

**DIY-Learn-creative-workshop   DIYLearn**

**Creative Workshop**

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This module will support your understanding and use of the Creative Workshop Tool from the DIY Toolkit. You should look at the Creative Workshop Template which can be found on page 83 of the [DIY Toolkit](http://www.open.edu/openlearn/ocw/mod/oucontent/olinkremote.php?website=DIY-Learn-creative-workshop&targetdoc=DIY%20Toolkit), before working through the module. You will find it helpful to have a printout of the Creative Workshop Template with you while you work through this module.

Many of the complex challenges that we face in development and social enterprise could benefit from fresh thinking and a more imaginative approach. Bringing people together to focus on thinking differently about a specific problem can help to achieve new breakthroughs, or at least understand the elements of the issue in more detail. A Creative Workshop is a tool that can be used to enable this process of collaborative innovation.

A Creative Workshop can also improve your credibility, and that of your organisation, by demonstrating that you value input from other stakeholders, and that you are fair, ethical and transparent.

This module shows you the steps involved to plan and deliver a Creative Workshop. The template for this tool is particularly flexible, and you should expect to adjust the timings and activities for your own needs. The example given uses Personas (page 74 of the [DIY Toolkit](http://www.open.edu/openlearn/ocw/mod/oucontent/olinkremote.php?website=DIY-Learn-creative-workshop&targetdoc=DIY%20Toolkit)) as a focus; however, you are likely to produce a different version of the template for each Creative Workshop you run.

Start of Study Note

**Learning outcomes**

After studying this module, you should be able to:

* describe why you would use a Creative Workshop (SAQ 1)
* recognise and understand the key steps in planning a Creative Workshop (SAQ 2)
* plan a Creative Workshop (SAQ 3)
* evaluate and select other DIY tools to facilitate key steps for a Creative Workshop (SAQ 4).

End of Study Note

## 1  When you might use a Creative Workshop

A Creative Workshop provides an opportunity to bring together key people to create fresh thinking about an idea. It is used in many different scenarios, for example:

* when a project is in the initial design phase
* when ‘business as usual’ is not working and standard solutions have failed
* when there is a new opportunity to do things differently.

A Creative Workshop is distinguished from other workshops by its focus on providing a supportive environment for participants to share new and innovative ideas openly.

A Creative Workshop can be used to:

* generate and explore a range of ideas
* select and build upon the best ideas
* create a clear vision for how ideas can be realised
* do all of these things!

You set the purpose and boundary of your own Creative Workshop.

Holding a successful Creative Workshop takes careful thought and planning. A poorly run workshop is a dispiriting experience for all involved. The facilitator needs to be sure that the right people are in the room, and that they have the space and support they need to think playfully and inventively about potentially serious topics.

Start of Figure



Figure 1  A Creative Workshop can harness ‘blue-sky’ thinking!

[View alternative description - Figure 1  A Creative Workshop can harness ‘blue-sky’ thinking!](" \l "Session1_Alternative1)

End of Figure

## 1.1  What’s the purpose?

You will need to have a clear purpose for the Creative Workshop in order to achieve your objectives and persuade people to attend. Being able to explain your purpose succinctly to colleagues is an important first step. Get some informal feedback as to whether the Creative Workshop is a good idea before committing to it. You could do this by asking the following questions.

* What is the exact challenge you wish to solve, encapsulated in one sentence?
* Would your target participants be excited to attend?
* Are you focusing on the most important issue, or are there other ideas to discuss?

Emphasise the Creative Workshop’s focus on solutions, as people are more likely to attend if they know there will be a clear output.

Start of Box

**Case Study 1: A Creative Workshop in health education**

Feven is a project manager delivering two masters programmes for health strengthening in a sub-Saharan country. The programmes are delivered through blended learning. Students, who are health managers in the health system, study independently, but attend a university for one week in four for teaching. The rest of the time they continue in their health management roles. However, there are problems with the delivery format of the masters’ programmes.

Students complained that they didn’t have enough time to study the modules effectively because of the demands of their jobs, and their line managers complained that their commitment and effectiveness in their jobs was compromised. The universities and academics were also struggling to timetable the teaching every four weeks.

Feven organised a Creative Workshop and invited representatives from the Ministry of Health, students’ line managers, the universities, teachers and students. Over the course of one day the Creative Workshop process was followed and some new ideas emerged. These included giving students study time and enabling students to delegate more work to colleagues, but the most popular suggestion was to shift the programme from a two-year delivery to three years.

This was quite a radical departure, but was welcomed by all stakeholders. The Ministry was reassured that its investment in producing the programmes would lead to improvements in health service delivery because students now had sufficient time to study without compromising their responsibilities at work. This also pleased their line managers, and the universities had more time to deliver the programmes in a robust way, placing less strain on their academics.

On reflection, Feven said that the greatest benefit of the Creative Workshop was that stakeholders heard the perspectives of others, and also appreciated that unless each stakeholder’s concerns were addressed, the project aim and many of its objectives would be undermined. The Creative Workshop provided an opportunity for reflection, and to reorientate the project so that it could deliver the intended benefits and increase the commitment of all stakeholders.

End of Box

Start of Activity

**Activity 1**

Allow around 15 minutes for this activity

Start of Question

In the text box below, reflect on a situation in your work when this tool would potentially have worked for you. Why do you think it might have worked?

End of Question

*Provide your answer...*

[View discussion - Activity 1](" \l "Session1_Discussion1)

End of Activity

## 1.2  Who should attend?

Gathering all relevant stakeholders together ensures that there will be many ideas, because a wide variety of perspectives will be heard. People are more likely to engage with the ideas emerging from the Creative Workshop because they have been involved in forming them. Resistance is also likely to be lower because there will be no surprises.

Identifying relevant stakeholders requires careful thought. You need to have representatives from all stakeholder groups, both internal and external, and to think about the balance between them. This may be the first time diverse stakeholder representatives have come together, for example, from government, non-governmental organisations, donors and user groups, and you will need to manage all their expectations. This can be a challenge!

One way to ensure you have a workable and effective balance of people is to differentiate stakeholders into primary and secondary stakeholders, where primary stakeholders are those directly affected by the focus of the Creative Workshop, and secondary stakeholders are indirectly affected. You could use the People & Connections Map from page 68 of the [DIY Toolkit](http://www.open.edu/openlearn/ocw/mod/oucontent/olinkremote.php?website=DIY-Learn-creative-workshop&targetdoc=DIY%20Toolkit) to help this process.

Start of Study Note

**Key point**

Getting the right mix of stakeholders together in a Creative Workshop brings a wide variety of perspectives on an issue, ensuring that there will be many ideas generated and shared.

End of Study Note

## 2  Planning a Creative Workshop

Before the workshop, you will need to think about practicalities such as finding a good venue, with the right facilities, in a location that the majority of participants (especially the primary ones) will find easy to access. You want to encourage openness, so think about whether the venue is a neutral one for all partners. Make sure you have allowed for any special requirements such as wheelchair access, and make arrangements for food and drink. Ensure that all participants know the location and timings, and suggest that they dress casually if this is appropriate.

Start of Activity

**Activity 2**

Allow around 10 minutes for this activity

Start of Question

In the text box below, reflect on when you are at your most creative and innovative, and then think about what influencing factors you could replicate at the Creative Workshop. For example, I feel creative when I am relaxed and comfortable, so a very formal environment for a workshop wouldn’t work for me. You might also find it helpful to think about when you aren’t feeling creative. What do you need to avoid?

End of Question

*Provide your answer...*

[View discussion - Activity 2](" \l "Session2_Discussion1)

End of Activity

Start of Figure



Figure 2  We all have latent intellectual power; we just need a Creative Workshop to unleash it

[View alternative description - Figure 2  We all have latent intellectual power; we just need a Creative Workshop ...](" \l "Session2_Alternative1)

End of Figure

There are six steps in planning a Creative Workshop, as shown in the flow diagram in Figure 3. A clear step-by-step schedule of activities and timings for each activity will help to make the planning a success. During the Creative Workshop itself you can manage your available time and decide how long to dedicate to each step.

Start of Figure



Figure 3  The steps in a Creative Workshop

[View alternative description - Figure 3  The steps in a Creative Workshop](" \l "Session2_Alternative2)

End of Figure

## 2.1  Introduce plan

If the Creative Workshop is to be successful, its purpose and structure need to be understood by all participants. Help people to focus on a productive day by introducing the purpose and structure of the Creative Workshop. Outline the problem that you have come together to solve, and emphasise the importance of thinking inventively to move away from the current position. Reassure participants that this is a safe environment for sharing ideas and that nothing is off limits, however silly it might seem. You could illustrate this with an example of some particularly playful creative thinking.

If you are really organised you could also send out a summary with the joining instructions for the workshop. Box 1 provides a checklist to ensure you cover what you need.

Start of Box

**Box 1: Creative Workshop checklist**

* What is the purpose of the Creative Workshop?
* Who is attending the workshop? (This might be roles rather than names.)
* What is expected from participants? (Think about both preparatory work and during the workshop itself.)
* How will participants work together?
* How will they share their ideas?
* What materials and tools do you intend to use? (Provide necessary props like flip charts, marker pens, sticky notes and sticky tape.)
* How will you capture the results?
* What will happen after the workshop to make sure ideas become actions?

End of Box

## 2.2  Define focus areas

Group people together to define the focus areas that they will explore. Because you are likely to have multi-stakeholder participants, you need to decide whether it is best to allow similar stakeholders to work together – for example, all donors – or to mix up their knowledge and skills across groups. The former is likely to give rise to a voicing of interests around the issue, which may be a good starting point for sharing the different perspectives of stakeholders. The latter is likely to give rise to a broader and less positional voicing of interests, which may be good for moving towards solutions.

Think about how you will ask groups to capture their ideas; for example, using flip charts or sticky notes. Whilst the groups are working, go round and listen to the sorts of ideas that are being generated. Don’t be afraid to redirect groups that are going off topic – a good definition of a focus area should be short and to the point.

## 2.3  Display interim progress

Here, the groups bring their ideas together. The focus areas could emerge clearly or you might be able to identify three or four broad themes from diverse ideas, in which case you can pin those headings around the room and ask each group to post their sticky notes under each heading. If you have asked the groups to capture ideas on flip charts, pin these up together.

## 2.4  Engage and participate

Continuing to work in the same groups, ask the participants to begin to think creatively around the focus areas. Remind people that this is about generating ideas rather than fully defined solutions.

A Creative Workshop is a good forum to both collect and share different stakeholder experiences. Therefore, allowing time and space for people to share their thoughts is essential, and so is the need for others to listen. A certain degree of informality such as that shown in Figure 4 can be useful for encouraging a free and open exchange of ideas. Don’t be afraid to assert your role as facilitator to make sure that everyone plays an equal part in the activity.

Start of Figure



Figure 4  Encourage discussion and debate and informality in organising ideas

[View alternative description - Figure 4  Encourage discussion and debate and informality in organising ideas](" \l "Session2_Alternative3)

End of Figure

It is a good idea to let participants move around if they wish, to help them to re-energise, spark short discussions and avoid groups becoming too embedded in a single perspective. Their purpose here is to understand the ideas of other groups and expand on their best idea in light of the ideas of others.

Case Study 2 gives one suggestion for how you can help people to think in new ways as well as encourage participants to voice their ideas, no matter how unusual.

Start of Box

**Case Study 2: Encouraging creative thinking**

Florence was facilitating workshops with non-governmental organisation (NGO) country teams, with the purpose of planning expansion and developing new business. The staff worked in small groups. Each group was given a different picture from a newspaper or magazine to prompt curiosity. They were then asked to think of any words that came to mind from the picture and write them on a flip chart.

At this point, participants did not know where the exercise was leading. The flip charts were then distributed among the groups so that each group worked with a different list of words. Florence then asked the groups to relate each word to the overall purpose, which in this case was how to develop new business and expand.

What the group found surprising was that any word could be taken and given a meaning relating to the problem. This led to some creative and unexpected suggestions, which led to further discussion, as well as much laughter. Nothing was off limits and people were comfortable about being playful enough to generate genuinely new ideas.

End of Box

## 2.5  Regroup and share interim outcomes

Bring the groups back together and ask a representative from each one to present their best idea. Check with each group that everyone is happy that their representative covered all the important points that were raised.

## 2.6  Build further

Still in one group, decide how best to move forward with the ideas created. You can begin this by asking the following questions, encouraging participants to move beyond their original outputs and to critically consider the merits of each idea.

* What is similar and different about our ideas?
* What does this tell us?
* What is striking about what we have captured so far?
* What do we want to work with further?

The group could vote on the best idea as the one all stakeholders will develop going forward. It might be possible to blend some of the ideas, or even take forward two or three. Further development is likely to be with the assistance of other DIY tools such as a Business Model Canvas, which can be found on page 20 of the [DIY Toolkit](http://www.open.edu/openlearn/ocw/mod/oucontent/olinkremote.php?website=DIY-Learn-creative-workshop&targetdoc=DIY%20Toolkit).

If this session brings you to the end of your workshop, make sure everyone knows what will happen as a result of the discussions, and who is responsible for taking ideas forward to become actions.

Start of Activity

**Activity 3**

Allow around 10 minutes for this activity

Start of Question

Put these six steps in the order in which they were presented in the text:

End of Question

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Regroup and share interim outcomes

Introduce plan

Engage and participate

Display interim progress

Define focus areas

Build further

[View answer - Activity 3](" \l "Session2_Interaction2)

End of Activity

## 2.7  Plan your own workshop

You are now in a position to plan your own Creative Workshop following the six steps you have just worked through.

Start of Activity

**Activity 4**

Allow around 40 minutes for this activity

Start of Question

Draw up a plan for the six steps of your own Creative Workshop, making notes for each of the headings.

You might find the checklist below helpful.

* I can describe the purpose of my workshop in one clear sentence.
* I have asked or intend to ask my colleagues for informal feedback on my workshop plan.
* I have a list of stakeholders that I want to invite, representing as many perspectives as possible on the issue.
* I have thought about the venue for the workshop, and all the things I can do to make it a good environment for thinking creatively.
* I know how I will group people together at the workshop in the most appropriate way for the outcome I am seeking.
* I know what resources I will need to enable the groups to capture and feed back ideas.
* I have allowed time to present back and sum up ideas.
* I have noted the need to make sure everyone understands what actions will be taken as a result of the workshop.

End of Question

[View discussion - Activity 4](" \l "Session2_Discussion2)

End of Activity

## 3  Evaluate and select other DIY tools

The Creative Workshop as presented here and in the DIY Toolkit is a framework planning tool. When it comes to delivering the Creative Workshop, you can populate the steps with your own activities or you can use other DIY tools, as the template has done with Personas. Below are some suggestions of DIY tools that you might use at each step of the Creative Workshop.

**Personas** – I want to know the people I'm working with by visualising their key characteristics (use when deciding focus areas and where it is helpful to know who the session is focused on).

**Promises & Potential Map** – I want to know the people I'm working with by defining how my offering is new to them (use when sharing interim progress, regrouping and sharing progress, as well as building further).

**Business Model Canvas** – I want to develop a clear plan on how to grow my idea into something bigger (use when building further).

**Theory of Change** – I want to clarify my priorities by defining my goals and the path to reach them (use when building further).

Figure 5 represents how you can ‘shop’ for tools to support and enrich your Creative Workshop.

Start of Figure

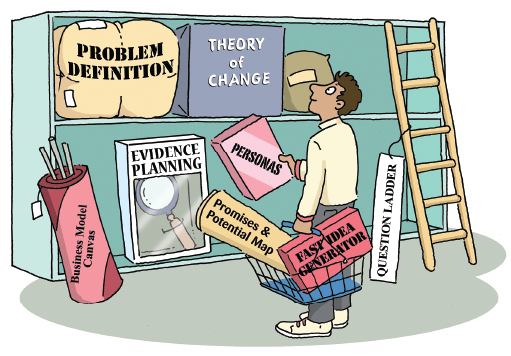


Figure 5  Shopping in the DIY toolkit shop is free!

[View alternative description - Figure 5  Shopping in the DIY toolkit shop is free!](" \l "Session3_Alternative1)

End of Figure

Start of Activity

**Activity 5**

Allow around 25 minutes for this activity

Start of Question

Decide which of the DIY tools are most appropriate for your purposes. The nine most downloaded DIY tools have been included in the list below to help you to customise your Creative Workshop. Click on ‘Reveal discussion’ underneath each tool to read a little about it. If you decide it will be useful, make a note of it. Select at least three tools.

End of Question

Start of Question

a. Evidence Planning

End of Question

[View discussion - Part](" \l "Session3_Discussion1)

Start of Question

b. SWOT Analysis

End of Question

[View discussion - Part](" \l "Session3_Discussion2)

Start of Question

c. Business Model Canvas

End of Question

[View discussion - Part](" \l "Session3_Discussion3)

Start of Question

d. Building Partnerships Map

End of Question

[View discussion - Part](" \l "Session3_Discussion4)

Start of Question

e. Problem Definition

End of Question

[View discussion - Part](" \l "Session3_Discussion5)

Start of Question

f. Theory of Change

End of Question

[View discussion - Part](" \l "Session3_Discussion6)

Start of Question

g. Question Ladder

End of Question

[View discussion - Part](" \l "Session3_Discussion7)

Start of Question

h. Personas

End of Question

[View discussion - Part](" \l "Session3_Discussion8)

Start of Question

i. Fast Idea Generator

End of Question

[View discussion - Part](" \l "Session3_Discussion9)

I hope you now have a selection of tools with which you are happy. Remember: if you find that any of the tools do not meet your expectations, you can choose another.

End of Activity

## Summary

This module has described why and when you would use a Creative Workshop and explained the steps in planning one, bringing people together to focus on thinking differently about a specific problem. It has guided you in planning your own Creative Workshop, and suggested other DIY tools you might use to deliver it.

## Self-assessment questions (SAQ)

Start of SAQ

**SAQ 1**

Start of Question

Think of three reasons why you should identify and analyse your stakeholders and invite representatives to your Creative Workshops.

End of Question

*Provide your answer...*

[View discussion - SAQ 1](" \l "Session5_Discussion1)

End of SAQ

Start of SAQ

**SAQ 2**

Start of Question

Identify whether the following statements about planning a Creative Workshop are true or false.

End of Question

Start of Question

a. The emphasis in planning a Creative Workshop is on getting things done.

End of Question

True

False

[View answer - Part](" \l "Session5_Interaction2)

[View discussion - Part](" \l "Session5_Discussion2)

Start of Question

b. Careful planning of a Creative Workshop is very important, but flexibility is also important.

End of Question

True

False

[View answer - Part](" \l "Session5_Interaction3)

[View discussion - Part](" \l "Session5_Discussion3)

Start of Question

c. People should be able to unburden themselves during a Creative Workshop.

End of Question

True

False

[View answer - Part](" \l "Session5_Interaction4)

[View discussion - Part](" \l "Session5_Discussion4)

Start of Question

d. Some good ideas can emerge from a Creative Workshop but there is no urgency to implement them.

End of Question

True

False

[View answer - Part](" \l "Session5_Interaction5)

[View discussion - Part](" \l "Session5_Discussion5)

End of SAQ

Start of SAQ

**SAQ 3**

Start of Question

Below is a list of skills that might be useful for organising a Creative Workshop. Identify the **three** skills that were mentioned in the text. (You’ll need to uncheck all of the boxes to make the ‘Reveal answer’ function work.)

End of Question

Planning

Drawing

Networking

Facilitating

Teaching

Negotiating

Brokering

Arguing

Managing

[View answer - SAQ 3](" \l "Session5_Interaction6)

End of SAQ

Start of SAQ

**SAQ 4**

Start of Question

Below are the four commonly used DIY tools to facilitate the delivery of a Creative Workshop, together with a brief description of each one. At which stage in the process would you use each tool?

End of Question

Start of Question

a. Personas – I want to know the people I'm working with by visualising their key characteristics.

End of Question

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

Build further

[View answer - Part](" \l "Session5_Interaction7)

Start of Question

b. Promises & Potential Map – I want to know the people I'm working with by defining how my offering is new to them. (Note: there are **three** correct answers for this question. You’ll need to uncheck all of the boxes to make the ‘Reveal answer’ function work.)

End of Question

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

Build further

[View answer - Part](" \l "Session5_Interaction8)

Start of Question

c. Business Model Canvas – I want to develop a clear plan on how to grow my idea into something bigger.

End of Question

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

Build further

[View answer - Part](" \l "Session5_Interaction9)

Start of Question

d. Theory of Change – I want to clarify my priorities by defining my goals and the path to reach them.

End of Question

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

Build further

[View answer - Part](" \l "Session5_Interaction10)

End of SAQ

## End of Module Quiz

Congratulations, you have now reached the end of this module! We hope that you have enjoyed it, and have learned useful skills.

**End of Module Quiz**

This quiz allows you to work towards your badge for DIY Learn: Creative Workshop. To achieve your badge, you must answer six out of eight questions correctly.

* You can try each question three times.
* There is no limit to the number of attempts you can have to take the whole quiz.
* If you answer fewer than six questions correctly, you will need to start again if you want to earn your badge.

Don’t worry if you are not successful first time, as you will be able to attempt the quiz again in 24 hours.

You need to enrol in this course before you can attempt this quiz which you can do by clicking on the Sign up / Sign in button at the top of this page.

[End of module quiz](http://www.open.edu/openlearnworks/mod/quiz/view.php?id=81125)

When you have finished the quiz, click on ‘Next’ to review your ‘Summary of attempt’. Once you are happy with your answers, click ‘Submit all and finish’. Once you have finished this quiz you will be redirected back to this page.

Don’t forget there are another nine modules to choose from which you can find on the [DIY Learn home page](http://www.open.edu/openlearncreate/course/index.php?categoryid=142).

## References and Acknowledgements

Inspired by: Lovlie L.,Reason B.,Polaine A. (2013) [Service Design: From Insight to Implementation](https://rosenfeldmedia.com/books/service-design/). p60. Rosenfeld Media

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## Solutions

## Activity 1

#### Discussion

A Creative Workshop can be particularly useful when there is a growing awareness among stakeholders that existing approaches are not working and the solutions, if not directly failing, are not delivering the desired outcomes. You might have thought about generating ideas for a new project, or a project extension, or any number of other challenges.

[Back to - Activity 1](" \l "Session1_Activity1)

## Activity 2

#### Discussion

Your answers will be personal to you, although there are some universal comfort factors such as being hydrated and having enough fresh air. Perhaps you’re at your most creative and innovative when you’re walking; in other words, not when sitting at a desk. Many people become creative and animated when talking with others about a subject that interests them. Talking from your own perspective helps you to work out the detail of what you think and feel, and hearing other perspectives either reinforces, expands or challenges that, and encourages you to think about your own perspective more deeply.

So, you could give participants at your Creative Workshop time to walk around, perhaps provide tea and coffee breaks outside the building so that they can get some fresh air. This will also give them an opportunity to mingle and chat informally, and take some exercise to foster creative thinking.

[Back to - Activity 2](" \l "Session2_Activity1)

## Activity 3

#### Answer

**The correct matches are:**

Step 1

Introduce plan

Step 2

Define focus areas

Step 3

Display interim progress

Step 4

Engage and participate

Step 5

Regroup and share interim outcomes

Step 6

Build further

[Back to - Activity 3](" \l "Session2_Activity2)

## Activity 4

#### Discussion

The content of your Creative Workshop will depend on the challenge that you want to address. If you can tick off each of the items in the checklist, the chances are that you have made a good start. If not, go back and fill in the gaps.

[Back to - Activity 4](" \l "Session2_Activity3)

## Activity 5

### Part

#### Discussion

I want to look ahead by defining the outcomes from my work.

[Back to - Part](" \l "Session3_Part2)

### Part

#### Discussion

I want to develop a clear plan by evaluating how I am doing and what my options are.

[Back to - Part](" \l "Session3_Part3)

### Part

#### Discussion

I want to develop a clear plan on how to grow my idea into something bigger.

[Back to - Part](" \l "Session3_Part4)

### Part

#### Discussion

I want to develop a clear plan for working with other groups that have the same vision as me.

[Back to - Part](" \l "Session3_Part5)

### Part

#### Discussion

I want to clarify my priorities by focusing on key critical issues.

[Back to - Part](" \l "Session3_Part6)

### Part

#### Discussion

I want to clarify my priorities by defining my goals and the path to reach them.

[Back to - Part](" \l "Session3_Part7)

### Part

#### Discussion

I want to collect inputs from others by getting to the heart of what motivates people.

[Back to - Part](" \l "Session3_Part8)

### Part

#### Discussion

I want to know the people I'm working with by visualising their key characteristics.

[Back to - Part](" \l "Session3_Part9)

### Part

#### Discussion

I want to generate new ideas by thinking differently.

[Back to - Part](" \l "Session3_Part10)

## SAQ 1

#### Discussion

Are these amongst your reasons?

* It ensures that lots of ideas will be generated.
* It ensures that a variety of perspectives will be heard.
* Stakeholders are more likely to engage with ideas they co-created.
* Resistance will be lower because there will be no surprises.
* It increases your credibility and that of your organisation.
* It’s fair.
* It improves your chances of a successful Creative Workshop.

[Back to - SAQ 1](" \l "Session5_SAQ1)

## SAQ 2

### Part

#### Answer

**Right:**

False

**Wrong:**

True

[Back to - Part](" \l "Session5_Part2)

#### Discussion

The correct answer is false – it’s on thinking creatively and generating ideas. The hard work is likely to come afterwards when the ideas are realised.

[Back to - Part](#Session5_Part2)

### Part

#### Answer

**Right:**

True

**Wrong:**

False

[Back to - Part](" \l "Session5_Part3)

#### Discussion

The correct answer is true – you can’t plan for every conceivable occurrence, so you will need to be flexible to accommodate what happens organically.

[Back to - Part](#Session5_Part3)

### Part

#### Answer

**Right:**

False

**Wrong:**

True

[Back to - Part](" \l "Session5_Part4)

#### Discussion

The correct answer is false – whilst Creative Workshops should allow people to say what they think, this is not so they can feel better. The focus is on co-creating solutions, not ranting.

[Back to - Part](#Session5_Part4)

### Part

#### Answer

**Right:**

False

**Wrong:**

True

[Back to - Part](" \l "Session5_Part5)

#### Discussion

The correct answer is false – a Creative Workshop is not a pacifier. Some things have to change if it is to be a true success.

[Back to - Part](#Session5_Part5)

## SAQ 3

#### Answer

**Right:**

Planning

Facilitating

Managing

**Wrong:**

Drawing

Networking

Teaching

Negotiating

Brokering

Arguing

[Back to - SAQ 3](" \l "Session5_SAQ3)

## SAQ 4

### Part

#### Answer

**Right:**

Define focus areas

**Wrong:**

Introduce plan

Display interim progress

Engage and participate

Regroup and share interim outcomes

Build further

[Back to - Part](" \l "Session5_Part7)

### Part

#### Answer

**Right:**

Display interim progress

Regroup and share interim outcomes

Build further

**Wrong:**

Introduce plan

Define focus areas

Engage and participate

[Back to - Part](" \l "Session5_Part8)

### Part

#### Answer

**Right:**

Build further

**Wrong:**

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

[Back to - Part](" \l "Session5_Part9)

### Part

#### Answer

**Right:**

Build further

**Wrong:**

Introduce plan

Define focus areas

Display interim progress

Engage and participate

Regroup and share interim outcomes

[Back to - Part](" \l "Session5_Part10)

# Figure 1  A Creative Workshop can harness ‘blue-sky’ thinking!

## Alternative description

Photo of a blue sky and white clouds with 9 cartoon light bulbs in the sky

[Back to - Figure 1  A Creative Workshop can harness ‘blue-sky’ thinking!](" \l "Session1_Figure1)

# Figure 2  We all have latent intellectual power; we just need a Creative Workshop to unleash it

## Alternative description

Photo of yellow sports car driving fast on a road

[Back to - Figure 2  We all have latent intellectual power; we just need a Creative Workshop to unleash it](" \l "Session2_Figure1)

# Figure 3  The steps in a Creative Workshop

## Alternative description

Vertical flow chart diagram with six boxes showing the steps in a Creative Workshop. Box 1: Introduce plan, Box 2: Define focus area, Box 3: Display interim progress, Box 4: Engage and participate, Box 5: Regroup and share interim outcomes, Box 6: Build further.

[Back to - Figure 3  The steps in a Creative Workshop](" \l "Session2_Figure2)

# Figure 4  Encourage discussion and debate and informality in organising ideas

## Alternative description

Group of seven people standing close together looking at 3 large sheets of hand written paper on a wall

[Back to - Figure 4  Encourage discussion and debate and informality in organising ideas](" \l "Session2_Figure3)

# Figure 5  Shopping in the DIY toolkit shop is free!

## Alternative description

Cartoon of a man standing in front of a shelving unit with objects on or next to it including packages labelled ‘Problem Definition’, ‘Theory of Change’, ‘Evidence Planning’, ‘Business Model Canvas’ and a ladder with label attached ‘Question Ladder’. The man is also holding a shopping basket in one hand containing packages labelled ‘Promises & Potential Map’ and ‘Fast Idea Generator’ and is holding a package labelled ‘Personas’ in his other hand.

[Back to - Figure 5  Shopping in the DIY toolkit shop is free!](" \l "Session3_Figure1)