Creativity Toolkit

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&

Arts Alive!
ADVANCING ARTS & CULTURE
IN THE MONADNOCK REGION

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White Papers:

The present workforce and what employees want:

Creativity and artistic tools can increase employee satisfaction, retention, and productivity. In 1994, Coates and Jarratt published *Workplace Creativity*, which said that creativity "promises to be one of the mechanisms whereby we can become more competitive"(p.11). This continues to be true today. Steve Jobs said that "you cannot mandate productivity, you must provide the tools to let people become their best." There is evidence that happy employees can increase productivity by up to 12% (Oswald, Porto, and Sgroi, 2014, p.1). In order to have happy employees it is important to address the needs of the current and future workforce.

According to the Pew Research Center, Millennials (ages 18-34) make up the largest portion of the workforce and those numbers are expected to keep growing. Those numbers will increase as many 18-24 year olds transition from school into the workforce. Another important factor to the growth of the Millennials in the workforce is that many immigrants are between the ages of 18 and 34 (Fry, 2015). It is important to keep in mind that the diversity of the present workforce will not respond well to the traditional management practices used 20, 10, or even 5 years ago (Abbasi & Hollman, 2000). It is crucial that employers change their practices to keep up with the times.

Millennials want more challenging work, a better social atmosphere, and recognition. According to Sahadi, 2015, 60% of students graduating in 2015 and 69% of 2013 and 2014 graduates surveyed by Accenture were willing to receive lower pay if it meant working for a company with a "positive social atmosphere." Sahadi also said that, after salary and benefits, 2013 and 2014 graduates were most interested in a job with challenging and interesting work.

The new workforce wants to be valued, recognized, and part of a team. These employees want their colleagues to count on them to perform the best they can everyday, the organization to benefits from their strengths, and their input to be valued. These employees want the chance to demonstrate their skills, be included in choices about policies, marketing, and operations (Abbasi & Hollman, 2000).

Companies who are able to supervise their employees well can outperform companies that do not by 30-40% according to Jefferey Pfeffer (Webber, 1998). Randy Siegel in "Seven Steps to Keep Top Performers" (1999) suggests to "recognize good work, and recognize it often. Lack of recognition is the number one reason why employees leave an organization."

Losing and replacing employees is time consuming and expensive. A survey by Louis Harris and Associates "pegs the cost of losing a typical worker at $50,000" (Abbasi & Hollman, 2000). Having people leave a business can also have detrimental impacts in those people who stay. They may not feel valued, they may become disloyal, their performance may decline, and they may seek alternative employment. Employee loyalty is not automatic. However, it is more likely that employees will stay at a job and participate with enthusiasm if they find their environment gratifying, feel challenged, and enjoy their co-workers.

Creativity and artistic tools can be used to help meet the needs and desires of the current workforce and combat employee turnover. Organizations with their eyes to the future allow employees to work on projects they are passionate about, attend relevant trainings, and work with newer technology, which can help positively boost their employees' enjoyment, loyalty, and productivity while at work. Encouraging a creative and engaged staff leads to happier employees and increases the success of the business.

White paper on the importance of team building, task significance, and pro-social giving:

In the United States, we often embrace the idea of the lone inventor. A person who is working long hours alone in their garage with only their determination, a dream, and a workbench. However that is a myth that can have damaging ramifications to the confidence needed by individuals and teams to come up with innovative ideas (Isaacs, 2012). In the modern market successful businesses need to be productive, efficient, and able to come up with creative ways to structure their workforce. In their book, *Leadership: Theory, Application, & Skill Development*, (2009) Lussier and Achua state, "The companies that will survive and thrive will not be those that have the greatest financial resources, but those that can make use of the creativity of their workforce" (p. 291).

It is important to use the workforce in the most beneficial way for various tasks, which may involve people working individually or as a part of a team. It has been suggested that both employees and organizations benefit from teams (Glassop, 2002). Some of the benefits include increased productivity, quality of product/service, and employee retention, eventually resulting in enhanced workplace performance (Glassop, 2002). Other research has shown that groups outperform individuals in problem solving tasks (Glynn & Henning, 2000). Lussier and Achua (2009) said that "effective teams are also characterized by higher levels of creativity" (p. 291). According to a review of the literature by Klein et al. (2009) numerous studies found that team-development interventions had the largest impact on financial performance, and team based work improved both efficiency and quality within the business. There is even research that suggests the interpersonal relationships formed from being a member of a team help with motivation and enhance the feeling that their work is important and meaningful (Anik et al. 2013).

While being a member of a well functioning team can help increase motivation knowing the impact their role in a company can have on people can also make employees more passionate about their work. Being aware that they are a crucial aspect of the business helps employees feel valued, helpful, and part of something bigger than themselves. Being aware of the influence their job has on

others both inside and outside of the business can help motivate people and increase job satisfaction. Grant (2008) found that employees who were informed of the importance of their job, "increased in job dedication and helping behavior." He found when studying fundraising callers, the subjects who read stories of the positive impact previous callers had on student scholarships more than doubled the amount of weekly pledges they raised one month later. According to Anik et. al. (2013) the wish to help others is ingrained in people.

With the desire to help others being a part of human nature, it is not a surprise that prosocial incentives can tap into that desire to motivate. Tonin & Vlassopoulos (2014), found that using prosocial motivations, either lump sum or based on performance, resulted in an average 13% rise in productivity. When looking at this information it becomes evident that giving employees money to spend on others, either colleagues or people in need, can benefit the company and employees through increased job satisfaction, motivation, and team performance(Anik et al. 2013).

It is important for both teams and the business in general to have creative, efficient, and dedicated employees. Though teams are not the solution for every problem there are many tasks that are better performed by a team. Seeing the impact their work has on co-workers and others can be a powerful motivational tool for employees. Using prosocial incentives can boost loyalty, job satisfaction, and performance. In sum, incorporating creativity into well functioning teams can benefit employees while helping businesses survive, thrive, and excel.

Activity Decision Chart:

Use this chart to help decide which activities would be most effective at reaching the desired outcomes.

Ice Breakers (IB)	**If I could be…** **9 Dot Challenge** **Monster fold and draw** **Movement and Sound** **No Way** **Older, Middle, Younger, Only** **What Are You Wearing?** **What Do You Need to Know?** **You Too?**
Team Building (TB)	**Body Building** **9 Dot Challenge** **Department Appreciation Poems** **Construct Containment** **Creative Catch** **Movement and Sound** **Musical Pair Share** **No Way** **Older, Middle, Younger, Only** **Question Flash** **Rose, Thorn, Bud** **Trust in the Dark** **What Are You Wearing?** **What Do You Need to Know?** **What is That Word?** **You Too?**
Improved Communication (IC)	**Body Building** **9 Dot Challenge** **Department Appreciation Poems** **Construct Containment** **Creative Catch** **Most Creative Sentences** **Movement and Sound** **Musical Pair Share** **Rose, Thorn, Bud** **What Are You Wearing?** **What Do You Need to Know?** **What is That Word?** **You Too?**
Innovative Ideas (II)	**Construct Containment** **Most Creative Sentences** **HIT Matrix** **SCAMPER**

Activities:

Title: Act it out
Decision Chart Key: TB, IB
Purpose: Ice breaker that is good for the beginning of meetings to get people to learn more about each other, be more physically active, work on non-verbal communication.

Group Size: Any.

Materials Needed: None.

Time: 5 – 30 minutes

Procedure:
1) Split into pairs
2) Give 1 minute for the participant to describe as much as they can about themselves through acting (NO talking by the actor/actress)
3) After the minute give a signal and have the roles switch
4) After the next minute give a signal and have people switch to a new partner and repeat steps 2-4 as many times as desired

Tips:
1) Decide up front if drawing and or writing are allowed.
2) The observer is allowed to guess what the actor/actress is depicting. If correct, actor/actress should use a previously agreed upon signal, such as touching their nose with their finger.
3) The observer is able to ask clarifying questions and encourage the acting person to give more information.

Questions:
1) What was easy or difficult about this activity?
2) What did you like or dislike about this activity?
3) Did you notice any themes in the way people described themselves?
4) What did you learn about your co-workers from participating in this activity?
5) Is there other information you would have liked to have learned?

Variations:
1) Perform one round and then have the observer introduce the other person.
2) Break into groups of 3-5 and share information in a charades style.
3) Building off the charades theme have a list of questions (such as favorite or least favorite: food, color, pastime, number, etc) that the person acting must act out and see which team can guess all of them for each person first so there would be 4 or 5 rounds.

Title: 2 Hands
Decision Chart Key: TB
Purpose: To help groups get to know each other and find commonalities.

Group Size: Any, but want to break groups into 10 or less.

Materials Needed: None.

Time: 15 – 45 minutes

Procedure:
1) Have everyone get into a circle and raise the fingers on both hands
2) Each person shares an experience or fact true of him or herself
3) Once the statement is made, anyone who has had a nearly identical experience lowers a finger
4) This continues until someone has lowered all ten fingers and they are the winner.
5) Depending on the amount of time that has passed you can continue playing of end the activity.

Tips:
1) Give an example:
    a) "I have worked here for two months."
    b) "I enjoy biking"
    c) "My favorite food is …."
    d) "I can speak … languages"
2) Encourage more inclusive statements that are broader than narrower.

Questions:
1) What was the most interesting statement?
2) What was easy or difficult about this activity?
3) What did you like or dislike about this activity?
4) What did you learn about your co-workers from participating in this activity?

Variations:
1) You can allow people to put their thumb back up if someone agrees with what they said.
2) You can continue the game until only one person is left with remaining fingers.

Title: 9 Dot Challenge

Decision Chart Key: IB can be TB, IC

Purpose: This activity can be an ice breaker and can help with teambuilding and communication if done in groups.

Group Size: Any this can be done individually or in small groups of two or three.

Materials Needed:
1) Writing implements
2) Ruler or straightedge
3) 9 Dot challenge sheet, a way to show, or describe to people how the dots should be set up.
   a) Three evenly spaced rows of three dots making a 9 dot square.

Time: 10-15 mins

Procedure:
1) Tell people they will have 3-5 minutes to link all nine dots using four or less straight lines, without lifting the writing implement or tracing the same line more than once.
    a) Only straight lines can be used and overlapping is alright.
2) Decide if people will be working on their own or in groups.
    a) If groups decide on the groups.
    b) Ask that people who already know the answer keep it to themselves and listen or give hints but do not just outright tell people the solution.
3) Hand out the worksheet or let people know to get started and see who can come up with the way of connecting the dots with the fewest lines.

Tips:
1) If people are having trouble tell them that they will need to think outside of the box. That they should not let the parameters of the box limit the line length.

Solutions: The two below and a third is one thick line that would encompass all of the dots.
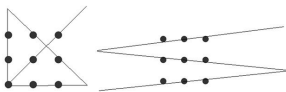
Questions:
1) How many people were able to get four lines? Three lines? Could anyone get less than three lines?
2) What was easy and difficult about this activity?
3) How did your group work through this activity?
    a) Did one person take charge or did they talk through the problem?

9 Dot Challenge
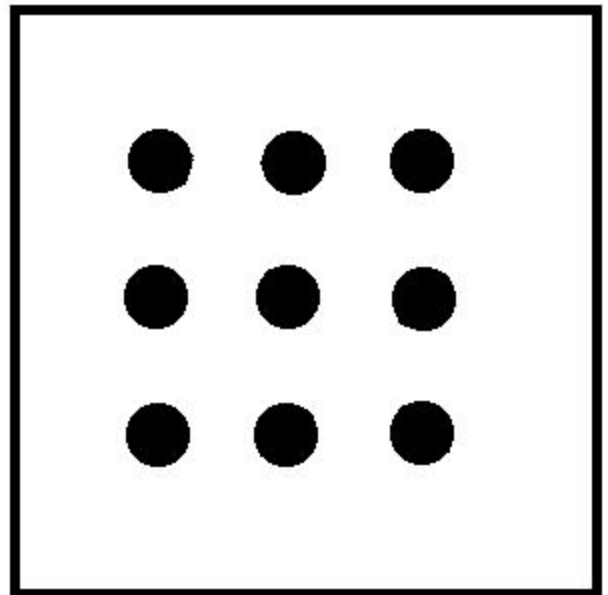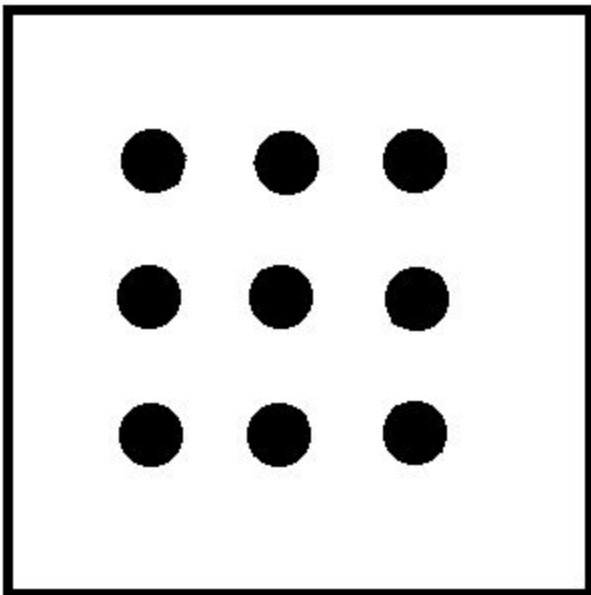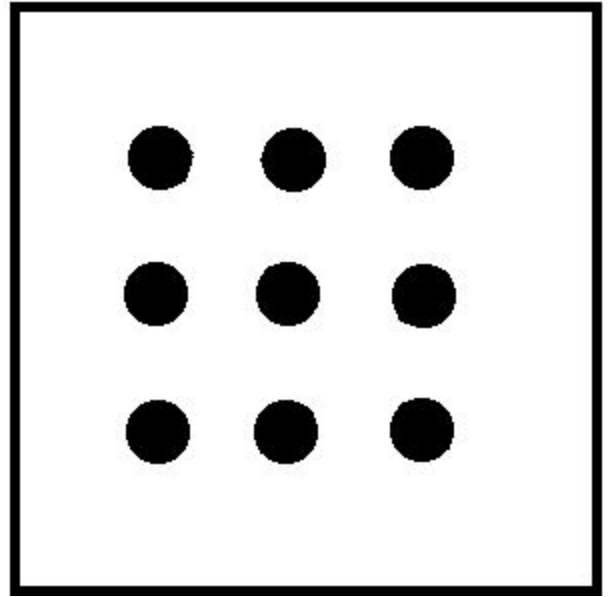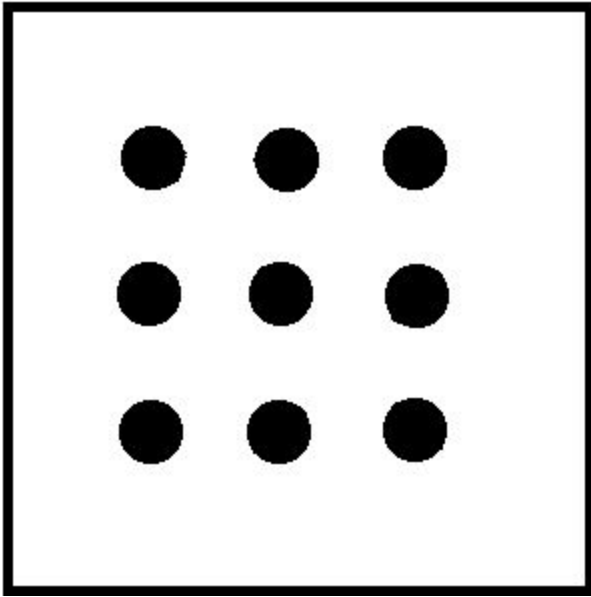
Title: Bad Questions
Decision Chart Key: IC
Purpose: This helps people realize that there are no dumb questions

Group Size: Any size, break into smaller groups of 3-5 people

Materials Needed:
1) Paper for each group
2) Writing implements for each group
3) A big piece of paper, blackboard, or whiteboard to write the ideas on.

Time: 10 – 30 minutes

Procedure:
1) Start telling the group how people often say that there are dumb questions. What do they look like?
2) Break into groups of 3-5 people and have them come up with what they think are 7-10 dumb questions.
3) Give them 5-7 minutes to come up with the dumb questions.
4) Give them another 2-5 minutes to pick out the 3 questions they want to share with the group.
5) Write the questions they share on the big sheet of paper or board.
   a) Leave room on the paper to write the answers.
6) Put a checkmark by repeated questions.
7) Once the shared questions are written down ask the groups to answer the questions.
   a) Write the answers under the questions.
8) Discuss what you observed from this activity.

Tips:

Questions:
1) Was this activity easy or difficult?
2) What made these questions dumb?
3) Is there a situation where these questions are not dumb?
4) How can what you learned here be applied to the work environment?

Title: Birth Month
Decision Chart Key: TB, IC
Purpose: To work on nonverbal communication and team building.

Group Size: Any

Materials Needed: None

Time: 10 – 30 minutes

Procedure:
1) Have the group arrange themselves in order of birthdays without talking.

Tips:

Questions:
1) How did you as a group go about communicating?
2) Who took charge?
3) How would you have done this differently in the future?
4) Do you think that you could do this task better or more efficiently if you were to do it again with a different group or arranging based on a different criteria?
5) How can this apply to the work environment?

Variations:
1) No sounds or miming answers
2) No writing down information
3) Have everyone arrange by the year they were born
4) By street address number
5) Arrange by phone numbers

Title: Body-Building
Decision Chart Key: TB, IC
Purpose: To share leadership/responsibility, to strengthen non-verbal communication and encourage trust within a group.

Group size: 10 or more people; 1 group; 1 leader - facilitator

Materials Needed: None

Time: 5+ minutes

Procedure:
1) Leader calls out a letter.
2) Group forms the letter. Everyone must be a part of the formation.
3) Repeat steps 1 & 2, this time, the group must be completely silent.

Questions:
1) Compare your experience forming a letter with verbal communication versus without verbal communication.
    a) Possible follow up question: What was easy/difficult about not speaking?
2) What made you decide to form a lowercase/uppercase/print/cursive letter and how did you decide what direction it would face?
3) Did you notice any change in yourself throughout this activity?

Variations:
1) Have the group form a number - first single digit, then multiple.

Title: Construct Containment
Decision Chart Key: TB, IC, II
Purpose: To share leadership/responsibility/ideas, to strengthen verbal communication and assist in broadening perspective.

Group size: 2 or more people; 2 even numbered teams; 1 leader - from group or the facilitator

Materials Needed:
1) Two (2) large metal cans
2) 30-40 plastic straws
3) Two (2) rolls of masking tape
4) One (1) tennis ball

Time: 5+ minutes

Procedure:
1) Leader provides each team with a can, 15-20 straws, and an equal amount of masking tape.
2) Group must use the materials provided to construct something that will contain the tennis ball when it is dropped by the leader from shoulder height.
3) Leader will drop the tennis ball from shoulder height into each can to test the constructions.

Tips:
1) Let the group decide when they are finished with their construction or give them a time limit.
2) If one group is successful, allow that group to help the other group.

Questions:
1) What did your team decide what to construct? How and why did your team decide to construct it that way?
2) Did everyone get a chance to share their ideas?
3) Did you notice any change in yourself throughout this activity?

Title: Creative Catch *Variation on *Rumble Ball* by Kalani
Decision Chart Key: TB, IC, II
Purpose: To promote creative confidence

Group size: 10 or more people; 1 large group; 1 leader - facilitator first, group member(s) second

Materials Needed: None

Time: 5+ minutes

Procedure:
1) Form a circle, leader in the center.
2) Leader models bouncing, tossing, and rolling an invisible ball.
3) Leader invites players to respond musically with sound of their choosing.
4) Leader plays with the ball as the group responds, passes it to players, and invites players pass it to each other.
   a) Introduce other leaders, or two leaders at the same time.

Tips:
1) Pause and ask players to describe the action of 'bouncing', 'tossing', and 'rolling' by providing adjectives.

Questions:
1) Describe what it felt like to make noises for something invisible.
2) Did you break out of your comfort zone?
3) Was it easy or hard to come up with sounds for each motion?

Variations:
1) If instruments are available, have players choose an instrument whose sound might match the motions or adjectives.

Title: If I could be...
Decision Chart Key: IB
Purpose: Warm up for meetings, getting to know co-workers, and becoming comfortable sharing with others.

Group Size: Any, but break into smaller groups if there are more than 10 people.

Materials Needed: None

Time: 15 – 35 minutes

Procedure:
1) Have the participants finish the phrase, "If I could be..., I would be ..."
2) Have participants break into pairs, small groups, a large circle, or walk about discussing their answers.

Tips:
1) Do not give too many examples, allow the participants to come up with their own ideas.
2) Do not be too rigid about the rules if someone says they would be a tomato when asking about vegetables let it slide even though a tomato is a fruit.

Questions:
1) What was easy about this activity? Difficult?
2) What did you learn about your co-workers from participating in this activity?
3) How can this apply to your work environment?

Variations:
- A painter
- A language
- Fruit
- Machine
- Plant
- Vegetable
- A letter
- Place
- Artist
- Musician
- Instrument
- Superhero

Title: Monster fold and draw
Decision Chart Key: IB
Purpose: To get people to express themselves through drawing

Group Size: Any

Materials Needed:
1) A piece of paper for each person
2) A writing implement for each person

Time: 10 – 30 minutes

Procedure:
1) Have each person fold their paper into thirds hamburger style.
2) There will be 2 minutes to draw the head of the monster in the first third.
3) Then the person will fold their third in half covering what they drew but leaving small lines for the next person to see where to connect the torso.
4) Then they will pass their drawing to their right and the next person will spend 2 minutes drawing the torso. They will then fold it over to cover what was drawn leaving small lines exposed for the third person to know where to draw.
5) The third person will have 2 minutes to draw the feet, fins, or bottom of the monster.
6) When they are done they will unfold the monster, look at it and then pass it back to the previous person.

Tips:
1) It can be helpful to have an example so people can see what they are doing and how to fold the paper.

Questions:
1) What did you like or dislike about this activity?
2) How did it feel being asked to draw?

Title: Most Creative Sentences
Decision Chart Key: IC, II
Purpose: The point of this is to get people thinking creatively. This can expose poor thinking habits, such as I can't do this or I am not prepared, and help work through them. Use this activity to start a meeting, get people thinking creatively, and expose poor thinking habits (extended effort principle).

Group Size: Any but break into groups of 2-4

Materials Needed: Paper and writing utensils

Time: 15 – 35 minutes

Procedure:
1) Tell people that they are going to have 8 minutes to write the two most creative sentences that they can.
    a) They will than share their sentences at the end.
2) The rule is that each sentence must include the three chosen words. Have the people at the meeting pick out the words that will be used.
    a) Give an example if the words were: Mug, Sunshine, and Singing.
    b) The sentence might be "The wind is singing as the sunshine over the mountains fills my mug."
3) The tenses of the words can be changed to best fit the sentences.

Tips:

Questions:
1) Was this easy or difficult?
2) What did you like or dislike about this activity?
3) Was there a theme to the sentences written?
4) How many of you stopped writing after your first two sentences?
5) How many wrote more than two sentence and picked your best three?
    a) Of you that wrote more than two sentences how many of you used your first two sentences?

Variations:
1) Use three different words.

Title: Movement and Sound
Decision Chart Key: TB, IC, IB
Purpose: To get groups active, energized, and can help with nonverbal communication.

Group Size: Any but if there is more than 20 you should divide into smaller groups

Materials Needed: None

Time: 15 – 30 minutes

Procedure:
1) Have everyone stand in the group in a circle.
2) Start by making a movement with any body part.
3) The next person to your right will repeat your movement and add their own.
4) The next person repeats the first two movements and adds their own.
5) This repeats around the circle and when it gets to the person that started they make the movements and then add a sound to their original movement.
6) The next person makes the movements and sound and then adds a sound to their own.
7) This repeats around the circle again.

Tips:
1) Recommend that people keep the movements and sounds simple.
2) Movements and sounds cannot be repeated.
3) Tell people they can help others after they have made an attempt but not to rush into giving people the next movement or sound.

Questions:
1) What was easy and what was difficult about this activity?
2) How did this activity make you feel?
3) Where there parts that seemed awkward or challenging?
4) How could this connect to the work environment?

Variations:
1) Can make a rule that the sounds are not allowed to be actual words.
2) Can be played using only movements or sounds.

Title: Musical Pair Share
Decision Chart Key: TB, IC
Purpose: To get to know co-workers better and help people share about themselves.

Group Size: Any

Materials Needed:
1) Something to play music
2) Writing implements and paper

Time: 10 – 30 minutes

Procedure:
1) As music plays, have the participants walk around the room.
2) Once it stops have people pair up with the person closest to them. One person will share about themselves, the other will listen, and write down the important points that are shared.
   a) The first person to share will be the shorter of the pair.
3) If there is an odd number let one group have three people.
4) Each person in the group will get one uninterrupted minute to share about themselves. They can share as much or as little as they would like. If they do not want to share
   a) anything than they can stand there for one minute.
   b) The listener is not allowed to talk during the minute.
   c) If there is a group of three let them know when to switch to the next person.
5) After the minute is up give a signal and the roles will reverse.
6) After the second minute play music and have people walk around the room again.
7) Repeat steps 1-5 as much as time will allow.
8) At the end call on a few people to share what they learned from any of the times they were a listener.

Tips:
1) Tell people in the beginning that some people will be called on at the end of the activity to share what they learned.

Questions:
1) What was easy and difficult about this activity?
2) Was it hard having to share about yourself for a minute?
3) Was it difficult being the listener and not being able to say anything?
4) Do you feel that you are a better listener now?

Title: No Way!
Decision Chart Key: TB, IB
Purpose: Help groups get to know each other and open a dialogue

Group Size: Around 20 but can do more if you divide into groups

Materials Needed:
1) Index card for each participant.
2) A writing implement for each participant.

Time: 10 – 30 minute

Procedure:
1) Give each participant an index card and writing implement.
2) Give the participants 3 minutes to neatly write down one interesting fact about themselves that not many people know.
3) Collect, shuffle, and redistribute one card to each person.
4) Have each person read the card and make a guess as to who wrote it.

Tips:
1) Tell everyone if they get their own card to put it back.
2) If people get stuck on what they should write you can give them an example. If you are participating write something different on your card.

Questions:
1) What did you like or dislike about this activity?
2) Were you surprised by what people shared?
3) How challenging was it to correctly guess who wrote what?

Variations:
1) Tell people to share about what they would do if they won the lottery, something embarrassing, etc.
2) If the participants do not know each other well then have the person who wrote the card stand up after it is read and introduce themselves.

Title: Older, Middle, Younger, Only
Decision Chart Key: TB, IB
Purpose: To help in group bonding and discussion warm up.

Group Size: Any but you may want people to get into groups of 3-7.

Materials Needed: None needed but you may want to have a piece of paper and writing implement for each group.

Time: 10 – 30 minutes

Procedure:
1) Have people break into groups based on birth order: oldest child, youngest child, middle child, or only child.
   a) If any of the groups have 10 or more people have them break into smaller groups.
2) Give the groups 5-10 minutes to talk about the pros and cons of their birth position in their family.
   a) Tell the groups by the end of the time they need to come up with one or two best and worst things about their birth position.
3) Have each group share what was best and worst.

Tips:

Questions:
1) Was this easy or difficult?
2) Were there similarities between certain birth positions?
3) How can this apply to the work environment?
4) Are there ways of acting that certain birth positions would be more receptive to?

Variations:
1) If groups are small they can be divided by gender and share what was best and worst about growing up male or female.
2) Groups can be divided by number of children the participants have: more than one, one, or none.

Title: Question Flash
Decision Chart Key: TB
Purpose: To get to know more about co-workers.

Group Size: Any

Materials Needed:
1) A index card for each participant.
2) A writing implement for each participant.

Time: 7 – 30 minutes

Procedure:
1) Give each participant a card and pen.
2) Have each participant write down one question they would like the others to answer about themselves.
3) Have the participants form a team of three people.
4) Have each person in the three person groups take turns answering each of the three questions that they have written.
5) After 3 - 5 minutes check, and make sure that everyone has had a chance to answer all three questions. Give a signal to the participants to end and regroup with 2 new people.
6) Repeat steps 4 and 5.

Tips:
1) Let participants know they can share as much or as little as they would like.
2) If there are repeated questions in a group, have someone write a new one to make sure there are 3 different questions.

Questions:
1) Was this activity easy or difficult? Why?
2) What did you like or dislike about this activity?
3) What was something new that you learned about you co-workers?

Variations:
1) After the first round of trios pair up and share in groups of six.
   a) You can take this a step further by having the groups vote on the best question and providing a small prize for that person.
2) Have the group's record their answers on sheets of paper and then see if other groups can guess the question based off of the answers.
   a) You can take this further by keeping score of who guesses the most questions correct and giving them a small prize.

Title: Rose, Thorn, Bud
Decision Chart Key: TB, IC
Purpose: Weekly sharing/check-ins; this helps groups get to know each other and it can also help people open up about their personal/work lives.

Group Size: Any but you will want to divide into groups of 2 – 5 people

Materials Needed:
1) Writing implement
2) Paper

Time: 15 – 45 minutes

Procedure:
1) Have everyone divide into groups.
2) Designate someone in each group to write down the key points from people's Rose and Thorn.
3) Each person will have three minutes to share their rose, thorn, and bud for the week.
4) The rose is supposed to be the highlight of their week or best moment.
5) The thorn was something difficult, that they struggled with.
6) The bud is something that they are excited about that has not happened yet.
7) At the end of three minutes move to the next person so that everyone will have time to share and no one will monopolize the time.
8) If there is left over time at the end you can ask people if they have another rose, thorn, or bud that they would like to share.

Tips:
1) Tell people they can share as much or little as they want within the time frame.
2) You may want to go first to show how it is done.

Questions:
1) Was this easy or difficult?
2) Did you learn new information about your co-workers?
3) Do you feel that you have a better understanding of what someone in the group is going through?
4) How can this relate to the work environment?

Title: Trust in the Dark
Decision Chart Key: TB, IC
Purpose: To encourage trust within a group.

Group size: 9 or more people; 2 even groups; 1 leader - facilitator if there are an even number of participants, group member if there are an odd number of participants.

Materials Needed:
1) 1 Coin
2) Tangible small, soft object (beanie baby, ball, hat, etc.)

Time: 5+ minutes

Procedure:
1) Form two even lines sitting back to back.
2) Leader is at one end of the lines with a coin; small soft object is at arm's length of the other end of the lines.
3) All players in lines hold hands and close eyes. Two players at the end with the leader keep eyes open.
4) Leader tosses coin, two players with eyes open squeeze their neighbor's hand when the coin lands on 'heads'.
5) Hand squeezing continues down the line.
6) When last person's hand is squeezed, they may open their eyes and reach for the object.
7) Winner moves to the other end of the line and lines shift to accommodate.

Tips:
1) Even number of people: facilitator will be the person to flip the coin (leader)
2) Odd number of people: a group member will be the person to flip the coin (leader)
3) Ensure eyes are closed

Questions:
1) What was easy about this activity?
2) What was difficult about this activity?
3) How does this relate to trust?

Title: What are you wearing?
Decision Chart Key: TB, IC, IB
Purpose: Good for new employee introductions, group warm up and sharing in a safe place. This activity allows people to share about themselves through something they were either intentional or unintentional about.

Group Size: Any but would want to break into small groups if more than 10 people.

Materials Needed: None

Time: 5 – 30 minutes depending on group size.

Procedure:
1) People sit in a circle and take turns sharing a story about something they are presently wearing, where did they get it, who gave it to them, why they chose to wear it, etc.

Tips:
1) You may want to go first to show how much detail you want.

Questions:
1) What was easy or difficult about this activity?
2) Would you have worn something different if you knew we were going to do this activity?
3) Did you notice any themes?
4) How can what you've learned today apply to the workplace?

Variations:
1) You can have people introduce themselves before they talk about what they are wearing.
2) You can limit the sharing to certain items such as socks, shoes, belts, etc.
3) You can have the people model the item they are describing to add some fun.
4) You can have people choose the item and say what they would like to replace it with.

Title: What do you need to know?
Decision Chart Key: IC, IB, IT
Purpose: Help people learn about other departments, company-wide bonding

Group Size: Any, 2-5 per group is best

Materials Needed:
1) Paper
2) Writing implement
3) Big paper, blackboard, or whiteboard

Time: 15 – 30 minutes

Procedure:
1) Have the participants break into groups of 2-5 people from the same department.
2) Each group gets a piece of paper and writing tool.
3) Give the groups 5-8 minutes to write down a list of what they think are the most important things to know for their job.
4) Give the groups another 2-5 minutes to pick from the list above the top 3 most important things to know.
5) Have the groups share out their top three and write them on the big sheet of paper or board.
6) If other groups repeat an idea put a checkmark by what was said.

Tips:

Questions:
1) Were there many similarities that carried across departments?
2) Was it difficult picking the top 3?
3) What made these the most important?

Variations:
1) A different rendition of this activity can be asking what are the 3 hardest parts of your job?
2) Have teams write a third list about what they think a different department's most important aspects of their job is (make sure each group has a different department so that each department is represented.).

Title: What is that word?
Decision Chart Key: TB, IC
Purpose: To create a useful new word together and team bonding.

Group Size: Up to 50, broken into small groups of 4-8 depending on total group size

Materials Needed:
1) Paper
2) Writing implements

Time: 10-30 minutes

Procedure:
1) Get groups into teams of 3-7
2) Give each team 5 minutes to create a new word (pronunciation, definition, and spelling) that would be helpful in the business
3) The teams share their new words (pronunciation, definition, and spelling) with everyone

Tips:
1) Allow the participants to be creative by not making many suggestions

Questions:
1) Was this easy or difficult?
2) How helpful were these words?

Variations:
1) Make it a competition and have everyone vote for what they thought was the best word other than their team's word.
2) Have a prize for the winning team.

Title: You too?
Decision Chart Key: TB, IC, IB
Purpose: To discover commonalities and possible new facts about co-workers, team building.

Group Size: Any size

Materials Needed: None

Time: 10 – 30 minutes

Procedure:
1) Have people pair up
2) Tell people they will be sharing their most unusual commonality. Continue by sharing that they will have 2 minutes to discover what they have in common and then there will be an additional minute to figure out which is the most unusual.
3) Give the pairs 2 minutes to discuss commonalities. (give a signal that the time is up)
4) Give one additional minute for the pairs to find the most unusual thing they share.
5) Give the pairs thirty seconds to share what they came up with.

Tips:
1) This can be a good activity to get to know new people so encourage people not to pair with someone they know well.
2) You can bring two small prizes to give to the pair that is voted to have the most unusual commonality. If you are going to do this then have people close eyes and raise hands for the most unusual group after each group has presented.

Questions:
1) Were you surprised by any of the commonalities?
    a) How does this show that there are things we don't know about co-workers?
2) What was difficult about this activity?
3) What was easy about this activity?
4) Did you learn new information about your co-workers?

Variations:
1) This can be made more difficult by breaking into small groups of 3-4 instead of pairs. If this is the case give the groups an extra thirty seconds to a minute to find commonalities.
2) Have people act out their commonality (like charades)

Title: SCAMPER
Decision Chart Key: II
Purpose: Boost innovative idea generation for an existing product, service, or solution.

Group size: Any group size. May want to break into smaller groups (3-5) if more than 7 people are participating.

Materials Needed:
1) A meeting space.
2) A SCAMPER template for each person to be able to see and follow along.
3) A writing implement.
4) A notetaker that can use the adjustable template on a computer or take notes on the answers for each section. They will most likely need more space than is provided.

Time: 30 - 60 mins

Procedure:
1) If a note taker is not already set up then ask if someone in the meeting would be willing to take notes.
2) Define what needs to be done.
    a) How is the product, service, or solution presently used. This will help see how the product, service, or solution can be improved.
3) Hand out the SCAMPER template so everyone can follow along and participate.
4) Give everyone a few minutes to read through the main points of SCAMPER and the typical questions for each section.
5) Tell the team members that there will be one idea per person and per question so they should be thoughtful about their answers and not just say the first thing that comes to mind.
6) The questions should act as a springboard to come up with ideas.
7) Ideas should not be evaluated or shut down during this process.
8) It is not crucial to answer each question.
9) It is fine for ideas to stray slightly from the questions.
10) Once the ideas are generated, select the most feasible idea.
11) Have teams act out, draw, write a story, or in some form demonstrate what impact that change would have.

Tips:
1) Remember that this is not an activity to assess or criticize ideas.
2) Not every question needs to be answered.
Questions:
1) What was easy and difficult about this tool?
2) What aspects of the tool did you find helpful?
3) Did this help look at the product, service, or solution in a new way?

SCAMPER Worksheet

S	**Substitute**	Think about substituting part of your product/service or process for something else. By looking for something to substitute, you can often come up with new ideas.
		Typical questions: What can I substitute to make an improvement? What if I swap this for that and see what happens? How can I substitute the place, time, materials or people?
		Answer:
C	**Combine**	Think about combining two or more parts of your problem to create a different product/process or to enhance synergy.
		Typical questions: What materials, features, processes, people, products or components can I combine? Where can I build synergy?
		Answer:
A	**Adapt**	Think about which parts of the product/service or process could be adapted to remove the problem, or think how you could change the nature of the product/process.
		Typical questions: What part of the product could I change? And in exchange for what? What if I were to change the characteristics of a component?
		Answer:
M	**Modify**	Think about changing part or all of the current solution to distort it in an unusual way. By forcing yourself to come up with new ways of working, you are often prompted into an alternative product, service or process.
		Typical questions: What happens if I warp or exaggerate a feature or component? What will happen if I modify the process in some way?
		Answer:
P	**Put to other purposes**	Think of how you might be able to put your current solution to other purposes, or think of what you could reuse from somewhere to solve your innovation problem. You might think of another way of to meet your Job To Be Done or find another market for your product.
		Typical questions: What other market could I use this product in? Who or what else might be able to use it?
		Answer:
E	**Eliminate**	Think of what might happen if you eliminated various parts of the product/process/problem, and consider what you might do in that situation. This often leads you to consider different ways of tackling the problem.
		Typical questions: What would happen if I removed a component or part of it? How else would I achieve the solution without the normal way of doing it?
		Answer:
R	**Reverse**	Think of what you would do if part of your problem/product/process worked in reverse or done in a different order. What would you do if you had to do it in reverse?
		Typical questions: What if I did it the other way round? What if I reverse the order it is done or the way it is used? How would I achieve the opposite effect?
		Answer:

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Title: HIT Matrix
Decision Chart Key: II
Purpose: Boost innovative idea generation by comparing products or ideas that seem unconnected.

Group Size: Any size; can break into smaller groups (3-5) if there are more than 7 people.

Materials Needed:
1) A meeting space
2) A HIT matrix template
3) Writing implements
4) A notetaker that can use the adjustable template on a computer or take notes on the answers for each section. They will most likely need more space than is provided.
5) (optional) A whiteboard, blackboard, or large sheet of paper to capture the matrix for everyone to view its progress.

Time: 20 - 60 mins

1) If a note taker is not already set up then ask if someone in the meeting would be willing to take notes.
2) Start by choosing two items or ideas you will compare.
3) Using the matrix, write one along the top and the other along the side.
4) Start filling out the characteristics of the top item along the top and the side characteristic along the side.
5) There should be an equal number along the top as along the side.
6) Combine the characteristics of the top and side cells in the boxes where they meet.
7) Go through the boxes and discuss the value of the joined characteristics.
8) Cross out the cells that have existing ideas or do not make sense.
   a) Do not be too hasty to get rid of an idea; some technical or physical difficulties can be overcome.
9) Select ideas which could be potential solutions.
10) See if there are ideas where it would make sense to join multiple cells together.

Tips:

Questions:
1) What was easy and difficult about this tool?
2) What aspects of the tool did you find helpful?
3) Did this help look at the items or ideas in a new way?

HIT Matrix

	Existing Item 1				
	Item 1, Characteristic 1	Item 1, Characteristic 2	Item 1, Characteristic 3	Item 1, Characteristic 4	Item 1, Characteristic 5
Existing Item 2	Item 2, Characteristic 1	Item 1, Characteristic 1 Item 2, Characteristic 1			
	Item 2, Characteristic 2				
	Item 2, Characteristic 3				
	Item 2, Characteristic 4				
	Item 2, Characteristic 5				

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Problem Solved.

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Orr & Reno Case Study:

A couple years ago, the law office of Orr & Reno moved forward with a partnership that helped the arts community and their business. Orr & Reno is a New Hampshire based law firm that has been in existence since 1946. They presently employee 25 attorneys who cover a wide range of practices including immigration, energy, insurance, health, and much more. Orr & Reno has felt that giving back to the community is a large part of their mission and many of their employees play important roles on various boards in the area.

The company moved their offices into the city's emerging arts district on Main street of Concord, New Hampshire about two years ago. A well known local artist, Melissa Anne Miller, visited the offices during an open house and expressed that the unfinished third floor would make a wonderful art studio. Intrigued, Orr & Reno pursued and made a plan to have Miller be the artist in residence and use the space as her painting studio.

This mutually beneficial arrangement has helped both Miller and Orr & Reno. Miller gets a beautiful free space to work, the ability to show her studio during open houses, access to a wider market of potential patrons, and to take advantage from the shared publicity of this fantastic residence. In recognition for this partnership and the support Orr & Reno has given to the arts, they received a "Business in the Arts" award from the New Hampshire Business Committee for the Arts (NHBCA). One of the employees excitedly said, this program "has put Orr & Reno on the map in a different way." The employees are also excited by the talk of Miller leading art classes in the future, which shows their appreciation for the role creativity plays in the workplace.

(Information obtained through personal communication with Joan Goshgarian & Maureen McLean, between July 29 and August 5, 2015)

Hypertherm Case Study:

In 2012, Hypertherm commissioned a sculpture to inspire both associates and visitors to draw connections between art and industrial materials. They have been in business since 1968 with a headquarters in Hanover, NH, and employ over 1,400 people. Hypertherm designs and produces equipment for cutting through steel using plasma technology. They make tools for cutting through steel using plasma and other technologies. Their products are used in a wide range of industries including manufacturing, automotive repair, and much more.

When their new Gold LEED certified manufacturing building was constructed, they wanted a wonderful piece of art that represented Hypertherm and showed how their products could be used for more than simply industrial manufacturing. They wanted people to realize how versatile their equipment is by using it to create art. They wanted a piece of art that told a story and represented their associates, their work, and what their product can do.

Hypertherm put together a small team of associates to interview artists and be involved with the design and fabrication details. They commissioned artists to create the "River," a piece to inspire their employees and visitors by celebrating steel, the power of their products, and New Hampshire. The enormous I-beam standing tall and straight is a testament to the great strength of steel. It stands atop a granite base that represents New Hampshire, while the fluid line cut down the I-beam represents the Connecticut River. One can touch the "River" and notice the smooth edges of the steel, which is a quality of Hypertherm's cutting technology. Areas where holes were punched and etchings were made can be observed when looking closely at the "River." These holes and etchings were made using various applications of their equipment. They wanted to showcase how one can turn thick plates of steel into strong and beautiful pieces of art.

The "River" is a fantastic piece of art that looks beautiful day or night in every season. It is able to tell a story and inspire employees, artists, and the public by showing a link between art and industrial materials. It is the first thing one sees when entering the building and the last on the way out. An employee stated when leaving the building that people can "take away an appreciation of art in the industrial world."

Picture of the "River" commissioned by Hypertherm.

(Information and photo obtained from personal communication with Joan Goshgarian & Barbara Couch, between July 29 and August 14, 2015)

C&S Case Study:

The privately held company C&S Wholesale Grocers has introduced creativity to the workforce through the building of employee gardens. In 2011, C&S set forth to increase the health and well-being of its employees and their families while increasing local food security by starting the Workplace Organic Gardens initiative. C&S was founded in 1918 and is now the largest wholesale grocery supply company in the U.S with about 14,000 employees in 15 states. They provide over 95,000 different products and have received the Best-In-Class private label products for their Best Yet® and Piggly Wiggly® brands. The mission statement of C&S, "is to constantly deliver the very best service and value to our customers."

In 2012 C&S partnered with a local graduate school, Antioch University New England (AUNE), to help bolster the program. Since the start of the Workplace Organic Gardens Initiative, the number of garden plots has increased to 125 plots in 5 states. This initiative represents the commitment of C&S to employees, communities, and the environment. C&S identified four goals of the project. They wanted to: 1) Give the opportunity for gardening at work; 2) Educate about gardening techniques and concepts of healthy eating; 3) Increase the quality of life through working outside and showing the financial and health benefits of gardening; 4) Give back by donating to hunger relief agencies.

This project has lead to numerous benefits for C&S and the greater community. During the three growing seasons between (2012-2014) there have been over 130 employee gardeners, 9 AUNE graduate students, and a first of its kind C&S Doctoral Fellow who have participated in planting, tending, and harvesting. The initiative has increased wellness, satisfaction, employees' connection to nature, and healthy eating habits. They noticed a "60% increase in fresh produce consumed by participating employees since joining the project." This initiative has given back to the community by opening employee workshops to other businesses in Keene who are starting or thinking about implementing employee gardens. In addition, C&S has donated a great deal of food. In 2014 alone they donated over 1,300 pounds of fresh produce to local hunger relief agencies. This project helps with all four of the Community Involvement core initiatives of C&S to: eradicate hunger, fortify the community,

protect the environment, and inspire volunteerism. This initiative is one creative way that C&S is helping

employees to give back and see some of the benefits their jobs can have on the larger community.

(Information obtained through personal communication with Elizabeth Mccann, Jess Gerrior, Jess Baum, and the 2014 annual report, between August 4 and August 15, 2015)

Projects:

Project Idea: Artist designer in residence

Purpose: This project will help increase environmental aesthetic.

Procedure:
1) Develop a policy about art.
    a) Why is it important?
    b) What is the purpose?
    c) What is appropriate for the workplace?
2) Allocate resources for the project.
    a) Explore both internal and external funding opportunities
    b) Find an artist:
        i) Through Arts Alive artist database
        ii) or an request for proposals (RFP)
            (1) Recruit a selection committee
            (2) Develop selection criteria
            (3) Review proposals and select an artist
3) Create and implement residency agreement. Be sure to address:
    a) Use of space. (What is and is not allowed to be done in and with the space.)
    b) Hours of operation and access to space. (Will the artist have access 24/7, only during business hours, etc.)
    c) Conduct in the space. (Can the artist invite guests and what steps need to be taken for that to happen. What are appropriate noise levels, etc.)
    d) Public relations (The artist should be available to the media to do stories, what can they say/talk about with the media and this project?, who else should they have the media contact from the business?, etc.)
    e) Confidentiality (Necessary for certain businesses with client confidentiality requirements.)
    f) Artwork (asking for an in kind gift of artwork)

Suggested timeline:
- 3-4 weeks to select an artist and implement the policy.
- 8 weeks-1 year (length of residency)

Materials Needed:
- Work space for the artist
- A computer with design software
- Money, space, commision, or some other means to pay the artist
- Art materials
- Installation materials
- Installation space

Coordination Needs:
- Business to artist liaison
    - Regular checkins

- ○ Orientation to the business
- ○ Offer guidance on the policy
- Installation assistant(s)
- (Potential) Selection Committee

Tips:
1) Ensure that there is a discussion and agreement about how the artist will implement the policy.
2) Make sure the policy is being followed and address any issues promptly.
3) Have an orientation with the artist about the business.
    a) See if there is a way to use products from the business in the artwork.
4) This project could be enhanced by adding an element of employee engagement such as classes, lectures, design input, etc.

Questions:
1) What worked well and what did not?
    a) How would you change this for the future?
2) What benefits were observed from this project for
    a) the business?
    b) employees?
    c) the artist?
    d) the public?

Project Idea: Beautify the Break Room

Purpose: This project will help with team building and enhancing the environmental aesthetic.

Procedure:
1) Develop a policy about art and decoration. (For more detail look at the Art Policy Worksheet in the appendix and extract applicable portions.)
   a) Why is it important?
   b) What is the purpose?
   c) What is appropriate decoration for the workplace?
   d) When can employees work on decorating the room?
2) Allocate resources for the project.
3) Find employees interested in decorating the room.
4) Come up with a plan of how to decorate the room and what role various people will play.

Suggested timeline:
● 1-8 weeks to plan and decorate the room.

Materials Needed:
● A break room or appropriate room for employees to decorate
● A budget for materials and tools
● Decorating tools

Coordination Needs:
● Staff to decorate the room
● A plan for decorating the room
   ○ Open discussion to ensure that all employees can have input.
● Time to decorate

Tips:
1) Ensure that there is a discussion and agreement about the decoration plan and roles employees will take.
2) This plan should be employee driven so they will have buy-in with the decoration of the room.
3) Make sure the policy is being followed and address any issues promptly.
4) Have a celebration in the new and improved break room once it is complete.

Questions:
1) What worked well and what did not?
2) What benefits were observed from this project for employees?
3) What benefits were observed from this project for the business?

Project Idea: Build a Raised Bed Garden

Purpose: This project will help boost team building, improved communication, and environmental aesthetic.

Procedure:
1) Develop a policy about the garden and art. (For more detail look at the Art Policy Worksheet in the appendix and extract applicable portions.)
   a) Why is it important?
   b) When can people work on the garden?
   c) Who can work on the garden?
   d) What will be done with the produce from the garden?
2) Find interested employees that would be willing to be in charge of the garden and act as Garden Champion .
3) Find a location for the garden.
4) Allocate resources for the project.
5) Define the role of the garden.
6) Come up with a plan for the garden.
   a) This is an opportunity to get creative with the layout and decoration of the garden beds.
7) Construct the garden beds.
8) Plant the garden.
9) Maintain the garden, harvest, and use the produce as previously determined.

Suggested timeline:
● 1 week to find the garden location and plot layout
● 2-4 weeks to construct the garden
● 1-2 weeks to decorate the garden beds
● 1-4 months of caring for the plants in the garden

Materials Needed:
● Space for a garden.
● Employees interested in gardening.
● Money or materials to construct, plant, and maintain a garden

Coordination Needs:
● Employee(s) interested in being in charge of the garden.
● Clearly defined roles of when the employees can work on the garden.

Tips:
1) Ensure that there is a discussion and agreement about the garden.
   a) What roles will people have?
   b) How will tasks and chores be decided and shared?
2) Make sure the policy is being followed and address any issues promptly.
3) Some suggestions:
   a) If flowers are grown in the garden use them to make a bouquet for the business.
   b) Donate the produce made to a local charity like the food shelf.
   c) Allow employees to walk the garden during breaks.

   d) Have workshops for employees, the public, or both about the various aspects of the garden: decoration, design, construction, planting, harvesting, uses for the produce, etc.

Questions:
  1) What worked well and what did not?
    a) How would you change this for the future?
  2) What benefits were observed from this project for
    a) the business?
    b) employees not participating in the garden?
    c) employees working with the garden?
    d) the public?

Resources:
Antioch Community Gardens Connection (CGC) page:
http://www.antiochne.edu/cgc/
CGC Resources:
http://www.antiochne.edu/cgc/resources/
CGC Educational Manual PDF:
http://www.antiochne.edu/wp-content/uploads/2012/08/CGC-Education-Manual-Final.pdf

C&S garden page:
http://gardens.cswg.com/gardenshistory
Pre-Project Survey (sample):
http://gardens.cswg.com/planning/employeesurvey
First year plan (sample):
http://gardens.cswg.com/planning/firstyear

Project Idea: On Site Gallery

Purpose: To help with team building, improved communication, and environmental aesthetic.

Procedure:
1) Develop a policy about art. (For more detail look at the Art Policy Worksheet in the appendix and extract applicable portions.)
    a) Why is it important?
    b) What is the purpose?
    c) What mediums of art will/can you display?
    d) Will this gallery display employee, local, or any artist's work?
    e) Will the gallery have already developed or newly developed work?
    f) What art is appropriate for the workplace?
2) Allocate resources for the project.
    a) Look into gallery space, lighting, set-up, and liability.
        i) Track lighting
        ii) How will work be displayed (a hanging system or holes in the wall that will be spackled and painted after each show)
        iii) Alternative display system (blocks, pedestals, stands, shelves, cases, etc.)
        iv) Address potential liability concerns:
            (1) Agreement with the artist?
            (2) Insurance needs?
            (3) Security needs?
3) Define the role for the curator of the gallery.
    a) Take into account time allocation for employee curator.
    b) Find new artists for each show.
    c) Coordinate the installation of the show.
    d) Communicate about the artist and their work to the staff and public.
4) Develop call for artists including:
    a) Will the show be juried or open?
    b) Will there be a theme?
    c) What media (type of art) is acceptable?
    d) How many pieces will be accepted from each artist and for the whole exhibit?
5) Construct the gallery space
    a) Does the gallery need a person to answer questions from the public.
    b) What kind of security if any is needed.

Suggested timeline:
● 1-3 months to come up with policies, advertise, and give time for artists to get work ready for the gallery.
● More time maybe needed if the artists are making new work.
● 1-3 months of displaying the work.

Materials Needed:
● Space for a gallery
● Employees interested in showing their artwork
● Money or materials to install art in the gallery

Coordination Needs:
- Employee(s) interested in being a curator of the gallery.
- Clearly defined roles of when the employees can work on the gallery.
- Employees interested in showing their artwork.

Tips:
1) Ensure that there is a discussion and agreement about how the artist will implement the policy.
2) Make sure the policy is being followed and address any issues promptly.
3) There can be various themes of work shown either medium or subject matter.

Questions:
1) What worked well and what did not?
   a) How would you change this for the future?
2) What benefits were observed from this project for
   a) the business?
   b) employees not displaying art?
   c) employees displaying art?
   d) the public?

Project Idea: Start a Creative Journal

Purpose: This project helps with team building and improved communication.

Procedure:
1) Develop a policy about the journal. (For more detail look at the Art Policy Worksheet in the appendix and extract applicable portions.)
    a) Why is it important?
    b) What is the purpose/audience?
    c) How often will it be published? (Quarterly or semi-annual is recommended)
        i) How will it be published interweb (office only), Online for employees and public, or a physical journal?
    d) What is appropriate for the journal?
    e) What steps does it need to go through before it can be published?
    f) Who should the editor(s) and designer(s) contact if they have questions?
2) Allocate resources for the project.
3) Select the editor(s). (preferably with experience)
4) Select the designer(s). (preferably with experience)
5) Gather content:
    a) Art work
    b) Photos
    c) Poetry
    d) Short stories
    e) Creative non-fiction
    f) Interviews with employees
    g) Employee appreciation or spotlight
6) Put together a journal and show it to the appropriate people before publishing.

Suggested timeline:
- 1-3 months (development, story gathering, implementation, and dispersal)
- This project could continue for indefinitely.

Materials Needed:
- A computer with word processing and design software
- Ability to send an electronic journal
- (Potentially) The ability and resources to print the journal if that is desired.

Coordination Needs:
- Employee(s) that would like to be the editor(s).
- Time for the editor(s) to work on the journal both content and layout.
- A designer to help with layout.
- Journal purpose and policy

Tips:
1) Ensure that there is a discussion and agreement about how the journal staff will implement the policy.
2) Make sure the policy is being followed and address any issues promptly.

3) This project can be used for announcements, to spotlight employees, for competitions, general information sharing, local activities, etc.
4) It can be fun and get more people involved to have guest writers.

Questions:
1) What worked well and what did not?
    a) How would you change it for the future?
2) What benefits were observed from this project for
    a) employees?
    b) the business?

Appendix:

Art Policy Worksheet:

This worksheet is a guideline with questions to help businesses and employees come up with an arts policy.

1. Vision Statement
   a. What is the dream for art in your business? (This should be short and easy to communicate)
   b. How does/can art fit into your mission statement?
2. Aims and objectives
   a. What are the aims? (Break the vision down into a few steps)
   b. What are the objectives? (manageable steps to meet the aims)
3. Possible sites and locations
   a. Where can art be displayed or incorporated into your business?
   b. What kind of lighting is there?
      i. Track lighting
   c. How will work be displayed? (a hanging system or holes in the wall that will be spackled and painted after each show)
      i. Alternative display system (blocks, pedestals, stands, shelves, cases, etc.)
   d. What are the potential liability concerns?
      i. Insurance needs?
      ii. Security needs?
4. Contextual information – technical, legal, practical considerations
   a. Does your vision comply with the ADA?
   b. Does the space or workforce restrict any type of art?
5. Setting up a Steering or Advisory Group
   a. Need to have at least one leader from the company.
   b. Need to be qualified for this role.
      i. Need at least one member with artistic knowledge and/or experience.
   c. Need to be active participants in meetings and selection process.
6. Selection methodology and criteria
   a. Do you want an application process or will you accept offers as they come?
      i. Is there a fee for applying?
      ii. How will people apply?
         1. Send in photos?
   b. What mediums of art will/can you display?
   c. Will the business display employee, local, or any artist's work?
   d. Will the business use already developed, newly developed, or commissioned work?
   e. What art is appropriate for the workplace?
7. Roles and responsibilities
   a. What roles are needed?
      i. Curator
      ii. Installations team
   b. What expectations are there?
      i. When will people work on this project?

     c. What compensation is there?
        i. Can people be paid?
        ii. Can people work on this during work hours?
           1. How much of work time can be spent on this?
        iii. Is this volunteer?

8. Financial strategy
     a. How much funding is there?
     b. Where is the funding coming from?
        i. Internal source?
        ii. External source?
           1. Grants?
           2. Doners?

9. Management
     a. Who is managing this project?
     b. What is their role?

10. Timetable
     a. What is the time table for this project?

11. Contracts, copyright and ownership
     a. Have these topics been addressed?

12. Accessibility and equal opportunities
     a. What is the accessibility like in your business?
     b. Does this comply with ADA?

13. Maintenance plans and responsibilities
     a. What type of maintenance is foreseen?
     b. Who is responsible for the maintenance?

14. Information and publicity
     a. Who should you advertise too?
        i. Is this open for the public, employees, or both?
     b. How should you advertise?
        i. email blast, newspaper, radio, word of mouth,

15. Documentation and evaluation
     a. How will this be documented?
     b. What evaluation is in place?
        i. What are the desired outcomes?
        ii. What does it look like if those outcomes are met?
           1. What are short term outcomes?
           2. What are long term outcomes?

16. Review period and decommissioning
     a. How often will the project and plan be reviewed?
     b. How long will the current work/artist/installment last? What is the length of the project?

Adapted from: "Making It Your Own A PUBLIC ART POLICY AND PLANNING TEMPLATE"
http://southwestarts.com.au/wp-content/uploads/2013/09/Arts-Nth-West-Policy-Template.pdf

Talking Points when a facilitator visits a business:

These talking points are designed to help facilitators talk about the toolkit and get ideas of what the business does and would be looking for from the toolkit. This can be used for an initial visit and will help answer questions in the facilitator tips table.

1) Who am I...Why should they care.

2) Tell them about the toolkit and the long term plan.

3) Tell me about your business.

    a) What is your product?

    b) What is the vision of your business?

    c) How many employees?

    d) How many branches?

    e) Who is your main client?

        i) How do they interact with the business?

        ii) and the employees?

4) What does creativity look like in your business?

5) What would you like creativity to look like in your business?

6) **We are looking to partner with you to pilot this toolkit.**

    a) **This allows us to tailor the toolkit to your needs.**

7) Do you have art around the building?

    a) Where is it from?

    b) Who made it?

    c) What is the purpose of the art?

8) Do you have a newsletter?

    a) What is the purpose of the newsletter?

9) How or do you engage employees in a creative way?

10) What does the break room look like?

11) What does the outside of your building look like?

12) Do you have free/empty/unused space in your business?

Use the answers from this to help fill out the Facilitator tips table and be sure to ask any unanswered questions about the Knowledge of Audience (KA) section in following meetings.

Questions to help decide desired outcomes and what should be evaluated:

When considering assessment it is important to be in communication with the business that will be using this toolkit. Have conversations about what their desired outcomes are and what those outcomes will look like if successful or not successful. Here are some example questions to help come up with the evaluation. These questions should be addressed on the second or subsequent visit after a business has agreed to implement the toolkit and before the trainings start.

Topics to help come up with the evaluation questions and activities:

1) Dream big. If this toolkit were to be wildly successful, what would your business look like? Be sure to be specific, including what the business look like for employees, managers, etc.

2) What major hurdles would you need to overcome in order to make this desired outcome a reality?

3) What do the desired outcomes look like in the short term?

4) What do the desired outcomes look like in the long term?

5) When does the business need to see results of the desired outcomes in order to deem the toolkit successful?

6) What is the first step you could take towards achieving your desired outcome?

Example Evaluation questions for a business that wants increased team communication:

Here are some example evaluation questions that could be used if a business decided they wanted increased team communication to be an outcome. This would be used before and after the team has gone through the training program and would be filled out by the participants of the workshop.

Example pre implementation questions: (desired outcome of increased team communication)

In what ways does your team communicate? (circle all that apply)

email   face to face   phone   interweb   text   newsletter   mail

How well does your team communicate?

1   2   3   4   5

(Not at all)   (Very well)

How often does your team communicate with one another?

1   2   3   4   5

(Never)   (8 or more times a day)

How positive are your communications amongst one another?

1   2   3   4   5   N/A

(Negative)   (Neutral)   (Positive)

Example post implementation questions: (desired outcome of increased team communication)

In what ways does your team communicate? (circle all that apply)

email   face to face   phone   interweb   text   newsletter   mail

How well does your team communicate?

1   2   3   4   5

(Not at all)   (Very well)

How often does your team communicate with one another?

1   2   3   4   5

(Never)   (8 or more times a day)

How positive are your communications amongst one another?

1   2   3   4   5   N/A

(Negative)   (Neutral)   (Positive)

How influenced were these changes (if any) by the implementation of the toolkit? Please explain.

1   2   3   4   5   N/A

(Not at all)   (Somewhat)   (Very much so)

Facilitator Tips Table:

This table should be used by the facilitator to help ensure facilitation will go well. These are important questions to think about before implementing activities and projects from the toolkit.

Ka (Knowledge of the Audience) + Kr (Knowledge of the Resource) x AT (Appropriate Technique) = FO (Facilitation Opportunity)		
Sections/Questions:	**Answers to the questions / Notes**	**Activities to use**
Ka (Knowledge of the Audience) 1) Who are you working with? 2) What do they want? 2a) What does it look like now? 2b) What will a successful outcome look like? (short/long term) 3) What do they need? 4) What is their time frame? 5) What does the space workshop space look like? 6) How many people will be participating? 7) Do the participants know each other? 8) Do these people know me?		
Kr (Knowledge of Resources) 1) Do I understand what I am talking about? 2) Can I describe my topic in concise language? 3) Is my topic appropriate for the session?		
AT (Appropriate Technique) 1) How do I best combine my Ka and Kr? 2) Should I lecture, spark a conversation, use improv, have people write about their thoughts, a combination, etc? 3) What should I wear? 4) Do I have all the materials I need? 4a) If not where can I get them? 5) How early should I be? 6) Should I put up or print out an agenda? 7) Do we need name tags? 8) Am I paying attention to body language? (Both my own and participants) 9) Have I planned to come up with ground rules/ norms/ agreements? 10) Have I planned in enough breaks? 11) Do I have backup plans for the number of people, activities, etc.?		

Conflict Resolution: BOSS Method

BOSS is a method of conflict resolution method in which both parties need to acknowledge there is an issue that they are ready and willing to solve. One person will speak at a time while the other person listens after the last step the roles reverse. There should be a mediator present who is not involved in the issue. The steps of the BOSS method go:

Blow off steam: What is the issue why are you upset?

Own-Up: What is your role in the issue? (it takes at least two people for there to be a problem)

Step into the other person's shoes: Look at the issue from the other person's perspective.

Solve: What are some potential solutions to the problem?

Once the first person has gone through all the steps switch and have the other person go through the steps of the BOSS method. After hearing the solutions from both parties work on coming up with a solution that both parties can agree upon.

Templates:

These templates are to be used as a guide for creating and recording more activities, projects, and case studies to add to the toolkit.

Activity Template:

Title:
Decision Chart Key: (IB, TB, IC, II)
Purpose: (Team building, ice breaker, communication, idea generation, etc.)

Group Size:

Materials Needed:

Time:

Procedure:

Tips:

Questions:

Variations:

<u>Project Template:</u>

Project Idea:

Purpose: (team building, improved communication, environmental aesthetic, boost innovative idea generation)

Procedure:

Suggested timeline:

Materials Needed: (space, money, materials)

Coordination Needs: (staff, time)

Tips:

Questions:

Resources:

Case Study template:

Short Case Study template to email to people asking about what they have done:

1) Overview of business (1pg double spaced max.)
    a) # of employees
    b) main market and product
    c) been in the business for _ years.
2) Presenting situation (problem or challenge)
    a) What lead to implementing the intervention or caused putting creativity in place
3) What was done? (Intervention)
    a) Description of what was done.
4) What were the outcomes?
    a) How were these outcomes observed or documented?

Expanded Case Study Template for businesses with data:

1) Overview of business (1pg double spaced max.)
    a) # of employees
    b) main market and product
    c) been in the business for _ years.
2) Presenting situation (problem or challenge)
    a) What lead to implementing the intervention or caused putting creativity in place
3) What was done? (Intervention)
    a) Description of what was done.
4) How data was collected
    a) ex. 50 interviews or observations were done
5) What did the data say?
    a) What was the change if any?
    b) What caused that change?
6) What are you going to do?
    a) ex. implement a ½ day quarterly workshop on creativity
    b) Now What?

Creativity Toolkit Info Sheet:

This info sheet can be shared with interested parties to give them a glimpse into the benefits and reasons to implement the toolkit.

Arts Alive! Creativity Toolkit

There are many ways to problem solve in the workplace today. Creative solutions can be sought after by both employees and managers.

Arts Alive! has created a Toolkit for integrating creativity into the workplace, the Creativity Toolkit. It was designed as a guide for HR directors, managers, and artist facilitators to integrate creative activities into the workplace.

The Toolkit helps businesses engage employees in problem solving, team building, and innovation by providing creative activities, project templates, and a list of qualified facilitators and mentors. Activities are primarily used to get creative juices and open communication flowing at meetings, retreats, and trainings. Projects are intended for long-term implementation to build a creativity-boosting work environment - from enhancing the aesthetic of the workspace to building an employee community through shared cultural experiences.

Some of the benefits of having creativity in the workplace include

- better teamwork and team bonding,
- increased workplace engagement and interaction,
- improved ability to attract and retain quality employees,
- increased staff morale, fun and happiness and
- increased workplace problem solving and productivity

Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, the just saw something. It seemed obvious to them after a while.
—Steve Jobs

Outcomes for implementing the Toolkit will vary with your business and can be in the form of

- an increase in innovative solutions
- a positive impact on workplace relationships and work culture
- a positive impact on employee retention and recruitment success
- an increase in workforce engagement in the arts outside of the workplace

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His experience, education, and skill set as both an educator and artist position Owen well to develop a workshop and "tool kit" that gives artists and employers ways to increase creativity in the workplace. One of the best ways to devise new and innovative solutions to a variety of challenges that may be encountered in the work environment is by approaching those situations from different perspectives, which requires the application of creative thought.

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About Arts Alive!

Arts Alive! is a 501(c)3 nonprofit organization working to sustain, promote and expand access to arts and cultural resources in the Monadnock Region. Arts and culture are community assets that enhance financial strength, health and wellness, and social capital in the communities where they are supported. Arts Alive is comprised of a broad range of arts and cultural organizations — museums, acting troupes, musical organizations, theaters, galleries — that share a common goal: to enhance arts and culture in the region.

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New Hampshire Business Committee for the Arts

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