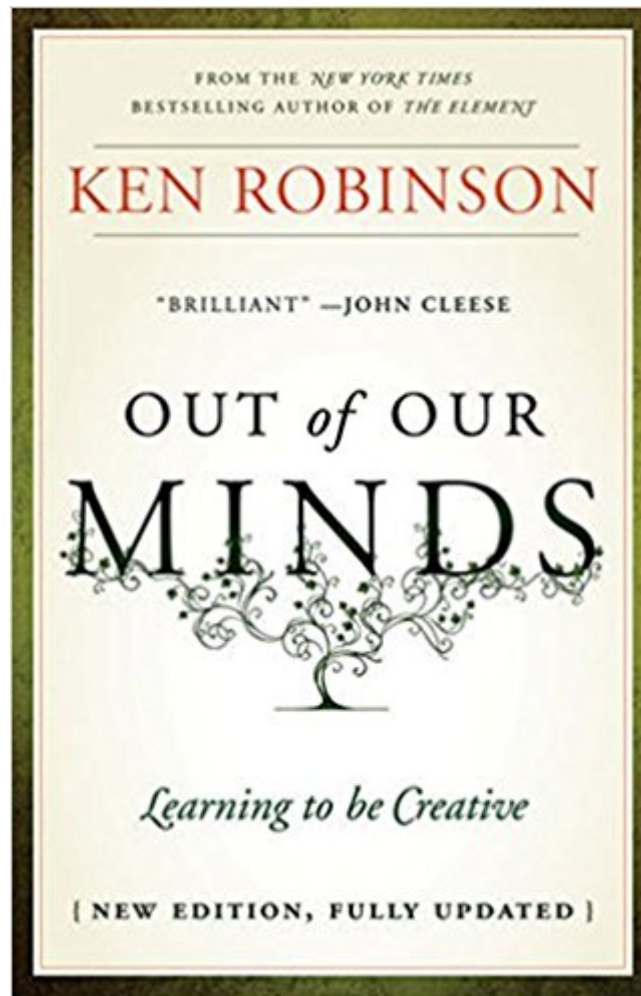




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Out Of Our Minds: Learning To Be Creative



Synopsis

"It is often said that education and training are the keys to the future. They are, but a key can be turned in two directions. Turn it one way and you lock resources away, even from those they belong to. Turn it the other way and you release resources and give people back to themselves. To realize our true creative potential – in our organizations, in our schools and in our communities – we need to think differently about ourselves and to act differently towards each other. We must learn to be creative."

Ken Robinson PRAISE FOR OUT OF OUR MINDS

Ken Robinson writes brilliantly about the different ways in which creativity is undervalued and ignored . . . especially in our educational systems."

John Cleese "Out of Our Minds explains why being creative in today's world is a vital necessity. This book is not to be missed."

Ken Blanchard, co-author of *The One-minute Manager* and *The Secret* "If ever there was a time when creativity was necessary for the survival and growth of any organization, it is now. This book, more than any other I know, provides important insights on how leaders can evoke and sustain those creative juices."

Warren Bennis, Distinguished Professor of Business, University of Southern California; **Thomas S. Murphy** Distinguished Research Fellow, Harvard Business School; Best-selling Author, *Geeks and Geezers* "All corporate leaders should read this book."

Richard Scase, Author and Business Forecaster "This really is a remarkable book. It does for human resources what Rachel Carson's *Silent Spring* did for the environment."

Wally Olins, Founder, *Wolff-olins* "Books about creativity are not always creative. Ken Robinson's is a welcome exception"

Mihaly Csikszentmihalyi, c.s. and d.j. Davidson Professor of Psychology, Claremont Graduate University; Director, Quality of Life Research Center; Best-selling Author, *Flow* "The best analysis I've seen of the disjunction between the kinds of intelligence that we have traditionally honored in schools and the kinds of creativity that we need today in our organizations and our society."

Howard Gardner, a. hobbs professor in cognition and education, Harvard Graduate School of Education, Best-selling Author, *Frames of Mind*

Q&A with Sir Ken Robinson

Author Sir Ken Robinson What has changed since the first edition of *Out of Our Minds* was published in 2001 that has prompted you to write this new edition? One of the core themes of the book is the rate and nature of change in the modern world. The last ten years have offered dramatic demonstrations of this theme. Just think of the breathtaking innovations in technology and digital culture. Ten years ago, Google was still a novelty; there were no smart phones, no iPods or iPads; no Twitter or Facebook or any of the social media that are transforming life and work today. Then think of the increasing pace of population growth, the growing strains on the environment and the effects of all of these on people's lives and

future prospects and the fact is that the world is becoming more complex and unpredictable than ever. Ten years on, I wanted to refresh and update the information in the book and to show that these revolutionary changes make the arguments of *Out of Our Minds* even more urgent in 2011 than they were in 2001. I've also spent the last ten years travelling the world presenting and debating the ideas in the book. In this new edition, I also wanted to present the arguments in a fresh way and to include new examples of the strategies that are needed to make them a practical reality. Why do you think this book is important for business and industry leaders as well as educationalists? In the last ten years, I've worked with business of all sorts all around the world. For all of them, cultivating creativity is a bottom line issue. Last fall, IBM published a report on the challenges facing business in 2011 and beyond. The report was based on survey of 3000 CEOs. It showed that the top priority for CEOs everywhere is to promote creativity systematically throughout their organizations. The reasons are clear enough. In a world of rapid change, companies and organizations have to be adaptable as circumstances change and be able to develop new products and services as new opportunities emerge. Most people occasionally have a new idea. For companies that isn't enough. To remain competitive, they need to develop cultures where creativity is a habit and innovation is routine. The new edition of *Out of Our Minds* sets out the core principles for doing this and for leading a dynamic and reliable culture of innovation. As one reviewer has suggested, creativity is a topic that excites some and enrages others. Why do you think this is? I think it's because there are many misconceptions about creativity. Some people believe that creativity can't really be defined: others that it's a process that can't be taught. Some think it's about special people, or special activities. One of my aims in the book is to tackle these misconceptions and to show that everyone has creative potential and that creativity can be developed in every sort of activity and in a practical way. My argument throughout *Out of Our Minds* is not only that creativity can be developed systematically but that it must be in education and in business if we're to fulfil our real talents and meet the many challenges that we face. Since the publication of The Robinson Report for the UK Government in 1999, you have been invited to contribute to strategy for creative development by other international organisations and governments. How has this work influenced your arguments in the book? The report for the UK government set out a national strategy to promote creativity systematically in schools. Following its publication I was asked to work on a similar strategy for Northern Ireland, as part of the Peace Process, and to contribute to Singapore's strategy to become the creative hub of South East Asia. I now live in the US and have worked with States here on creative strategies for business and education. All of these

experiences have confirmed the basic arguments of *Out of Our Minds* and the principles and processes I describe in the book. They apply equally to schools, universities, companies and governments. Of course, there are always limits on what you can say in a government report. In this book, I've been able to offer a much more personal and unfettered look at these issues and to speak from the heart as well as the mind. This book is a mind-opening look at why some people don't achieve their full potential in life. Do you feel you have achieved your full potential in your career? I've spent my life pursuing ideas and principles that I feel passionate about and that I know are deeply important in the lives of others. I'm delighted that I've had some impact around the world on education in particular and on how people and organizations think about themselves and their talents and potential. I still have a lot of life left in me though, so I'll defer judgement for a while on whether and when I've achieved all I might do. | What changes do you hope *Out of Our Minds* will bring about in the long term? I say in the Foreword to the new edition that "my aims in this book are to help individuals to understand the depth of their creative abilities and why they might have doubted them; to encourage organizations to believe in their powers of innovation and to create the conditions where they will flourish; and to promote a creative revolution in education." I couldn't have put it better myself!

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Customer Reviews

inspiring, witty and engaging book. (Tes.co.uk, April 2011). straightforward, amusing and useful.

(Management Today, May 2011). a book with the potential to be a catalyst for system-wide change. (Times Educational Supplement, May 2011). 'Now more global in perspective the book seems more important than ever His rallying cry still deserves to be heard. (Business Life, May 2011).

There is a paradox. As children, most of us think we are highly creative; as adults many of us think we are not. What changes as children grow up? Organizations across the globe are competing in a world that is changing faster than ever. They say they need people who can think creatively, who are flexible and quick to adapt. Too often they say they can't find them. Why not? In this provocative and inspiring book, Ken Robinson addresses three vital questions: Why is it essential to promote creativity? Business leaders, politicians and educators emphasize the vital importance of promoting creativity and innovation. Why does this matter so much? What is the problem? Why do so many people think they're not creative? Young children are buzzing with ideas. What happens as we grow up and go through school to make us think we are not creative? What can be done about it? What is creativity? What can companies, schools and organizations do to develop creativity and innovation in a deliberate and systematic way? In this extensively revised and updated version of his bestselling classic, *Out of Our Minds*, Ken Robinson offers a groundbreaking approach to understanding creativity in education and in business. He argues that people and organizations everywhere are dealing with problems that originate in schools and universities and that many people leave education with no idea at all of their real creative abilities. *Out of Our Minds* is a passionate and powerful call for radically different approaches to leadership, teaching and professional development to help us all to meet the extraordinary challenges of living and working in the 21st century.

This book doesn't really address ways to be more creative from an individual perspective as much as I would have liked. It does give some interesting insight into how a society or even businesses could approach educating its people to increase productivity and overall happiness. Honestly, I wouldn't recommend it unless you are in a leadership position and looking for some ideas and concepts to implement in your own business/institution.

Ken Robinson is a revolutionary in his approach to creativity and education. His books should be prescribed reading for all educationists, parents and especially government appointees to education departments. The world situation, with very few exceptions, is in dire straights and an imperative reason for parents to read his works, is that it is a means of becoming informed and educated

about what should be happening in educating the younger generations and those to come. Governments need to be put under pressure and held accountable for supporting the creation of education systems that do just that - provide the means of educating rather than indoctrinating. The most inspiring books I have read on the subject ever and his three talks on the series "TED Talks" are defining.

Ken Robinson is HERE For our times!!!! For sure our kids are DONE with the awfully boring classroom tedium of the Industrial Age--creating "robot schools"---and are totally ready for INNOVATION, creativity and bringing back real art, sciences, and math that is fun--and useful for all. I really love how he thinks out of the old box and is helping us move into circular, free-thought. Kudos!!! Exciting!!! Home, Private and Community schooling is where it is now at--our kids and grandkids deserve it!!!! Time to shine again!!!

Ken is a very thoughtful and engaging speaker. His book is consistent with those qualities. Important time in education and his work is thought provoking

Felt like a book length TED talk. Lots of interesting examples, but they were not analyzed very deeply, and not much synthesis.

I do love this book, at times it seems that he is droning on and on with some type of example or statistic and that pulls me out of it a bit. Other than that I love this book! I have learned a lot thus far and can understand clearly why he believes what he does.

A treatise on why formulaic and rigid education systems are inhibiting the development of creativity. I agree with many of the reviewers that the title is somewhat misleading and that the focus is really on the shortcoming of modern educational methods in promoting the development and enhancement of creative skills - and how education is beyond academics to a much broader viewpoint of enhancing problem solving, creative and life skills. The book is a generally easy read, but wasn't quite what I expected.

Mr. Robinson brings attention to the dangers of squandering our human potential if we refuse to be creative about the way we approach changing our failing education systems. He also points to shining examples of people who have had the courage to try new innovative approaches, with great

success in many cases, giving us hope that real, positive, and exciting change can be done in how we educate ourselves and our children. A great read that will make you break through the boundaries of thought regarding the future of our world and how we can rise to meet the challenges it gives us.

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