

ABSTRACT

This thesis deals with the phenomenon of human creativity and the possibilities of increasing it within the framework of corporate education. It defines creativity from the biological (cognitive) point of view and at the same time describes the creative personality. It points out the status of creativity as one of the key competences of today. The interrelationship between creativity and the contemporary information/knowledge society and its positive and negative effects on people are discussed. In this context, it points to the overwhelming information overload that can result in disturbances in attention, and draws attention to the limited time that people can normally sustain concentration. It points out that mental overwhelm is one of the obstacles to not just lateral thinking. In relation to creativity, I also see this as problematic, for example, in relation to the state of flow, which is the breeding ground of creativity. This state is closely tied precisely to the capacity for focused attention. The easy availability of information to a person can, with appropriate choice, expand his or her knowledge base. What is essential, therefore, is the acquisition of skills in handling information and certain prudence in what one 'lets' into one's head. I find focused attention training to be extremely beneficial (not only) for the creative personality. At the same time, I point out the necessity of stopping and self-awareness/self-perception, among other things, in connection with personal development, which also affects the understanding and development of one's own creativity. I discuss the influence of lifelong learning on the development of creativity and some aspects of this. I look for inspiration, touching on approaches to developing creativity, in the writings of Leonardo da Vinci, through M. J. Gelb's book. With regard to contemporary society, I find the section on whole-brain thinking and the refinement of the senses particularly useful. I examine and evaluate the factors that creative employees consider crucial to the development of their creativity, those that they consider barriers to its development, and how they would like to develop their creativity, in the context of corporate training. Furthermore, I investigate the influence of the size of personal space on employee creativity and what kind of space, in terms of size, employees prefer, also with a view to identifying the optimal personal space of participants (creatives), in the context of implementing "techniques with fixed rules" (brainstorming, etc.). I am concerned with employers' attitudes towards employees in the area of employee development. I point out the positive impact of diversity in work teams leading to greater flexibility, the possibility of designing flexible working hours, adjusting the amount of working hours, creating shared jobs, etc. I draw attention to the importance of work well-being. I place a particularly strong emphasis in relation to the creative production of workers on clarifying the motivation of specific creative employees by the employer, as a result of which the employer can create "tailor-made" working conditions for these workers. This also applies to the creation of their individual training plan. I find the creation of motivation maps to be extremely useful in this respect. I demonstrate methods and

approaches for developing employee creativity and also provide practical inspiration in this respect from the successful Škoda Auto, a.s.