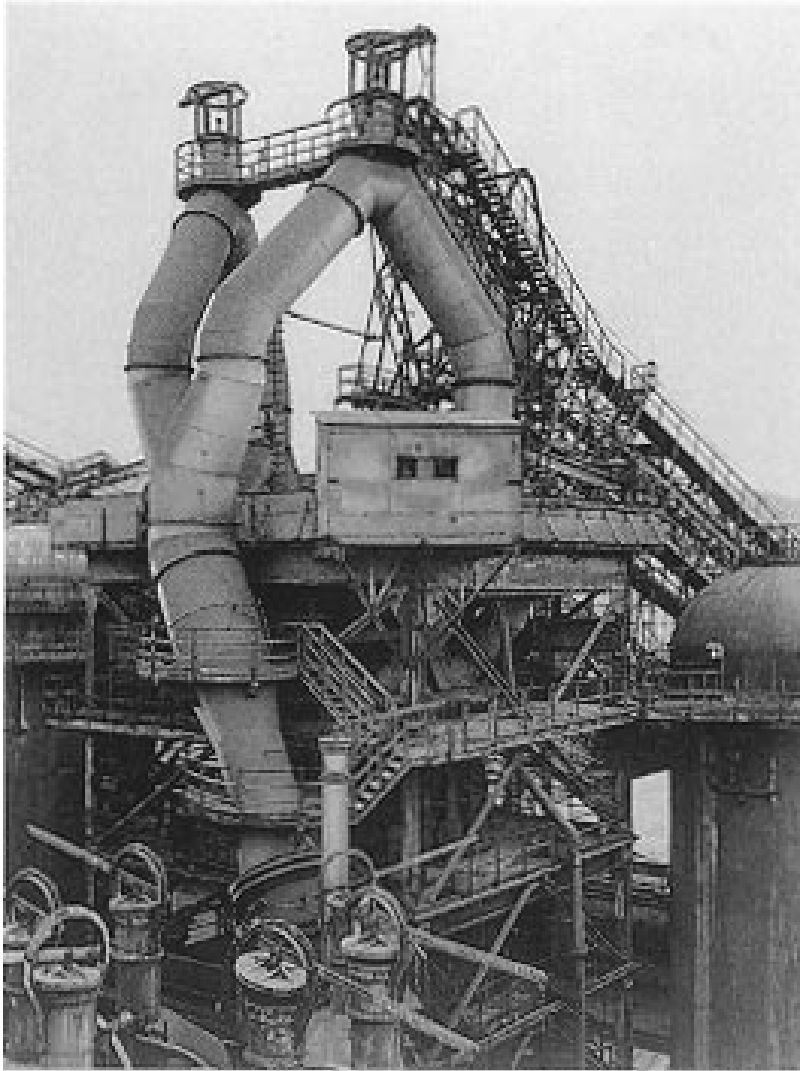


Mary Wright  
Program Director, Workforce Readiness

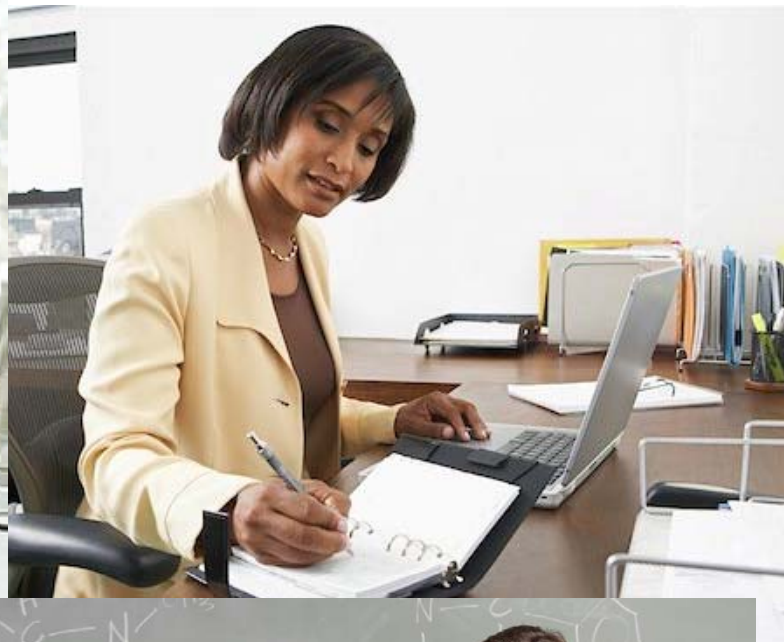
# Creativity and Workforce Development

## April 28, 2011









## Key Points

- Creativity and innovation are valued, and valuable
- There is a creativity “gap” – we could do much better. But it is harder to say we face a perceived “creativity crisis”
- Both schools and business want to encourage creativity but neither segment supports its development to the extent desired
- Additional discussions are needed amongst all stakeholders to realign needs and resources



## Business Values Creativity

- 97% of employers surveyed agreed that creativity is of increasing importance in the workplace
- *“We need people who think with the creative side of their brains - people who have played in a band, who have painted, been involved in the community as volunteers. It enhances symbiotic thinking capabilities, not always thinking in the same paradigm, learning how to kick-start a new idea or how to get a job done better, less expensively.”*

Annette Byrd, Healthy Work Environment, GlaxoSmithKline



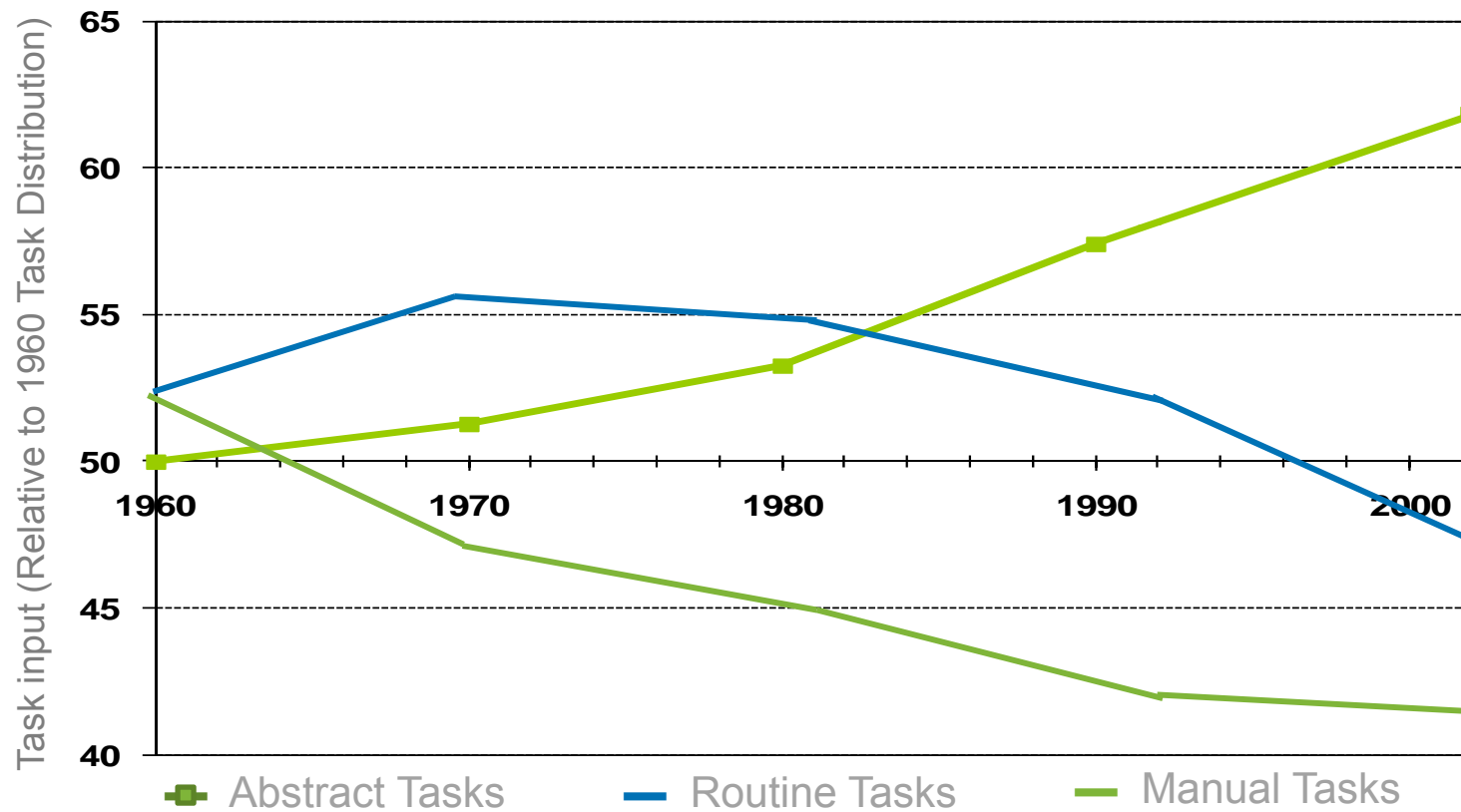
# Business Values Innovation - The CEO Challenge 2011 – Regional Top Challenges

	Global	United States	Europe	Asia	Rest of World
1	Business growth	Business growth	Business growth	Talent	Business growth
2	Talent	Government regulation	Cost optimization	Business growth	Government regulation
3	Cost optimization	Innovation	Innovation	Innovation	Innovation
4	Innovation	Talent	Customer relationships	Corporate brand and reputation	Corporate brand and reputation
5	Government regulation	Cost optimization	Government regulation	Sustainability	Customer relationships
6	Customer relationships	International expansion	International expansion	Cost optimization	Cost optimization
7	Corporate brand and reputation	Customer relationships	Talent	Government regulation	Talent

*CEOs identified creativity as the No. 1 “leadership competency” of the future\*\**



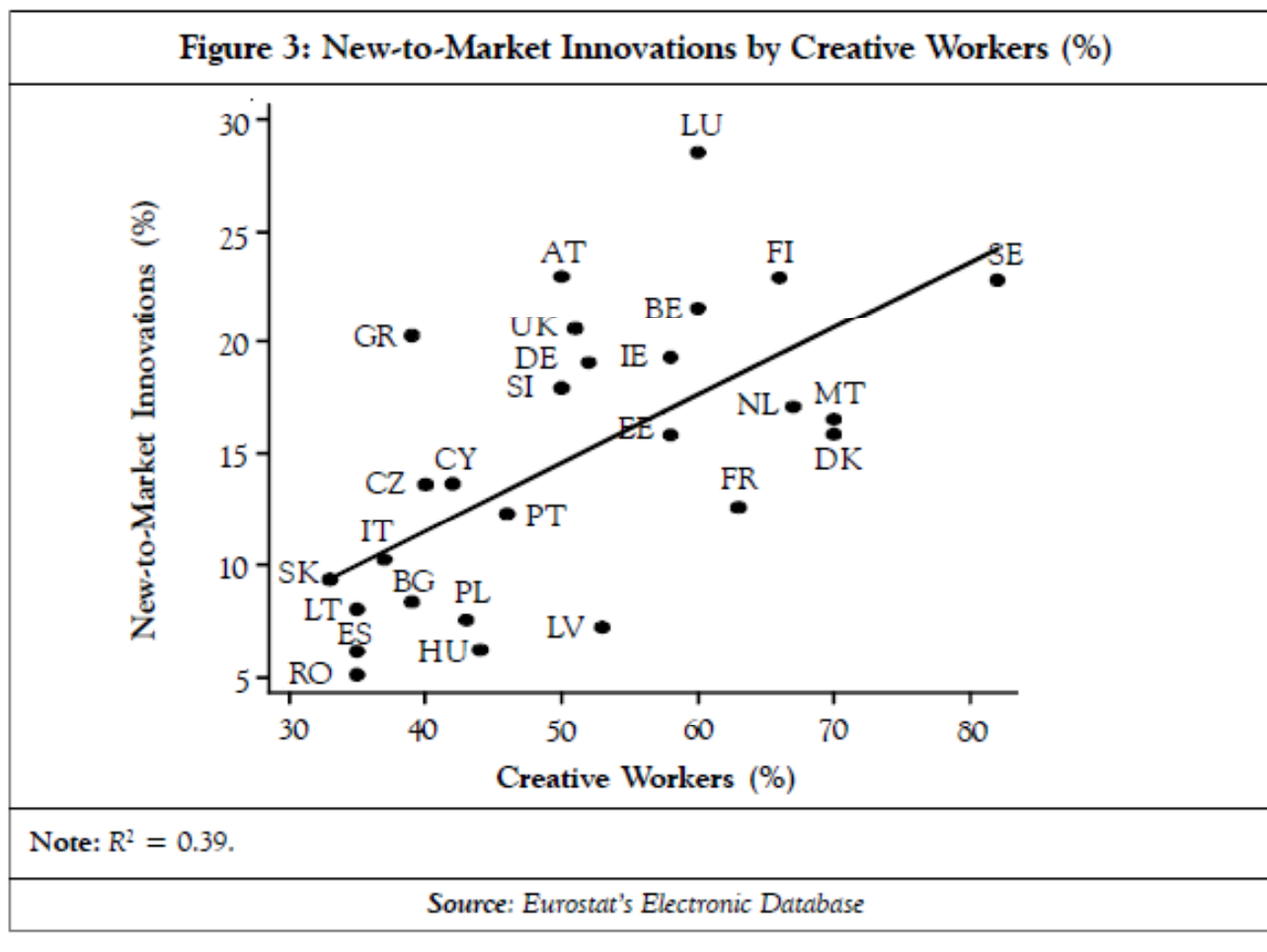
# Representative Evidence: Trends in U.S. Job Task Content 1960 – 2002



Source: David Autor, presentation for The Conference Board's Advisory Group Meeting on Innovation and Competitiveness Project



# Intensity of creative work correlates with national economic performance



“Measuring Creative Work: The European Experience (2010),” IUP Journal of Knowledge Management



## Key Points

- Creativity and innovation are valued, and valuable
- There is a creativity “gap” – we could do much better. But it is harder to say we face a perceived “creativity crisis”
- Both schools and business want to encourage creativity but neither segment supports its development to the extent desired
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RESEARCH REPORT  
**THE ILL-PREPARED U.S. WORKFORCE**  
Exploring the Challenges of Employer-Provided Workforce Readiness Training



### ARE THEY REALLY READY TO WORK?

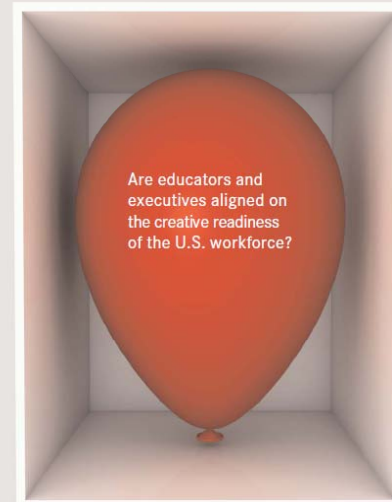
Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce



THE CONFERENCE BOARD 

## Ready to Innovate

RESEARCH REPORT  
R-1424-09-RR

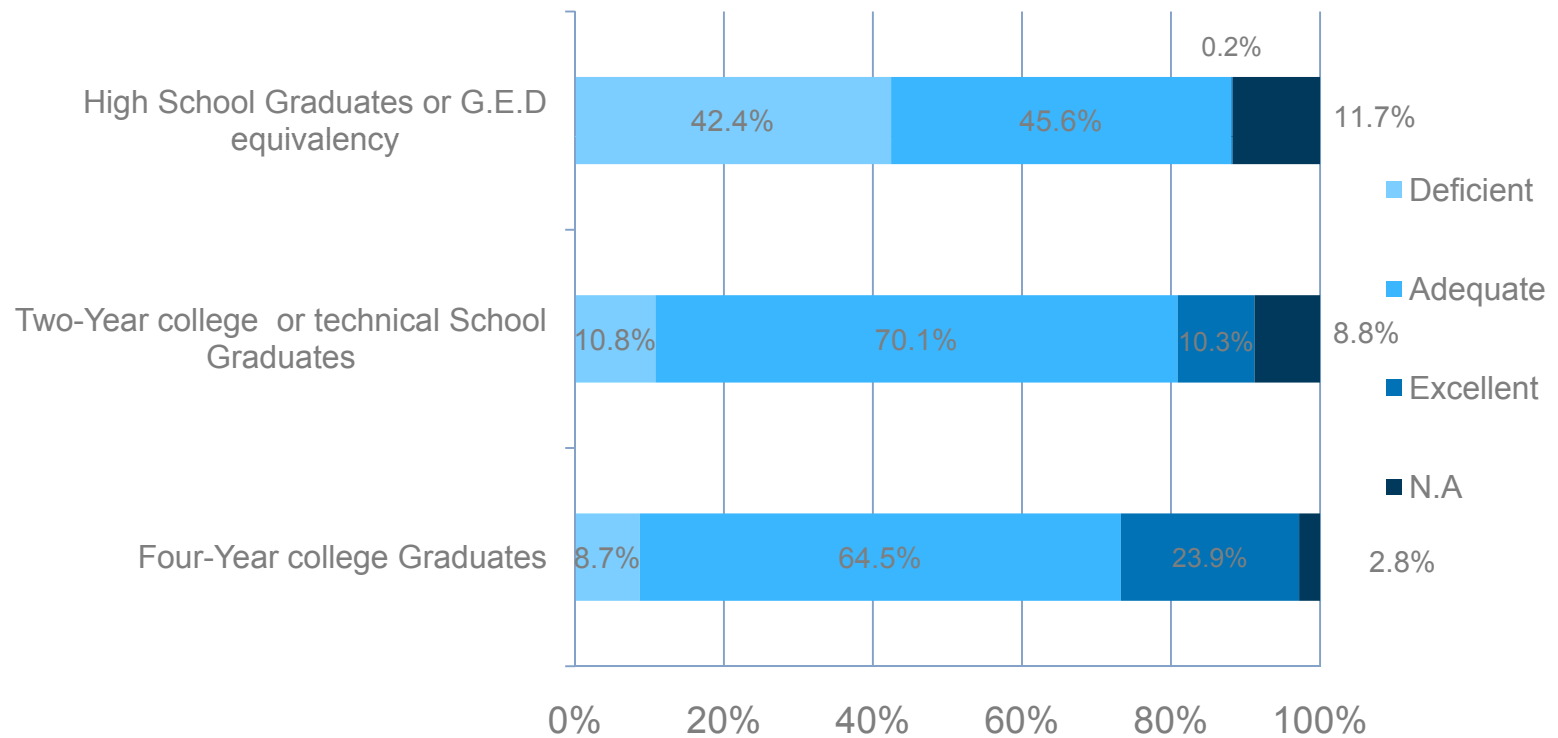


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Worldwide



# Employers See Little Excellence in New Entrants to Workforce

Overall Preparation of New Entrants to the Workforce



# Creativity is a deficiency among 2-year College Entrants

Workforce Readiness Report Card of New Entrants-  
Two-year College/Technical School Diploma

Deficiency	%	Excellence	%
Written Communications	47.3%	Information Technology Application	25.7%
Writing in English	46.4%		
Professionalism/ Work Ethic	31.3%		
Lifelong Learning/ Self Direction	27.9%		
Creativity/Innovation	27.6%		
Critical Thinking/Problem Solving	22.8		
Oral Communications	21.3%		
Ethics/Social Responsibility	21.0%		



# Four year college graduates demonstrate some excellence in creativity

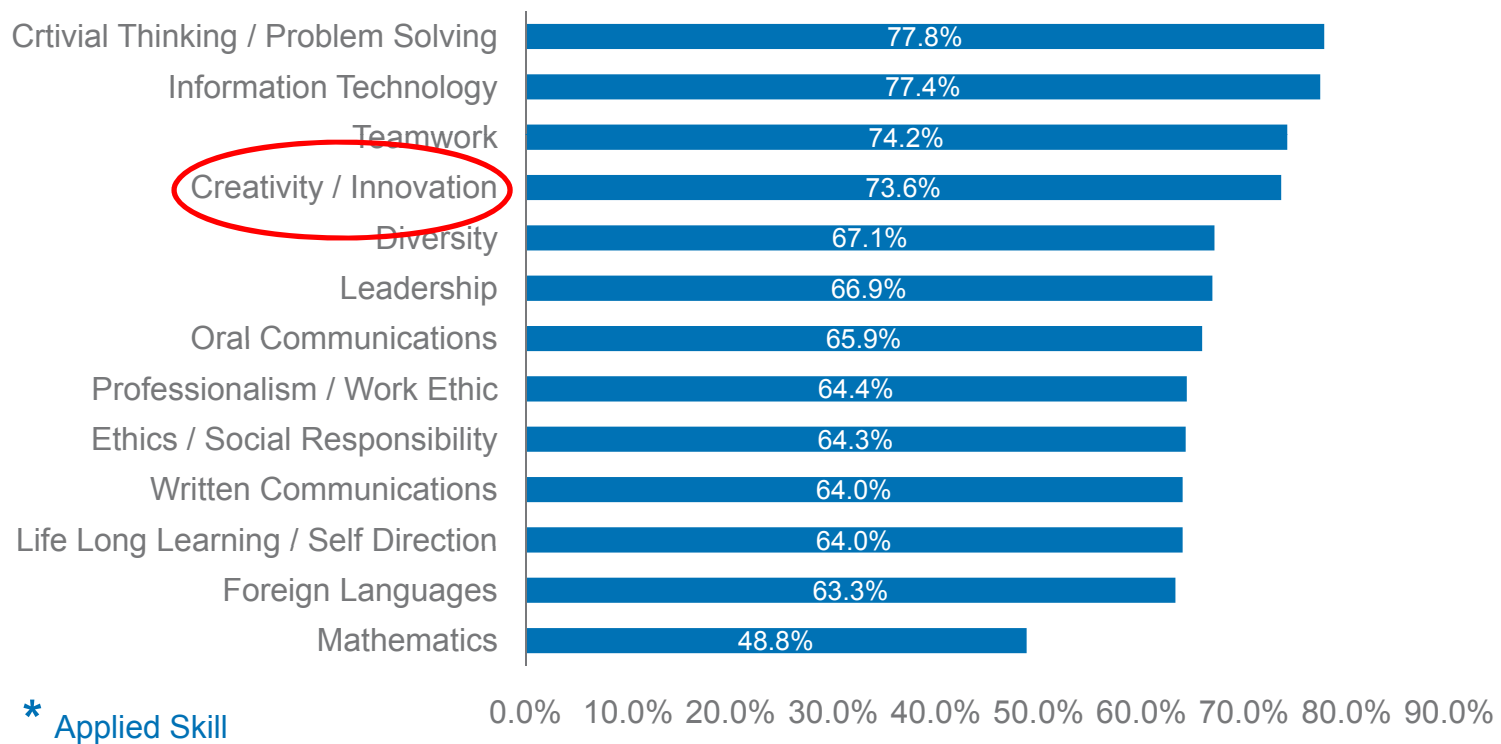
Workforce Readiness Report Card of New Entrants-  
Four-Year College Diploma

Deficiency	%	Excellence	%
Written Communications	27.8%	Information Technology Application	46.3%
Writing in English	26.2%	Diversity	28.3%
Leadership	23.8%	Critical Thinking/Problem Solving	27.6%
		English Language	26.2%
		Lifelong Learning/Self Direction	25.9%
		Reading Comprehension	25.9%
		Oral Communications	24.8%
		Teamwork/Collaboration	24.6%
		Creativity/Innovation	21.5%



# Importance of Applied Skills Only Increasing

Over Next Five Years Importance Will Increase:



## Key Points

- Lots of evidence that creativity and innovation are valued, and valuable
- There is a creativity “gap” – we could do much better. But it is harder to say we face a perceived “creativity crisis”
- **Both schools and business want to encourage creativity but neither segment supports its development to the extent desired**
- Additional discussions are needed amongst all stakeholders to realign needs and resources

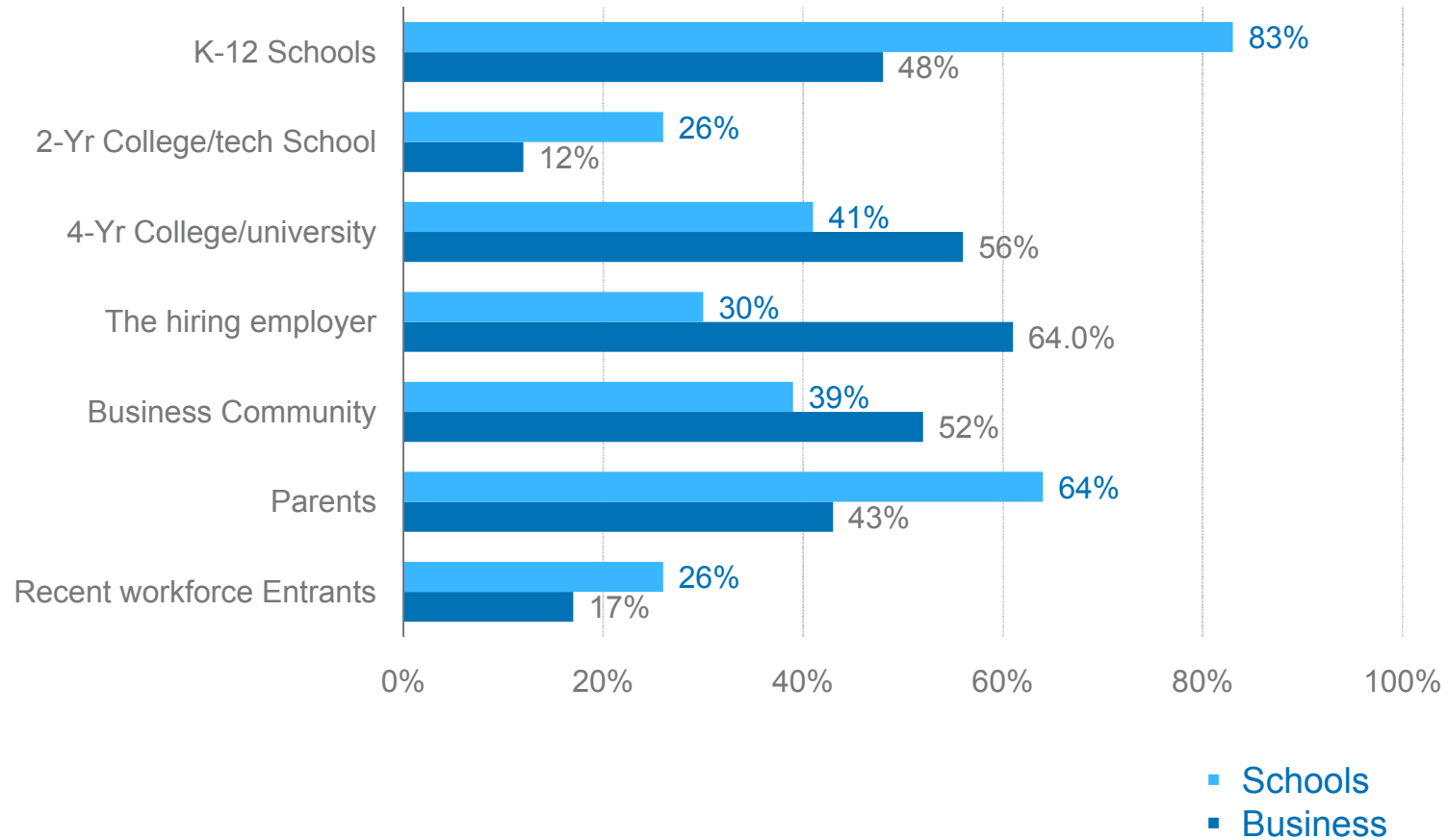


## Ready to Innovate

- Fortune 1000 executives (TCB members and others) - *What do Business Executives mean by Creativity/Creative Skills*
  - ✓ How is it defined
  - ✓ How is it identified
  - ✓ Is it a trained skill or inherent capability
  - ✓ Is it Measured/Rewarded
- AASA Members - *How do school leaders enhance Creativity/Creative Skills in their curriculum*
  - ✓ What helps instill creativity
  - ✓ Is it offered in the school setting
  - ✓ Is it viewed as an important skill



# Whose primary responsibility is it to instill Creativity?



# Identifying Creativity

## Which best demonstrates creativity?\*

(#1=most popular choice)

	Business/ Employers	School Superintendents
<b>Problem-identification or articulation</b>	1	9
Ability to identify new patterns of behavior or new combination of actions	2	3
Integration of knowledge across different disciplines	3	2
Ability to originate new ideas	4	6
Comfort with the notion of “no right answer”	5	11
Fundamental curiosity	6	10
Originality and inventiveness in work	7	4
<b>Problem-solving</b>	8	1
Ability to take risks	9(t)	8
Tolerance of ambiguity	9(t)	7
Ability to communicate new ideas to others	11	5

\*Rank determined by percentage of respondents selecting skill. Respondents allowed to select only three skills.



## Do employers prefer creative new hires, or technically skilled new hires?

Schools	Corporate	
28%	51%	<i>“Employers prefer to take an individual who is technically skilled at performing tasks associated with the job, and provide a working environment that develops and cultivates creative capabilities.”</i>
70%	49%	<i>“Employers prefer to take an individual who is a creative thinker and willing to take creative risks, and provide a working environment that develops and cultivates the technical skills needed to perform the tasks associated with the job.”</i>

But if employer seeks creativity – 63% prefer creative employee



## Creativity is hard to find; somewhat identifiable and not a focus of training

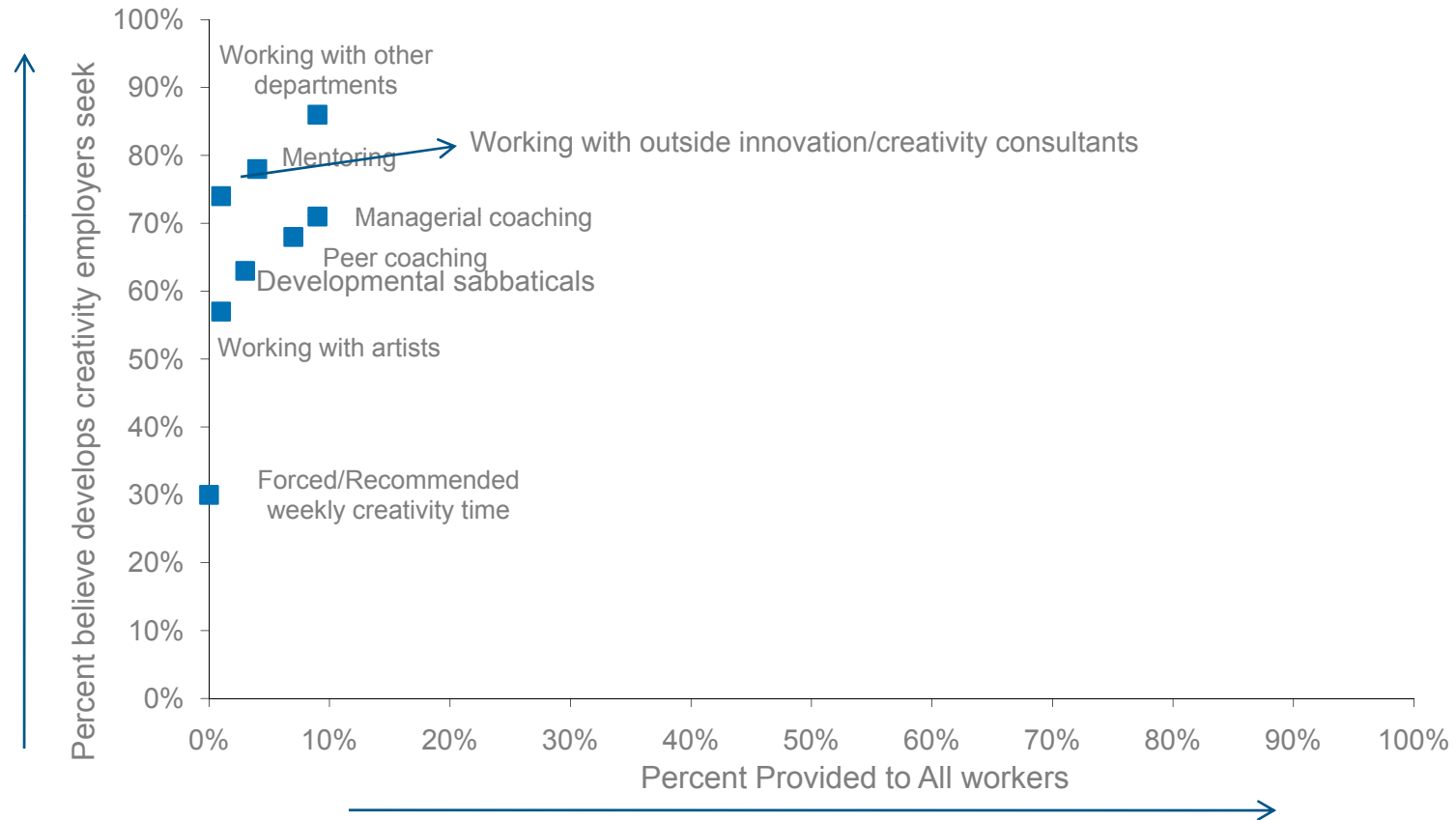
- 72% of respondents identified creativity as a concern in the hiring process. Of those, 85% can't find the applicants they want
- Employers who want creative employees identify them as those who were self-employed (67%); had background in the arts (57%) or in communications (50%)
- 68% of respondents report high need for training in Creativity / Innovation, yet less than a third provide training\*

\*  
Source: The Ill-Prepared U.S. Workforce

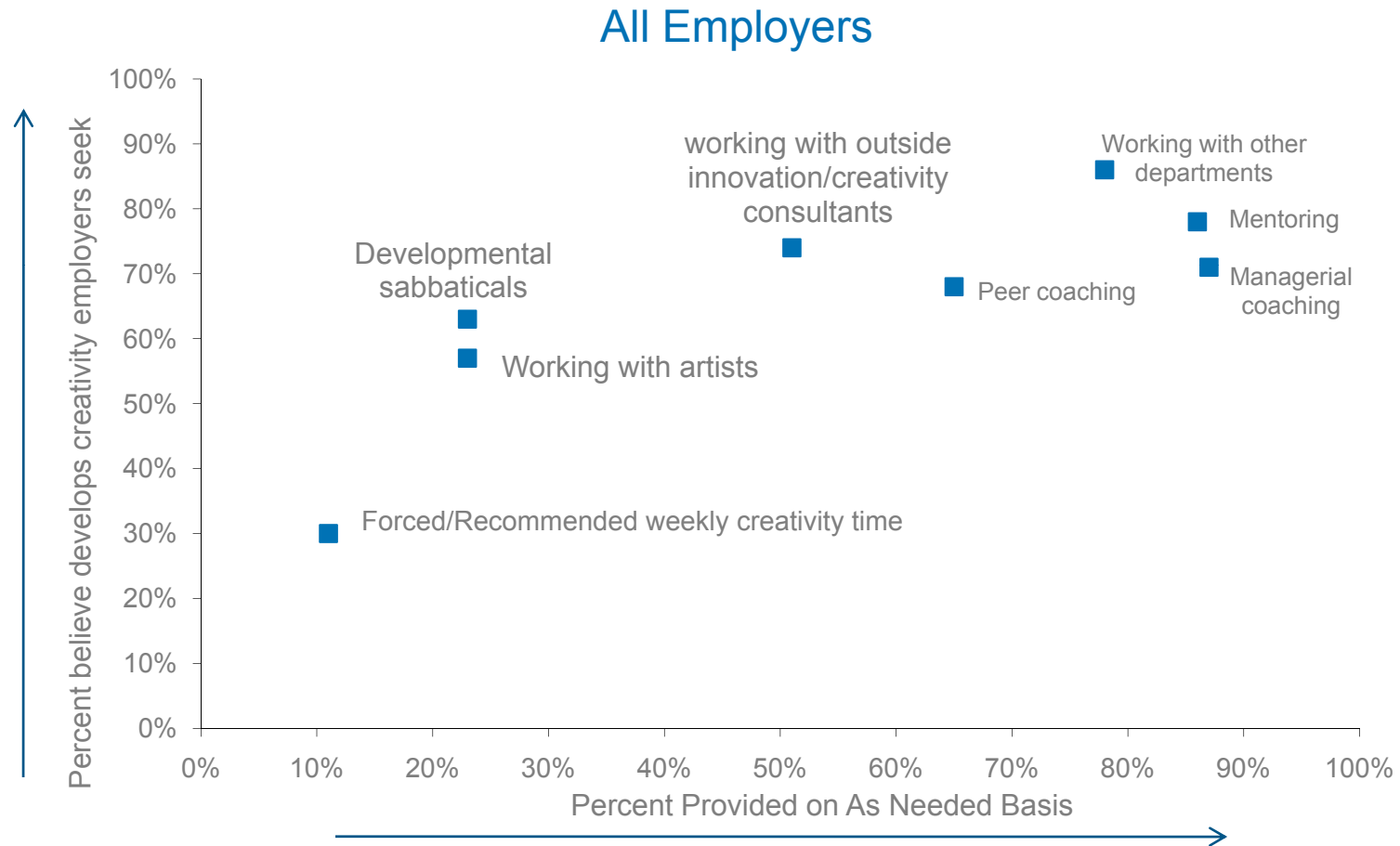


# Walking the Talk

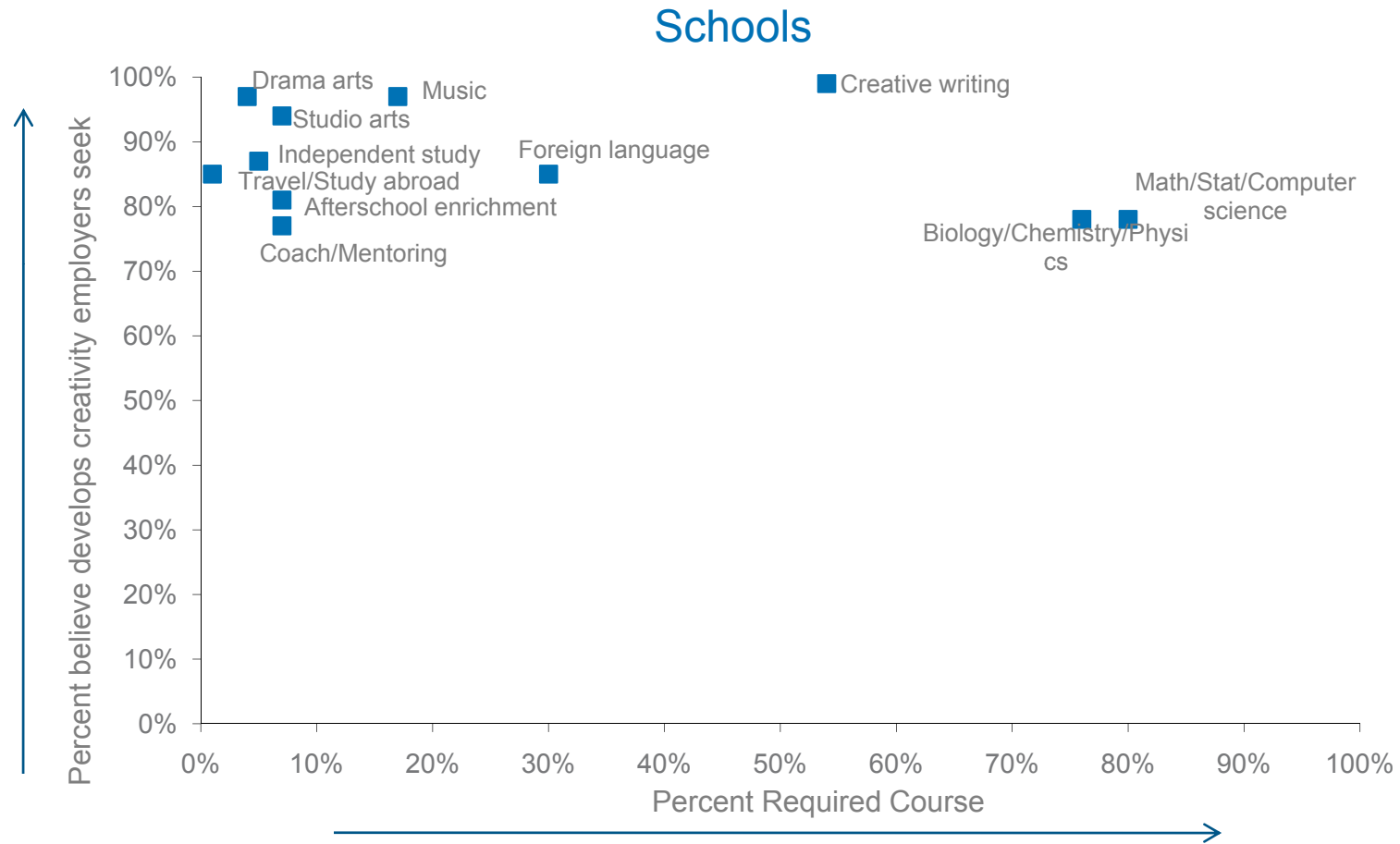
## All Employers



# Walking the Talk

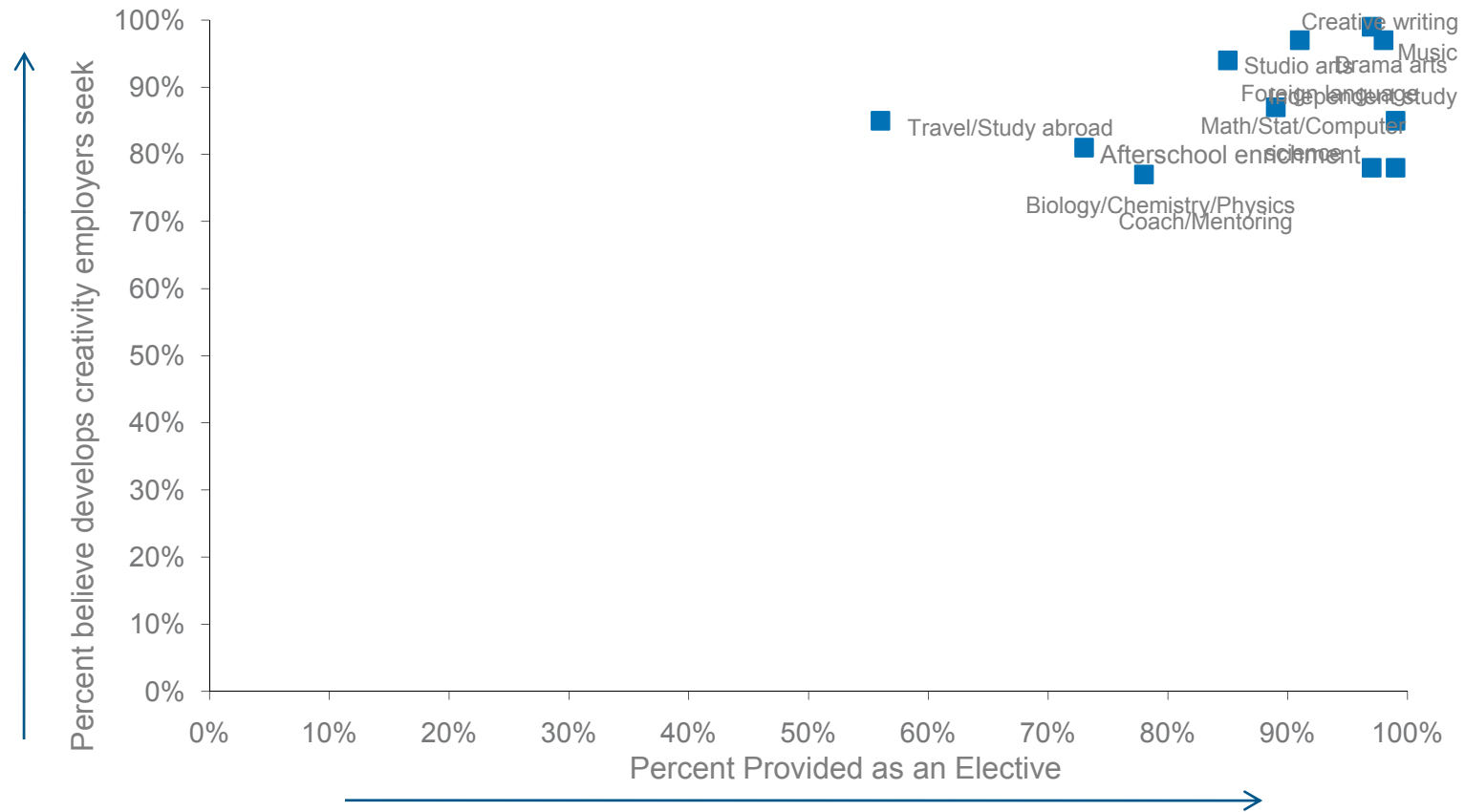


# Walking the Talk



# Walking the Talk

## Schools



## Key Points

- Lots of evidence that creativity and innovation are valued, and valuable
- There is a creativity “gap” – we could do much better. But it is harder to say we face a perceived “creativity crisis”
- Both schools and business want to encourage creativity but neither segment supports its development to the extent desired
- **Additional discussions are needed amongst all stakeholders to realign needs and resources**



## Additional discussions are needed amongst all stakeholders to realign resources to meet the needs and desired outcomes

- Creativity is an important skill for the workforce
- Defining Creativity is not consistent between business and educators
- Despite reported importance, training to enhance creativity is not provided by either the schools or businesses – Walking the Talk
- Employers acknowledge that training in the arts is used in hiring as an indicator of creativity
- Employers need to evaluate how well their corporate support of education and employee training programs match creativity's strategic value
- Dialogue is needed within and across all sectors to foster creativity in the workforce



## How can we “elevate the debate”?

- It’s clear to some that there is a tight connection between arts education, arts engagement, creative activities, and critical business skills – for example, teamwork, discipline and rigor, problem solving, empathy. Why isn’t this clear to everyone?
- What specific research would help make this case? How do we tightly and concretely draw the linkages?
- What are some of the possible barriers when trying to convince people to take action?
- Given the above, what are appropriate next steps:
  - ✓ Research?
  - ✓ Engaging the business community?
  - ✓ Engaging society more broadly?
  - ✓ What would move you?



## Thoughts from the Sundance/NAPRT

**(Business Community)** What kind of arts education and experience lead to 21<sup>st</sup> century skills and creativity in the workplace? (And how??)

**(Policy Makers)** Can we compare what resources the US invests in arts education versus that by competitive countries?

What is the most appropriate way to define and measure creativity? (Do different stakeholders define differently...do different disciplines define differently?)

**(Business Community)** What are best practices for developing creativity in the workplace?

**(Parents...Business leaders...)** How does arts education and experience impact the student's competitiveness in college application process?

**(Policy Makers)** What kinds of arts education (both project based and art specific) leads to improved educational outcomes (e.g. graduation, retention, test scores)



Thank You

Mary.wright@conference-board.org

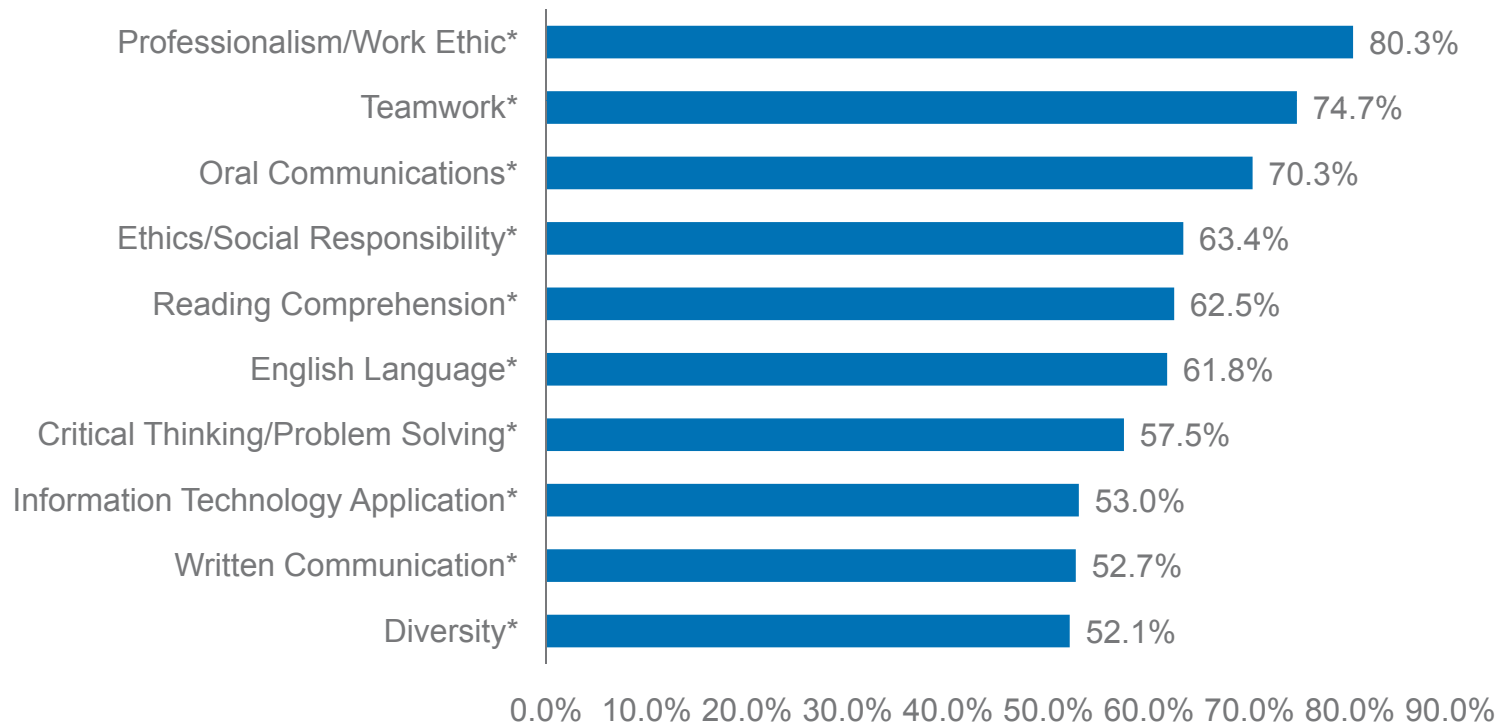
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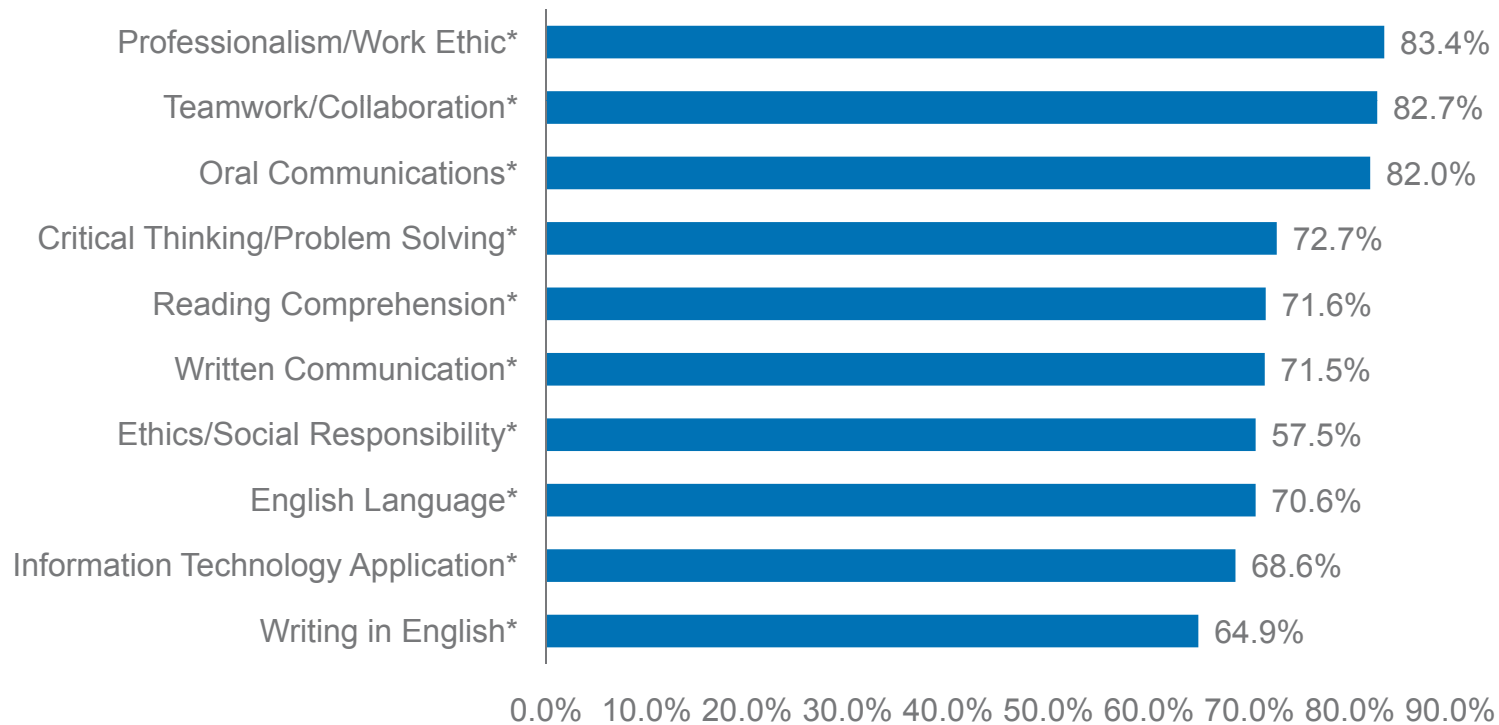
# Applied Skills Top the “Very Important” List for New Entrants with High School Diplomas....

“Very Important” Skills for New Entrants with High School Diploma



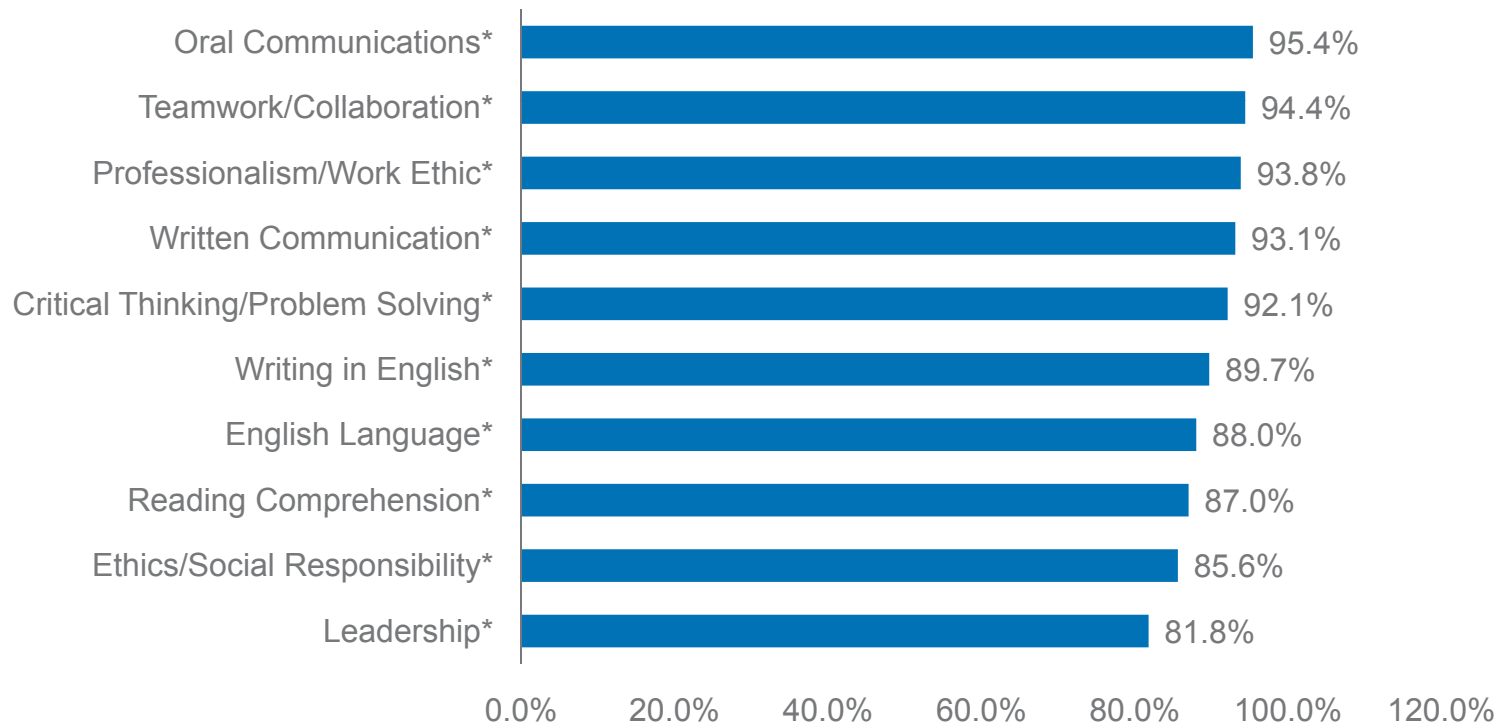
# For New Entrants with Two- Year Diplomas...

“Very Important” Skills for New Entrants with Two- Year Diploma



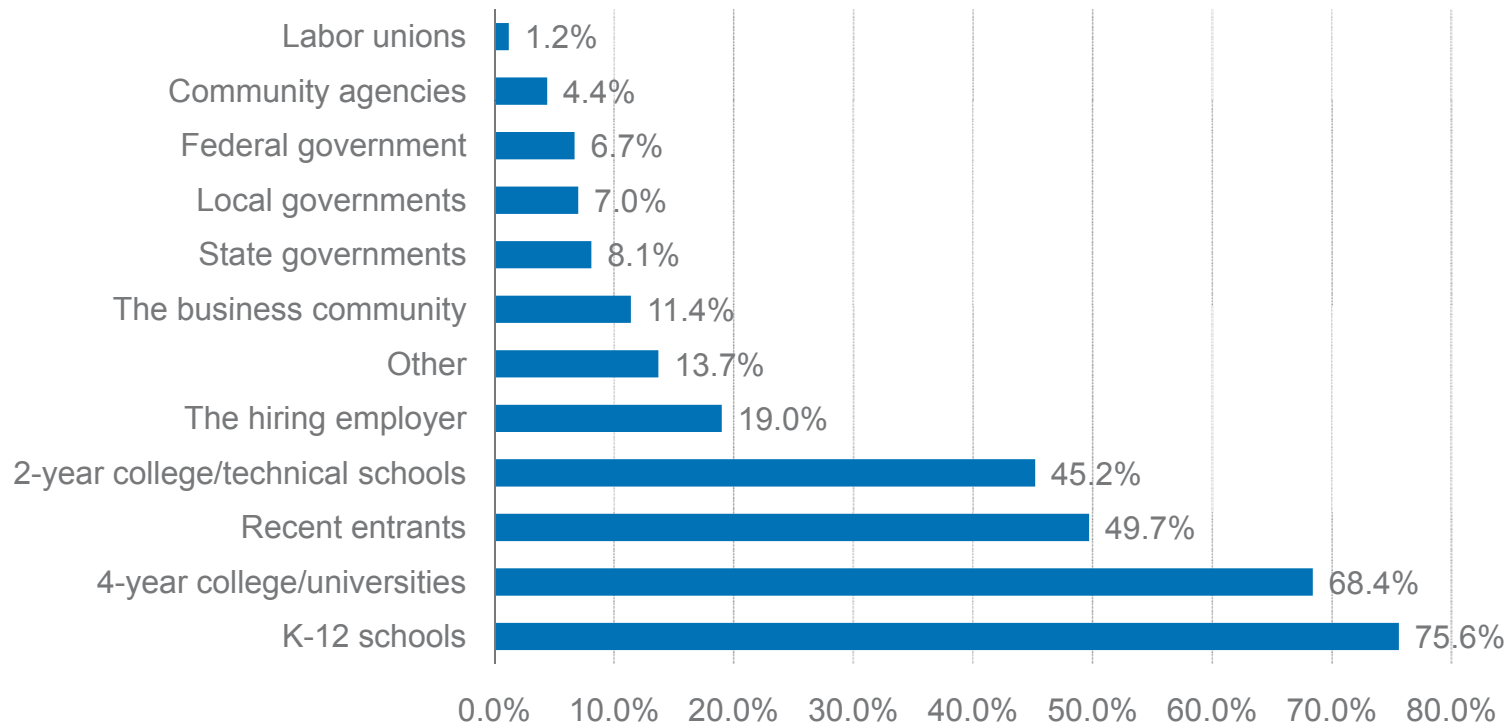
# For New Entrants with Two- Year Diplomas...

“Very Important” Skills for New Entrants with Four- Year Diploma



# Educational Institutions and Entrants Have Primary Responsibility for Workforce Readiness

Who has primary responsibility for workforce readiness?  
Check all that apply. N=431



## No Skill on Excellence List for Entrants with HS-Diploma (On No Skill Did $\geq 20\%$ of Employers Report Excellent Preparation)

### Workforce Readiness Report Card of New Entrants- High School Diploma

Deficiency	%	Excellence	%
Written Communications	80.9%		
Professionalism/Work Ethic	70.3%		
Critical Thinking/Problem Solving	69.6%		
Oral Communications	52.7%		
Ethics/Social Responsibility	44.1%		
Reading Comprehension	38.4%		
Teamwork/Collaboration	34.6%		
Diversity	27.9%		
Information Technology Application	21.5%		
English Language	21.0%		

No Skills are on the Excellence List for new entrants with a high school diploma

