



School of Applied Linguistics



Erasmus+

What is Creative Agility?

Multiperspective insights into an ongoing Erasmus+ project

ADMC 2022, August 3/4, Toronto

Birgitta Borghoff, borg@zhaw.ch, Dagmar Frick-Islitzer, frick@kubus.li

Zurich Universities of
Applied Sciences and Arts



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Overview presentation

Practice-Theoretical embedding of the project in the ADMC 2022

Brief overview of the Erasmus+ project

Project contribution of the ZHAW Zurich University of Applied Sciences
(Switzerland)

Insights into the results of a case study in a German municipal context

Experimenting with "creagility"

Reflection/Take Homes

PRACTICE-THEORETICAL EMBEDDING IN THE ADMC 2022

Practice-Theoretical embedding of the project in the ADMC 2022

Development and research project, respectively Erasmus+ partnership

Situated in the field of **adult education (continuing education)**

Special **references** to the following **conference topics**:

Design Leadership with a view to **organizational transformations through the integration of art-based strategies and interventions**, design practices and methods in organizational contexts; scientific accompanying research of a case study as well as pilot trainings/market tests in Europe by means of **(practice-theoretical and) approaches from discourse and design research**

Design for the Public Good with a view to the **development of a future-oriented training on Creative Agility for executives and decision-makers in different contexts** such as business, politics, society, health, etc. incl. accompanying scientific research (case study and pilot trainings/market tests in Europe using **(practice-theoretical and) approaches from discourse and design research**).

BRIEF OVERVIEW OF THE ERASMUS+ PROJECT

Project constellation

Organization:



Erasmus+

Call «Creativity and Digitization»

European Project Partners:



Zürcher Hochschule
für Angewandte Wissenschaften



Project Sponsors:



Erasmus+



Project team



*Project-Kick-off in Balzers / Liechtenstein, 24th June 2021 (from left to right):
Birgit Appelt (SPES Austria), Birgitta Borghoff (ZHAW Switzerland), Dagmar Frick-Islitzer (Kubus
Liechtenstein), Michael Uhl, Peer Holthuizen, Prof. Dr. Ralf Rummel-Suhrcke (all from HKS Germany)
and Peter Jungmeier (SPES Austria)*

Current challenges and project goals

Current Challenges

- Creativity and communication as basic prerequisites for team- and solution-oriented cooperation need to be improved in organizations.
- Managers / decision-makers require appropriate navigation tools to optimize organizational procedures and processes.
- Arts-based strategies are intended to evoke a change of perspective in organizations and break up communication habits both digitally and analogue.

Project Goals

- Development of a training concept on "creative agility" in the form of a modular arts-based, knowledge-oriented and methodical-didactic toolkit
- Realization of pilot trainings (market tests) in Europe and experiments with digital and analog learning formats

PROJECT CONTRIBUTION OF THE ZHAW

Project contribution of the ZHAW Zurich University of Applied Sciences

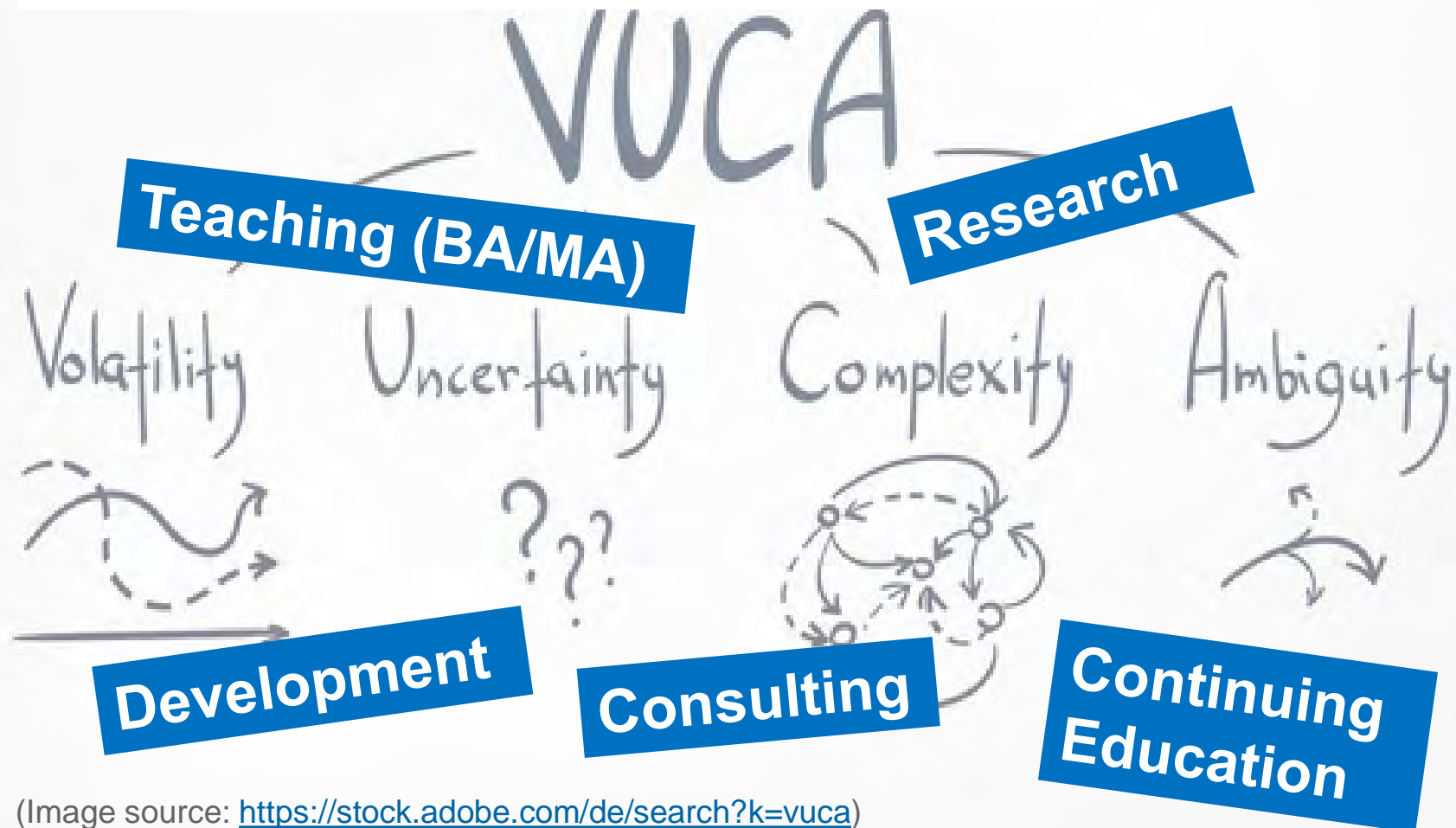
Evaluation of a case study in a municipal political context
as an empirical basis for the development of a guideline for the
implementation of artistic interventions in organizational contexts

(Co)development of impulse texts (text design)

Provision of **consulting services** for the evaluation of the pilot courses

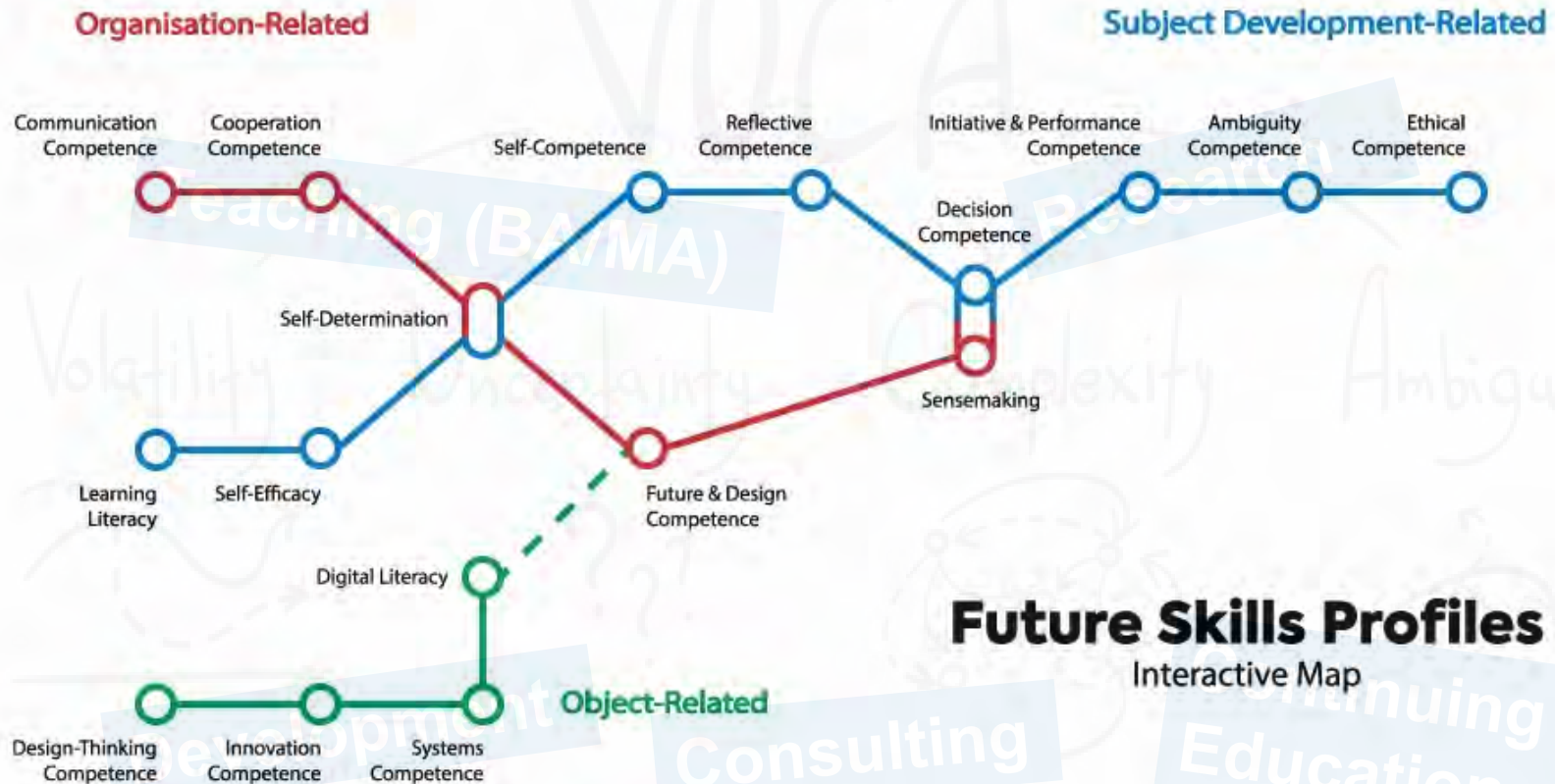
Translation of intellectual outputs into two other Swiss national
languages, this is French and Italian

Why we are involved?



(Image source: <https://stock.adobe.com/de/search?k=vuca>)

Future Skills Turn (Ehlers, 2020)



Future Skills Profiles

Interactive Map

(Image source: <http://nextskills.org/future-skills-finder/>)

Professorship Organizational Communication and Public Spheres

Methodologies of Applied Linguistics

**Analysis of
Public
Discourses**

**Analysis of
Organizational
Processes**

**Design
Analysis**



«Creative Agility»

Micro-Fokus

Macro-focus

**Public
Storytelling**

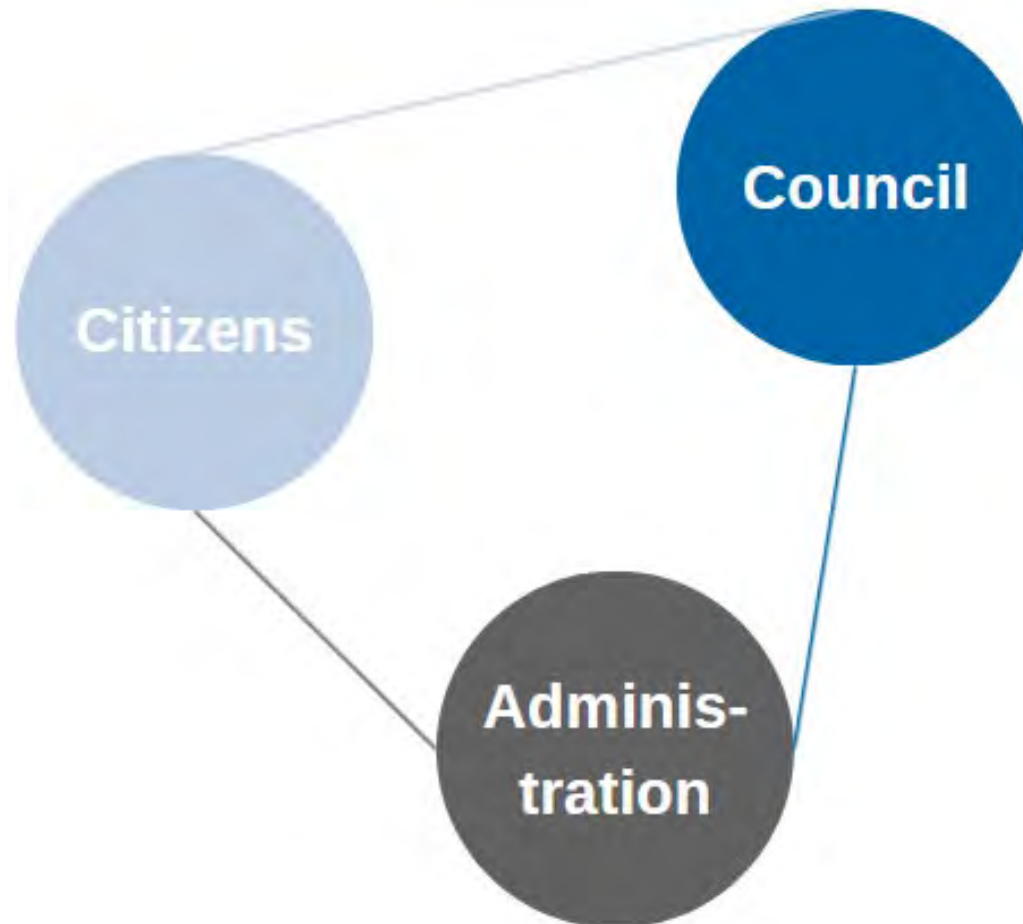
**Strategic
Management**

**Public
Governance**

CONTEXTUALIZATION

CASE STUDY OTTERSBERG

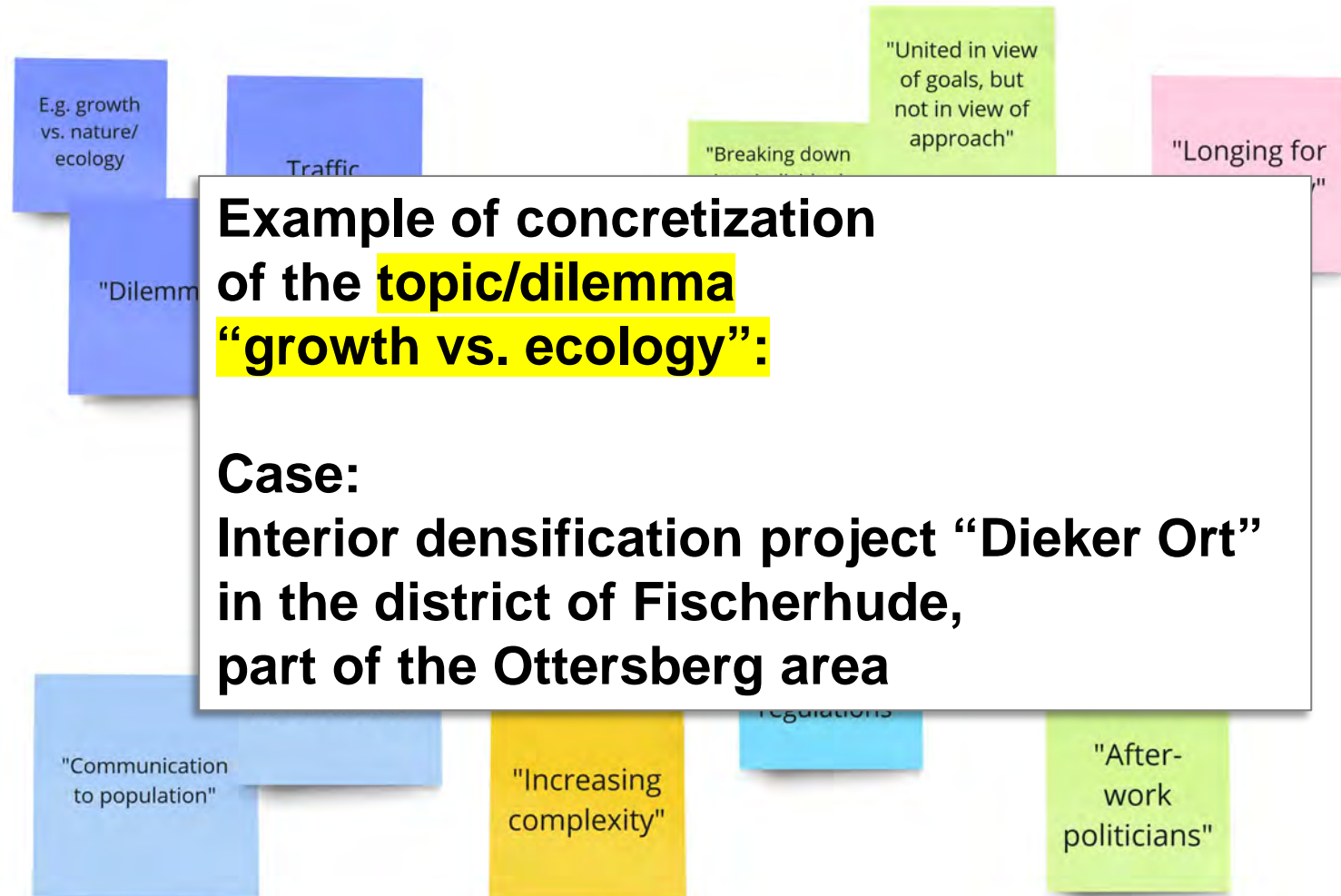
The «complex» triangle in the municipal context Ottersberg (near Bremen, Germany)



Initial situation: Municipal context Ottersberg (near Bremen, Germany)



Initial situation: Municipal context Ottersberg (near Bremen, Germany)



Emerging questions to be explored with art-based methods/artistic interventions

How do I **deal with** the big **complex questions** with **narrowly defined competences**?

How does **each individual** in the **complex triangle of local politics** deal with a **permanently latent over-complexity**?

How do we **communicate, share and organize** issues and **questions** when answers are not immediately available?



«Creative Agility» - Our working definition

The development of **Creative Agility** is a **Future Skill** for facing new situations in a creatively agile way and communicating with each other in an effective and respectful way - digitally and analogously. But not only that.

"**Creagility**" can be seen as a **multi-perspective interplay of artistic and creative strategies, practices of communication and organizational development**, enriched by the **organizational experiences of professional practitioners** in different roles, situations, contexts and publics.

Research questions

How do **activities** (“doings” and “sayings”) and **artifacts** (“things”) of professional practitioners from politics, art practice and education **stimulate creagile action**?

Which **creagile practices** do professional practitioners from politics, art practice and education **draw upon** while going through the **art-based process of the “Narrative Recherche”** (Narrative Inquiry)?

How do activities and practices constitute the **identities, relationships and behaviours** of professional **practitioners** from politics, art practice and education, **influencing** their **modes of engagement in creagile action**?

THEORETICAL FRAMEWORK CASE STUDY OTTERSBERG

Theoretical Framework

Practice theory and narrative turn

- Strategy as (narrative) practice
- Narratological management and organizational research
- Reflective practice
- Sensemaking in Organizations

Organizational communication, language, discourse

- CCO Communication Constitutes Organization
- Applied Linguistics (language practices and patterns of language use)
- Discourse research (discourse practices and patterns)

Central technical terms from other disciplines

Agility

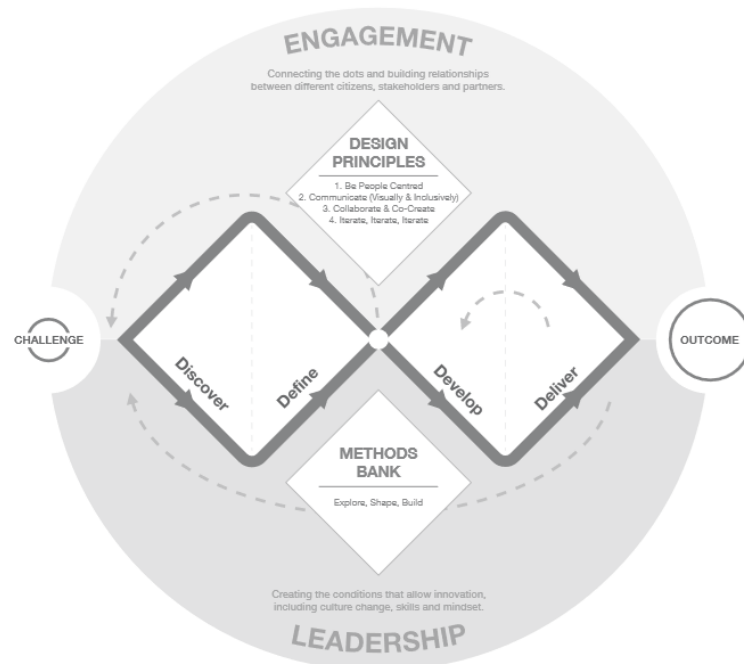
- Agile Manifesto (individuals and interactions, working software/tools, working with the customer, responding to change).
- **Agility as an action and leadership concept, agility as an organizational concept, agility as an extension of the leadership concept** (transformational-agile)
- **Agile management and principles** (new perspectives open up new views, self-organization, team decisions, transparency, simplicity)
- **Agile values, mindsets, skills, capabilities, behaviors** (commitment, courage, focus, openness, respect, etc.)
- **Agile frameworks/methods** (Scrum, Kanban, **design thinking**, etc.)
- **Agile communication**

Creativity

- **Creative process models**, creativity principles, methods, techniques.
- **Creative thinking styles** (lateral, divergent, associative, magic, associative, networked, out-of-the-box, transformative, etc.)
- **Creative personality** and typologies
- **Forms of creativity** (artistic, practical, exploratory, organizational, scientific, collaborative, designerly, applied, etc.)
- **Creative impulse fields** (psychology, chaos research, change management, project management, storytelling, etc.)

Art

- **Art-based strategies, artistic processes and interventions**



RESEARCH DESIGN/METHOD

CASE STUDY OTTERSBERG

Research design

Study plan of qualitative research

- Action research, practice research
- Case study in the form of a qualitative experiment

Research object

- The art-based process/intervention of the «Narrative Recherche» (Narrative Inquiry) as a discursive strategic praxis of creagile action

Social context of the experiment

- **Where:**
 - Research lab artistic interventions at the College for Arts in the Social Ottersberg (near Bremen, Germany)
- **Who:**
 - Executives and decision-makers from council and administration of the municipality Ottersberg
 - Professional practitioners from art practice and education of the College for Arts in the Social Ottersberg

Analytical perspective on “Creagile action”



Practitioners (who)

- Identities, resources (professional contexts, roles, competences, skills, experiences, values, principles, attitudes, motivations, relationships, needs, (body) feelings)
- Behavior

Activities, Artifacts (what)

- "Doings and Sayings": actions, (inter)actions, conversations, discourse.
- "Things": artifacts (created, made, narrated, written down)

Practices (how)

- Procedures, methods, techniques, tools, processes, routines (organization-, context-, industry-specific, social)
- Routinized "ways of behaving, thinking, emoting, knowing and acting", "using 'things'"
- "Shared understanding: traditions, norms, rules, languages, knowledge, expectations"

Data collection and preparation

- **3 narrative group interviews** with **professional practitioners** from the **College for Arts in the Social Ottersberg** before and after the group sessions (ZOOM recordings, verbatim transcriptions)
- **5 individual interviews with the Ottersberg population** by the head of the "Narrative Research" process (summary protocols, audio recordings)
- **Non-participant observation of the qualitative experiment** (Art-based process/intervention of the «Narrative Recherche») consisting of **5 group sessions** at the College for Arts in the Social Ottersberg (audio recordings, observation protocols based on field notes and verbatim transcriptions)
- **2 narrative group interviews** with **executives and decision-makers from council and administration of the municipality Ottersberg** at the beginning and after the group sessions (Audio recordings, verbatim transcriptions)
- **1 participant observation** at a **public multiplier event** at the College for Arts in the Social Ottersberg (ZOOM recording, observation protocol based on field notes)

Data evaluation and visualization

Grounded theory for the evaluation of processes and discourses

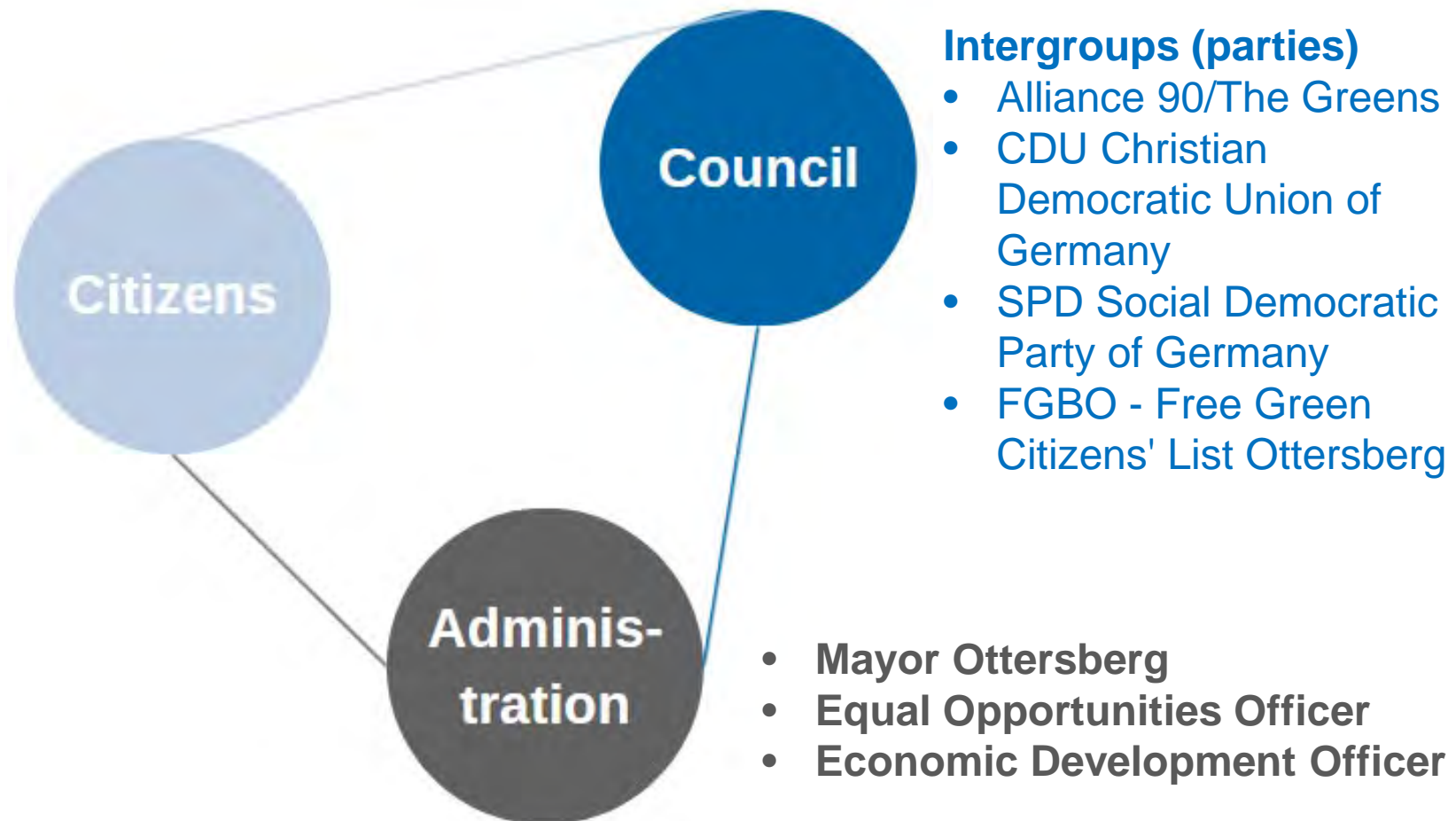
MAXQDA (analysis tool for qualitative data analysis and visualization)



INSIGHTS INTO THE RESULTS

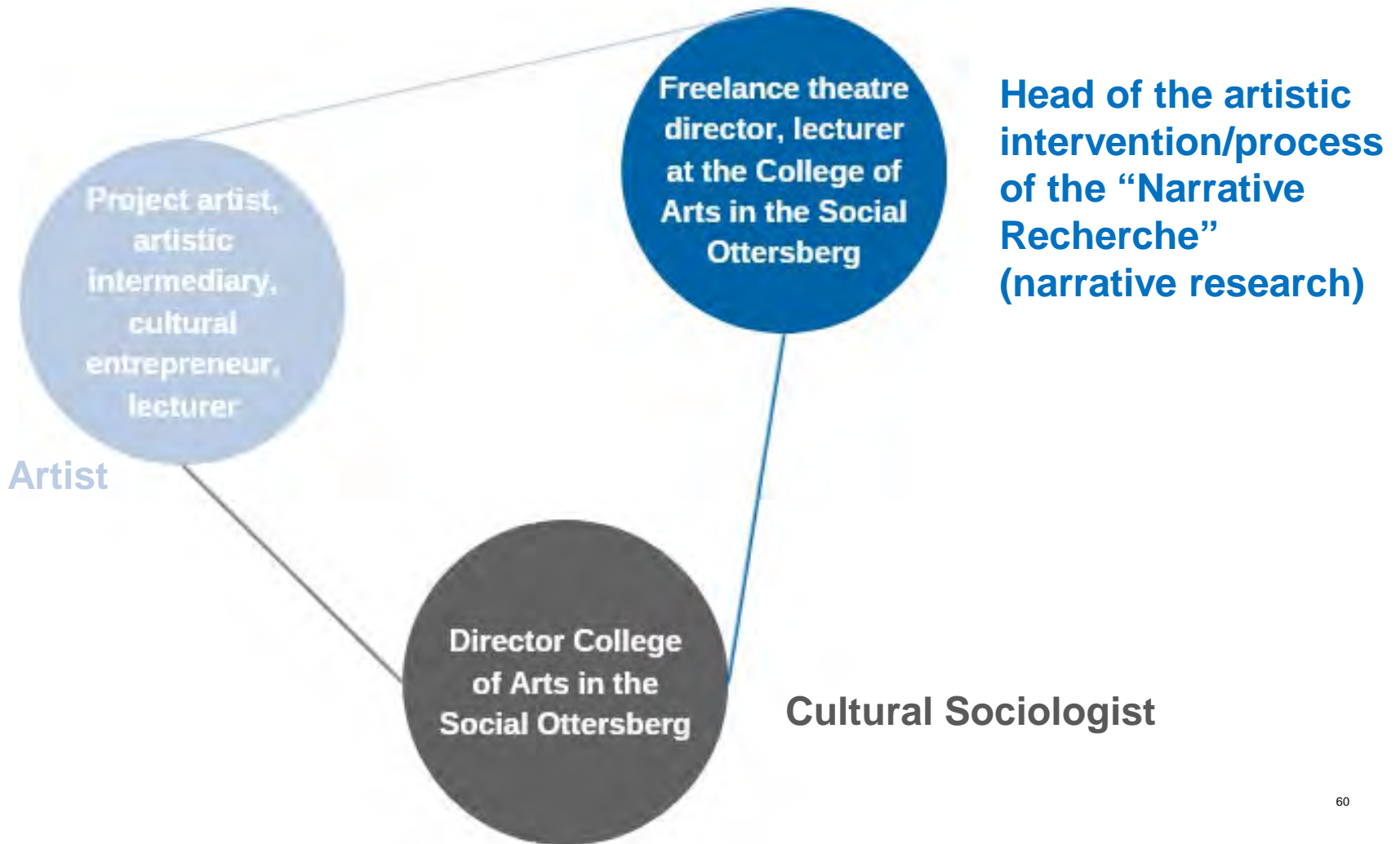
Practitioners:

Executives and decision-makers from council and administration of the municipality Ottersberg



Practitioners:

Professional practitioners from the College for Arts in the Social Ottersberg



Artifacts of creagile action

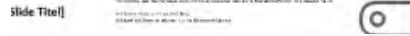
Die Nachverdichtung
 Oder: Bauen im historischen Dorf
 Eine kleine Erzählung in acht Bildern

Personen:
 Erzähler 1: Ludwig Schwarz
 Erzähler 2: Gabry Körnecke
 Erzähler 3: Holger Wieters-Froehlich

Narrator text for the story "The redensification"

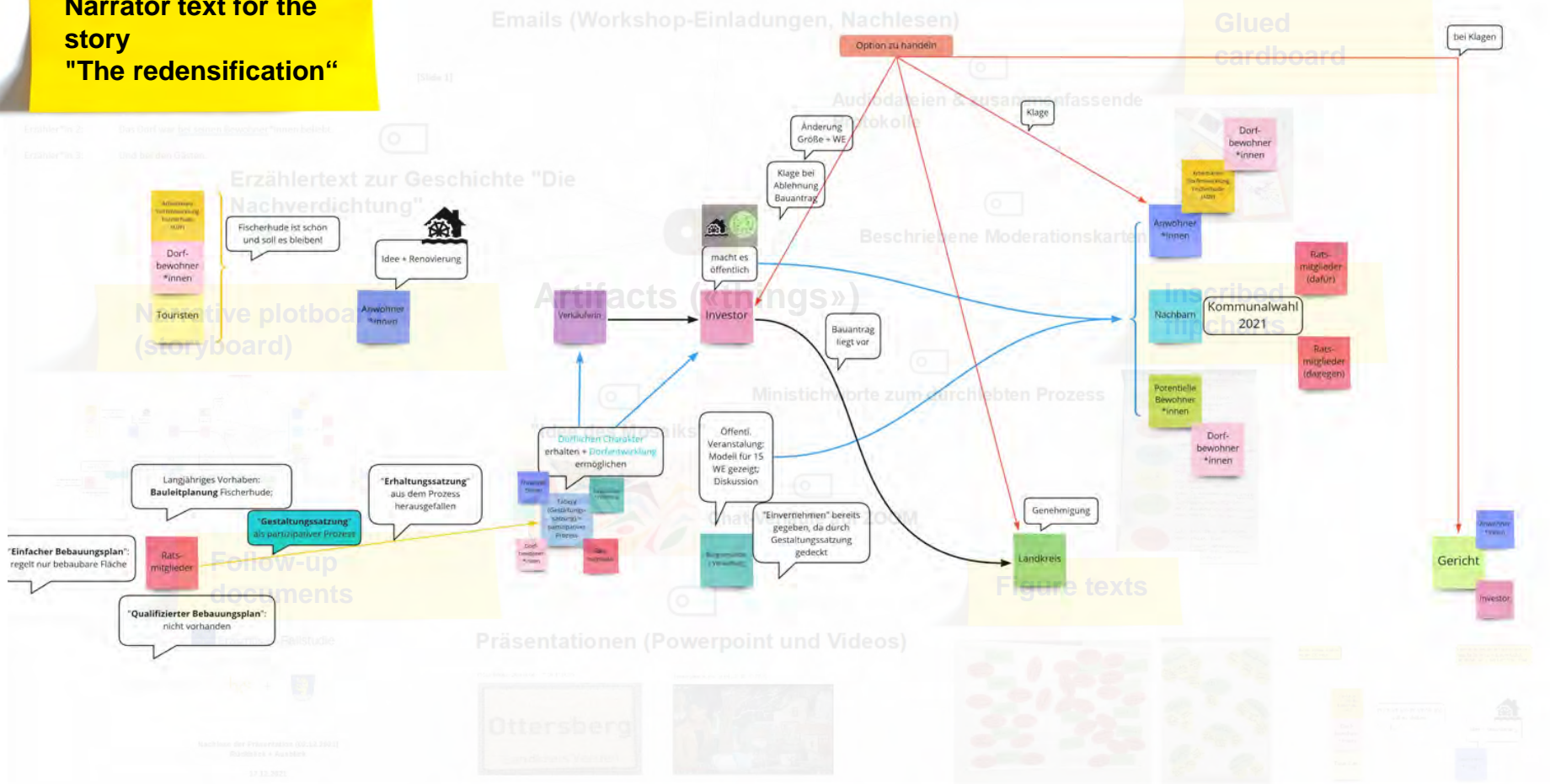
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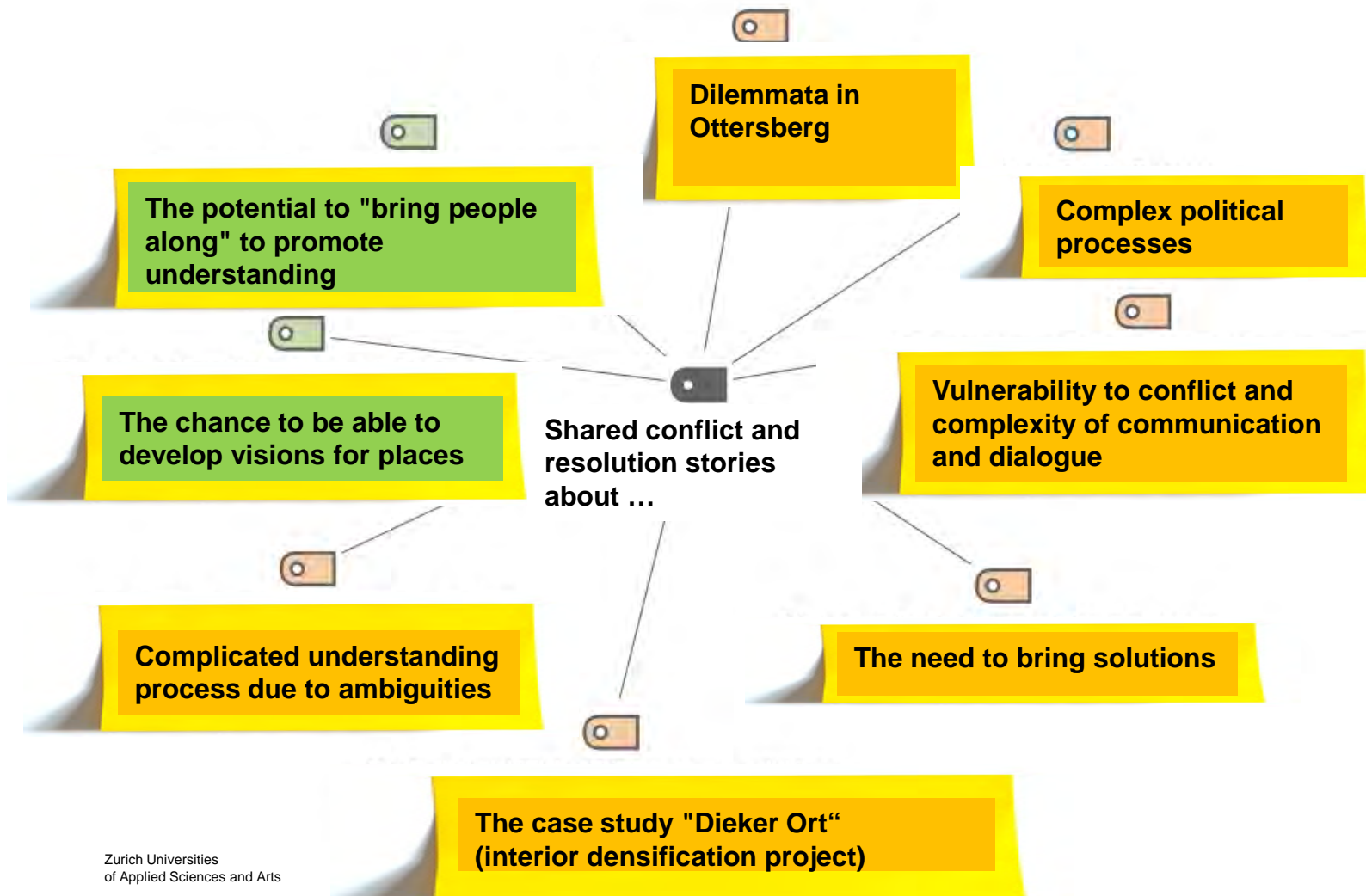


Shared conflict and resolution stories about ...

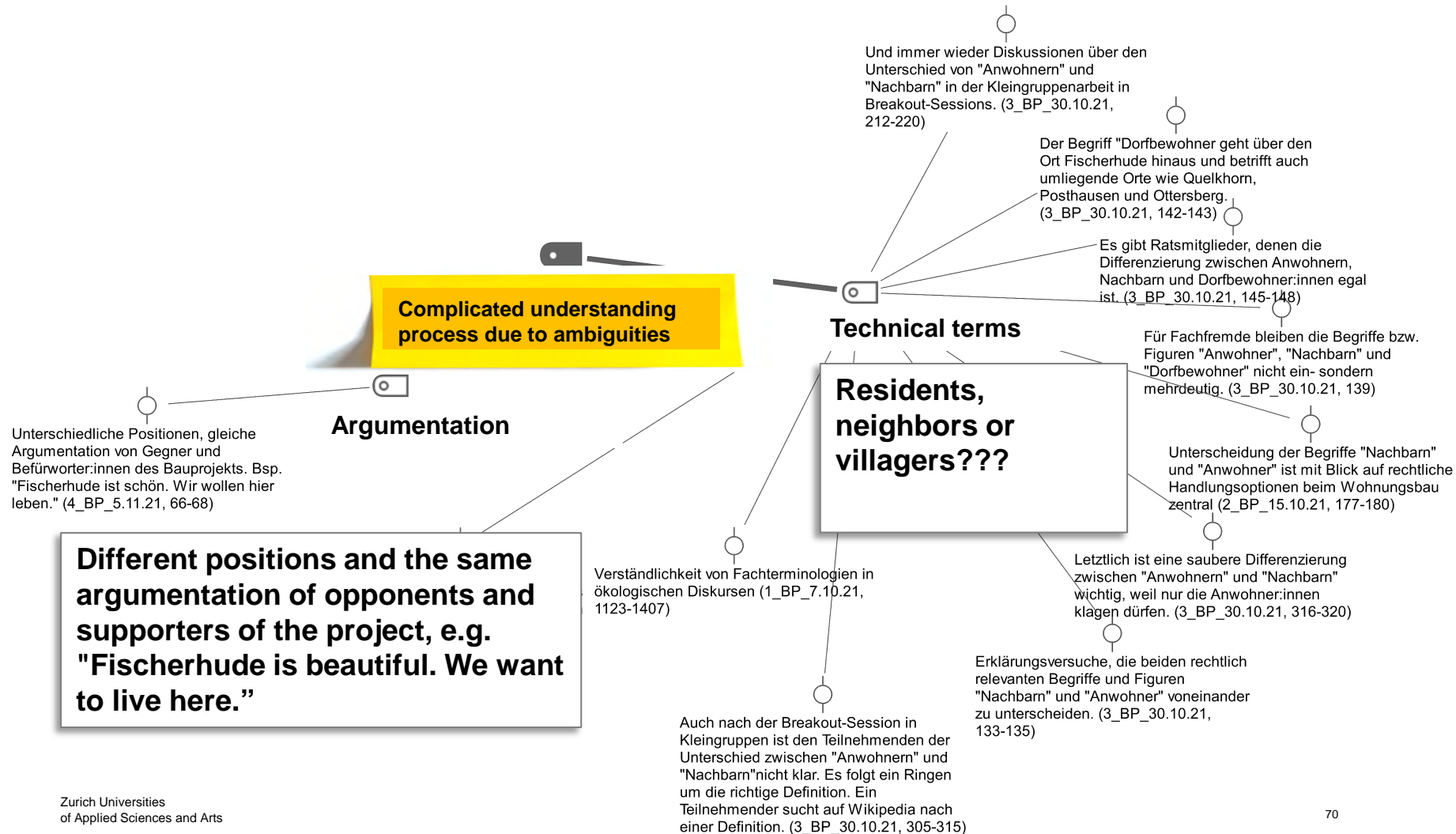
...



Artifacts («things») of creagile action: Shared conflict and resolution stories about ...

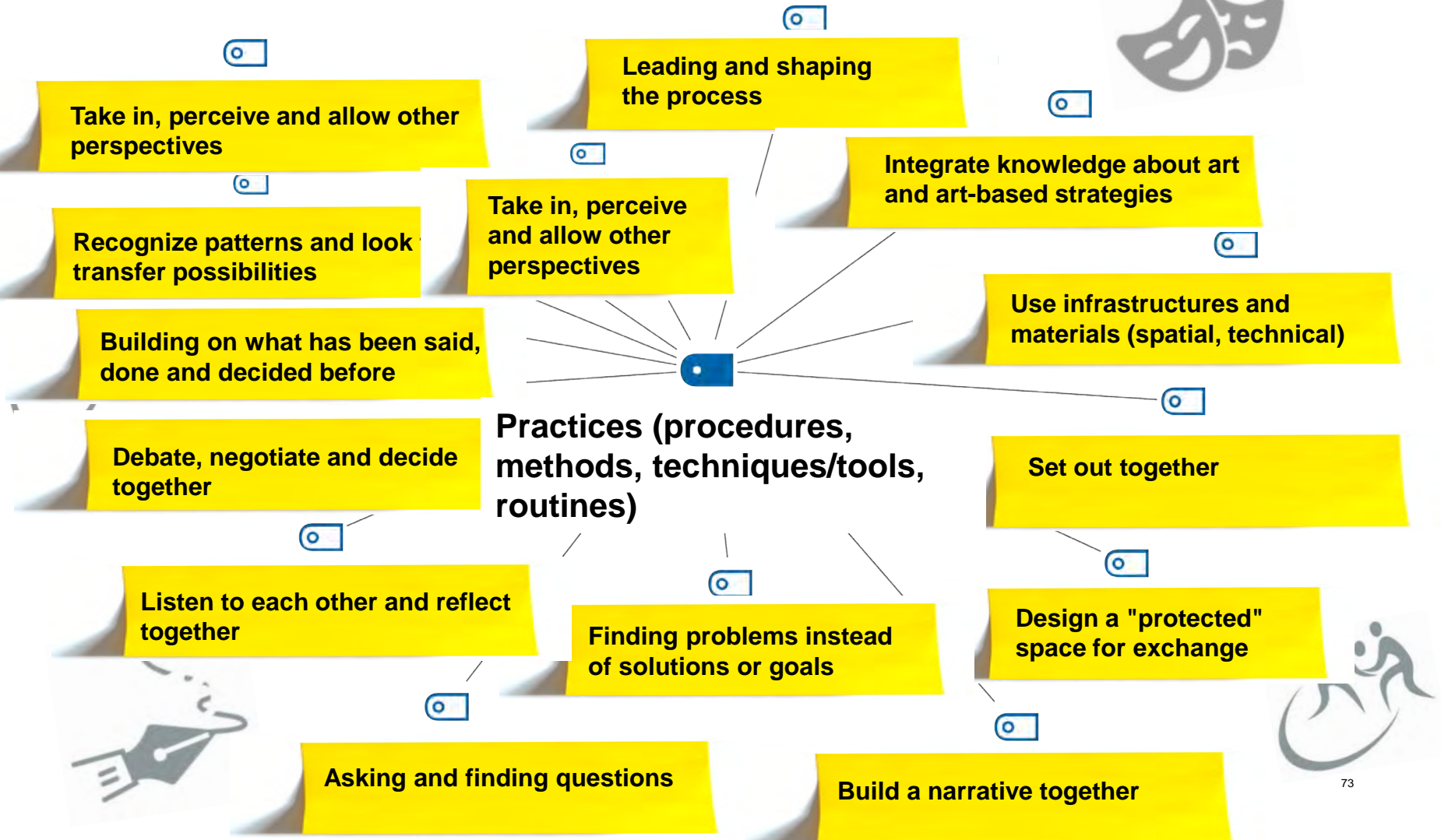


Artifacts («things») of creagile action: Shared conflict and resolution stories about ...





Practices of creagile action



Practices of creagile action: asking and finding questions

Software interface showing the process of analyzing and finding questions from interview transcripts using the MAXQDA software.

MAXQDA Interface Overview:

- Start Menu:** Includes options like MAXMaps, Code-Matrix-Browser, Code-Relations-Browser, Codelandkarte, Dokumentlandkarte, Dokumenten-Vergleichsdiagramm, Dokument-Portrait, Codeline, and Wortwolke.
- Liste der Dokumente (Left Panel):** Shows a hierarchical view of interview transcripts, including "1. Narratives Interview HKS-Akt. zur Vorrecherche 26.7." and "2. Narrative Interviews HKS-Akt. vor/nach Interv. 6.10./12.11.".
- Liste der Codes (Left Panel):** Shows a list of codes, including "Sich Fragen stellen und Fragestellungen finden", "Einander zuhören und gemeinsam reflektieren", "Debattieren, verhandeln und gemeinsam entscheiden", "An vorher Gesagtes, Getanes, Entschiedenes anknüpfen", "Muster erkennen und nach 'Übertragungsmöglichkeiten' schauen", "Andere Perspektiven einnehmen, wahrnehmen und zulassen", "Ergebnisse präsentieren", "Ideen & Form für die Präsentation sammeln", "Erfahrungen und Erkenntnisse mit Öffentlichkeit teilen", "Den Prozess führen und gestalten", "Wissen über Kunst und kunstbasierte Strategien integrieren", "Infrastrukturen und Materialien nutzen (räumlich, technisch)", "Reflexionen aus der (teilnehmenden) Beobachtung", and "Datenkorpus".
- Dokument-Browser (Top Right):** Displays the selected document "1_BP_7.10.21 (Seite 18/32)".
- Codierte Segmente (Right Panel):** Shows a list of coded segments, including "MU: 'Welche Strategien benutzen wir eigentlich in den Gruppe...'", "MU: 'Wie lässt sich kreative Agilität schulen?'", "MU: 'Wie sammelt man aus verschiedenen Fragestellungen der...'", "MU: Gemeinsam Fragestellungen finden", "MU: 'Was ist das Thema? Worüber reden wir? Womit wollen wi...'", "MU: 'Was haben wir hier noch?'", "MU: Warum Politik- bzw. Kunstberuf? Welche Hintergründe? W...", "MU: 'Reichen uns die gesammelten Themen von der Diversität ...'", "MU: 'Für mich, der von diesen Prozessen keine Ahnung hat: Wa...", "MU: 'Was ist eine Situation? Was ist 'Dieker Ort'?", "TN: 'Warum ist das gewählte Beispiel ein gutes Beispiel für den...", "MU: 'Wie kann es gelingen, eine Gemeinschaftserzählung zu sc...", "MU: 'Zwischen welchen Akteuren ist emotional der grösste Abs...", "MU: 'Wie denkt/führt die Figur, wie steht sie der Situation gege...", and "MU: 'Was sind die grössten Widersacher, Träumer, Wünsche, Vi...".

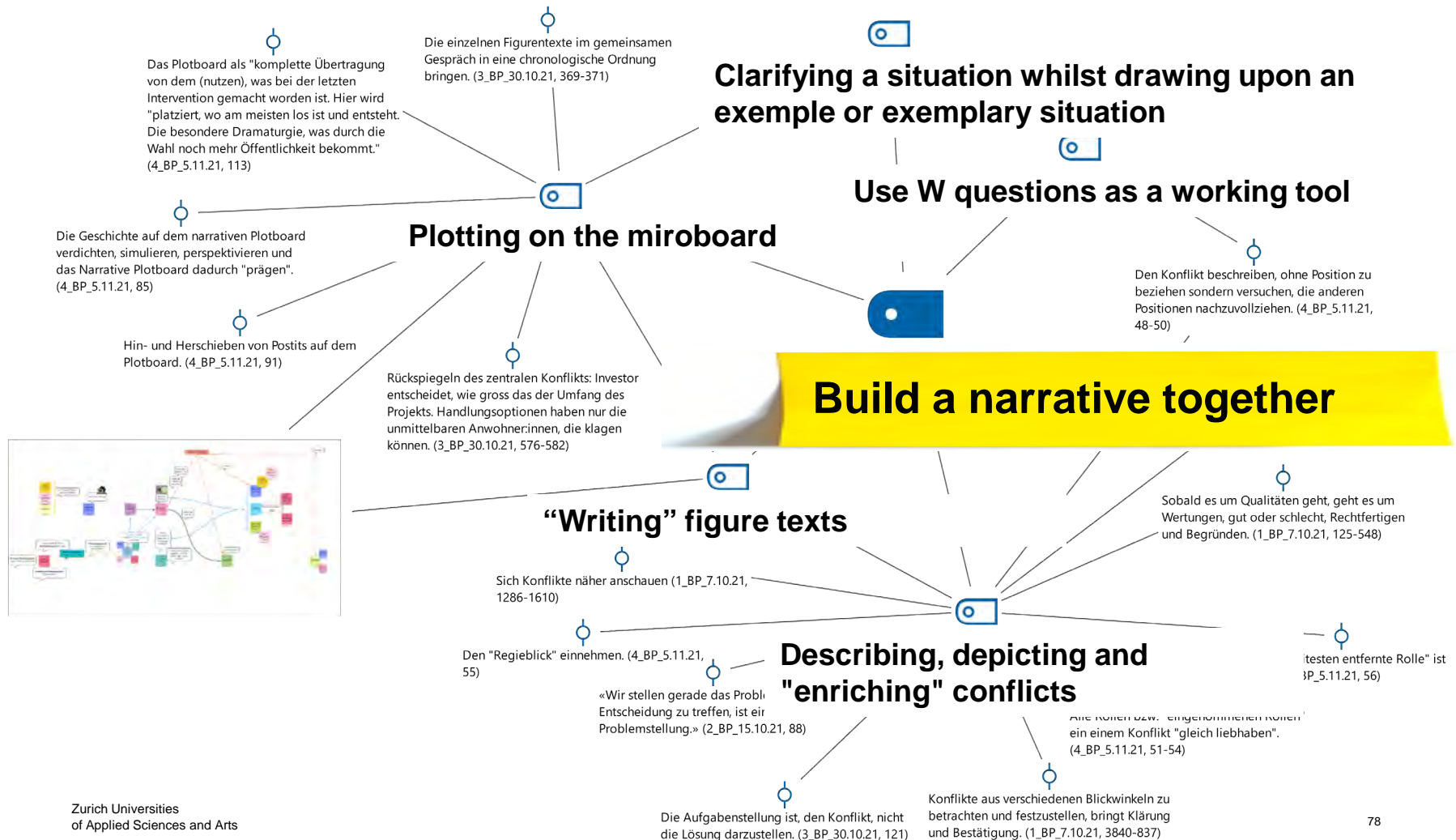


**“What arguments can the
character produce?”**

reason ?

**"How do the characters relate to
each other?"**

Practices of creagile action: building a narrative together



Practices of creagile action:

take in, perceive and allow other perspectives

Taking the perspective of the most distant figure makes it possible to put one's own evaluation into the figure's mouth.

In role-playing, take the perspective of the character being played and think from their situation. Formulate sentences about it.

Changing perspectives takes time.

See something different with an "outside view" and make assumptions about something.

Try to take other perspectives in the awareness that there are other perspectives.

Trying to put yourself in another person's shoes helps in dealing with emotions.

Perceiving that someone else may see more or something different than you do.

It's not about acting.

Perceive the mosaic of perspectives in its "colorfulness," "diversity," and "contrariness."

Kommentar

- "Mosaik" in seiner "Buntheit" = "Vielfalt", "Gegensätzlichkeit", "Zwischenräume". Kein Anspruch auf "Vollständigkeit". E... 4_BP_5.11.21
- "Wenn wir versuchen, etwa ... 4_BP_5.11.21
- Aufforderung, die "Idee de ... 2_BP_15.10.21
- Basierend auf der Beschreibung des Konflikts einen Perspektivwechsel machen und sich in d ... 2_BP_15.10.21
- es, der Figur die eigene Wertung in den Mund zu legen. 2_BP_15.10.21
- ... nis hat, ermöglicht es den ... 4_BP_5.11.21
- Hausaufgabe: Stimmen, Zitate, O-Töne aus dem Praxisfeld einfangen, indem die Teilneh ... 2_BP_15.10.21
- Im Rollenspiel die Pers ... 4_BP_5.11.21
- Mehrere Perspektiven ... 2_BP_15.10.21
- Mit einem "Aussenblic ... 4_BP_5.11.21
- Perspektivenwechsel "Anwanner -Sichtweise einnehmen ... 5_BP_11.11.21
- Perspektivenwechsel braucht Zeit. 1_BP_7.10.21
- Unterschiedlic ... 4_BP_5.11.21
- Versuchen, an ... 1_BP_7.10.21
- Versuchen, sic ... 4_BP_5.11.21
- Vielleicht gibt ... 4_BP_5.11.21
- Wahrnehmen, dass jemand anderes vielleicht mehr oder etwas anderes sieht als man selbst, z.B. dass der Konflikt sch...

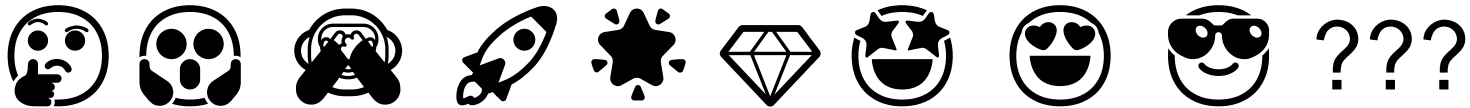
AGILE, CREATIVE → «CREAGILE» AND SO WHAT?

Acting creagile ...



Experiencing «Creagility»

NOW



Artistic strategies

- To work process-oriented
- To work open-ended
- To allow not-knowing
- To love non-linearity
- To promote intuition and flashes of ideas
- To allow and use incidents and surprises
- To give up control
- To change perspective
- To create space for mistakes
- To make positive use of crises and failure
- To unlearn

Video Guide and Documentation Ottersberg Case Study

Michael Uhl (Head of Process of the "Narrative Recherche")

<https://www.hks-ottersberg.de/studium/tanzpaedagogik-theaterpaedagogik/projekte/kreative-agilitaet-erasmus-plus.php>

A version with English subtitles follows soon.



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creagile

When the echo fades,
we're no longer standing in the forest.
We have found many things,
to round new perspectives.
Shaping complexity
does not mean managing.
Creagile presence
is our gift
to the world
and ourselves.
In times of uncertainties
we henceforth no longer argue.
Because ambiguity is also an action,
through which we help to transform the world.
Art and creativity guide us.
Then transformative communication can happen.
A new wind will blow,
we all go new ways.



THANK YOU FOR JOINING US TODAY

Contact



Birgitta Borghoff

MA/MAS ZFH

birgitta.borghoff@zhaw.ch



Dagmar Frick-Islitzer

MAS ZFH

frick@kubus.li

