

THE EDISON INNOVATION LITERACY BLUEPRINT

The Edison Innovation Literacy Blueprint will help you assess your current level of innovation literacy and make it easier for you to set goals and chart your progress. You will have the opportunity to rate yourself in each of the five competencies of innovation, on an element-by-element basis. Once you've completed this process for yourself, we will provide you with resources to do the same thing for your team—and eventually your whole organization.

Using the Edison Innovation Literacy Blueprint as a guide, you can begin mapping where you need to improve most, and create an action plan to *Innovate Like Edison*. Building your innovation literacy is a three-step process, as follows:

Step 1: Complete the assessments and scoring gauges for the five competencies of innovation.

Step 2: Chart your innovation literacy strengths and gaps on the Edison Innovation Literacy Blueprint.

Step 3: Make an individual innovation literacy development plan for yourself.

On the Blueprint included toward the end of this chapter (page 261), you will note that the five competencies of innovation are listed horizontally along the bottom of the chart, and the elements rise vertically above them.

Step 1 begins with the completion of the five twenty-question assessments included on the following pages, with one assessment per competency. Immediately following each assessment is a scoring gauge tailored to that specific competency. Read the instructions shown on each chart, transferring your point scores from the assessment onto the scoring gauge. Every scoring gauge is designed like a



radar screen. Your innovation strength areas lie closer to the outside of the gauge, and gap areas lie closer to the interior. A sample of a completed scoring gauge is included to give you a visual reference on how to complete it. Once you have completed all five assessments, you can summarize your scores by transferring them onto the master scoring gauge for elements, then the master scoring gauge for competencies, following the directions provided.

If you do not wish to make marks in your book as you work through the assessments and scoring gauges, or if you are away from your book and still want to take an assessment, you can download copies of the assessments and scoring gauges free at www.innovateliikedison.com. Now, grab a pencil and complete Step 1 to begin identifying your current innovation literacy level.

Step 2 begins on page 255, once you have completed your assessment.

Assessment for Competency #1— Solution-centered Mindset

Please respond to the statements in these assessments by circling the choice that best describes your *current habits*, not your desired habits. Add the total points for each individual element on the “subtotal” lines shown. When you have completed the entire assessment, find the scoring gauge for Competency #1 and enter the point subtotals for each element, following the directions on the scoring gauge.

If you are completing the assessment based on either a team or division approach, neither category should exceed 50 (fifty) persons. If the group you desire to assess has more than 50 persons, separate it into smaller segments, then add your results together. This allows you to preserve valuable detail for each member of the group.

If the body of individuals you desire to assess does not lie within your company, or does not have a particular classification, please identify it as a “unit.” When you enter your data on the scoring gauge chart, you will see a place to name your unit so you can recall whom you are scoring.

COMPETENCY #1: ASSESSMENT

I am completing this assessment based on (select one):

_____ Myself as an individual _____ My team _____ My division _____ My unit

Today's Date: _____

<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
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I write down my goals.	5	4	3	2	1	0
I review my written goals on a regular basis.	5	4	3	2	1	0
I visualize each of my goals, seeing them as completed.	5	4	3	2	1	0
I link a feeling of satisfaction, happiness, joy, or other positive emotions with each goal I set.	5	4	3	2	1	0

Element 1 subtotal: _____

I am optimistic and upbeat.	5	4	3	2	1	0
When I experience setbacks, I respond by coaching myself in a positive and adaptive manner.	5	4	3	2	1	0
I am always looking for solutions no matter how daunting the challenge.	5	4	3	2	1	0
I am able to inspire and influence others using positive persuasion rather than bullying or intimidation.	5	4	3	2	1	0

Element 2 subtotal: _____

	<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
I have a deep curiosity about many areas of life.	5	4	3	2	1	0
I believe learning continues throughout life, and doesn't end when formal education ends.	5	4	3	2	1	0
I read on a daily basis (books, periodicals, journals, etc.).	5	4	3	2	1	0
I am informed about current events.	5	4	3	2	1	0
Element 3 subtotal: _____						
I view living as a series of experiments.	5	4	3	2	1	0
I seek to find practical ways to test the validity of my ideas.	5	4	3	2	1	0
I pursue solutions with relentless vigor and resolve.	5	4	3	2	1	0
I understand and can apply the scientific method.	5	4	3	2	1	0
Element 4 subtotal: _____						
I am open-minded.	5	4	3	2	1	0
I seek out and empathically consider different perspectives besides my own.	5	4	3	2	1	0
I can separate my emotions from my analysis when evaluating a problem.	5	4	3	2	1	0
I do not discard unexpected outcomes or anomalies.	5	4	3	2	1	0
Element 5 subtotal: _____						

Record your points for each element subtotal on the Competency #1 Scoring Gauge.

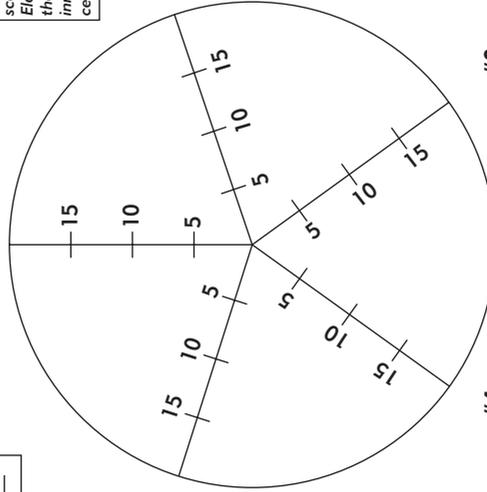
POINT SCORES FOR ELEMENTS 1-5

COMPETENCY #1—Scoring Gauge

DATE: _____
 YOUR NAME: _____

#1
 ALIGN GOALS TO PASSIONS

Directions: Place an "x" on the scale corresponding to your point total for each Element from the Competency #1 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.



#5
 PURSUE RIGOROUS OBJECTIVITY

#2
 CULTIVATE CHARISMATIC OPTIMISM

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

SCORE TABULATION

Element #1: _____ points
 Element #2: _____ points
 Element #3: _____ points
 Element #4: _____ points
 Element #5: _____ points

Using your assessment for Competency #1, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.

#4
 EXPERIMENT PERSISTENTLY

#3
 SEEK KNOWLEDGE RELENTLESSLY

COMPETENCY #1—SOLUTION-CENTERED MINDSET

Assessment for Competency #2— Kaleidoscopic Thinking

Please respond to the statements on the chart by circling the choice that best describes your *current habits*, not your desired habits. Add together the total points for each individual element on the subtotal lines shown. When you have completed the entire assessment, find the scoring gauge for Competency #2 and enter the point subtotals for each element, following the directions on the scoring gauge.

If you are completing the assessment based on either a team or division approach, neither category should exceed 50 (fifty) persons. If the group you desire to assess has more than 50 persons, separate it into smaller segments, then add your results together. This allows you to preserve valuable detail for each member of the group.

If the body of individuals you desire to assess does not lie within your company, or does not have a particular classification, please identify it as a “unit.” When you enter your data on the scoring gauge chart, you will see a place to name your unit so you can recall whom you are scoring.

COMPETENCY #2: ASSESSMENT

I am completing this assessment based on (select one):

_____ Myself as an individual _____ My team _____ My division _____ My unit

Today's date: _____

<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
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I maintain a notebook.	5	4	3	2	1	0
I make entries in my notebook on a daily basis.	5	4	3	2	1	0
I write freely in my notebook, without censoring or editing.	5	4	3	2	1	0
I review my notebook entries on a regular basis.	5	4	3	2	1	0

Element 6 subtotal: _____

I can easily generate a lot of ideas.	5	4	3	2	1	0
I am skilled at making analogies.	5	4	3	2	1	0
I can readily engage my imagination by making up fantastical stories and image streams.	5	4	3	2	1	0
I can let my ideas flow without pre-judging, editing, or censoring them.	5	4	3	2	1	0

Element 7 subtotal: _____

I trust my hunches and intuitions.	5	4	3	2	1	0
I can translate ideas or solutions from one project to another.	5	4	3	2	1	0
I am able to deal with information gaps or ambiguities in a productive way.	5	4	3	2	1	0

	<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
I am able to see the big picture as well as the details.	5	4	3	2	1	0
						Element 8 subtotal: ____
I can picture my ideas in my mind's eye.	5	4	3	2	1	0
I use drawing, sketching, and creative doodling as part of my problem-solving process.	5	4	3	2	1	0
I use models or graphical simulations of my ideas to expand my thinking.	5	4	3	2	1	0
I use pictures, sketches, or creative doodles to help share my ideas with others.	5	4	3	2	1	0
						Element 9 subtotal: ____
I regularly question conventional wisdom.	5	4	3	2	1	0
I regularly question my own assumptions.	5	4	3	2	1	0
I am able to stand my ground when everyone around me disagrees with me.	5	4	3	2	1	0
I am able to be independent-minded without being pigheaded.	5	4	3	2	1	0
						Element 10 subtotal: ____

Record your points for each element subtotal on the Competency #2 Scoring Gauge.

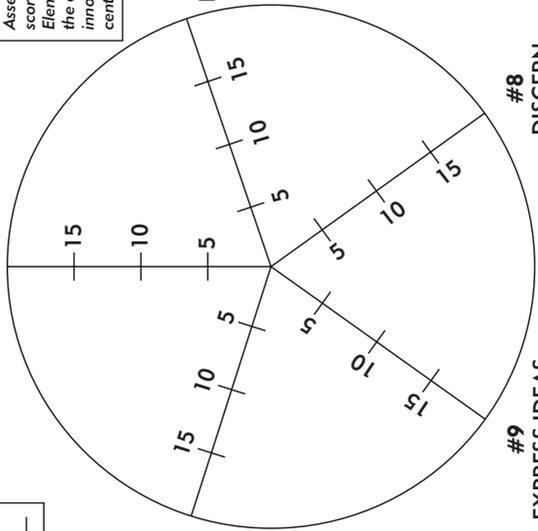
POINT SCORES FOR ELEMENTS 6-10

COMPETENCY #2—Scoring Gauge

DATE: _____
 NAME: _____

#6
 MAINTAIN A NOTEBOOK

Directions: Place an "x" on the scale corresponding to your point total for each Element from the Competency #2 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.



#10
 EXPLORE THE
 ROADS NOT
 TAKEN

#7
 PRACTICE
 IDEAPHORIA

#9
 EXPRESS IDEAS
 VISUALLY

#8
 DISCERN
 PATTERNS

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

SCORE TABULATION

Element #6: _____ points
 Element #7: _____ points
 Element #8: _____ points
 Element #9: _____ points
 Element #10: _____ points

Using your assessment for Competency #2, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.

COMPETENCY #2—KALEIDOSCOPIC THINKING

Assessment for Competency #3— Full-spectrum Engagement

Please respond to the statements on the chart by circling the choice that best describes your *current habits*, not your desired habits. Add together the total points for each individual element on the subtotal lines shown. When you have completed the entire assessment, find the scoring gauge for Competency #3 and enter the point subtotals for each element, following the directions on the scoring gauge.

If you are completing the assessment based on either a team or division approach, neither category should exceed 50 (fifty) persons. If the group you desire to assess has more than 50 persons, separate it into smaller segments, then add your results together. This allows you to preserve valuable detail for each member of the group.

If the body of individuals you desire to assess does not lie within your company, or does not have a particular classification, please identify it as a “unit.” When you enter your data on the scoring gauge chart, you will see a place to name your unit so you can recall whom you are scoring.

COMPETENCY #3: ASSESSMENT

I am completing this assessment based on (select one):

_____ Myself as an individual _____ My team _____ My division _____ My unit

Today's date: _____

<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
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I use breaks to optimize my energy and productivity. 5 4 3 2 1 0

I know how and when to shift from one topic to another to optimize my energy and productivity. 5 4 3 2 1 0

I experience working in a flow state on a regular basis. 5 4 3 2 1 0

When I'm running a meeting, I use breaks and topic shifts to optimize the group's energy and productivity. 5 4 3 2 1 0

Element 11 subtotal: _____

I value playfulness as a quality that gives me access to new ways of thinking and being. 5 4 3 2 1 0

I am able to be lighthearted in the midst of stressful situations. 5 4 3 2 1 0

I can laugh at myself. 5 4 3 2 1 0

I use humor to help others relax and refocus. 5 4 3 2 1 0

Element 12 subtotal: _____

I understand the concept of intellectual capital. 5 4 3 2 1 0

I know the difference between a patent, a trademark, a service mark, and a trade secret. 5 4 3 2 1 0

	<i>Almost always true of me</i>	<i>Mostly true of me</i>	<i>Some- times true of me</i>	<i>Rarely true of me</i>	<i>Almost never true of me</i>	<i>NA/ Don't know</i>
I am able to share information about my projects in a way that does not compromise proprietary methods or processes.	5	4	3	2	1	0
I appreciate the role of protecting intellectual property in the process of innovation.	5	4	3	2	1	0
						Element 13 subtotal: ____
I am skilled at eliminating the unnecessary.	5	4	3	2	1	0
I am able to give clear, concise directions.	5	4	3	2	1	0
I can remain calm and centered while embracing a wide array of challenges.	5	4	3	2	1	0
In the midst of complex situations, I'm able to clearly prioritize a way forward.	5	4	3	2	1	0
						Element 14 subtotal: ____
I spend some time in solitude each day.	5	4	3	2	1	0
I have a favorite place where I can go to spend time in quiet contemplation.	5	4	3	2	1	0
I have practical strategies for finding peace in the midst of a chaotic environment.	5	4	3	2	1	0
I value the way my time alone prepares me to be more sensitive and attuned to others.	5	4	3	2	1	0
						Element 15 subtotal: ____

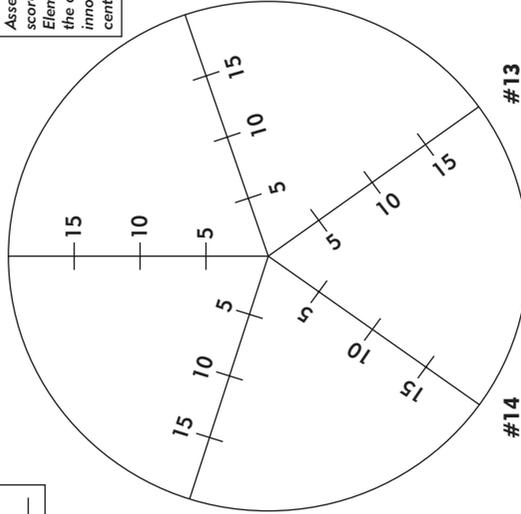
Record your points for each element subtotal on the Competency #3 Scoring Gauge.

POINT SCORES FOR ELEMENTS 11-15

COMPETENCY #3—Scoring Gauge

DATE: _____
 NAME: _____

#11
 INTENSITY & RELAXATION



#15
 SOLITUDE
 & TEAM

#12
 SERIOUSNESS
 & PLAYFULNESS

#14
 COMPLEXITY
 & SIMPLICITY

#13
 SHARING &
 PROTECTING

Directions: Place an 'x' on the scale corresponding to your point total for each Element from the Competency #3 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

SCORE TABULATION

Element #11: _____ points
 Element #12: _____ points
 Element #13: _____ points
 Element #14: _____ points
 Element #15: _____ points

Using your assessment for Competency #3, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.

COMPETENCY #3—FULL-SPECTRUM ENGAGEMENT

Assessment for Competency #4— Master-mind Collaboration

Please respond to the statements on the chart by circling the choice that best describes your *current habits*, not your desired habits. Add together the total points for each individual element on the subtotal lines shown. When you have completed the entire assessment, find the scoring gauge for Competency #4 and enter the point subtotals for each element, following the directions on the scoring gauge.

Please note that this assessment as well as the assessment for Competency #5 have added the phrase “True of me or my environment.” Many of the statements you will be responding to address your workplace or work environment. If you have multiple work environments—such as multiple divisional locations—or if you are a municipal body that is part of a state or county, for example—name the specific environment you are assessing on the line marked “my environment.”

If you are completing the assessment based on either a team or division approach, neither category should exceed 50 (fifty) persons. If the group you desire to assess has more than 50 persons, separate it into smaller segments, then add your results together. This allows you to preserve valuable detail for each member of the group.

If the body of individuals you desire to assess does not lie within your company, or does not have a particular classification, please identify it as a “unit.” When you enter your data on the scoring gauge chart, you will see a place to name your unit so you can recall whom you are scoring.

COMPETENCY #4: ASSESSMENT

I am completing this assessment based on (select one):

_____ Myself as an individual _____ My team _____ My division _____ My unit

Today's date _____

My environment _____

<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
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When I'm evaluating candidates for employment, I pose questions to determine how well they "think on their feet."

5 4 3 2 1 0

When I'm evaluating candidates for employment, I assess their breadth of skills and interests as well as their areas of expertise.

5 4 3 2 1 0

When I'm evaluating candidates for employment, I place them in contexts similar to the ones they would experience as actual employees.

5 4 3 2 1 0

When I'm evaluating candidates for employment, I assess how well they would integrate with my team.

5 4 3 2 1 0

Element 16 subtotal: _____

	<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
I value a multidisciplinary approach to problem solving.	5	4	3	2	1	0
I regularly seek input from people with different backgrounds and perspectives.	5	4	3	2	1	0
I respect and encourage diverse approaches to accomplishing an objective.	5	4	3	2	1	0
I am aware of different learning styles and personality types, and leverage these differences for optimal results.	5	4	3	2	1	0
Element 17 subtotal: _____						
I am aware of the ways in which fear prevents openness in my organization.	5	4	3	2	1	0
I actively seek new and creative ways to encourage an open exchange of ideas.	5	4	3	2	1	0
I use open-ended questions to encourage people around me to share ideas freely.	5	4	3	2	1	0
I encourage others to step outside of mainstream thought.	5	4	3	2	1	0
Element 18 subtotal: _____						

	<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
I understand how to use incentives and compensation as rewards for collaboration.	5	4	3	2	1	0
I take the initiative to creatively reward collaborative efforts by my colleagues at all levels.	5	4	3	2	1	0
I strive to make the collaborative process in my organization intrinsically rewarding.	5	4	3	2	1	0
I am aware of the behaviors and practices that have discouraged collaboration in my organization.	5	4	3	2	1	0
Element 19 subtotal: _____						
I have an accurate and up-to-date record of everyone in my network.	5	4	3	2	1	0
I regularly touch base with all the people in my network.	5	4	3	2	1	0
I target diverse resources and key influencers in my networking efforts.	5	4	3	2	1	0
In my networking efforts, I help others achieve their goals, while also focusing on the outcomes I seek.	5	4	3	2	1	0
Element 20 subtotal: _____						

Record your points for each element subtotal on the Competency #4 Scoring Gauge.

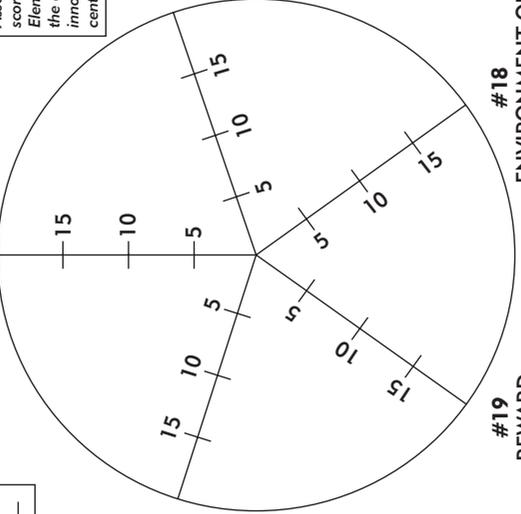
POINT SCORES FOR ELEMENTS 16–20

COMPETENCY #4—Scoring Gauge

DATE: _____
 NAME: _____

#16
 RECRUIT FOR CHEMISTRY

Directions: Place an "x" on the scale corresponding to your point total for each Element from the Competency #4 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.



#20
 BECOME A
 MASTER NETWORKER

#17
 MULTIDISCIPLINARY
 COLLABORATION
 TEAMS

#19
 REWARD
 COLLABORATION

#18
 ENVIRONMENT OF
 OPEN EXCHANGE

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

SCORE TABULATION

Element #16: _____ points
 Element #17: _____ points
 Element #18: _____ points
 Element #19: _____ points
 Element #20: _____ points

Using your assessment for Competency #4, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.

COMPETENCY #4—MASTER-MIND COLLABORATION

Super-value Creation Assessment

Please respond to the statements on the chart by circling the choice that best describes your *current habits*, not your desired habits. Add together the total points for each individual element on the subtotal lines shown. When you have completed the entire assessment, find the scoring gauge for Competency #5 on the page immediately following the assessment, and enter the point subtotals for each element as directed on the scoring gauge.

Please note that this assessment includes the phrase “True of me or my environment.” Many of the statements you will be responding to address your workplace or work environment. If you have multiple work environments—such as multiple divisional locations—or if you are a municipal body that is part of a state or county, for example—name the specific environment you are assessing on the line marked “my environment.”

If you are completing the assessment based on either a team or division approach, neither category should exceed 50 (fifty) persons.

If the body of individuals you desire to assess does not lie within your company, or does not have a particular classification, please identify it as a “unit.” When you enter your data on the scoring gauge chart, you will see a place to name your unit so you can recall whom you are scoring.

COMPETENCY #5: ASSESSMENT

I am completing this assessment based on (select one):

_____ Myself as an individual _____ My team _____ My division _____ My unit

Today's date _____

My environment _____

	<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
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I seek to identify trends.

5 4 3 2 1 0

I regularly search for quality, pricing, technology, or other kinds of gaps in the marketplace.

5 4 3 2 1 0

I am aware of my organization's core strengths.

5 4 3 2 1 0

I seek to make practical linkages between the trends I observe, the gaps I identify, and my organization's core strengths.

5 4 3 2 1 0

Element 21 subtotal: _____

I am focused on the needs of my customers/clients.

5 4 3 2 1 0

<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
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I take creative initiative to find out more about my customers'/clients' needs.

5 4 3 2 1 0

When I learn about a challenge my customer/client has with one of my products/services, I take immediate action to address it.

5 4 3 2 1 0

I can consistently translate my areas of expertise in terms my customers/clients can understand.

5 4 3 2 1 0

Element 22 subtotal: _____

I know what a business model is.

5 4 3 2 1 0

I am aware of different types of business models, and the importance of finding the right one.

5 4 3 2 1 0

I am aware of the importance of modifying business models in response to changing market conditions or technology shifts.

5 4 3 2 1 0

My company's business model is optimized to drive innovation.

5 4 3 2 1 0

Element 23 subtotal: _____

	<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
I appreciate the importance of solving a problem when it's small.	5	4	3	2	1	0
Before my team, group, or organization introduces something new to the marketplace, we make a quantitative assessment of anticipated costs, profits, and market size.	5	4	3	2	1	0
Before launching a new initiative, my team, group, or organization sets a projected budget and timetable for the scale-up process.	5	4	3	2	1	0
Before launching an innovation, my team, group, or organization connects the team(s) involved in the origination of the new product/service with the team(s) involved in the scale-up early in the process.	5	4	3	2	1	0

Element 24 subtotal: ____

	<i>Almost always true of me or my environ- ment</i>	<i>Mostly true of me or my environ- ment</i>	<i>Some- times true of me or my environ- ment</i>	<i>Rarely true of me or my environ- ment</i>	<i>Almost never true of me or my environ- ment</i>	<i>NA/ Don't know</i>
I am committed to a process of continuously improving the effectiveness of my communication.	5	4	3	2	1	0
When preparing a presentation, I focus on ensuring that my audience will remember my message in addition to understanding it.	5	4	3	2	1	0
In all my communications, I measure my success by the response I get from my audience.	5	4	3	2	1	0
I recognize myself as a brand whose distinctive strengths I must nurture over the long term.	5	4	3	2	1	0

Element 25 subtotal: _____

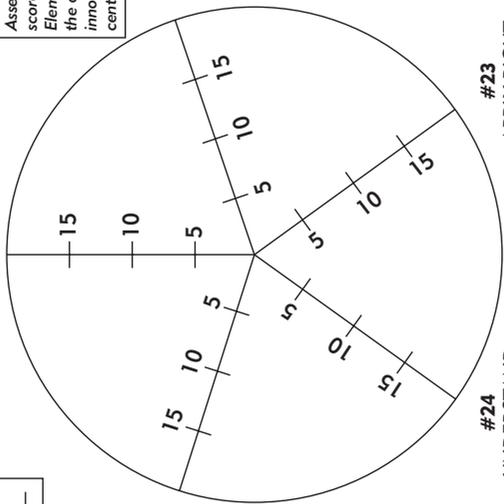
Record your points for each element subtotal on the Competency #5 Scoring Gauge.

POINT SCORES FOR ELEMENTS 21-25

COMPETENCY #5—Scoring Gauge

DATE: _____
 NAME: _____

#21
 LINK TRENDS, GAPS WITH STRENGTHS



#25
 CREATE A
 MARKET-MOVING
 BRAND

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

Directions: Place an "x" on the scale corresponding to your point total for each Element from the Competency #5 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.

#22
 TUNE IN TO
 TARGET
 AUDIENCE

SCORE TABULATION	
Element #21:	_____ points
Element #22:	_____ points
Element #23:	_____ points
Element #24:	_____ points
Element #25:	_____ points

Using your assessment for Competency #5, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.

#24
 UNDERSTAND
 SCALE-UP EFFECTS

#23
 APPLY RIGHT
 BUSINESS MODEL

COMPETENCY #5—SUPER-VALUE CREATION

MASTER SCORING GAUGE 1—ELEMENTS

ELEMENTS 1–25: Translating "Points" to "Percentages"

Directions:

This chart translates your individual point subtotals for each Element into a percentage. Percentages are useful when summarizing your individual scores with your team's scores.

Begin by recording your Element subtotals for all 25 Elements in the boxes noted. Then, using the chart at right, translate point subtotals into percentages.

Add the percentages for each Element, creating a "Competency Total %," then divide by 5. If Element scores fall below 10 points, translate these as "0%." Enter each of your five Competency Total %'s on Master Scoring Gauge 2. This will help you visually see your innovation literacy scores in graphical form. You can use the scoring box in the lower right corner to summarize individual or team percentages by Competency.

POINTS	PERCENTAGES
10	50%
11	55%
12	60%
13	65%
14	70%
15	75%
16	80%
17	85%
18	90%
19	95%
20	100%

DATE: _____ NAME: _____

POINTS TO PERCENTAGES: COMPETENCY #1:

Points	%
Element 1:	_____
Element 2:	_____
Element 3:	_____
Element 4:	_____
Element 5:	_____
Comp 1 Total %	_____ + 5 = _____

Record total on Master Scoring Gauge 2

POINTS TO PERCENTAGES: COMPETENCY #2:

Points	%
Element 6:	_____
Element 7:	_____
Element 8:	_____
Element 9:	_____
Element 10:	_____
Comp 2 Total %	_____ + 5 = _____

Record total on Master Scoring Gauge 2

POINTS TO PERCENTAGES: COMPETENCY #3:

Points	%
Element 11:	_____
Element 12:	_____
Element 13:	_____
Element 14:	_____
Element 15:	_____
Comp 3 Total %	_____ + 5 = _____

Record total on Master Scoring Gauge 2

POINTS TO PERCENTAGES: COMPETENCY #4:

Points	%
Element 16:	_____
Element 17:	_____
Element 18:	_____
Element 19:	_____
Element 20:	_____
Comp 4 Total %	_____ + 5 = _____

Record total on Master Scoring Gauge 2

POINTS TO PERCENTAGES: COMPETENCY #5:

Points	%
Element 21:	_____
Element 22:	_____
Element 23:	_____
Element 24:	_____
Element 25:	_____
Comp 5 Total %	_____ + 5 = _____

Record total on Master Scoring Gauge 2

CALCULATING INDIVIDUAL OR TEAM COMPETENCIES

Comp 1: _____ %
 Comp 2: _____ %
 Comp 3: _____ %
 Comp 4: _____ %
 Comp 5: _____ %

Calculate your team percentage by adding individual Competency percentage scores together, for each team member, then divide by the total number of members on the team.

ESTABLISHING INNOVATION LITERACY

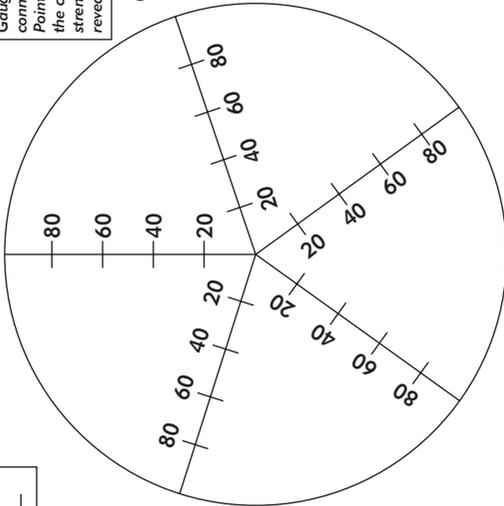
MASTER SCORING GAUGE 2—COMPETENCY %

COMPETENCIES #1—#5: Recording Competency Percentages

DATE: _____
 NAME: _____

COMPETENCY #1
 SOLUTION-CENTERED MINDSET

Directions: Place an "x" on the scale corresponding to your % total for each Competency from Master Scoring Gauge 1. After entering all five scores, connect the x's from each Competency. Points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.



COMPETENCY #5
 SUPER-VALUE
 CREATION

SCORING BASELINE:
 (Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

COMPETENCY #2
 KALEIDOSCOPIC
 THINKING

Record your percentage scores from Master Scoring Gauge 1 for each Competency below:

SCORE TABULATION

Competency #1: _____ %
 Competency #2: _____ % +
 Competency #3: _____ % +
 Competency #4: _____ % +
 Competency #5: _____ % =
 _____ + 5 =
 AVG. OVERALL INNOVATION LITERACY SCORE: _____ %

COMPETENCY #3
 FULL-SPECTRUM
 ENGAGEMENT

COMPETENCY #4
 MASTER-MIND
 COLLABORATION

ESTABLISHING INNOVATION LITERACY

Congratulations! You have now completed Step 1 of improving your innovation literacy, and learning to *Innovate Like Edison*. Next, you will map your innovation literacy profile using results from the scoring gauges. If you have downloaded the charts from the www.innovateliikedison.com Web site, gather your completed scoring gauge charts. As well, find orange, yellow, green, blue, and purple colored markers or colored pencils, and locate the Innovation Literacy Blueprint on page 261.

Look specifically at the scoring gauge charts for each competency, and locate your individual element scores. Now, find the elements for which you have the highest point totals. Consulting the table below, see if any of your element scores were at 16 points or more. If so, find the squares on the Edison Innovation Blueprint on page 261 that correspond to these scores, and color them purple. You've achieved a "Superior" innovation literacy rating for these elements. Now, find the next highest element scores. See if you have any with at least a 15-point rating. If so, find the squares on the Edison Innovation Blueprint which correspond to these scores and color them blue. For these elements you have achieved an "Excellent" rating. Continue this same process until you have found and colored in the element squares for scores of at least 14 points (Above Average), 12 points (Average), and 10 points (Below Average). Here is a summary of the innovation literacy rating levels:

Innovation Literacy Tracking Chart—Individual Basis

<i>Innovation Literacy Rating Level</i>	<i>Total Number of Elements Activated</i>	<i>Innovation Literacy Rating Color</i>
Below Average	Elements with at least 10–11 points each	Orange
Average	Elements with at least 12–13 points each	Yellow
Above Average	Elements with at least 14 points each	Green
Excellent	Elements with at least 15 points each	Blue
Superior	Elements with at least 16 points each or higher	Purple

Once you've finished this part of Step 2, you may see that some of your Edison Innovation Literacy Blueprint squares on page 261 have no color in them at all. These squares are "inactive." You have not yet achieved a threshold level of innovation literacy for these elements because your score is under 10 points. Ten points is the threshold because it represents 50 percent of the 20 points possible for each element. Don't worry about the inactive elements on your Innovation Blueprint. Inactive elements will be a great place to begin building your innovation literacy in Step 3.

Now, spend several minutes looking at your Blueprint with all the squares you've just colored in, and find the colored squares with elements corresponding to your highest scores. These are your "leverage" points. You will want to use these high scores as "levers" to begin raising lower scores in other elements, or to bridge into new territory on the Blueprint where you have little or no innovation literacy currently established.

To get you started, here are sample results from Pat, one of our prepublication readers, showing scores from Competency #1 plus a 90-day plan to build innovation literacy. Based on Pat's scores, shown on page 257, Pat made a notebook entry using the SMART EDISON approach outlined in Element 1. Pat developed a step-by-step plan to move forward by leveraging high scores to pull up low scores en route to completing a goal of becoming a vice president in two years. You can apply the same philosophy. Although it's possible to improve your innovation literacy in multiple competencies at the same time, we suggest you begin by focusing on just one.

Here is Pat's 90-day notebook entry:

Monday

Yesterday, I took the hundred-question innovation literacy assessment. I noticed some of my lowest scores were in Competency #1, so I picked this as my first priority. If I want to be a division vice president, I must improve my solution orientation. Here are my scores:

Element 1 (goals): 8 points=Below Average

Element 2 (optimism): 19 points=Superior

Element 3 (knowledge): 15 points=Excellent

Element 4 (experimentation): 14 points=Above Average

Element 5 (objectivity): 10 points=Average

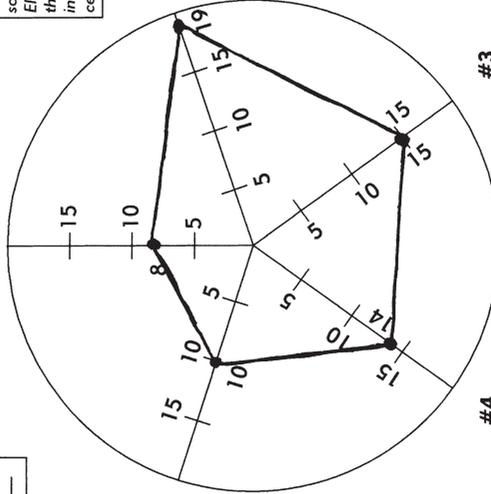
POINT SCORES FOR ELEMENTS 1-5

COMPETENCY #1—Scoring Gauge

DATE: 0-23-07
 YOUR NAME: PAT

Directions: Place an "x" on the scale corresponding to your point total for each Element from the Competency #1 Assessment. After entering all five scores, connect the x's from each Element. Those points lying closest to the outside of the circle indicate areas of innovation strength, those closest to the center reveal innovation literacy gaps.

#1
ALIGN GOALS TO PASSIONS



#5
PURSUE
RIGOROUS
OBJECTIVITY

#2
CULTIVATE
CHARISMATIC
OPTIMISM

#4
EXPERIMENT
PERSISTENTLY

#3
SEEK KNOWLEDGE
RELENTLESSLY

SCORING BASELINE:
(Select only one)

INDIVIDUAL _____
 TEAM _____
 DIVISION _____
 UNIT (Name) _____

SCORE TABULATION	
Element #1:	<u>8</u> points
Element #2:	<u>19</u> points
Element #3:	<u>15</u> points
Element #4:	<u>15</u> points
Element #5:	<u>10</u> points
Using your assessment for Competency #1, enter your point subtotals here from each Element, and also enter them on Master Scoring Gauge 1.	

COMPETENCY #1—SOLUTION-CENTERED MINDSET

I realize I can use my strong scores in “optimism” and “knowledge” to build up my low scores in “goals” and “objectivity.” I can view the whole thing as an “experiment,” and actually bring up my score up for that element as well.

Here is my plan for how to do this, using SMART EDISON:

MY NINETY-DAY INNOVATION LITERACY PLAN— COMPETENCY #1 SMART EDISON

S (Specific)—Raise my “goals” score to 15 or higher by writing down my goals. Raise my “objectivity” score to 14 or higher by seeking out perspectives beside my own. Reframing my outlook to a solution orientation rather than a worry orientation will release my constant concern about how everything will turn out. I can view outcomes with more “objectivity,” knowing that I can always try again.

M (Measurable)—Review my written goals every week on Sundays. Retake the Competency #1 assessment on the last Sunday of the month for the next three months. Track results against my targets. At the end of ninety days I will complete the relevant charts and measure my progress.

A (Accountability)—I’m accountable! I will share my goals and results with my friend Chris, who has been a mentor for years.

R (Relevant)—It’s relevant for me to focus on becoming more solution-oriented because I see solutions are valued in my organization. I also want to be a happier, more solution-centered person.

T (Timeline)—I’ll complete my first ninety-day goal in time for our organization’s tenth anniversary conference, where I can share results with Chris and other colleagues.

E (Emotion)—I feel excited, exuberant, and joyful, envisioning myself sharing my progress at the conference.

D (Decision)—I *am* solution-oriented and objective in my business life—and my personal life!

I (Integration)—I can connect my strong, optimistic attitude to my goal to become solution-oriented. I can start looking at what I read every day with an

objective viewpoint rather than an emotional viewpoint. Overall, achieving my goal will help me become a more effective leader, and a more effective person.

S (Sensory)—I see myself sharing my results at the anniversary conference, beaming as I show my colleagues my Scoring Gauge charts, my notebook, and telling them how I am newly looking at my job—and my life. I see smiles on their faces, and hear them asking me how they can expand their innovation literacy, too.

O (Optimistic)—I am a solution-oriented person who suggests experiments on how to change things in my organization. I experiment in my life with ways to change things for the better.

N (Now)—I am *Innovating Like Edison* every day, manifesting my goals, working forward with optimism, and viewing outcomes objectively. For the first time, I see how each day can be a mini-experiment helping me move ahead productively.

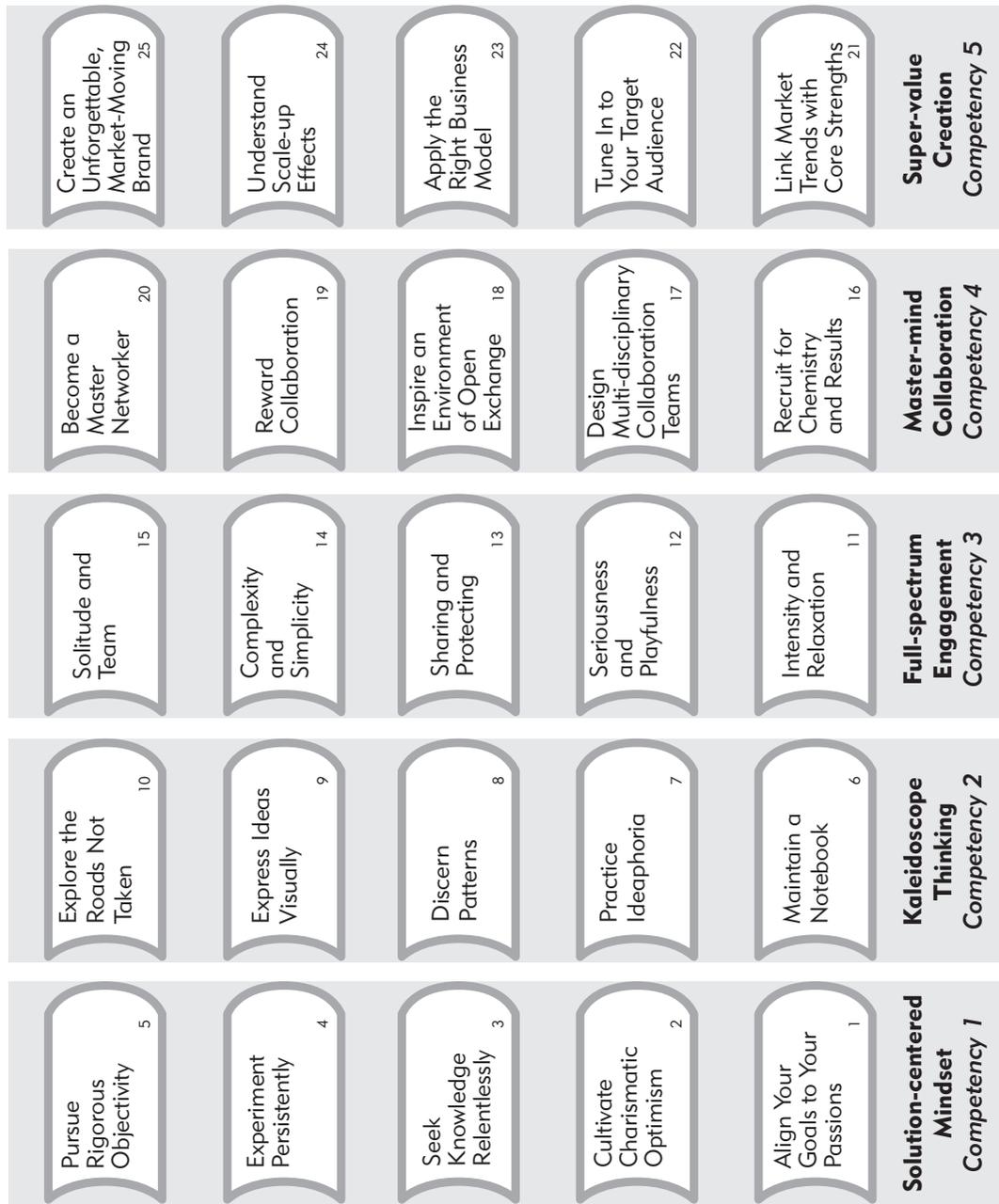
Just as Pat has done, begin expanding your innovation literacy by first setting a big goal, then logging your first ninety-day SMART EDISON plan into your notebook. Be sure to cover all aspects of SMART EDISON in your plan. As you work through it, refer to the assessments in the book to see what specific skills you need to build upon. You can also refer to the competency chapters earlier in the book, and consult the resources we have included for your use in the Resources and Reference Notes (see page 263).

Additional copies of the Edison Innovation Literacy Blueprint, including assessments and scoring gauges, are available free of charge on our Web site www.innovateliikedison.com. Your organization can begin creating a *corporate innovation infrastructure* by committing to train a critical mass of your people to become innovation literate. As innovation literacy expands within an organization, a culture of innovation emerges. As more individuals at all levels embody the competencies, your organization will develop a unique culture of innovation that cannot be copied by competitors. If you'd like to share the innovation literacy process with your innovation team and introduce it throughout your entire organization, we offer free guidelines to help you begin optimizing your organization for innovation, also available at www.innovateliikedison.com.

Thomas Edison lives as a timeless example of the principles of innovation and success. As he reminds us, “The value of an idea lies in the using of it.” Your life is your laboratory for exploring his practical wisdom. By committing yourself to the disciplines of innovation literacy, you will become a force for creative illumination in your daily life, at work, and at home.

THE EDISON INNOVATION LITERACY BLUEPRINT™

5 Competencies, 25 Elements



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To aid you in visualizing Edison's Five Competencies of Innovation and the twenty-five elements that support them, we've created a summary chart called the Edison Innovation Literacy Blueprint. The Five Competencies of Innovation are listed horizontally along the bottom of the chart, and the elements rise vertically above them. Use the Edison Innovation Literacy Blueprint for reference as you begin *Innovating Like Edison*.