



# About the National Arts Policy Roundtable

- **An annual forum of national leaders at the highest levels of business, philanthropic, public, educational and cultural sectors**
- **Launched in 2006 and co-convened by Americans for the Arts and Sundance Preserve**
- **A national forum on policy, practices, and research.**
- **The pinnacle convening of more than 100 meetings sponsored annually by Americans for the Arts.**



# 2007 National Arts Policy Roundtable

*Thinking Creatively and Competing Globally:  
The Role of the Arts in Building the  
21<sup>st</sup> Century American Workforce*



# Why the Arts & the Workforce?

- A Key Recommendation of the 2006 Roundtable
- Corporate America focused calling for a more creative and innovative workforce, yet,
- *Too many responses to this call are leaving out the arts*

# The Investigation

## Americans for the Arts Conducted...

- Scan research (domestic and international)
- National forums and focus groups
- New research on creativity and innovation

## ...and Commissioned...

- Thought essays by global, education and business leaders
- A student documentary



# The Results

Members of the 2007 Roundtable adopted three fundamental principles they believed are necessary to increasing the role of the arts in building the 21<sup>st</sup> century workforce, and made recommendations that would impact across the public, private, education and culture sectors in the areas of RESEARCH, MESSAGING, and STRATEGIC ALLIANCES...



National Arts  
Policy Roundtable

sundance  
P R E S E R V E

# Fundamental Principles

*If the arts are to play a role in helping to build the 21st century workforce, then leaders in the public, private, education, and culture sectors must recognize that...*

1. Literacy in the arts is an essential educational goal for the 21st century;
2. The arts both nurture and enhance creative inquiry and innovation, complementing other fields that depend on these applied skills such as math, science, and engineering; and
3. To foster and develop creativity and innovation skills that can be applied in life and work, opportunities for arts learning must begin before kindergarten and continue throughout higher education, as well as in the community and the workplace itself.



# Recommended Actions

## RESEARCH

*Build a body of compelling evidence that demonstrates how the arts foster creativity and innovation wherever learning occurs, including pre-K and K-12 schools, higher education, the workplace, and the community.*

- Conduct a national benchmarking study on arts education in pre K-12 public schools;
- Documenting high-quality in and after school programs by artists and arts groups;
- Identify existing or conduct new research on the effects of arts training and building creativity and innovation skills; use these findings to develop case studies, models and tools.

# Recommended Actions

## MESSAGING

*Promote the arts as an effective vehicle for cultivating the creativity, innovation, and inquiry skills of all Americans. Emphasize that arts education not only prepares students (pre-K through college) for entry into the workforce, but also fosters excellence among workers at every career stage.*

- Create a shared vocabulary that links the arts, creativity and business competitiveness;
- Develop a national awareness campaign that demonstrates *Knowledge + Creativity = Competitive Edge.*

# Recommended Actions

## STRATEGIC ALLIANCES

*Develop strategic alliances with individuals and organizations that are concerned about America's competitiveness in the 21st century global economy and that understand the need for developing creativity and innovation skills in the workforce.*

- Work with partners to develop a shared agenda and implement new strategies for global competitiveness and education in the 21st century;
- Partner with national groups to support creativity and innovation skills, promote messages, and cultivate allies.

Jobs of the Future are here.  
Not the “same old” future it  
used to be

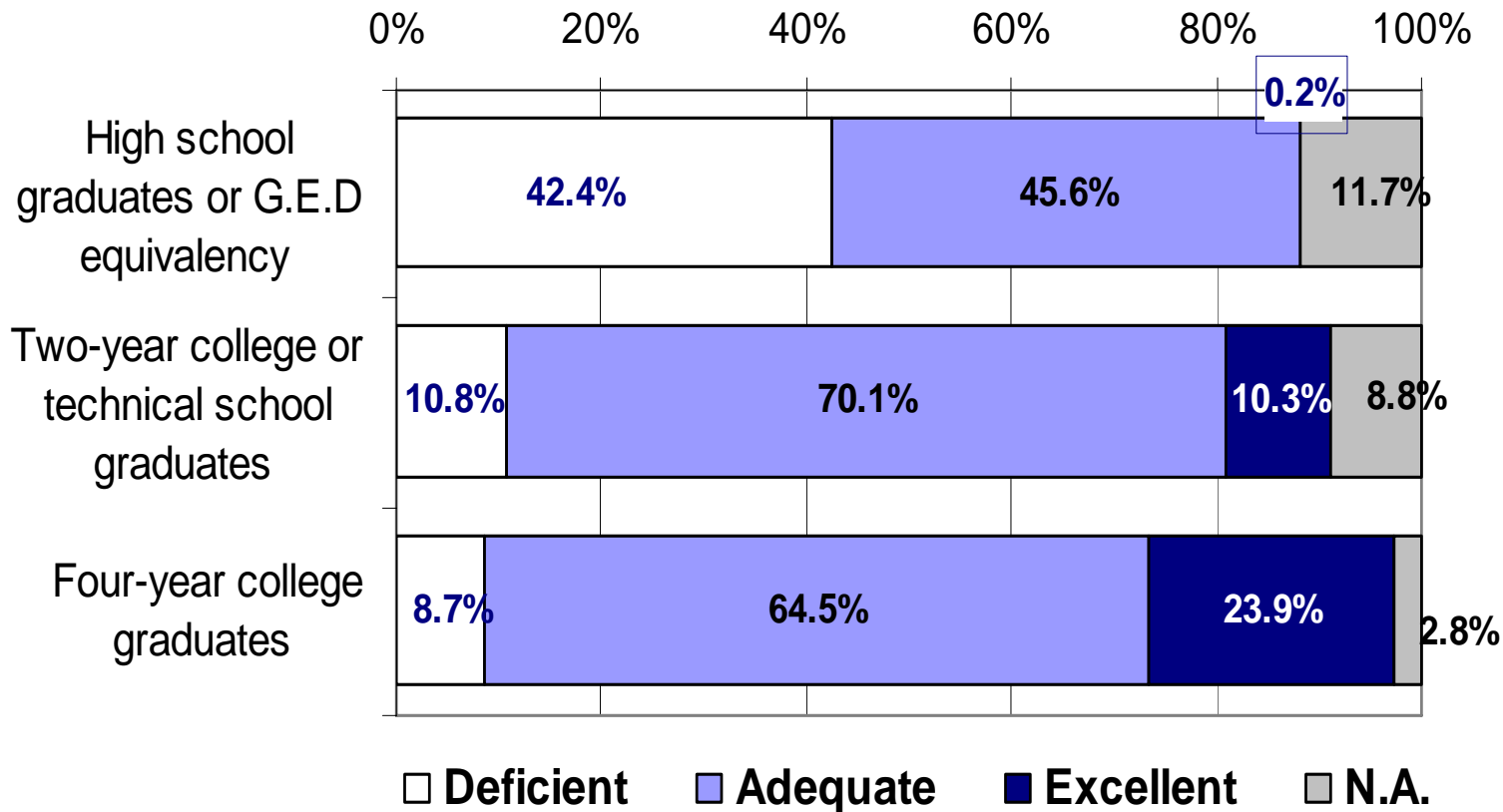




## **ARE THEY REALLY READY TO WORK?**

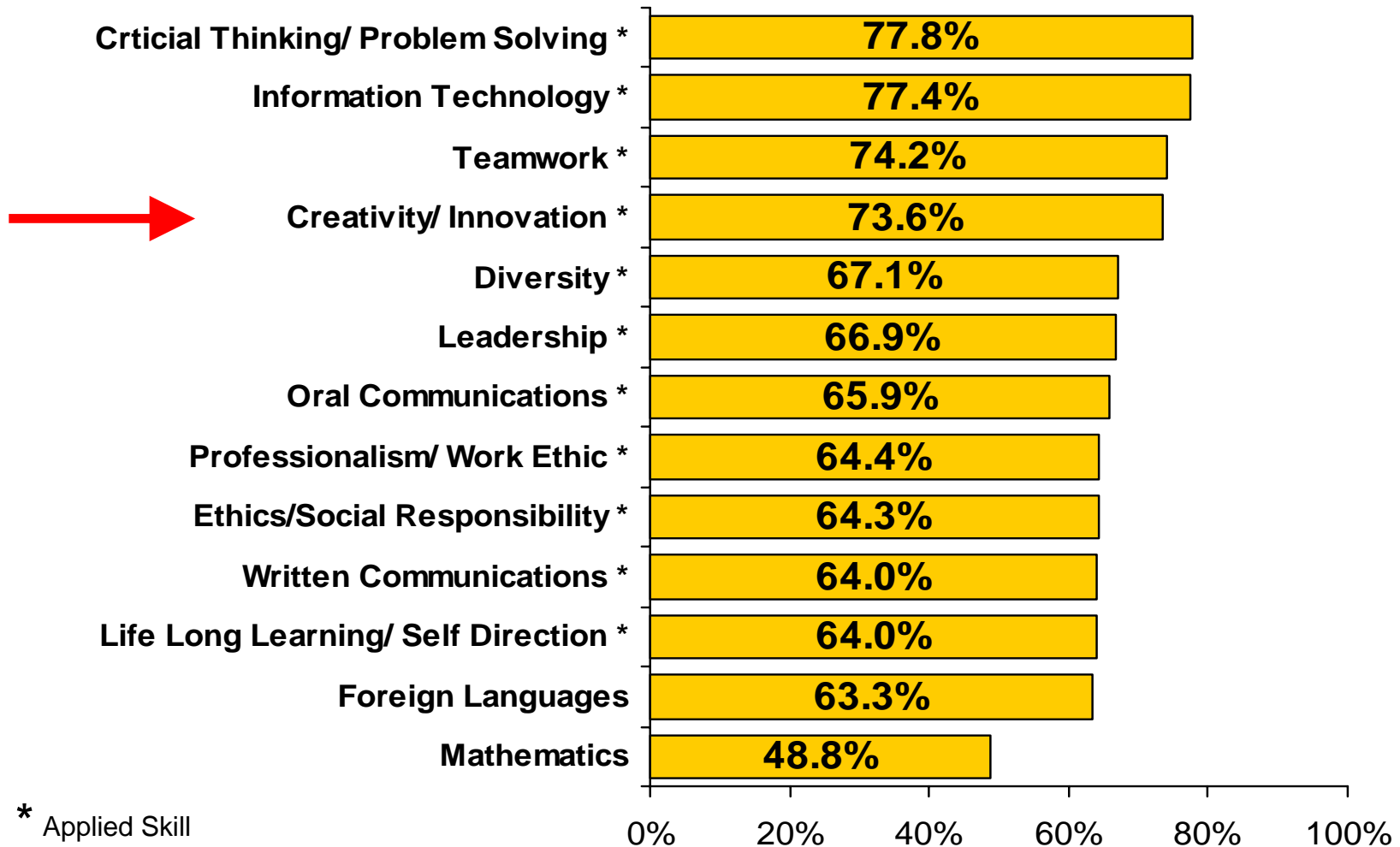
*Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce*

# How Businesses View the Overall Preparation of New Entrants to the Workforce



# Importance of Applied Skills Only Increasing

Over Next Five Years Importance Will Increase:



\* Applied Skill

# New Research

*Ready to Innovate: Are educators and executives aligned on the creative readiness of the U.S. workforce?*



**National Arts  
Policy Roundtable**

sundance  
P R E S E R V E

# Creativity/Creative Skills Research

- **Conducted by TCB and Americans for the Arts – with The American Association of School Administrators**
- **We asked Fortune 1000 executives (TCB members and others) - *What do Business Executives mean by Creativity/Creative Skills***
  - How is it defined
  - How is it identified
  - Is it a trained skill or inherent capability
  - Is it Measured/Rewarded
- **We asked AASA Members - *How do school leaders enhance Creativity/Creative Skills in their curriculum***
  - What helps instill creativity
  - Is it offered in the school setting
  - Is it viewed as an important skill

## Ready to Innovate

Key Findings

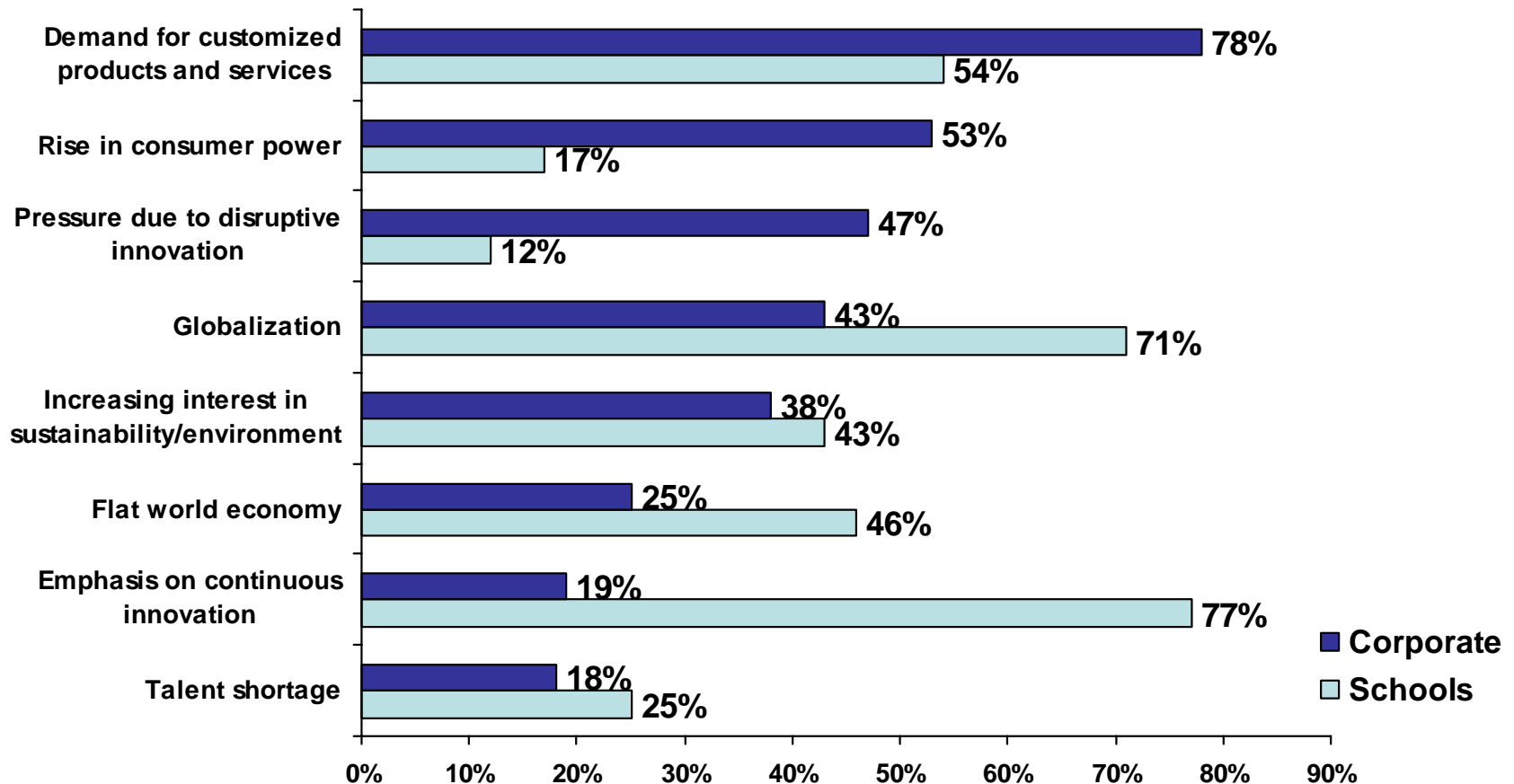


## **KEY FINDINGS: *Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce?***

- **99 percent of the superintendents** and **97 percent of the employers** agree that creativity is becoming increasingly important in U.S. workplaces
- **85 percent of employers** who are concerned with hiring creative people also say they can't find the applicants they seek.
- **83 percent of superintendents** and **61 percent of employers** feel they have a responsibility for instilling creativity in the U.S. workforce.
- **72 percent of employers** say creativity is of primary concern when they're hiring new employees.
- Superintendents and employers agree that arts-related study in college is among the most important educational indicator of creativity. Both groups agreed that self-employment demonstrates the most creativity of work experience.
- A majority of superintendents replied that their students were well equipped in skills that demonstrate creativity, skills such as ability to identify new combinations of actions, ability to originate new ideas, fundamental curiosity. But the majority of employers feel that workforce entrants fall short in four essential creative skills: ability to identify new patterns of behaviors or new combinations of actions; comfort with the notion of 'no right answer'; originality and inventiveness in work; and problem-solving. .

# Creativity's importance in the workplace is demand driven

**97% of business executives and 99% of superintendents believe Creativity is of *increasing importance* to the workforce**



# Which skills or behaviors best demonstrate Creativity?

## Business Leaders and Superintendents choose...\*

(#1=most popular choice)

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

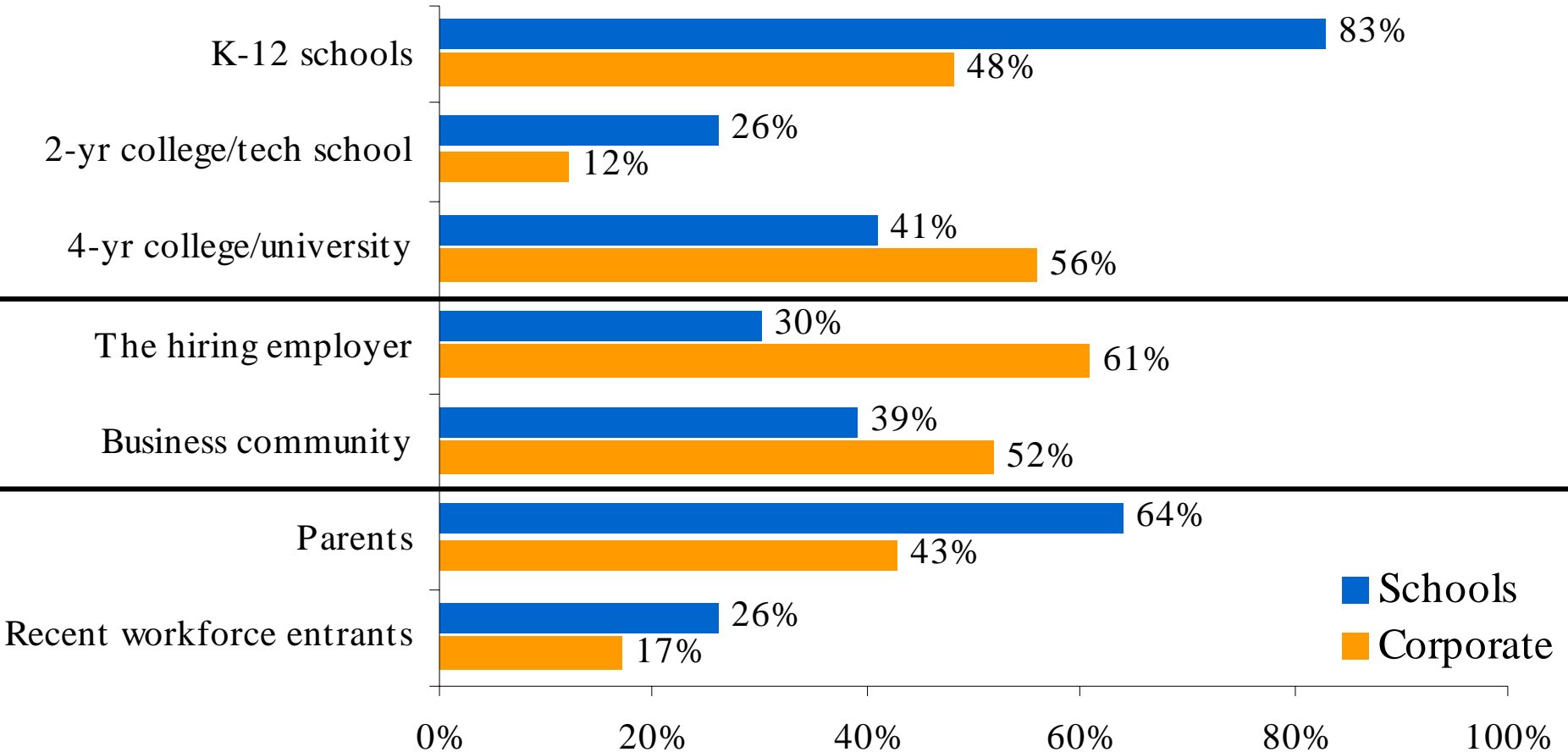
\*Rank determined by percentage of respondents selecting skill. Respondents allowed to select only three skills.

***Though responses for the top indicator reveal a decided lack of alignment, there is agreement in the next two indicators***

# Identifying the Creative Employee

- **Disciplines requiring abstract or diverse thinking key to developing creativity – educational experience in arts and communications most frequently mentioned by both business and superintendents**
- **Employers who consider creative ability a primary concern in the hiring process value both educational backgrounds and work experiences as an indicator of creativity**
- **Schools view arts experience as a the best indicator of creativity**
- **Business views self-employment as the best indicator of creativity**
- **One in four employers assess creativity based on interviewees' appearances**

# Whose primary responsibility is it to instill Creativity?



***Both groups assume responsibility***

# Developing Creativity using the high-school curriculum

	Percentage of school administrators who believe course develops	Percentage of high schools where course is:		
		Required for all students	Offered as an elective	Not provided
Creative Writing	99%	54%	43%	3%
Music	97%	17%	81%	2%
Dramatic Arts	97%	4%	87%	9%
Studio Arts	94%	7%	77%	15%
Independent Study	87%	5%	84%	11%
Foreign Language	85%	30%	68%	1%
Travel/study abroad	85%	1%	55%	44%
After-school enrichment	81%	7%	66%	27%
Math/Stats/Computer Science	78%	80%	20%	0%
Biology/Chemistry/Physics	78%	76%	21%	3%
Coaching/mentoring	77%	7%	70%	22%

***The classes most thought to enhance creativity are not always required***

# *What Did We Learn?*

**Creativity is acknowledged by both business and education leaders as an important skill for the workforce**

**Defining Creativity is not consistent between business and educators**

**Despite reported importance, training to enhance creativity is not provided by either the schools or businesses – *Walking the Walk***

**Employers need to evaluate how well their corporate support of education and employee training programs match creativity's strategic value**

**More dialogue is needed within and across all sectors to foster creativity in the workforce**



# *The Bottom Line*

**“Innovation, creativity, and related skills such as entrepreneurship are clearly a top concern of senior executives . . . As innovation is crucial to competition, so is creativity integral to innovation.”**

**Jonathan Spector  
CEO, The Conference Board  
in testimony before Congress, April 1, 2008**

