Action Shoes</b></p>  <p>dt</p> <p>1991</p>	<p>Edward de Bono <b>Handbook For A Positive Revolution</b></p>  <p>dt</p> <p>1991</p>

# De Bono's books, 2/2

<div>Edward de Bono</div> <div>Thinking Skills For Success</div> <div></div> <div>1991</div>	<div>Edward de Bono</div> <div>Teach Your Child How To Think</div> <div><small>Help them learn and think</small></div> <div></div> <div>1992</div>	<div>Edward de Bono</div> <div>Sur/petition</div> <div><small>Creating new ideas and petitions Others Consider This A Useful Contrasting</small></div> <div></div> <div>1992</div>	<div>Edward de Bono</div> <div>Serious Creativity</div> <div></div> <div>1992</div>	<div>Edward de Bono</div> <div>Water Logic</div> <div><small>An alternative to the right to the wrong</small></div> <div></div> <div>1993</div>	<div>Edward de Bono</div> <div>Parallel Thinking</div> <div></div> <div>1994</div>	<div>Edward de Bono</div> <div>Edward de Bono's Mind Pack</div> <div><small>An alternative to the right to the wrong To Contrasting Your Thinking Skills</small></div> <div></div> <div>1995</div>	<div>Edward de Bono</div> <div>Teach Yourself To Think</div> <div><small>How to learn to think: Practical Thinking</small></div> <div></div> <div>1995</div>	<div>Edward de Bono</div> <div>A Textbook Of Wisdom</div> <div></div> <div>1996</div>	<div>Edward de Bono</div> <div>How To Be More Interesting</div> <div><small>Change the way you think and you will be more interesting</small></div> <div></div> <div>1997</div>
<div>Edward de Bono</div> <div>Edward de Bono's Super Mind Pack</div> <div></div> <div>1998</div>	<div>Edward de Bono</div> <div>Simplicity</div> <div><small>Be A Simple Thinker: Clearer Thinking</small></div> <div></div> <div>1998</div>	<div>Edward de Bono</div> <div>New Thinking For The New Millennium</div> <div></div> <div>1999</div>	<div>Edward de Bono</div> <div>Why I Want To Be King Of Australia</div> <div></div> <div>1999</div>	<div>Edward de Bono</div> <div>The De Bono Code Book</div> <div><small>Getting Beyond The Limits Of Language</small></div> <div></div> <div>2000</div>	<div>Edward de Bono</div> <div>Why So Stupid?</div> <div><small>How to improve your thinking Why Some People Learn to Stop</small></div> <div></div> <div>2003</div>	<div>Edward de Bono</div> <div>How To Have A Beautiful Mind</div> <div></div> <div>2004</div>	<div>Edward de Bono</div> <div>Six Value Medals</div> <div><small>The Six Value Medals: A New Way To Think</small></div> <div></div> <div>2005</div>	<div>Edward de Bono</div> <div>H= A New Religion</div> <div><small>How to learn to think: Practical Thinking</small></div> <div></div> <div>2006</div>	<div>Edward de Bono</div> <div>Free Or Unfree?</div> <div><small>How to learn to think: Practical Thinking</small></div> <div></div> <div>2007</div>
<div>Edward de Bono</div> <div>Intelligence Is Not Enough</div> <div></div> <div>2007</div>	<div>Edward de Bono</div> <div>Intelligence, Information And Thinking</div> <div></div> <div>2007</div>	<div>Edward de Bono</div> <div>The Importance Of Possibilities</div> <div></div> <div>2007</div>	<div>Edward de Bono</div> <div>How To Have Creative Ideas</div> <div><small>How to learn to think: Practical Thinking</small></div> <div></div> <div>2007</div>	<div>Edward de Bono</div> <div>Six Frames For Thinking About Information</div> <div></div> <div>2008</div>	<div>Edward de Bono</div> <div>Think!</div> <div><small>How to learn to think: Practical Thinking</small></div> <div></div> <div>2009</div>				

# 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.



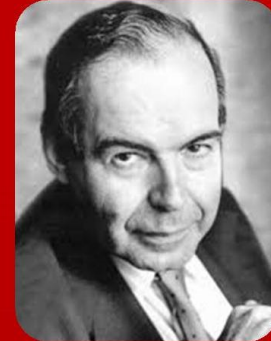


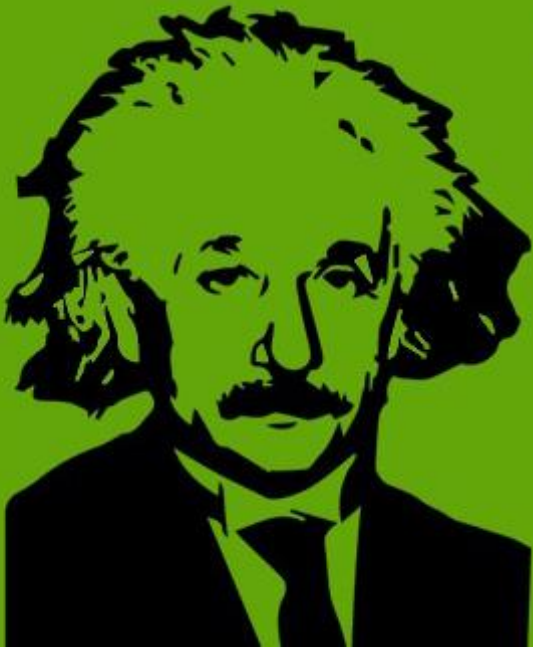
# Get to work!

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 ~



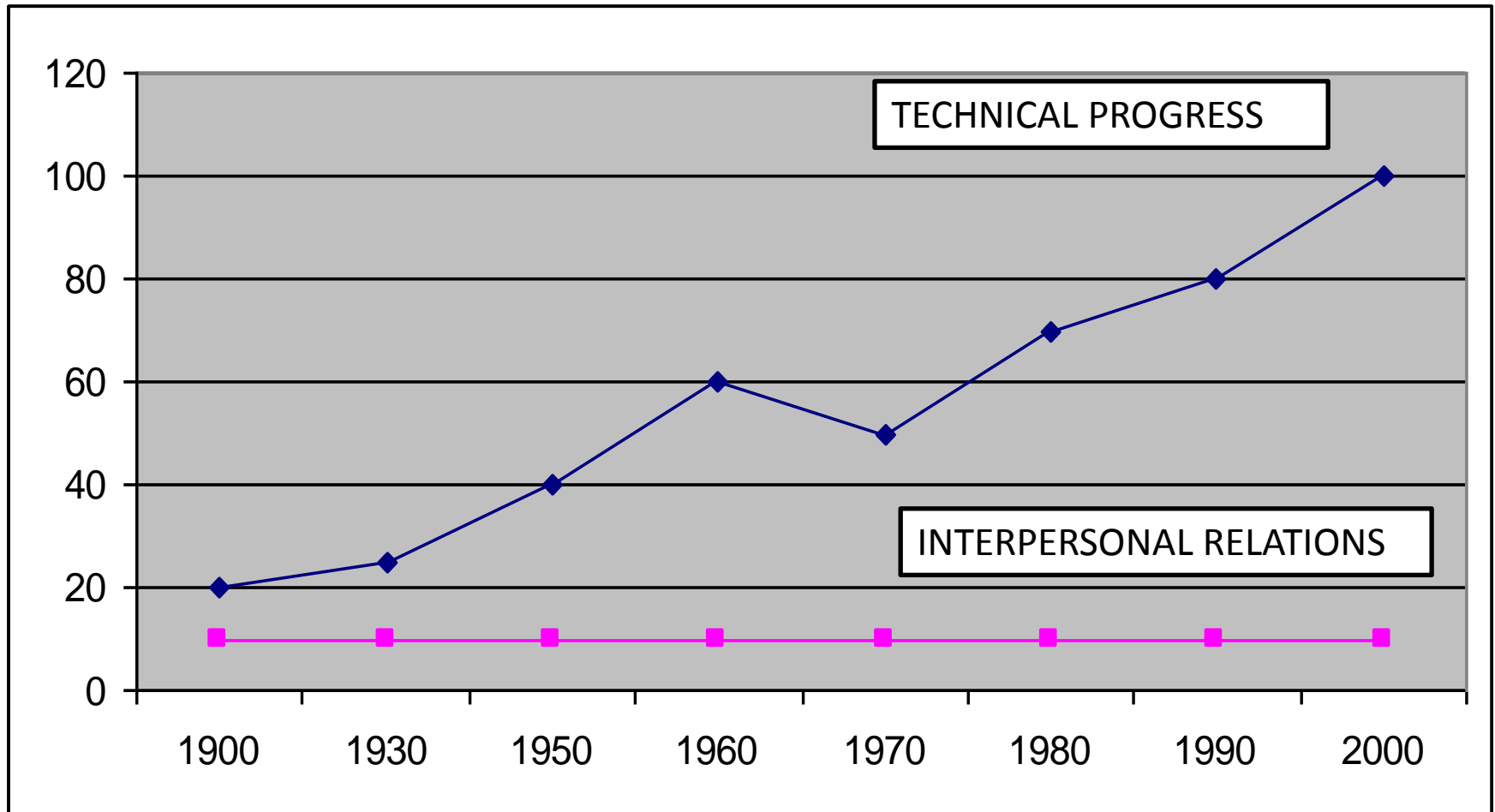


“I never made one of my discoveries through the process of rational thinking.”  
- Albert Einstein

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

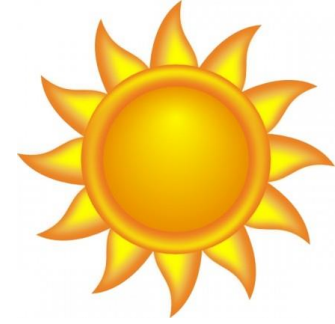
# What do you think?

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!

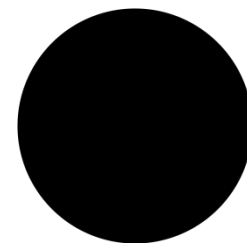
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- Focus 4: Marriage is a renewable five-year contract

**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 ...“**

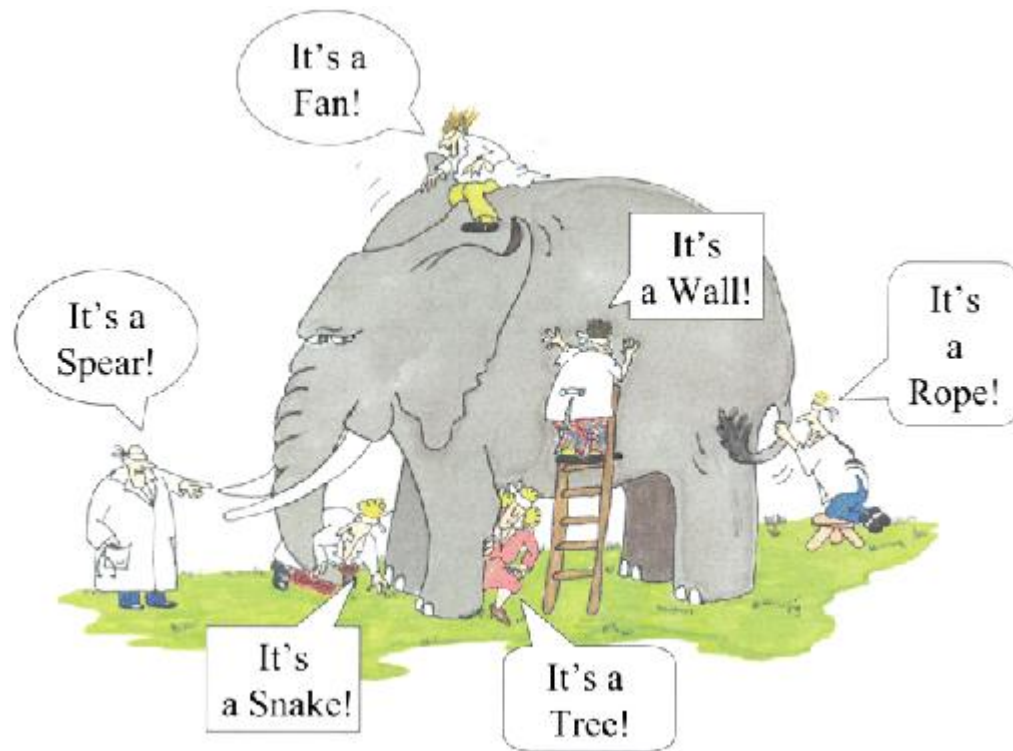
**„Wouldn't it be interesting, if ...?“**

- 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?

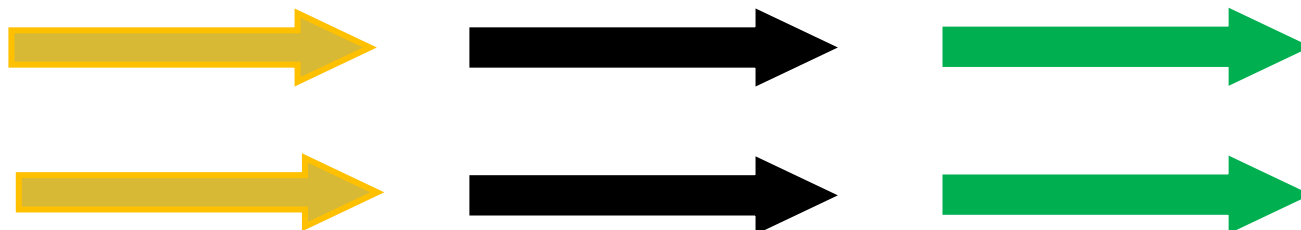
## Parallel Thinking

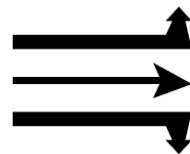
Getting everyone focused on using the same thinking tool at the same time

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

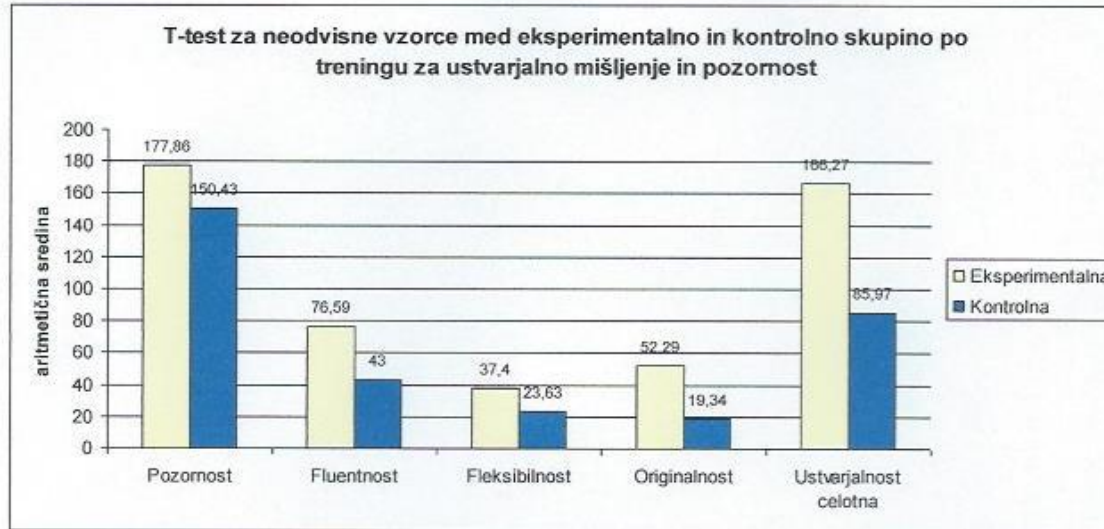
# CoRT – results

- *‘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 or her life – instead of feeling like a cork carried along by a stream of life and controlled by the currents.’*

Edward de Bono.

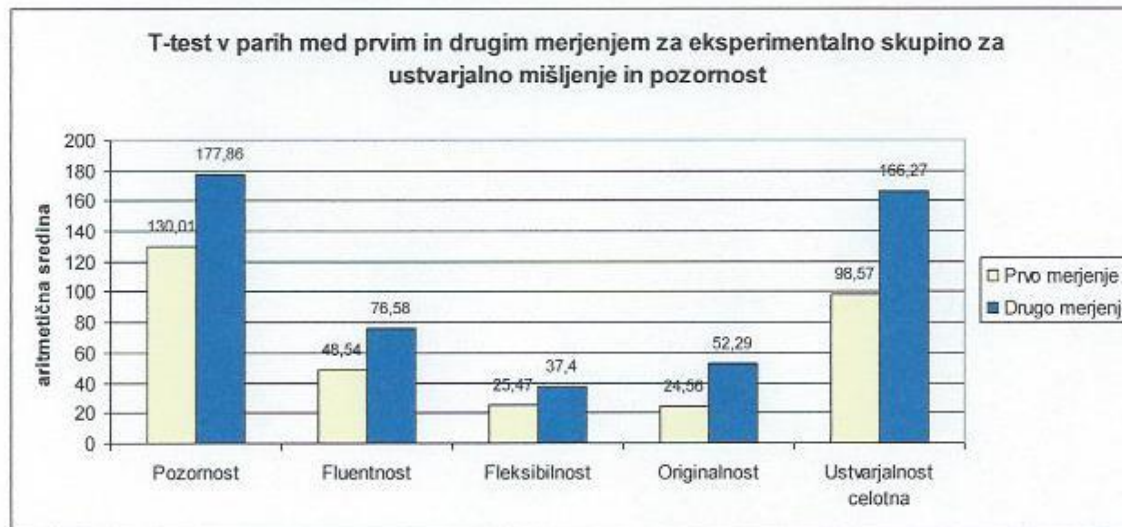
- English research:
  - Higher grades (30 – 100 %)
  - Higher employment (for 500 %)
  - Less aggression among kids (up to 10 %)
- Enjoyment, engagement

# CoRT – results in Slovenia



Experimental  
Control Group

Attention Fluency Flexibility Originality Creativity as a whole



First Measure  
Second Measure

Bojana  
Tancer  
Gnamuš,  
Ph. D.

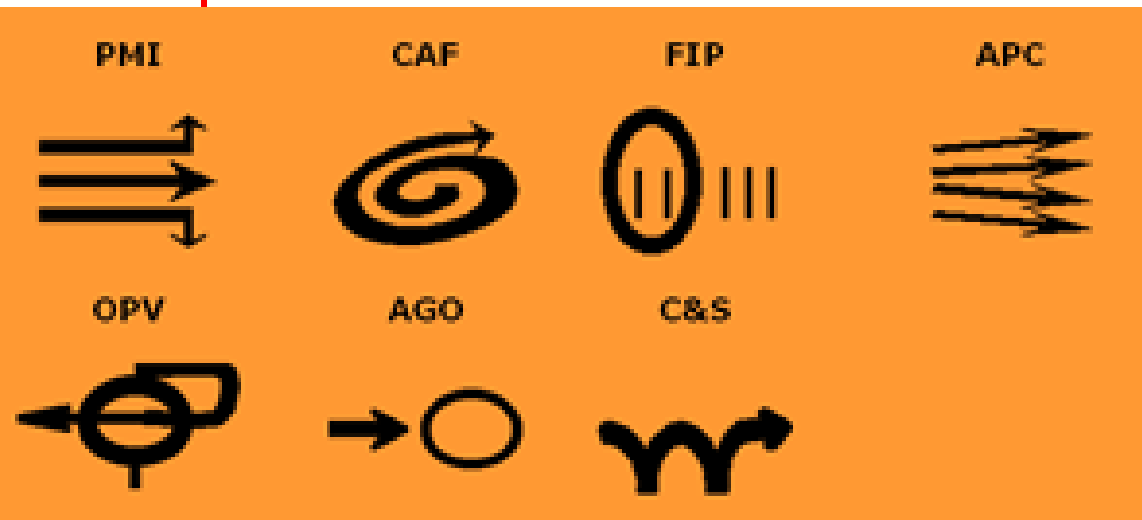


# CoRT – results in Slovenia /2012-16)



# 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)

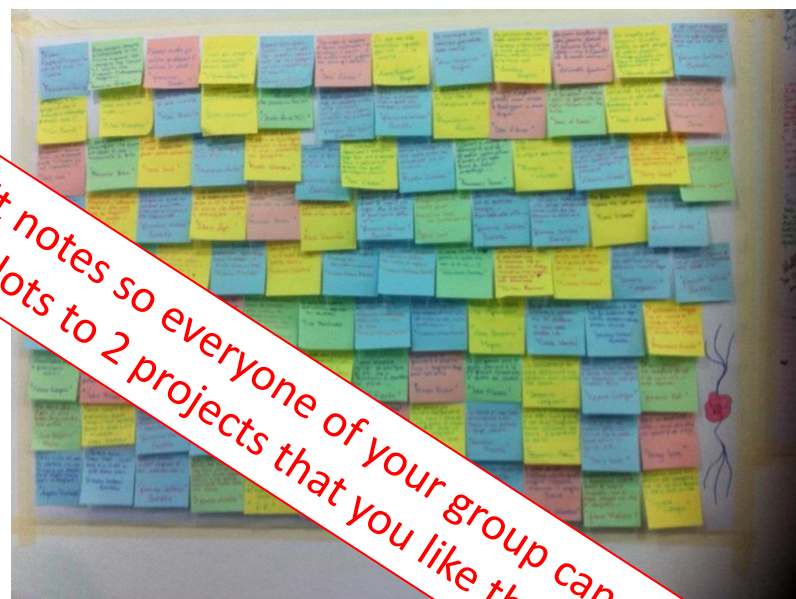
# Your project

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
- ...



# Your project



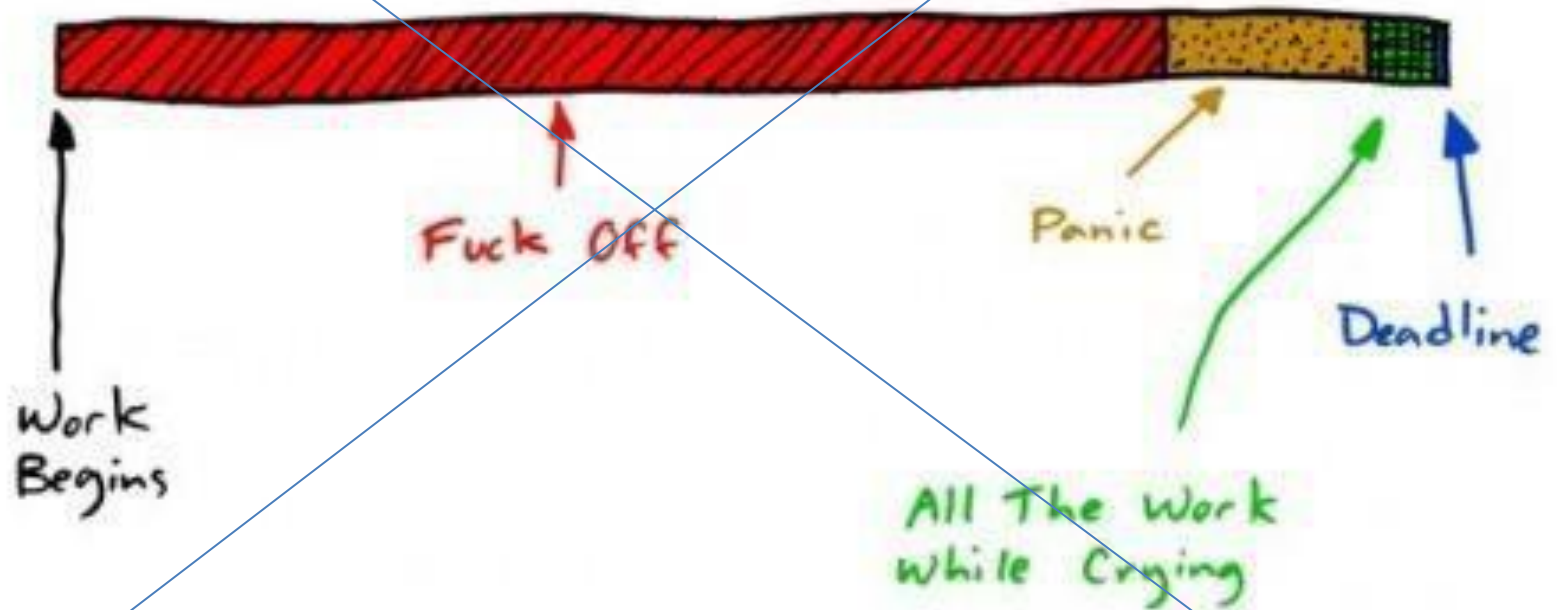
**Write down your project focus**  
with a blue marker  
on a A4 sheet of paper

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 reach 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](mailto:nastja@deBono.si)



Thank you!

The image features the words "Thank you!" in a highly stylized, hand-drawn font. Each letter is thick and filled with a different color: 'T' is yellow, 'h' is orange, 'a' is green with a black dotted border, 'n' is purple, 'k' is orange, 'y' is green with a black dotted border, 'o' is pink with a black dotted border, 'u' is blue with a black dotted border, and the exclamation mark is blue with a black dotted border. The letters are decorated with various patterns, including zig-zags, wavy lines, and dashed lines. There are four flowers: a blue five-petaled flower with a purple center above the 'k', a blue five-petaled flower with a purple center to the right of the 'k', a large pink five-petaled flower with a yellow center and white dashed lines on the petals to the left of the 'y', and a small blue five-petaled flower with a purple center below the 'u'. The entire graphic is set against a light blue background.