

Fueling an Innovative Culture

In this report, EXPLO Elevate shares a framework for creating a culture of innovation within independent schools, along with one school's experience applying this framework. The framework, known as *Collective Genius*, was developed after years of research by Harvard Business School Professor Linda Hill and her colleagues. We see this as a practical and useful tool for schools seeking to enable their students to thrive in an age of increasing uncertainty and complexity.

Introduction

When Brendan Largay became the new Head of Belmont Day School (BDS) in Belmont, Mass. in 2016, he had ambitious ideas about how he wanted to help the school keep pace with the needs of students facing an uncertain and complex future.

The PreK-8 independent school in suburban Boston was in the early stages of a major fundraising campaign for a new building, dubbed The Barn, which was to contain, among other things, an innovation studio and maker space, filled with state-of-the-art equipment like 3D printers and laser cutters. What Largay lacked a clear sense of, though, was whether the then-90-year-old institution he headed was primed to take advantage of the physical space to push innovations in teaching and learning. The new space would be a boon to the school regardless, but Largay knew it would be even more exciting if educators were ready to use the innovation studio in innovative ways.

His staff displayed a strongly aligned sense of mission. But Largay wanted to dig deeper and assess his team's readiness to push innovation forward. Fortunately, a parent at his school, Jen Stine, was part of a team of academic and business leaders who were developing a survey to assess an organization's readiness to innovate. Based on an innovation framework called *Collective Genius*, Stine and Largay wondered if this tool might help BDS to identify areas of latent potential.

Stine and her colleagues were working with businesses across the globe to develop a survey. But it hadn't been tested in a school. When Stine

offered to try it on Belmont Day School Largay jumped at the opportunity. Teaching and non-teaching staff, including administrators, as well as board members, responded to the survey in early 2017.

Results revealed a great deal about the school's culture, some of it surprising to Largay, much of it not. But what it taught him about leading innovation caused him to alter his leadership style. His natural inclination was to push hard for change, but he began to realize he needed to temper his approach if he was to succeed.

"Leading innovation is humbling, humbling work," Largay said recently. "I am many things but one thing I certainly am is impatient. I lead best when in motion. There is so much I wanted to be true or see change overnight. But leading innovation also requires patience, and a willingness to say we are going to get there but we are not there yet."

The lesson about the paradox of patience and urgency that Largay learned is vital to leading innovation in all types of organizations, including schools. Schools are distinct from businesses in their structure and culture, and by the force of tradition and habit, they can be especially resistant to true innovation.

Consider how many idealized descriptions of high-functioning schools focus on an entrepreneurial, visionary leader who attracts top teachers and inspires them to align with a vision — and sense of purpose — of his or her creation. In these platonic ideal schools, faculty members work harmoniously under a strong, benevolent leader to fulfill that vision, and are freed from other duties and allowed to focus on excellent instruction. The main emphasis is collegiality, rowing smoothly toward a common destination while not making waves.

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It's doubtful whether any such schools have ever existed, though this image of the ideal is seared into our minds, whether by Hollywood or sentimentalized memoirs or some combination thereof isn't clear. What is clear, however, is that striving to realize that ideal isn't helpful today, if it ever was.

The reason: In this era of economic transformation, expectations of what schools should deliver are shifting. As a result, the traditional image of transformational school leadership no longer holds true. As Largay learned, urgently yet patiently co-creating change rather than mandating it from on high is the surest way to success. The old hierarchical leadership and decision-making models, and educators' widespread aversion to conflict, stymie an environment of authentic innovation, which is what schools need to thrive in today's world.

That's where the concept of *Collective Genius* comes in, offering a new lens through which to view and assess any organization's — including a school's — capacity to innovate. Based on years of research by two academics and a corporate executive, the 2014 book *Collective Genius: The Art and Practice of Leading Innovation* lays out

in detail the challenging shifts organizations must go through if they want to become truly innovative.

Most organizations, while trumpeting a culture of innovation as a primary value, have no idea how to define the term succinctly or to create culture and build the capabilities that foster innovation consistently over the long haul.

This paper will briefly describe the *Collective Genius* framework, and, using Belmont Day School as an example, explore how it can help schools develop a roadmap to innovation.

About the authors:

Alan Gottlieb is a Colorado-based writer, editor, journalist, and nonprofit entrepreneur, with more than 25 years of experience in education policy and education journalism.

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What is Collective Genius?

Most organizations, while trumpeting a culture of innovation as a primary value, have no idea how to define the term succinctly or to create culture and build the capabilities that foster innovation consistently over the long haul.

The book “*Collective Genius*” posits a deceptively simple definition of innovation: Something new and useful. But creating new and useful things consistently over time requires a particular kind of leadership style and structure that flies in the face of conventional corporate and educational wisdom.

Understanding how to implement this leadership approach is critical since so many school leaders see innovation as an urgent imperative. In 2018, Exploration Learning conducted a large-scale survey of independent school leaders to understand their views on innovation. Of the 600-plus school leaders who responded, 80% saw innovation as a strategic differentiator, and critical to a thriving, sustainable school. Fifty-three percent of schools indicated that they need to be more proactive in seeking teaching and learning innovation. And, looking forward, 42% of school leaders aspire to differentiate through innovation. That’s a higher percentage than any of the eight other factors surveyed, including school community, curriculum quality and rigor, teacher reputation, extracurricular activities, graduation rates, college placement, and facilities.



Yet we know from conducting over 25 post-survey interviews with school leaders about their innovation journey that they, like Brendan, struggle to find the right tools to move their schools forward. According to a mid-Atlantic region middle school head, culture, along with a lack of diversity of ideas, was their biggest impediment

to innovation. A west coast K-8 school head cited the school’s long history and tradition as the biggest barriers. And several leaders mentioned lack of time as the greatest challenge - they get so bogged down in the day-to-day operations that they are not able to move their innovation agenda forward.

We believe the *Collective Genius* framework can help school leaders conceptualize what it means to become an organization that drives innovation and develop a strategy to make transformation happen.

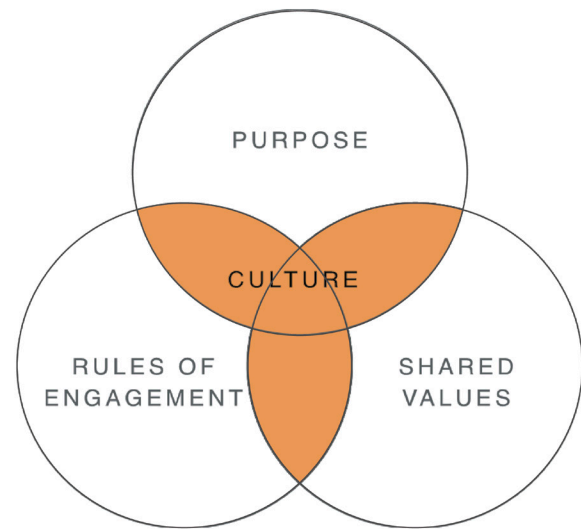
At the heart of the *Collective Genius* concept lies three capabilities innovative organizations must

develop: creative abrasion, creative agility, and creative resolution, all described later in this report. These capabilities allow organizations to sustain collaborative problem-solving processes in spite of the diversity that innovation thrives on, the conflict of ideas and options it requires, the patience required to test and learn from multiple approaches, and the courage it demands to hold options open until new and creative ways for integrating solutions can be discovered.

This process can be exhilarating, but as the *Collective Genius* authors remind us, it is also intellectually and emotionally taxing. With all these forces pushing people apart, it is ultimately the culture that holds an organization together. Extraordinary organizations capable of sustained innovation shared three common cultural aspects: a common purpose, shared values, and rules of engagement. Taken together, these create a feeling of community, and contribute to the overall sense of willingness to undertake the hard work of innovation.

It is within this context that leaders then confront a fundamental paradox of innovation. On the one hand, they seek to unleash individual talents,

Is your organization **willing** to do the hard work of innovation? Innovative organizations build cultures that unite people around a shared sense of purpose, clearly articulated and lived values, and rules of engagement for thinking and acting.



Hill, Brandeau, Truelove, Lineback. 2014 *Collective Genius*, Harvard Business Review Press, Boston, MA.

while they simultaneously want to harness the organization's energy into collective action. Navigating those waters is easier said than done, and leaders must constantly weigh their actions and observe their impact. Here's how Jen Stine describes one of the main challenges of building a culture of innovation:

"The notion of having a discussion (within an organization) where you're trying to generate a marketplace of ideas and to critique them, or having a decision-making process where you're trying to integrate seemingly opposable ideas, those are not activities most organizations would even consider doing much less have the skill to pull off."

What kind of leadership does it take to head a consistently innovative organization? Linda Hill, one of the co-authors of *Collective Genius* and Wallace Brett Donham Professor of Business Administration at Harvard Business School, told a TEDx Talk in Cambridge in 2014 (now viewed more than 2 million times) that leading in a culture of innovation stands old concepts of leadership on their head.

"If we want to build organizations that can innovate time and again, we must recast our understanding of what leadership is about," Hill said. "Leading innovation is about creating the space where people are willing and able to do the hard work of innovative problem solving."

That can look messy from the outside. Hill described a conversation with Bill Coughran, who headed the engineering and infrastructure groups at Google when Gmail and YouTube were in their infancy. There needed to be big changes in operations to keep the rollout of such huge products from being disruptive in a negative way.

Coughran told Hill: "Talented people don't want to follow me anywhere. They want to co-create with me the future. My job is to nurture the bottom-up and not let it degenerate into chaos." How did he see his role, Hill asked him? "I'm a role model, I'm a human glue, I'm a connector, I'm an aggregator of viewpoints. I'm never a dictator of viewpoints." Advice about how you exercise the role, she asked?

"Hire people who argue with you. And, guess what? Sometimes it's best to be deliberately fuzzy and vague."

Unfortunately, organizations typically overlook people with the potential to be innovation leaders, Stine said. "If you are looking through the lens of *Collective Genius* and thinking about the skills you need in leaders, most organizations' leadership assessments are weeding out people who have the skills to lead in that way," Stine said. "Assessments often prioritize individual success, and immediate results. They're generally not evaluating humility or the ability to take a long-term view. They're generally not evaluating someone's capacity to create psychological safety or generate conversation amongst diverse stakeholders."

To be a leader of innovation means promoting the *Collective Genius* capabilities and embracing the paradoxes. So, what does that look like?

The Capabilities

Collective Genius identifies three key activities innovative organizations do well. The authors labeled these as capabilities: Creative Abrasion, Creative Agility, and Creative Resolution.

Creative Abrasion

Creative abrasion entails generating a marketplace of ideas by considering or vigorously debating alternatives from diverse sources. Innovative solutions arise most often when discrete, often divergent, ideas come into contact.

Diversity on multiple dimensions is a necessary precondition for creative abrasion. This means bringing together people who not only think differently, but also have different skills, backgrounds, knowledge, habits of mind and work, and preferences for how they gather and process data.

Creative abrasion also requires people's willingness to engage in constructive conflict. Conflict frequently results when a diverse group of strong-minded, passionate people work together to solve a problem. When alternative ideas compete, the competition often sparks new and better approaches.

For creative abrasion to be productive, it must take place among people who feel safe to contribute their best ideas and true concerns. By creating a sense of community — a context of shared purpose and identity — leaders can foster an environment in which individuals feel welcome to participate in the hard work of creative abrasion. By reinforcing the notion that disagreement around ideas, but not around personalities, is not only welcome, but necessary, leaders simultaneously foster a sense of belonging and encourage the constructive conflict that produces the best ideas.

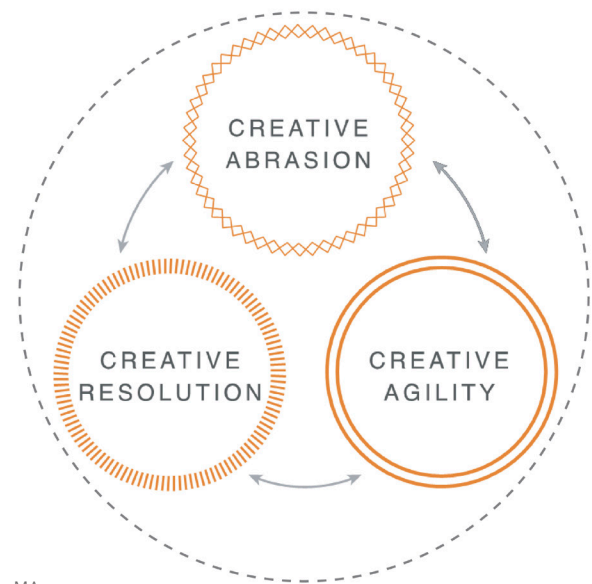
Creative Agility

In a 2015 Harvard Business Review article, the *Collective Genius* authors described creative agility this way:

Almost by definition, a truly creative solution is something that cannot be foreseen or planned. Thus, innovation is a problem-solving process that proceeds by trial-and-error. A portfolio of ideas is generated and tested, then revised and retested, in an often lengthy process of repeated experimentation.

For organizations to be agile, they must demonstrate fast and flexible experimentation.

Is your organization **able** to do the hard work of innovation? Innovative organizations generate a marketplace of ideas, experiment quickly, and make integrated decisions when problem-solving.



Hill, Brandeau, Truelove, Lineback. 2014 *Collective Genius*, Harvard Business Review Press, Boston, MA.

There are three underlying elements of creative agility. First, pursuing new ideas quickly and proactively. Rather than eliminating alternatives, an innovative group promotes leaving options open by testing several options at once.

Second, reflecting on the outcomes of experiments. Learning from experience means more than reviewing what happened. Meaningful reflection includes data-collection, analysis, and discussion.

Third, adjusting subsequent actions and choices based on those reflections. Maintaining an environment where leader and team alike can learn from experiments is critical for innovation.

For organizations to be agile, they must demonstrate fast and flexible experimentation. This requires providing sufficient structure (rules, hierarchy, planning and the like) to keep people moving in a similar direction without stifling improvisation. When loosening constraints, leaders often worry that people will either take too many risks, proceed too cautiously, work too independently, or not perform to an acceptable standard. Again, this is where leaders who foster a sense of community can both ensure everyone is on the same page, while also wrangling outliers without punishing them.

Creative Resolution

“When faced with two seemingly mutually exclusive alternatives, the human impulse is to choose one and discard the other as soon as possible, or to forge a simple compromise,” the authors wrote in the HBR article cited above. But creative resolution heads in a different direction. It requires team members to embrace “incompatible, even completely opposable, ideas,” melding the best of each to come up with a different, better alternative.

To come to creative resolution, leaders must push their teams to devise “both-and” rather than “either-or” solutions to challenges. They must also work to keep things simple, flexible, and open.

Leaders who desire sustained innovation within their schools must architect organizations that approach decision-making with attention and purpose. Rather than having certain groups dominate all decisions, or rely too heavily on compromise or consensus, successful organizations must instill both inclusive and integrative decision-making practices. This is not an easy task.

The Paradoxes

Leaders need to unleash individuals' talents, yet also harness all those diverse talents to yield a useful and cohesive result.

In another Harvard Business Review piece, the *Collective Genius* authors described the overarching paradox leaders of innovation must grapple with:

*Leaders need to **unleash** individuals' talents, yet also **harness** all those diverse talents to yield a useful and cohesive result. On the face of it, this may seem implausible or even impossible, yet evidence supports that both elements are essential. Ideas and possibilities emerge through "unleashing," while "harnessing" aims to ensure that everyone's collective efforts produce a workable solution. To succeed requires the ability to manage the tension between these disparate modes by learning when each is appropriate and by combining them in a never-ending oscillation.*

Within that paradox nest six others, which fall in pairs under three broad categories, mapped to the capabilities: paradoxes of collaboration, which align closely with creative abrasion; paradoxes of discovery-driven learning, which align with creative agility; and paradoxes of integrative decision-making, which align with creative resolution.

Leaders will encourage the greatest number of innovative ideas by allowing initiatives to emerge organically from the bottom. But, a wise leader will know when to intervene from the top to keep those initiatives on track.

Paradoxes of Collaboration

The first paradox of collaboration recognizes the need simultaneously to affirm the individual and the group. Innovative leaders support each person's need for individual recognition and identity, while also tending to the needs of the group.

The other paradox in this category is supporting and confronting. Leaders must encourage group members to support one another in the full expression of their ideas while simultaneously challenging and provoking robust debate. Participants must welcome friction, be vulnerable, and be willing to field hard questions.

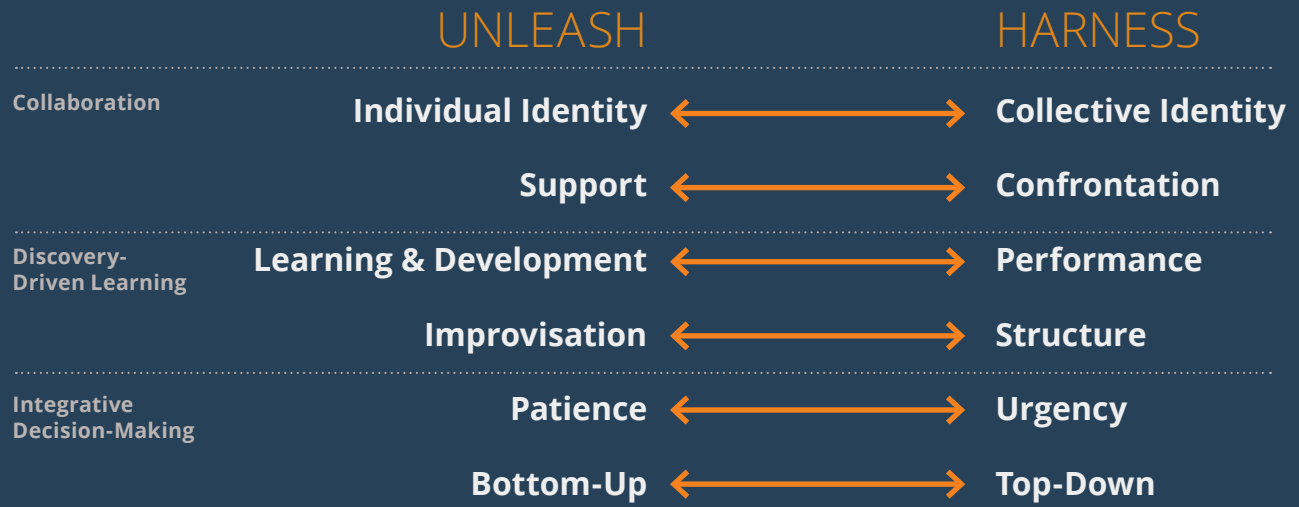
Paradoxes of Discovery-Driven Learning

Innovation comes through an ongoing process of trial and error. Therefore, organizations must have the patience and resources to learn and change course along the way. The next two paradoxes emerge from this reality.

The first is fostering experimentation and continuous learning while demanding high performance. True innovation comes from trial and error. Without structure, however, this process can yield paltry progress. As described earlier, leaders can promote experimentation and learning by designing and running rigorous experiments with guardrails including deadlines and budgets to avoid an unproductive level of chaos.

The second paradox is promoting both improvisation and structure. This requires a leader to determine how much structure to provide to ensure necessary boundaries are in place without stifling improvisation.

6 Paradoxes of Leading Innovation



Hill, Brandeau, Truelove, Lineback. 2014 *Collective Genius*, Harvard Business Review Press, Boston, MA.

Paradoxes of Integrative Decision-Making

To create something new and useful, organizations need to move from “either-or” thinking to “both-and” thinking. Integrating diverse ideas involves the final two paradoxes.

First is mixing patience and a sense of urgency, just as Largay described his learning during his early days at Belmont Day School. Creativity can’t be rushed, but deadlines are real. Leaders must sense when to allow debate and discovery and when it is time to make decisions and move into execution.

The final paradox is balancing bottom-up initiatives against top-down interventions. Leaders will encourage the greatest number of innovative ideas by allowing initiatives

to emerge organically from the bottom. But a wise leader will know when to intervene from the top to keep those initiatives on track.

Ultimately, leaders must figure out how to balance these paradoxes, emphasizing one side over the other when appropriate, without ever tipping the scale in one direction or the other for too long. According to Hill and her co-authors:

The goal will always be to take whatever positions enable the collaboration, experimentation, and integration necessary for innovation. Leaders who “live” on the harness side [of the overarching unleash-harness paradox] will never fully unleash the “slices of genius” in their people; those who always stay on the unleash side will have constant chaos and never solve any problems for the collective good.

Bringing *Collective Genius* theory to life within schools and other organizations

There is a wealth of information available publicly about the *Collective Genius* approach - see our list at the end of this report. School leaders interested in exploring how to apply *Collective Genius* can use these materials to prompt thinking among their staff about how to make deep cultural and operational changes to foster innovation.

Those changes, as the authors point out, need to flow simultaneously from the top of the organization down and from the bottom up. It's challenging work, to be sure, but it's also an exercise in collective self-awareness that keeps a school moving forward.

Another option is to conduct a survey, as Belmont Day School did, to assess a school's readiness to create a culture of ongoing innovation. This can help jump-start the process, as Brendan Largay discovered at BDS.

Jen Stine was involved as a thought partner during early drafts of *Collective Genius*. She's intimately familiar with all its arguments; the capabilities, paradoxes, and examples of companies that illustrate the book's major points. So when the authors decided after publication they would like to put their ideas into practice, Stine joined them in 2015 and became a co-founder of a team working to develop an innovation assessment survey, along with Linda Hill, and her co-authors Greg Brandeau and Emily Truelove.

Our intent, Stine said, was to “create a tool to help organizations identify as quickly as possible where their strengths were relative to Collective Genius, and which gaps merited immediate focus.”

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I think a lot of executives are being held accountable for ‘innovation.’ But when you ask them what that is, they can’t answer the question.”

— Jen Stine

“Our goal is to help people have a better understanding of what innovation is, and feel less frightened by the idea of doing a new and useful thing. I think a lot of executives are being held accountable for ‘innovation.’ But when you ask them what that is, they can’t answer the question. They don’t know how to describe it, or think about what metrics they would be using to evaluate themselves or others. That’s why they were telling us that having some idea about these three capabilities was incredibly helpful in terms of delegating work in a more meaningful way.”

The team developed several iterations of the survey, refining it as they adapted the questions to map effectively to the *Collective Genius* framework. By 2017, several iterations in, Stine was eager to administer the survey instrument at an organization she knew well. Belmont Day School, which Stine’s daughter attended and had a new head of school who had shown a deep interest in innovation, seemed an ideal candidate.

Belmont Day School needed to break out of a behavior pattern characteristic of many schools: everyone plays nice and avoids making waves.

One School's Journey

When Brendan Largay examined the results of the survey conducted in 2017, he discovered much that reaffirmed his own impressions about the staff's readiness to push innovation. The survey assessed Belmont Day School's readiness to innovate, as measured by its culture and its alignment with the "Collective Genius" capabilities.

Innovative organizations build culture that "unite people around a shared sense of purpose, clearly articulated and lived values, and rules of engagement for thinking and acting." Largay found it encouraging that staff members shared a strong sense of common purpose.

"We had a particularly high score in shared purpose (see graphic p.12), and that made a wonderfully useful notion for our teaching community as we moved forward, which I was really psyched about," he said.

He said he was "both surprised and not surprised" by a more revealing result: a significant number of respondents didn't feel psychologically safe at Belmont Day School. He attributed this unease to the major transitions the school had gone through over the past decade. Building the Barn, the first non-contiguous building at Belmont Day School, was one. Another was a plan for 15 to 20 percent growth in school enrollment as leaders decided to expand the middle school. That also meant transforming BDS from "Boston's best kept secret" to an institution consciously working to make itself more visible and better-known.



All of these changes, while not earth-shaking, left some people with a sense of unease, and hence the lack of psychological safety, Largay said. "It also didn't help that I was the third head of school in seven years. That's not a recipe for stability," he said.

At the same time, he recognized that to become an innovative institution, Belmont Day School needed to break out of a behavior pattern characteristic of many schools: everyone plays nice and avoids making waves. While civility is important, it need not exclude the vigorous debates or constructive critiques that underpin innovation.

Largay said that like many school leaders, he is strong on the support side. He describes himself as "a super-cheerleader." He said he has been working on challenging people and encouraging them to challenge one another.

"I haven't had confrontations with people, but I've had a lot of conversations where I've said, 'Great, what's that going to look like when you decide to do it differently?'"

Deftly managing the urgency-patience paradox, and empowering the staff to contribute ideas, Largay has seen substantial progress the two-plus years since receiving survey results. As the disruptive changes that affected psychological safety recede into the past, and as Largay's tenure extends, he has been heartened by many staff members' evident willingness to take risks.

Belmont Day School Survey Results

		Impedes			Facilitates
CULTURE	Shared Purpose				
	Shared Values				
	Rules of Engagement Interaction				
	Rules of Engagement Thinking				
CAPABILITIES	Creative Abrasion				
	Creative Agility				
	Creative Resolution				
	Additional Innovative Factors				

Increasingly, school staff is becoming familiar and comfortable with the notion of “Collective Genius.” For the past two years, professional development has been focused on understanding “Collective Genius” and how to apply its principles at Belmont Day School.

“It has been rooted in the essences of innovation and how teachers are thinking about it in their own classrooms and the ways in which they are doing their own work,” Largay said.

Last year, BDS underwent a curricular review of four programs: World language, math, art, and athletics.

Those reviews were conducted through the lens of *Collective Genius*. Each review team did extensive reviews of the external landscape, welcoming unfamiliar ideas into the process. They also addressed a rigorous set of questions designed to stretch their thinking, and requiring ample data collection and critique. The reviews allowed each department to reflect on what was going well, as well as what might change.

One example: the school decided to take math instruction in a decidedly different direction, moving from Everyday Math to Singapore Math. Students, parents, and faculty needed time to “wrap their heads around” such a fundamental change. At the same time, faculty had a sense of urgency about moving to a program they concluded would deliver the best possible math content and instruction.

“As we went through these reviews, we kept turning back to the

paradoxes,” Largay said. “We asked ourselves where various decisions lay on the various spectrums. We asked whether we were allowing the work to be as messy as it needed to be to get us where we needed to go?”

The *Collective Genius* model also inspired the school to rethink its approach to seventh grade humanities. Largay described seventh-graders as stuck in the middle of middle school. They don’t have the excitement of sixth-graders embarking on something new, or eighth-graders on the cusp of graduation. So the team decided to design something special for the seventh grade.

They came up with a couple of new and useful ideas. One was cross-curricular examination of issues in literature and social studies. One example: in social studies, classes studied food production and the industrialization of food. Concurrently, literature classes read Steinbeck’s

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It's a venture capital model for professional development. I have no expectation that every team will come up with a great idea, but if three in 10 do, I will be thrilled."

— Brendan Largay, Head of School

"Of Mice and Men." Both classes pondered the question: Through the lens of "Of Mice and Men," what impact did the industrialization of food production have on farmworkers like George and Lennie?

Another *Collective Genius*-inspired initiative Largay launched was summer innovation grants for staff. Teams of up to 10 teachers were paid modest stipends to spend one to three days over the summer designing something new and useful (the *Collective Genius* definition of innovation) for BDS.

"It's a venture capital model for professional development. I have no expectation that every team will come up with a great idea, but if three in 10 do, I will be thrilled," he said. Two science teachers and a Latin teacher devised a unit that probes understanding science and medicine through the lens of Latin. Time in both science and Latin classes is now dedicated to this exploration.

As time goes on, Largay intends to keep unleashing and harnessing talents at BDS to transform it into a school known for consistent innovation. He harbors no illusions about the magnitude of the challenge.

"I know how hard this work is and I empathize with the faculty about changing tires while rolling down the highway. We're on our way, but it is going to take a lot more work for us to get there."

In Conclusion

Schools must find the inspiration to move forward, through thought and action, to become centers of consistent innovation. There are, of course, many approaches schools can take to make this happen. In our experience, however, *Collective Genius* is one of the more compelling frameworks we've seen, which is why we've produced this report.

Schools ready to embark on the journey of innovation need to examine their culture and their capabilities. This implies a long-term systemic commitment, requiring a fundamental shift over time in the way schools operate. It's about as far as you can get from a one-day professional development workshop. And it requires the involvement of everyone in a school community. That's the only way to establish the foundation on which authentic innovation can be built.

Assessing your school's *Collective Genius*

In seeking to understand why some organizations can sustain innovation while others cannot, a team of scholars, practitioners, and coaches identified the characteristics shared by those that could. Regardless of industry, geography, age or size, they found innovative organizations have community cultures in place that support the three capabilities of innovative problem-solving. Leaders in these exceptional organizations created contexts that enabled people to be willing and able to innovate, described in detail in their book *Collective Genius: The Art and Practice of Leading Innovation*.

Following the publication of *Collective Genius*, members of the team built a survey to assess clients' capabilities for sustained innovative problem-solving along these key dimensions. The survey is based on observable or coachable behaviors that individuals, teams and organizations can hone over time. This proprietary instrument, based on decades of research as well as 50+ client engagements from around the globe, identifies cultural norms and behaviors that facilitate innovation as well as those that impede its potential. Results are presented to help leaders identify more precisely what might be impeding or facilitating innovation in their organizations. Once complete, organizations can use this snapshot of where their organizations are on their innovation journey to drive the development of a road map for transformation.

If you're interested in how this assessment might help your innovation efforts, contact us at elevate@explo.org.

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We're not just making up how to do computer generated movies, we're making up how to run a company of diverse people who can make something together than no one could make alone.”

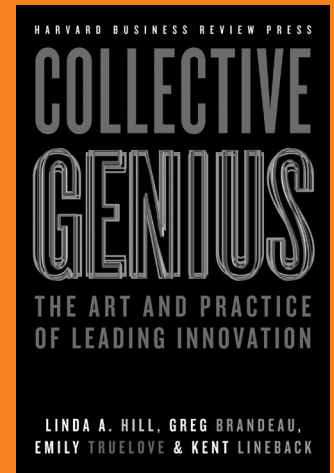
Ed Catmull, cofounder, Pixar, and president, Pixar and Walt Disney Animation Studios

Hill, Brandeau, Truelove, Lineback. 2014 *Collective Genius*, p. 8, Harvard Business Review Press, Boston, MA.

Publicly Available Resources on *Collective Genius*

In addition to the book “*Collective Genius: The Art and Practice of Leading Innovation*” by Linda A. Hill, Greg Brandeau, Emily Truelove, and Kent Lineback, the following *Collective Genius* resources are publicly available:

- Harvard Business Review article summarizing *Collective Genius*, June 2014: <https://hbr.org/2014/06/collective-genius>
- Harvard Business Review article on “The Board’s New Innovation Imperative”, November 2017: <https://hbr.org/2017/11/the-boards-new-innovation-imperative>
- Harvard Business Review blog post: “The Inescapable Paradox of Managing Creativity”, December 2014: <https://hbr.org/2014/12/the-inescapable-paradox-of-managing-creativity>
- Harvard Business Review blog post “The Capabilities Your Organization Needs to Sustain Innovation”, January 2015: <https://hbr.org/2015/01/the-capabilities-your-organization-needs-to-sustain-innovation>
- World Economic Forum article: “Is this what it takes to be an innovative leader?”, January 2016: <https://www.weforum.org/agenda/2016/01/is-this-what-it-takes-to-be-an-innovative-leader-1/>
- TEDx Cambridge talk by Linda Hill: “How to manage for collective creativity”, September 2014: http://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity?language=en



Hill, Brandeau, Truelove, Lineback. 2014 *Collective Genius*, Harvard Business Review Press, Boston, MA.

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The leaders we studied would be the first to admit they are by no means perfect and are still learning... Regardless of the specifics of the innovation challenges they faced, [they] create environments in which the unique slices of genius in their organizations are rendered into a single work of collective genius.”

WE HELP SCHOOLS INNOVATE