

## MOTIVATIONAL TECHNIQUES FOR CREATIVITY AND INNOVATIVE DEVELOPMENT

---

**Dr. Dina Nath Sharma**

Associate Professor GCET Jammu, India

---

### Abstract

In the present industrial scenario of liberalization, and globalization, industries, and organizations have to adopt new technologies, processes, and products for facing the internal and external competition. With the advent and swift developments in the field of technology and the forces of globalization, the world has become a global village, characterized by explosive growth in international business and competition. Being a part of the global economy is posing innumerable and substantial challenges for organizations and industries throughout the world. On the one hand, to survive, keep pace with the speed of advancements and lead in the challenging world is hard, at the same time, this opens up various new and unexplored doors of opportunities. These industries and organization have to understand that creativity and innovation are the lifeblood for success. Teachers who are the managers of the teaching-learning process need to use the innovative methods and approaches for enhancing the creativity in students. They have to an established environment that encourages creativity/innovation and set up conditions that improve chances of success.

Keywords. Creativity, innovation, incubation, germination, illumination, preparation and valor, fortitude and dispassion.

## Introduction

Being a part of the global economy is posing innumerable and substantial challenges for organizations and industries throughout the world. The entrepreneur has a mindset that seeks the possibilities explained as a non-rational process of incubating ideas allowing the subconscious mind to wander intuitively through the non-rational territory. Substantial research has shown that the human brain has two distinct hemispheres. One is left thinking and other is right thinking. The left hemisphere is responsible for logical, analytical and systematic through processes. Here we learn to read, write, calculate and analyze. The right hemisphere is responsible for our creative, subjective spontaneous and holistic thought processes. Mental image and memories are created with our right hemisphere. Entrepreneurs need ideas to pursue and seldom materialize accidentally. Isaac Newton may have been hit on the head by falling apple, but he discovers gravity through a lifetime of a scientific investigation.

## Importance of the study

One can employ oneself in Government service, public and private sector, accepting the fixed salary. The other option is self-employment under which one perceives an idea, organizes production by mobilizing resources and finally market the product and services. Such persons are called Entrepreneurs. The farmer has limited scope since it does not necessarily generate resources and can be organized only within the existing usable wealth. On the other hand, the later contributes towards GNP and has unique characteristics of self-generation.

## Main objective

The main objective of this study is to explain some of the motivational techniques for creativity and innovative developments among students. ical and professional environment.

## Creative Process

Various labels have been applied to stage in the creative process, but most social scientists agree on five stages that we label as:

**Idea Germination:** The idea germination stages are seeding process. It not like planting, seed as a farmer does to grow corn, but more like the natural seeding occurs when pollinated flower seeds, scattered by the winds, find the fertile ground to take the root. Exactly is how an idea is geminated is a mystery. It is not something that can be examined under a microscope.

**Preparation:** If it is a problem they are trying to solve- then they begin and intellectual journey, seeking information about the problem and see how others have tried to resolve it. Inventors will set up laboratory experiments, designers will begin engineering new product ideas and marketers will stay consumer's buying habits. Any individual with an idea will

consequently think about it, concentrating his or her energies on the rational extension of ideas and how it might become a reality. More often, conscious deliberations will only overload the mind but the effort is important in order to get the information and knowledge vital to an eventual solution.

Incubation: Individuals sometimes concentrate intensively on an idea, but, more often, they allow ideas to grow without intentional effort. We all have heard about the brilliant, sudden “flashes” of genius or more precisely, we have developed fables about them- but few great ideas come from thunderbolts of insights. More evolve in the minds of creative people while they go about other activities. The idea once seeded and given substance through preparation is put on the back burner; the subconscious mind is allowed time to assimilate information.

There will be a moment in life when an individual can say, “oh, I see”.

Verification: An idea once illuminated in mind of an individual still has little meaning until verified as realistic and useful. Verification is the development stage of refining knowledge and application. During the stage, many ideas fall by the wayside as they prove to be impossible or to have little value. More often a good idea has already been developed or the aspiring entrepreneurs find the competitors already exist. Inventors quite often come to his harsh conclusions when they seek to patent their product only to discover similar inventions registered.

#### Role of a Teacher

As a teacher, encourage your students to explore the problem from every conceivable point. Soak yourself in the problem. Read, review, examine and analyze any material you can find on the problem. Talk to people who know about it. Play with the problem. Stay, loose and flexible considering the problem. Try out different assumption imagining that one of the conditions affecting the problem is removed and seeing where the problem leads now. Assume different environments.

Suspend judgment. Do not draw early conclusions, which will lock you and hamper your creative freedom. Do not become fixated on a particular part of the problem definition, losing sight of the larger ramifications. Avoid setting on an early partial or total solution but stay open to new information and possibilities not yet considered. Come up with at least two solutions. When you decide to produce two solutions you are sure to keep thinking about the problem instead of fixating on one idea. What you do when you are stuck. Try a variety of ways of picturing the problem and the solution from verbal description to graphic to abstractions. Many creative scientists, mathematicians, and writers get a new perspective on a problem by making sketches and diagrams. Try out the problem of outsiders. When you discuss your problem with others, you see it differently because you have to put it into terms

intelligible to them. Their answer may be less important than your own presentation, but their unexpected questions may bring new areas of your brain into play.

Take a break

Give your subconscious a chance to work. When you are really stumped, go on to something for a while. Creative problem solving is a ripening process, remember, so you cannot force it. Working on it around the clock will only exhaust you.

From the viewpoint of creativity implementation of the curriculum is more important than its development. To implement the curriculum in the classroom, the teacher has to use a few instructional techniques. Needless to say, the techniques to be adopted should be such as are conducive to the development of creativity.

The techniques used by the teacher should enable the pupils to cross the barriers of learning and leap into the category of thinking. This can be possible only when the method used by the teachers are based on the principles of inquiry learning, which aims at making the child the subject of his education rather than an object of it. This will help the students to initiate and direct his own learning and thus enable him to become his own teacher. Having accomplished this child will continue learning throughout his life and will thus become a true citizen of the learning society.

Try to nurture your creative side. Be it any activity; spend some time every day in an artistic pursuit. Have a hobby and find time for it. Doing something that you enjoy refreshes a brain tried out from routine work.

Development of Thinking Abilities Methods

There is no denying the fact that there are a number of ways of learning new things. But the learning which results from independent original thinking is always satisfying. In fact, such learning becomes a part and parcel of the learner. Therefore, in education, the new slogan should be 'teach for thinking'. A child who has picked up the habit of initiating and directing his learning deserves all praise but the child who has learned to cross the barriers of learning in order to enter the territory of thinking should be the idea of an educational system.

It has rightly been said that the aim of education is not to produce an educated individual but to make him educable. The child who has developed a taste for thinking for himself becomes capable of looking after his own education and then he can nicely claim to be a member of the learning society which the present society must endeavor to establish.

Clear Thinking

Clear thinking can certainly be formed early in life. Practice in thinking like practice in everything else results in considerable improvement.

With careful planning on the part of the teacher, a child can gradually learn to examine facts easily and test them. Thus, he develops the ability to draw conclusions from them. Breadth of experience is the foundation which edifice of good thinking can easily be constructed. The contention that experience is the best teacher cannot be disputed. However, the experience offered should be real and lifelike and should suit a child's level.

A student who is provided with varied continuous and active experience is at the same time armed with the power to form mature judgments and conclusions. Effective thinking requires a command of specific skills in the area concerned pupil must also be freed from inhibitions which are stumbling blocks in the way of learning.

A good teacher stimulates people to think by confronting them thought-provoking questions. The teacher would do well to attempt the following techniques/ exercises in order to develop thinking ability among pupils.

#### Inquiry learning

The discovery or inquiry comprises confrontation with a problematic situation. Diagnosis or classification of the problem, collection of data, classification, and association of ideas, sequences, modification of the plan, etc.

Drawing inferences, conclusions of making a generalization. These elements of discovery will evidently and learning by discovery techniques. For the successful use of this strategy, the teacher has to resist the temptation of him telling everything to the pupil. Through his non-directive behavior, the teacher should create a new psychological climate which would encourage, on the part of pupils, adaptation of questioning and suspended judgment.

Discussion and Role Playing. Discussion is another method which can be used by the teacher to stimulate a child's thinking. To make effective use of this strategy, the teacher should have the skill to put thought-provoking questions, deal with the answers of the people intelligently and imaginatively and encourage them to put questions. The children can also be asked to hold imaginative conversations between two different persons. They can be asked to play the roles of public officials, parents, teachers, birds, animals or some historical or mythological characters.

#### Community Helpers

Workers like a postman, policeman, gardener, watchman, fireman, etc. are in fact helper of the community. The students are generally familiar with the activities of these workers. By confronting them, the teacher can stimulate the pupils to imagine and think about the feeling, aspirations, difficult problems, etc. of these workers.

Asking Questions.

A child is curious by nature. To satisfy his urge for new knowledge. He goes on putting a large number of questions. The teacher would do well to exploit these fundamental facts of the child's nature. By placing them in new situations, he can provoke them to ask as many questions as they can.

Analyzing new items.

A daily newspaper generally carries a number of new items which may provoke children to think freely. The children may select on for discussion in the class. They can discuss the significance of the news from the social, political, legal or moral point of news. They can also discuss the roles of different persons involved in that happening.

Analyzing a Speech or an Article.

The student may sometimes get an opportunity to listen to a speech delivered by some speaker. Sometimes the teacher may ask the students to read some articles in a newspaper or magazine. Therefore, he can stimulate the students to discuss the contents of the articles or magazine.

Giving Directions.

We know that people have to play different roles in different situations in one particular situation; one or two persons are called upon to lead the group in order to execute the activity in hand. The student may be confronted with imaginary situations in which they may be required to assume the role of leadership.

Readers are generally of three types.

**Informative Readers:** The readers of the first type read books, articles, stories, etc. to grasp the subject matter. They are informative readers.

**Critical readers:** The readers of the second category are critical readers. They always find fault with the reading materials. The reader of this type is critical readers.

**Creative readers:** They invariably go beyond the reading materials and think of suitable additions or alternations in the context or in its arrangement or presentation.

Analyzing advertisement.

The daily newspaper periodicals carry a number of advertisements which attempt to make capital of the man's suggestibility. There is always much exaggeration in these advertisements but it is generally in concealed form. A teacher may think of a hundred and one ways of stimulated independent thinking among children. By making conscious and planned efforts in this direction, the teacher will surely enable the children to cross the barriers of learning and leap into the territory of thinking.

#### Solving problem

The curriculum of programs includes cognitive, psychomotor and affective domain experiences for developing the desired type of human behavior. The curriculum designers and teachers at all levels can through formal and non-formal education learning experiences develop creativity in students.

#### Attribute listening

1. In attribute listening, what you do is turn off all judgemental processes. You state the general characteristics of the problem and then generate as many alternatives as possible. No ideas are rejected, no matter how ridiculous they may appear at first glance. In fact, you should specifically try to reach for wild and extreme alternatives. Once you have completed your extensive list, the constraints of the problem are imposed so as to leave only viable alternatives.
2. Creativity can be simulated by replacing traditional vertical thinking with zigzag or lateral thinking. Vertical thinking is rational. In contrast, lateral thinking is not sequential. Rather than developing a pattern, you try to restructure a pattern. For example, you might tackle a problem from the solution end rather than starting end, and back into various beginning states. As a manager, for instance, you could conceptualize what your department might look like in terms of tasks, people, and work layout in the year 2010 than back into various scenarios about how it got to look like that.
3. Synectic's uses analogies and inverted rational to make the strange familiar and familiar strange. It operates on the assumption that most problems are not known. The challenge is to view the problem in a new way. So, you have to try to abandon the familiar or routine ways you look at things.

#### How to boost your creativity

A) Reward your curiosity. B)Respect yourself. C)Improve risk-taking quality. D) Be confident. E) Overcome negative attitude. F)Fight your fear of failure. G) Brainstorming. H) Commitment. I)Became an expert in your field.

#### Creativity and Courage

Creative and courage would help future generations (Kalam). Armed with creativity, righteousness, and courage, the student can face the challenges that lie ahead of them. He urged teachers to install in children a sense of curiosity and thirst of knowledge. Give students the skill to navigate the sea of knowledge so that they become lifelong learners. Teachers should become facilitators and knowledge managers in order to inculcate an aptitude for entrepreneurship in students.

#### Role of spiritual heritage

India has an invaluable treasure of contribution by Rishis in the form of Vedas, Upanishads, and epics such as Ramayana, Mahabharata. Integrating management with India's psycho-spiritual heritage has been the main thrust of the Indian philosophy of management. It stresses value-based management, emphasizing upon going into the root cause of a problem, so as to come out long term sustainable solution that leads to desirable personal and organizational gains.

Management of mind is the most crucial ingredient for achieving the success which requires equipping oneself with qualities such as:

Detachment (freedom from prejudice and partiality)

Unbiasedness (fair, just, open-minded)

Equanimity (mental and emotional stability)

Wisdom (knowledge what is right coupled with just judgment to action, sagacity)

It is only a peaceful, vigilant and alert mind that makes one an effective manager. Some of the pioneering contributions have been made in the field of Indian Management thought by S. Chakraborty in his books, Human Response in organizations(1985). Management by values: Towards Cultural Cognizance (1992), Ethics in Management: Vedantic Perspective (1995) and values and Ethics in Management: Theory and Practice (1998).

#### Importance of Devotion

There are nine forms of devotion. Fellowship, Fondness, Humble service, Praise with guileless service, Faith, Self- control, Equity in treatment, Contentment, Guileless and straight in his dealings with others.

The chariot which leads one to victory (Shri Ramcharitmanas). Even so, strength, discretion, self-control, and benevolence are its four horses that have been joined to the chariot with the cord of forgiveness, compassion, and evenness of mind. Adoration of Almighty is the expert driver; dispassion, the shield and contentment, the sward. Again, the charity is the ax; reason, the fierce lance and the highest wisdom, the relentless bow. A pure and steady mind is like a

quiver; while quietude and the various forms of abstinence and religious observance are a sheaf of arrows. Homage to one's preceptor is an impenetrable coat of mail.

Some steps to improving creativity.

1. Stretch your horizon of knowledge in the field you are working'
2. Cultivate your field.
3. Pinpoint the problem.
4. Hunt for new ideas

Conclusion:

Most businesses and most managers are good at incremental innovation. As such they are often risky and difficult to implement. Most larger organizations and most managers are poor at radical innovation. Manpower working in the industries and organization has to continuously think of improving productivity through innovation in their working. Although developing creativity is a long term process and has to be encouraged to form a very young age, it has been found that it has possible to nurture the hidden potential of creativity in adults. However, it would be too late to start nursing creativity in the colleges we should introduce the aspect of creativity and innovation in elementary schools.

References :

- Peter F. Drucker, Innovation and Entrepreneurship (New York: Harper and Row, 1985), p. 22
- W J. J. Gordon, Synthetics (New York: Harper and Row), pp. 3-4, 47-48.
- Henry Mint Berg, "Planning on the left side and Managing on the Right," Harvard Business Review, July-August 1976. Also, Jacquelyn Wonder and Priscilla Donovan, Whole Brain Thinking (New York: Morrow, 1984) pp. 4-6, 24.
- Kao, Entrepreneurship, Creativity, and Organization (Englewood Cliffs, NJ; Prentice Hall, (1989) pp. 4-5.
- Richard Cantillon, In Peter Kilby(ed.) Entrepreneurship and Economic Development, The Free Press New York, 1971.
- Adam Smith, An Enquiry into the Nature and Causes of the Wealth of Nations, Grouted & Sons Ltd, London, 1776, p. 7
- Henry Mintzberg, "Planning on the left side and Managing on the Right," Harvard Business Review, July-August 1976. PP. 49-90

- Creativity cognition. Theory, Research, and Application by Ronald A. Finke, Thomas B. Ward, and Steven M. Smith
- David H. Holt, *ENTREPRENEURSHIP, New Venture Creation*. James Madison University.
  - New Delhi (1998)
- Branson, R. (2011) *Business Stripped Bare*, London, Penguin.
- Cardwell, D. (2013) 'LEDS emerge as popular green lights', *New York Times*, 22 January
- Chesbrough, H. (2003) 'The era of open innovation', *Sloan Management Review*.
- Claxton, G. (2005) *The Wayward Mind*, London, Little Brown.
- Henry, J. (2006) *Creative Management and Development*, 3rd edn, London.
- Dr. Vansant Desai, (2008) *Small Scale Industries and Entrepreneurship*, Himalaya Publishing
  - House, Mumbai. ([www.himpub.com](http://www.himpub.com))
- Jalbert, Susanne E., (2008), *Women Entrepreneurs in the Global Economy*, education research.