# ANALYTICAL & CREATIVE THINKING SYNERGY

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Riga, Turiba Univerity, 12 August 2025

# Business card

**Tu**

Turība
Biznesa augstskola

European Commission

SMP

Research and policy analysis

Higher education

Mediation and conflict resolution
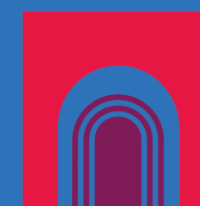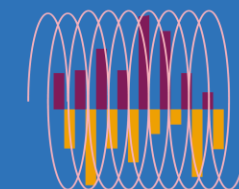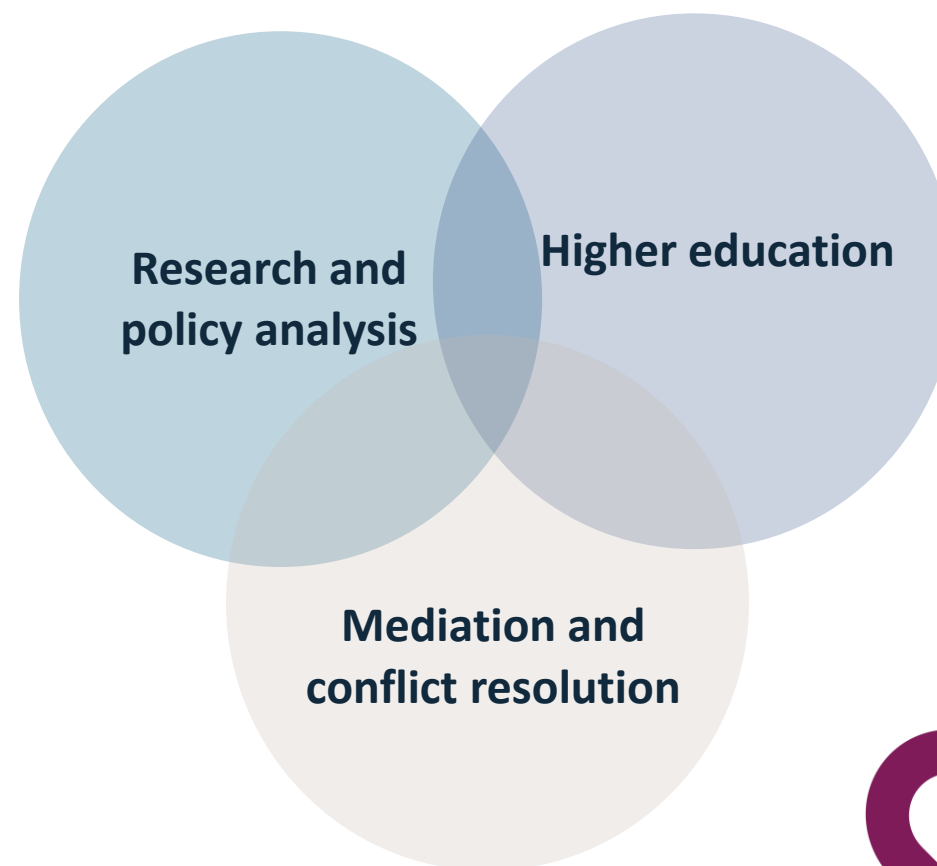
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# Structure of the workshop

How does thinking work?

How does analytical thinking work?

How does creative thinking work?

Practical tasks applying both types of thinking

FIGURE 3.3

## Core skills in 2025

Share of employers who consider the stated skills to be core skills for their workforce.

| # | Skill | % |
|---|---|---|
| 1. | Analytical thinking | 69% |
| 2. | Resilience, flexibility and agility | 67% |
| 3. | Leadership and social influence | 61% |
| 4. | Creative thinking | 57% |
| 5. | Motivation and self-awareness | 52% |
| 6. | Technological literacy | 51% |
| 7. | Empathy and active listening | 50% |
| 8. | Curiosity and lifelong learning | 50% |
| 9. | Talent management | 47% |
| 10. | Service orientation and customer service | 47% |
| 11. | AI and big data | 45% |
| 12. | Systems thinking | 42% |
| 13. | Resource management and operations | 41% |
| 14. | Dependability and attention to detail | 37% |
| 15. | Quality control | 35% |
| 16. | Teaching and mentoring | 26% |
| 17. | Networks and cybersecurity | 25% |
| 18. | Design and user experience | 25% |
| 19. | Multi-lingualism | 23% |
| 20. | Marketing and media | 21% |
| 21. | Reading, writing and mathematics | 21% |
| 22. | Environmental stewardship | 20% |
| 23. | Programming | 17% |
| 24. | Manual dexterity, endurance and precision | 14% |
| 25. | Global citizenship | 13% |
| 26. | Sensory-processing abilities | 6% |

Share of employers surveyed (%)

Legend:
- Cognitive skills
- Engagement skills
- Ethics
- Management skills
- Physical abilities
- Self-efficacy
- Technology skills
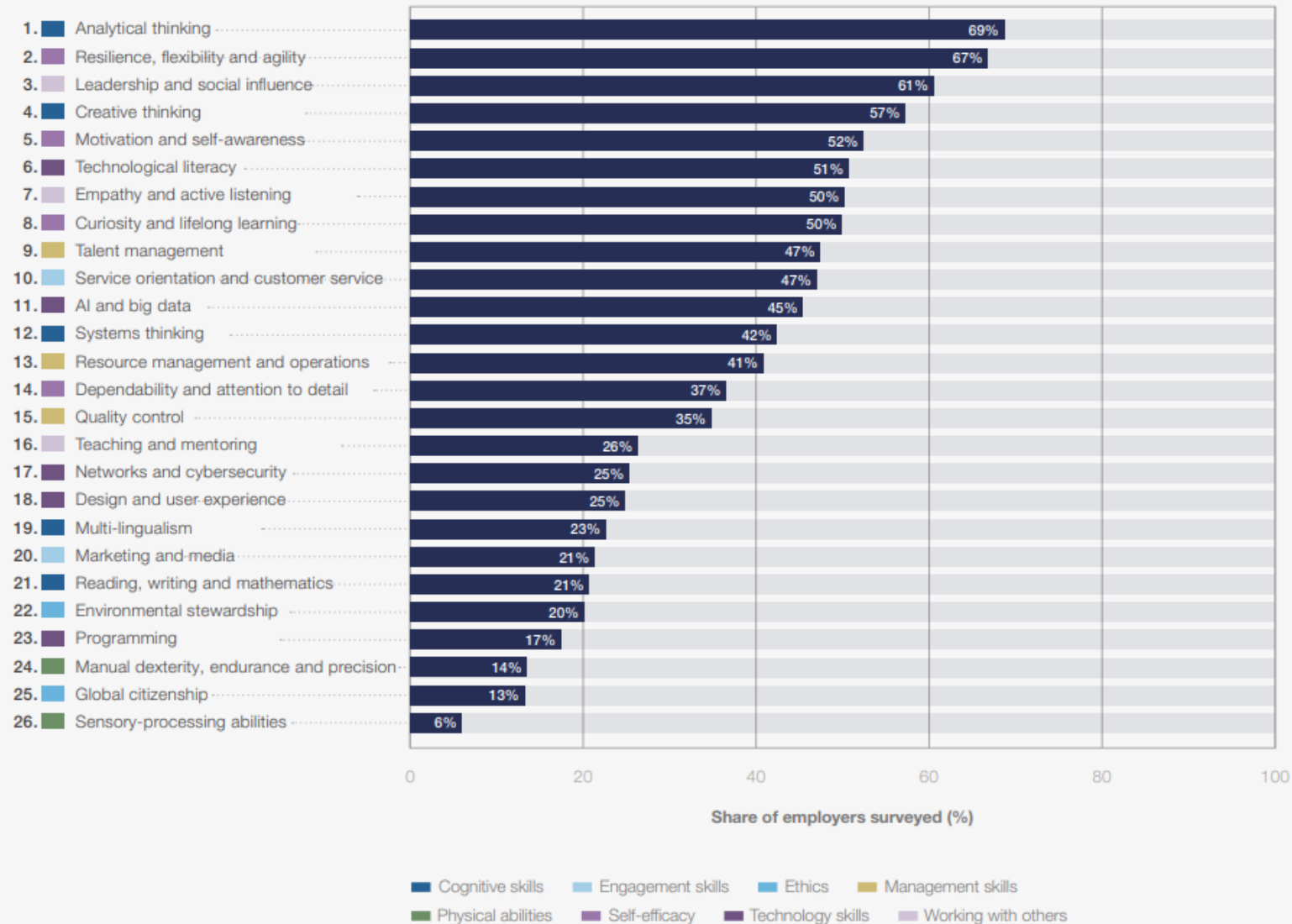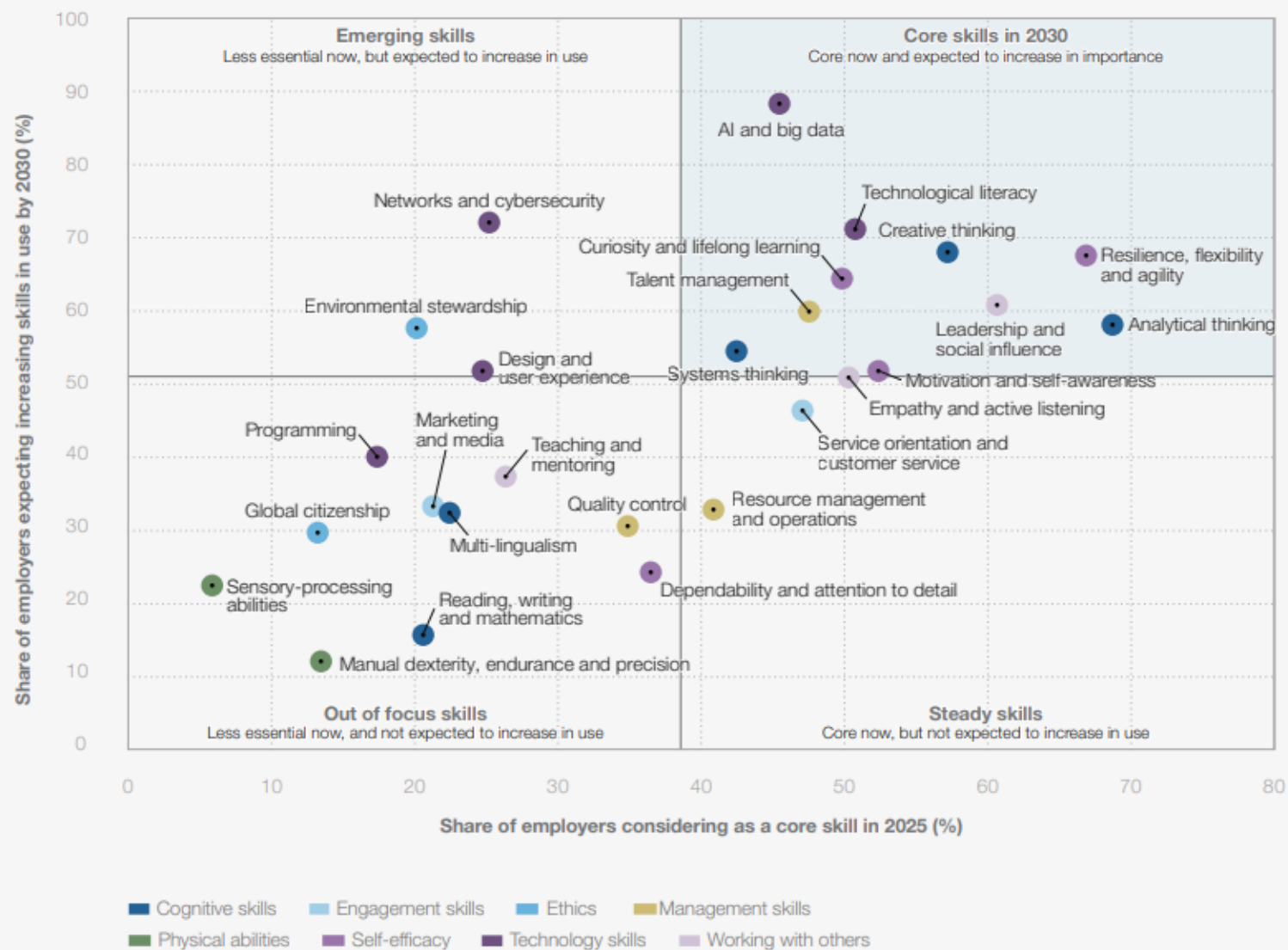- Working with others

FIGURE 3.6

## Core skills in 2030

Share of employers considering skills to be a core skill in 2025 and share of employers expecting skills to increase in importance by 2030.



**Emerging skills**
Less essential now, but expected to increase in use

**Core skills in 2030**
Core now and expected to increase in importance

**Out of focus skills**
Less essential now, and not expected to increase in use

**Steady skills**
Core now, but not expected to increase in use

Share of employers expecting increasing skills in use by 2030 (%)

Share of employers considering as a core skill in 2025 (%)

- AI and big data
- Networks and cybersecurity
- Technological literacy
- Creative thinking
- Curiosity and lifelong learning
- Resilience, flexibility and agility
- Talent management
- Environmental stewardship
- Leadership and social influence
- Analytical thinking
- Design and user experience
- Systems thinking
- Motivation and self-awareness
- Empathy and active listening
- Programming
- Marketing and media
- Teaching and mentoring
- Service orientation and customer service
- Global citizenship
- Multi-lingualism
- Quality control
- Resource management and operations
- Sensory-processing abilities
- Dependability and attention to detail
- Reading, writing and mathematics
- Manual dexterity, endurance and precision

Legend:
- Cognitive skills
- Engagement skills
- Ethics
- Management skills
- Physical abilities
- Self-efficacy
- Technology skills
- Working with others

# How does thinking work?

# What is thinking?



Auguste Rodin «The Thinker» 1902

The affirmation of being human. *Cogito ergo sum.* I think, so I am (René Descartes, 1637)

**The highest form of** human **psychic activity**, the reflection of reality in the brain; reveals the most fundamental **relations between objects and phenomena**.

Thinking allows one to verify the **correspondence** of perceptions, concepts, judgements and conclusions **with reality**, gives **conscious purpose** to actions and assesses their **social significance**.

Thinking is inextricably linked to **language**: every thought exists in the form of words or other signs of information - numbers, formulae, diagrams, etc.

# Cognitive Skills
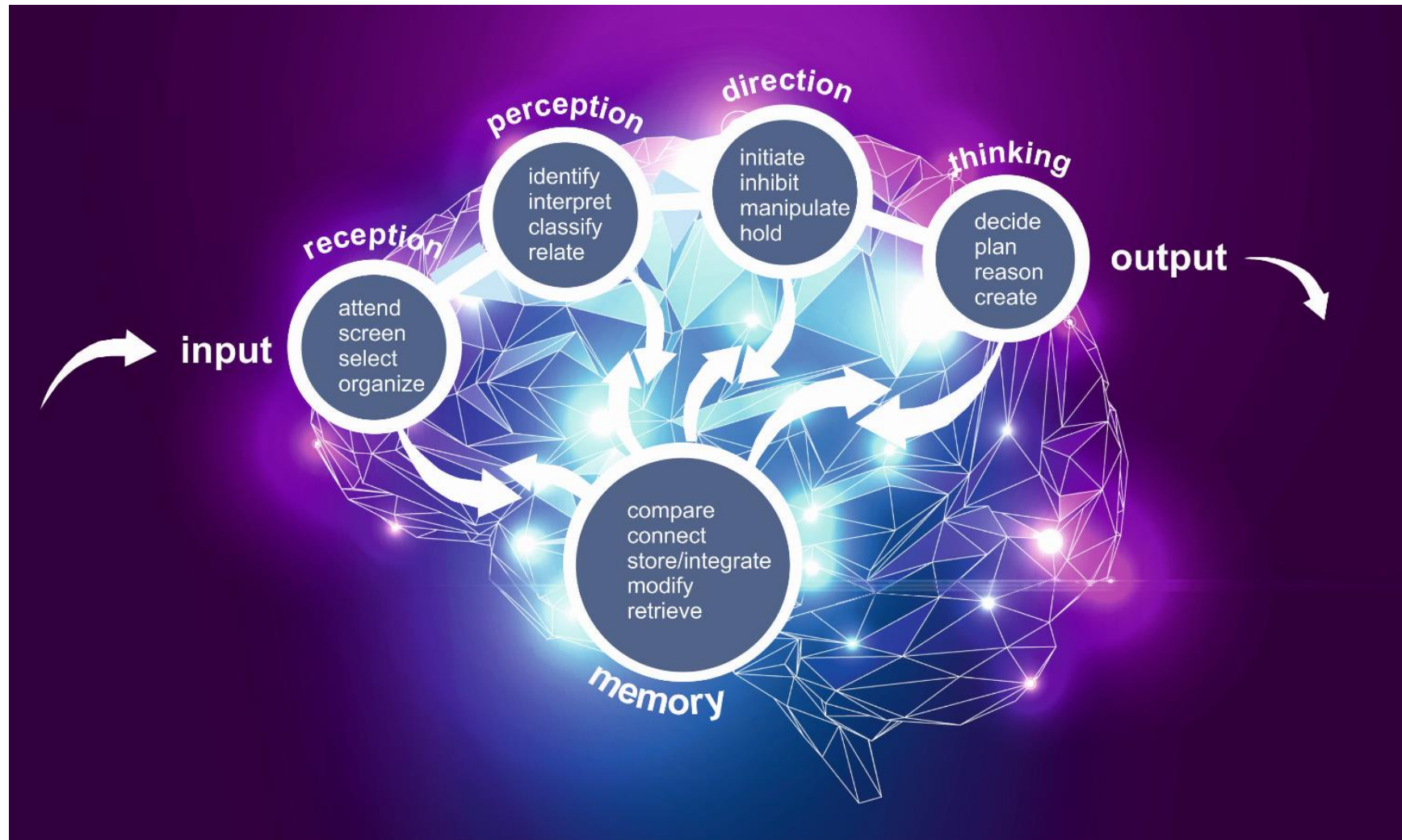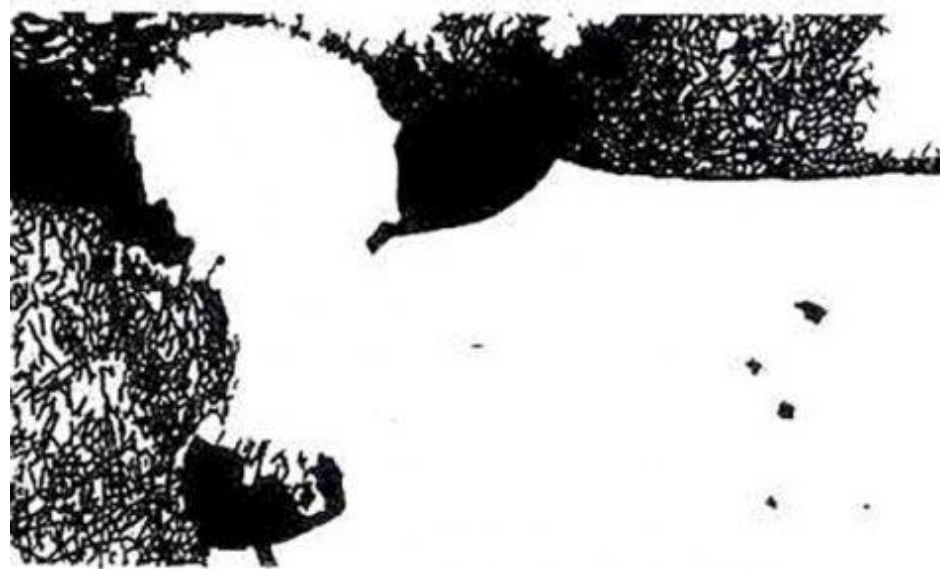
# Perception

- Not objective, misleading

- Our knowledge, experience and physiology influence perception-

- The brain makes sense of stimuli coming into perception

- Fragment perception can lead to misjudgement

- Perceptual illusions can be manipulated

- Knowledge is needed to correct information that is not true

- Knowledge and experience underpin predictive perception

# Fast and Slow Thinking

$= \$1.10$
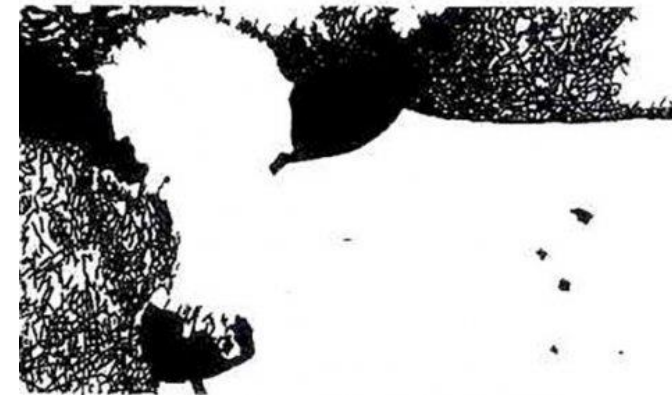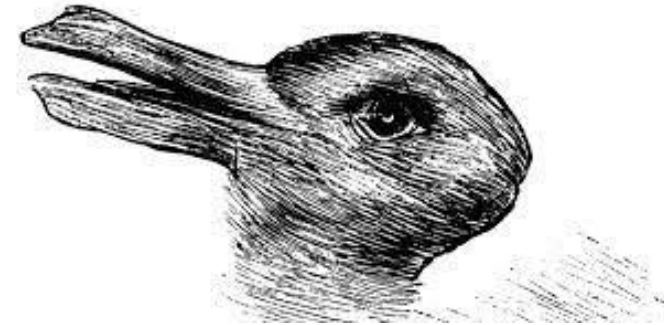
A bat and a ball cost $1.10 in total. The bat costs $1 more than the ball. How much does the ball cost?

**X:bat**     $X + Y = 1.10$          $1 + Y + Y = 1.10$

**Y:ball**    $X - Y = 1$                    $Y = 0.05$

THINKING,

FAST AND SLOW

DANIEL

KAHNEMAN

11
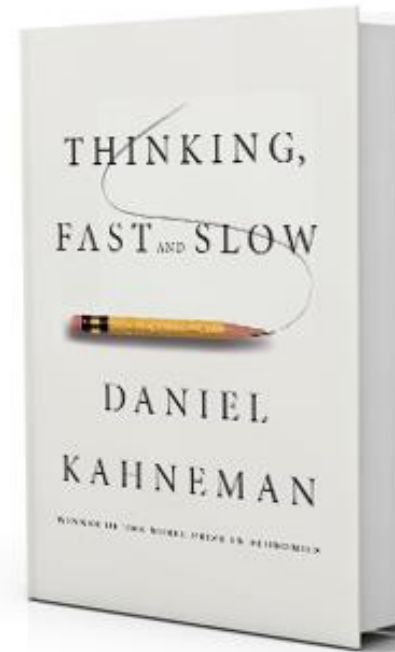
# Fast and Slow Thinking

**System 1 «Fast thinking»**

Works **automatically and quickly**, with little or no effort and **no conscious** sense of **control**.

Effortlessly **generates impressions and emotions**, which are the main source of beliefs and choices for System 2.

Generates **spontaneous ideas**, free-flowing impulses and **associations**



Reason
Patience
Effort
Concentration
Analytics
Constructed thoughts
1 BRAIN 2
SYSTEMS
Effortlessness
Speed
Innate skills
Intuition
Reflex
Involuntary control
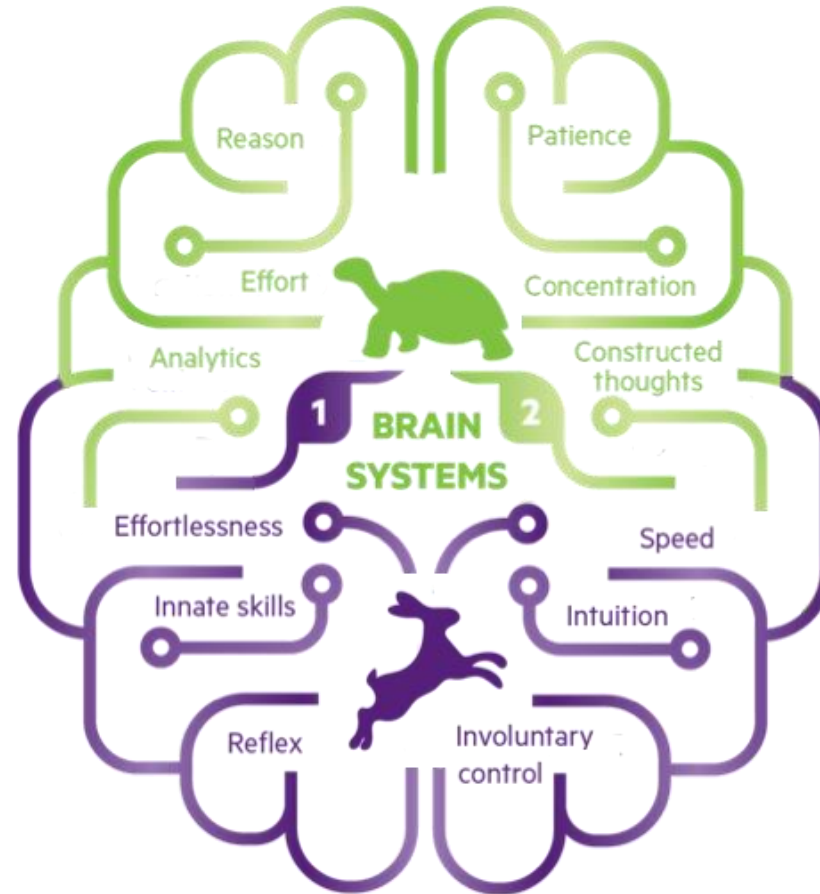
**System 2 «Slow thinking»**

Focuses on **effort-related mental activities**, including complex arithmetic.

Often associated with subjective experiences of means, choice and concentration.

**Arranges ideas and thoughts in a sequence of concrete steps.**

**Most of what we think and do (System 2) originates in System 1, but System 2 takes over in difficult situations.**
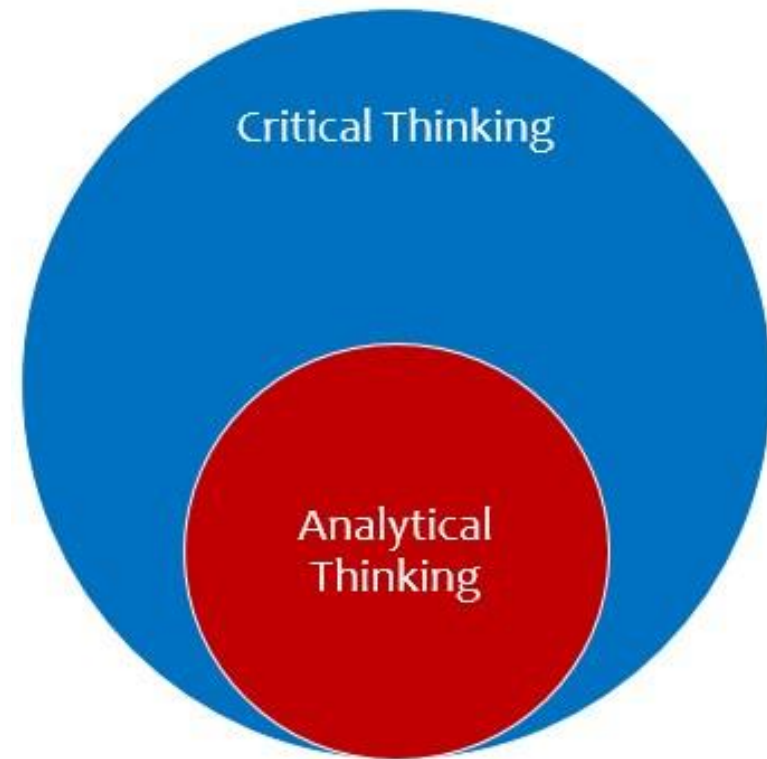
# How does analytical thinking work?

# Analytical Thinking

Ability to **analyse cause and effect**. Draw appropriate **conclusions**. Choose **priorities**.

Key words: knowledge, experience, recognition of causal relationships.

Searching for, investigating and organising new information. Conclusion based on the data obtained.

Analytical thinking requires **facts, detailed research, the ability to compare data and the ability to draw conclusions**.

# Analytical Thinking

| | | |
|---|---|---|
| Logic | Objective | Concise |
| Rational | Focused | Deductive |
| Linear | Convergent | Systematic |

# Deductive reasoning

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**Deductive reasoning** is a type of logical thinking where you start with a **general rule or principle** and apply it to a **specific situation** to reach a conclusion that must be true if your starting points are true.

It's sometimes called **"top-down logic"** because you begin with a broad statement and narrow it down.

**Structure of Deductive Reasoning**

**Premise 1 (General Rule):** All humans are mortal.
**Premise 2 (Specific Fact):** Evija is a human.
**Conclusion:** Therefore, Evija is mortal.

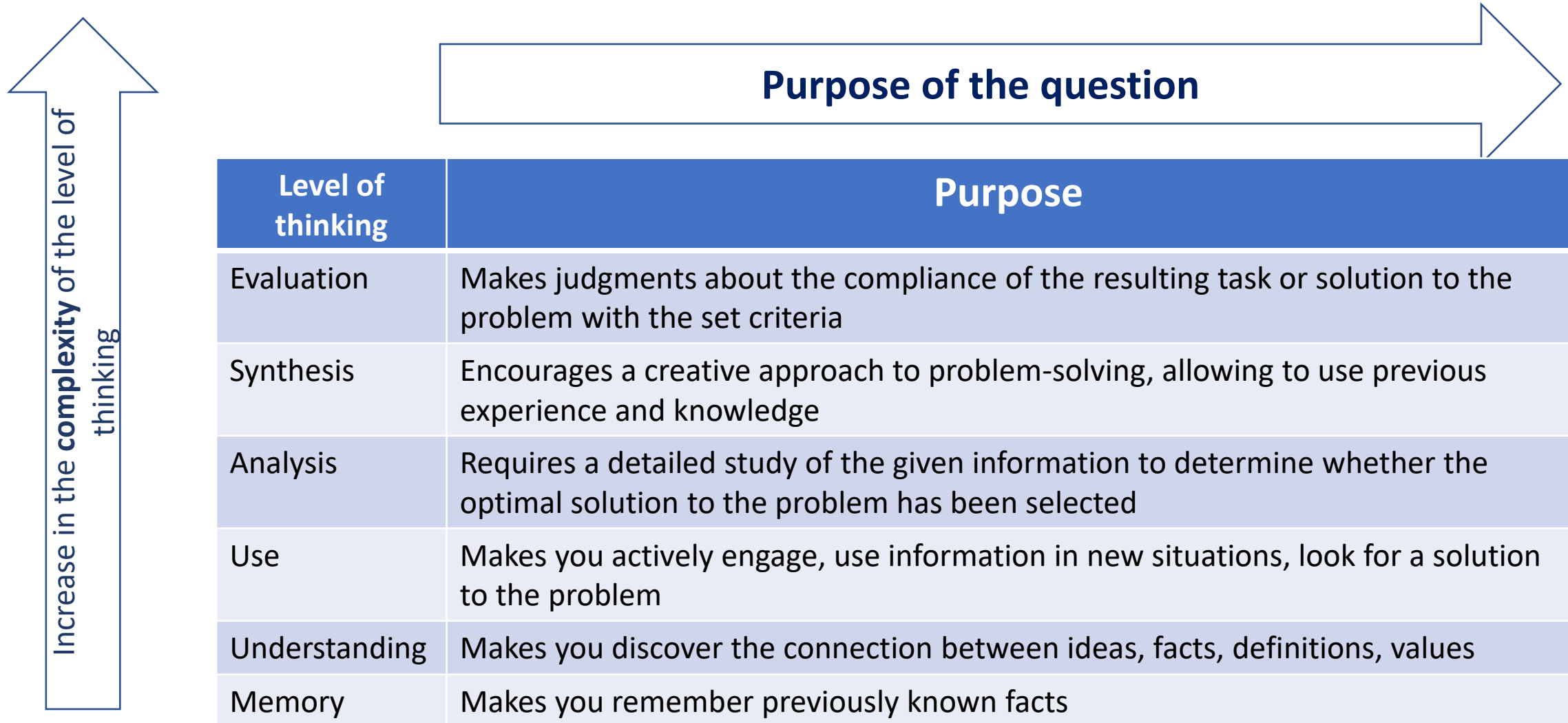If both premises are correct and your reasoning is valid, the conclusion is guaranteed to be correct.

Questioning is the driving force of thinking
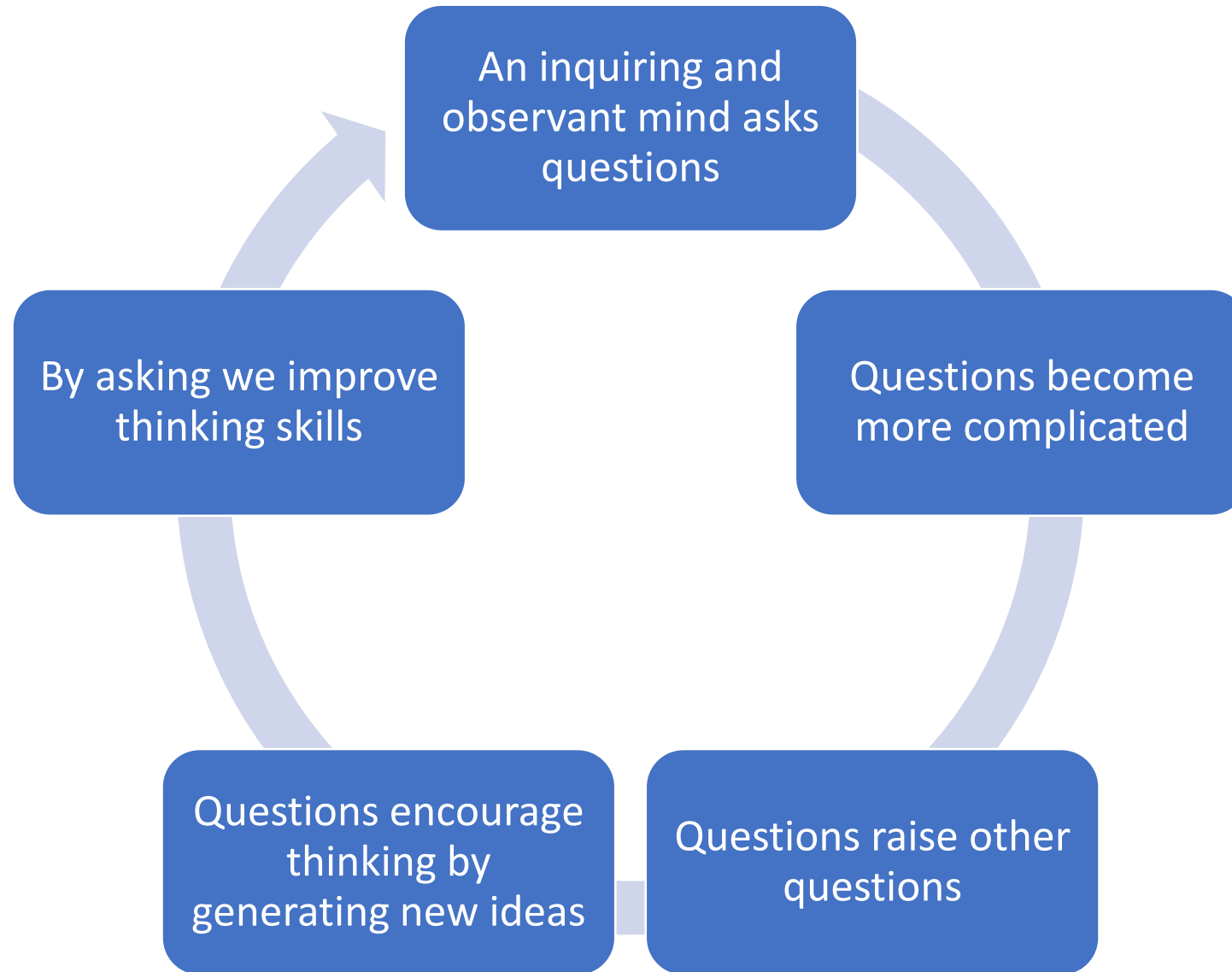
# Classification of questions according to their purpose and level of complexity (Benjamin Bloom)

**Increase in the complexity of the level of thinking**

**Purpose of the question**

| Level of thinking | Purpose |
|---|---|
| Evaluation | Makes judgments about the compliance of the resulting task or solution to the problem with the set criteria |
| Synthesis | Encourages a creative approach to problem-solving, allowing to use previous experience and knowledge |
| Analysis | Requires a detailed study of the given information to determine whether the optimal solution to the problem has been selected |
| Use | Makes you actively engage, use information in new situations, look for a solution to the problem |
| Understanding | Makes you discover the connection between ideas, facts, definitions, values |
| Memory | Makes you remember previously known facts |

# Mindmap for Structuring Thinking Process

# Fishbone Diagram

A Fishbone Diagram is a structured brainstorming tool using categories to explore root causes for an undesirable effect.
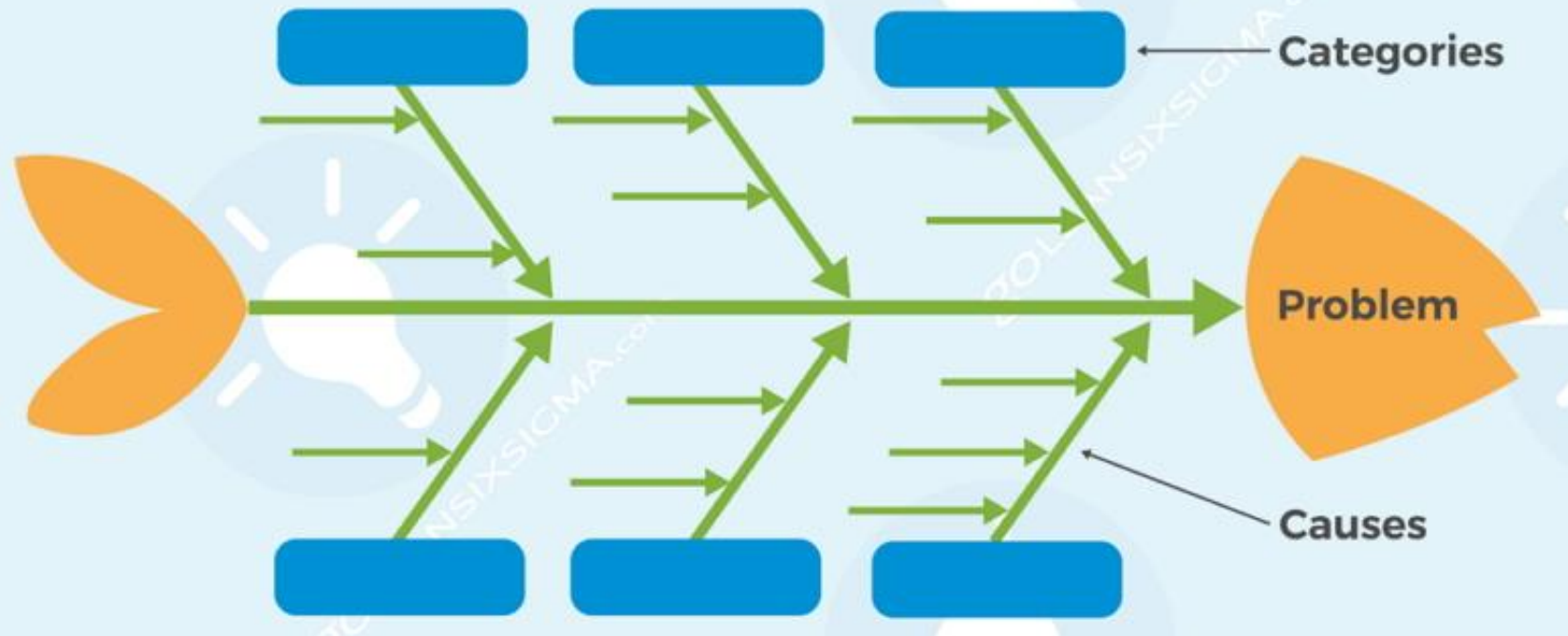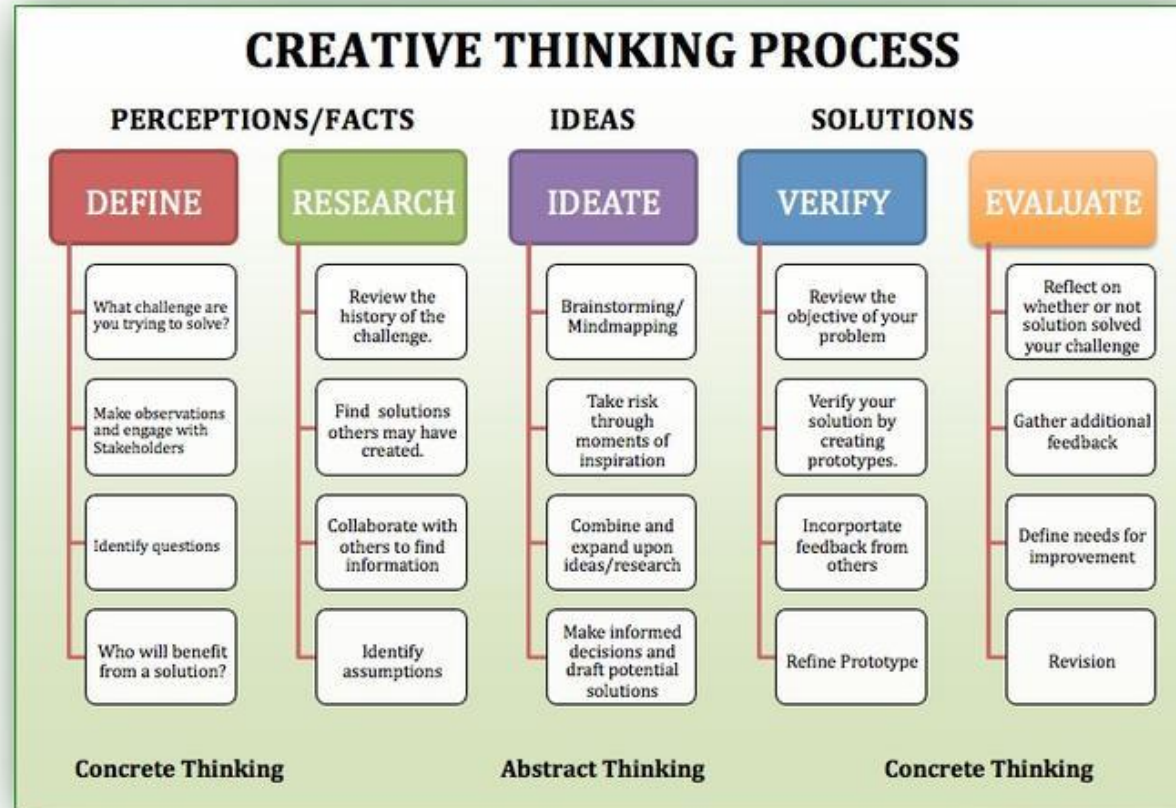
Categories

Problem

Causes

# Creative Thinking Process



- Ask questions
- Give ideas
- Make assumptions
- Think outside the box
- Create associations
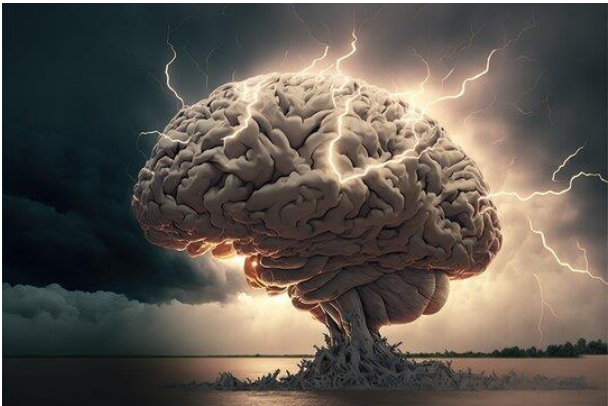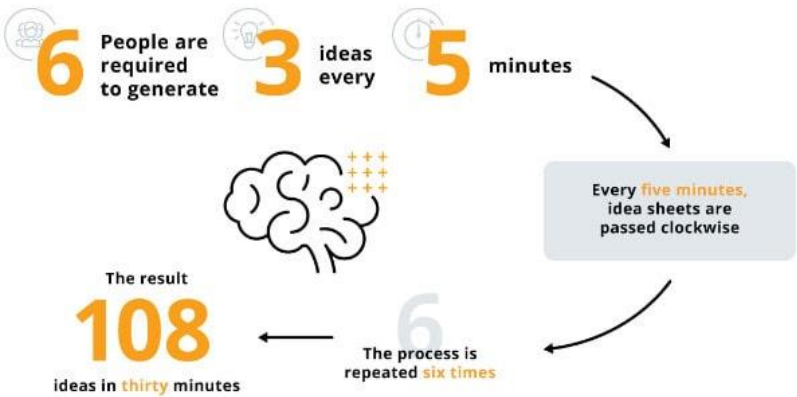- Giving more than one answer to each question

# Creative thinking techniques

**Brainwriting for your business**

6 People are required to generate
3 ideas every
5 minutes

Every five minutes, idea sheets are passed clockwise

The result
108 ideas in thirty minutes

The process is repeated six times

The Dreamer
The Realist
The Critic

## Six Thinking Hats® Quick Summary

**PROCESS** — **Blue Hat** - Process
Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

**FACTS** — White Hat - Facts
Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

**FEELINGS** — **Red Hat** - Feelings
Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

**CREATIVITY** — **Green Hat** - Creativity
Ideas, alternatives, possibilities.
Provocations - "PO".
Solutions to black hat problems.

**BENEFITS** — **Yellow Hat** - Benefits
Positives, plus points.
Logical reasons are given.
Why an idea is useful.

**CAUTIONS** — **Black Hat** - Cautions
Difficulties, weaknesses, dangers.
Logical reasons are given.
Spotting the risks.

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# The search for solutions in sequential steps

**Step 1 - <u>collect</u> solution options!**

**Step 2 - <u>filter</u> the options!**

**Step 3 – <u>evaluate</u> acceptable options!**

# Reinvent the Everyday or practice creative thinking

Tu

You've been hired as the innovation team of a mid-sized company. The CEO has given you a challenge:

**Take an ordinary, everyday product or service and reinvent it so it stands out in the market.**

The product or service can be something as simple as a coffee mug, grocery delivery, a backpack, or even a bus ticket.

The only rule: **your idea must offer a fresh benefit or experience that customers don't currently have.**

**BRAINSTORM**

# Social dimension of business sustainability

# Social dimension of the sustainability

The concept of social sustainability emerged in the broader sustainability discourse at the end of the 20th century as **one of the key pillars of sustainable development**, alongside environmental and economic sustainability.

The European Union policy framework for the social dimension of sustainability is embedded within several key **strategies and legislative frameworks** aimed at ensuring sustainable development.

To support the effective implementation of the CSRD, the EU developed **European Sustainability Reporting Standards** (ESRS) in 2023.

# Multiple perspectives of social sustainability in business

**Tu**

- **Employee well-being**: safe working conditions, mental health, fair pay, work–life balance.

- **Diversity, equity, and inclusion**: equal opportunities, gender balance, non-discrimination.

- **Fair labour practices**: both in the company and across the value chain.

- **Community engagement**: contributing to local economic, social, and cultural well-being.

- **Ethical business conduct**: transparency, stakeholder dialogue, human rights protection.

- **Consumer and end-user protection**: safety, information transparency, and social inclusion in products and services.

The social dimension aims not only to **reduce negative impacts** (like discrimination or unsafe working conditions) but also to **create positive impacts**, such as skills development, community investment, and building inclusive cultures.

# Social Dimension Thematic Standards (EUROPEAN COMMISSION REGULATION (EU) 2023/2772)

| Thematic ESRS | Topics |
|---|---|
| ESRS1 - Own workforce | <ul><li>Working conditions</li><li>Equal treatment and opportunities for all</li><li>Other work-related rights</li></ul> |
| ESRS2 - Workers in the value chain | <ul><li>Working conditions</li><li>Equal treatment and opportunities for all</li><li>Other work-related rights</li></ul> |
| ESRS3 - Affected communities | <ul><li>Communities' economic, social and cultural rights</li><li>Communities' civil and political rights</li><li>Rights of indigenous peoples</li></ul> |
| ESRS4 - Consumers and end users | <ul><li>Information-related impacts for consumers and/or end-users</li><li>Personal safety of consumers and/or end users</li><li>Social inclusion of consumers and/or end users</li></ul> |

# Research study: the social dimension of sustainability for the business competitiveness

**Aim**

To examine the role of the **social dimension of sustainability** in improving competitiveness, emphasizing its importance alongside environmental and economic considerations.

**Tasks**

1. To clarify the concept of social sustainability and its constituent dimensions

2. To gain knowledge about the understanding of social sustainability in the Latvian business environment

3. To identify existing social sustainability practices in Latvian companies

The Social Dimension of Sustainability for the Business Competitiveness
**Evija Kļave,** Turiba University Riga, Latvia
**Ieva Bruksle,** Turiba University Riga, Latvia

# Research Methodology

**Qualitative research design**

**Primary and secondary data**

**Data sources**: scientific literature, EU and national policy documents, corporate sustainability and environmental, social and governance (ESG) reports, qualitative data from structured interviews with sustainability experts

**Methods:** monographic method, document analysis, qualitative structured interviews, thematic analysis

**Expected result**: a practice-based view of the latest trends, challenges and good practices in the implementation of social sustainability initiatives in the real business environment in Latvia, obtained through the application of a scientifically based methodology.

# Interview Characteristics

**Target group**: professionals with experience in both sustainability issues and business practice (n=9)

**Purposive sampling method**: the main criterion was expert knowledge and experience in the field of sustainable and socially responsible entrepreneurship.

**Institutional representation of respondents:**
private higher education institutions (n=2),
transport companies (n=2),
trading companies (n=1),
financial services companies (n=1),
Latvian Platform for Corporate Social Responsibility (n=1),
Latvian Human Resource Management Association (n=1),
Corporate Sustainability and Responsibility Institute (n=1).

**Fieldwork period:** January - February 2025

# Sustainability Reports Thematic Analysis Characteristics

**Selection criteria**: company's industry , size of the company (large companies  is the first to report on the integration of sustainability initiatives), and availability- reports published no later than 2023.

**11 sustainability reports** -  three sectors - transport (n=3), manufacturing (n=4) and services (n=4)

**Data were analysed** by applying the four ESRS Social Dimension Thematic Standards and the 12 corresponding ESRS themes

# Key Results – Corporate Practices

## Main Themes Identified in Sustainability Reports

| Theme | Examples |
|---|---|
| **Employee well-being** | Mental health support, professional development |
| **Ethics and inclusion** | Gender equality, ethical codes of conduct |
| **Social dialogue** | Union engagement, employee surveys |
| **Community involvement** | Sponsorships, local partnerships |

**ESRS standards alignment**: Most companies address **all four** ESRS thematic standards.

# Strategic Role of Social Sustainability

Transition from **ethics to competitiveness -** CSR is now a strategic priority

Firms that embed social sustainability:

| | | |
|---|---|---|
| Experience stronger stakeholder trust | Are more adaptable to regulatory and market changes | Gain reputational and financial benefits |

# Conclusions

1. The social dimension of sustainability is becoming increasingly important in building corporate competitiveness.

2. Companies that invest in employee well-being, ethical working practices and community involvement demonstrate **higher employee satisfaction, lower employee turnover, higher productivity** and stakeholder trust.

3. Companies that proactively integrate social sustainability into their operations gain a **strategic advantage** over those that see it only as a means of ensuring compliance with sustainability standards/criteria.

4. While large companies have made significant progress in complying with sustainability standards, **SMEs need regulatory and methodological support** to help them both introduce social sustainability practices and to provide information on them.

5. Companies that successfully integrate the social dimension of sustainability into their strategy and operations will be more competitive not only nationally but also globally.

# Workshop: think smart

**Social impact through business design: people-oriented sustainable entrepreneurship**
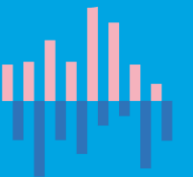
# Structure of the session

**Identify**

**Analyse**

**Create**

**Present**

# Step 1: Community problem identification

**Instructions**: Discuss and identify **a common problem** faced in your communities. Use the questions below to guide your discussion and record your ideas. Examples might include issues like homelessness, access to public transportation, food deserts, or lack of recreational spaces. The scope of the possible challenges is not limited to the given examples.

**Sequential steps:**

- get into pairs
- interview each other following the guiding questions
- compare the data (answers) and decide which problem to present for the group discussion
- develop arguments why this problem should be addressed
- present it to the group

# Step 2: Analytical assessment of the problem

Do the analytical assessment of the chosen problem. Take notes to capture key points and insights, structure the discussed information in a form of a **mind map** or a **fish bone.**

The **problem** would be the **central element/ concept** of the mind map. In case of fish bone the problem is the "head" of the fish.

**Suggested branch/ fish bones labels**

Affected stakeholders

Symptoms & evidence

Root causes

Consequences if unaddressed

Current responses [positive and negative]

**Analyse all the elements**

Provide evidence-based analysis

# Step 3: Create solutions

Tu

Brainstorm innovative solutions to the identified problem. Consider various perspectives and stakeholders. Apply the creative thinking methods. Come up with **at least three unique solutions**.

For each solution, you should consider:

- How does it address the stakeholders?

- How does it address the root causes?

- What about the feasibility of implementing the solution?

- Potential challenges and how they might be overcome?

Compare the developed solutions and make a decision which one to present.

# Step 4: Make a presentation

**Clarity of Problem**
Does the team explain the social issue well?

**Relevance of Solution**
Does it address the root cause?

**Feasibility**
Is it realistic and doable?

**Sustainability**
Will it have lasting social impact?

**Persuasiveness**
Did the team convince you?

**Best thing about their idea:**

**One suggestion for improvement:**

# THANK YOU FOR YOUR COOPERATIVE ATTITUDE

Evija Klave, Dr.sc.soc., evija.klave@turiba.lv

Riga, Turiba Univerity, 12 August 2025