

## TRANSFORMING IDEAS INTO ACTION...

The Creative Problem Solving Group - Buffalo® is a research and development organization that provides a variety of customized programs, products and services. We use our approach to the Creative Problem Solving process as a flexible method for helping people transform ideas into action.

Our international group consists of more than 35 highly-qualified and certi-



fied facilitators, trainers and researchers. These professionals have expertise in guiding experiential training, leading groups through sessions on real organizational challenges, and conducting basic and applied research. During the past five years, we have conducted over 200 programs, presentations and facilitation sessions and invested over a quarter of a million dollars in research to better understand CPS and its application.

**"There is no more awesome force in this world than an empowered group of individuals, committed to a shared vision, aimed at a morally good purpose."**

**Scott Isaksen  
President,  
CPS-B**

## Applying Creative Problem Solving to a Critical Business Problem

By Wayne Lewis

During the early part of the 1990s, I spent a considerable amount of time in the company of Scott Isaksen and his team from Buffalo, learning about creativity and its application within organisational change. I was so convinced of the value of his work that I introduced Scott to the company more formally through regular training programmes. This started a long and fruitful relationship, that made Creative Problem Solving (CPS), a household name in almost every corner of the organisation. The following is a case study of one particularly memorable CPS application session.

I was asked by the Director of Customer Services (a \$50 million division of this global company), to design and facilitate

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a two-day workshop. His division had recently restructured, and the team, consisting of new members and a new manager, was only about a month old. None of this cross-functional team (sales, marketing and product design) was specifically trained in CPS.

The challenge for the team, as explained by my client, was a multi-million dollar revenue shortfall against budget. The context was as follows: (a) a very aggressive revenue target (b) dramatic reduction of the cost base; and (c) almost no promotional budget. The goal for the team in the workshop was to over-achieve revenue numbers for the year, reduce costs and re-motivate an already "change fatigued" staff - all

**"The challenge for the team, as explained by my client, was a multi-million dollar revenue shortfall against budget."**

in two-days!! During a session with the client to appraise the task, I suggested using CPS in a descriptive manner and not structuring the workshop too heavily, relying on its inherent flexibility to handle all possible scenarios. The client was uneasy at this lack of structure, but trusted me sufficiently to continue.

This company has a dynamic and innovative style, and as a result the team and my client were keen to start generating ideas quickly, rather than listen to a facilitator suggest something new. However, my time with Scott had convinced me that this was one of those times when convergence not divergence was needed first. It was my experience that when ideas are generated before acceptance criteria are developed, the criteria subsequently chosen are often contaminated by personal choice rather than logic. With this in mind, I approached the workshop design and contracted with my client to end the workshop with new ideas detailed enough to be actioned the day after the event.

While appraising the task with the client, it was clear that an underlying issue in the business was a weakness in qualifying potential business

**".an underlying issue in the business was a weakness in qualifying potential business opportunities."**

opportunities. The morning of Day One was therefore dedicated to creating a qualification tool for the team to appraise new business. The intention was to use this tool in evaluating revenue generating ideas generated later in the workshop. As ownership of the implemented ideas was key for the company, the process design included the whole team in the creation of this tool.

I warmed the team up by asking them to imagine that another team within the division had already generated a huge number of ideas - some good, some crazy - for extra revenue. I then used a number of CPS tools in succession. I used, **guided imagery**, to create an image with the team that the business belonged to them and that they had sunk all their personal cash into it. The team then **brainstormed with Post Its™**, the criteria for accepting the new ideas and then we used a variant of the **highlighting** tool to converge on a clustered selection of ideas. These were then paraphrased and "sanity-checked" with the client. At this point we had nine acceptance criteria for new ideas.

Intuitively, the team felt good about the nine criteria. The criteria were checked for overlap and level to make sure they were parallel in abstraction and distinct from each other. The criteria were then placed into a **Paired Comparison Analysis** grid and the team individually ranked them. The results of this exercise were placed in a matrix on a flip chart, with each person's ranking showing against the nine criteria. Total marks were tallied by adding up the accumulated points for each criteria. For fun we developed a "passion" index for each person showing how many points each person gave in total on the PCA.

The team then discussed the major variances in how they had ranked their criteria and resolved all major differences of opinion and issues, to consensus. They agreed to abide by the

total weighting and to use it as a “team weighting” for selecting each criteria. These criteria were then placed in an **evaluation matrix** awaiting the ideas to be appraised. We tested the tool with a number of new ideas that were felt to be good, and it performed perfectly, ranking them in order. The team was now convinced and had confidence that the tool would work.

**"Team members were ecstatic..... it would have taken at least ten management meetings to achieve a similar result."**

By lunch time, team members were ecstatic. They could not believe that they had created a qualification tool to appraise new business opportunities, that made sense, that they all agreed with and that the task had only taken four hours. Several members mentioned that it would have taken at least ten management meetings to achieve a similar result and noted that the pain would have been unbearable.

After discussions with the client, I broke the team into two sub-groups and ran brainstorming sessions to generate new ideas for revenue growth. Each sub-group had a facilitator and process buddy. The teams spent approximately 40% of the afternoon on divergence and the remaining time clustering the ideas and passing them through the evaluation matrix. This split in time of 40%-60%, divergence to convergence, was a valuable tip I had learned from Scott. At 5:00 PM each group gave a presentation of its work showing which ideas had worked well in the exercise. In total, the groups developed eight potential new business ideas that passed the qualification tool with flying colours. To end the day on a high, the teams selected two ideas that they would like to take to more detailed action planning work the next day.

On the morning of Day Two, one of the sub-groups worked on it's two selected ideas. I used the CPS strengthening tools **ALoU, Assistors and Resistors**, and **Ladder of Abstraction**, to develop a set of action plans for the two solutions. Each plan was detailed, showed clear ownership,

**"In total, the groups developed eight potential new business ideas that passed the qualification tool with flying colours."**

displayed timing and resources, critical paths, inter-project dependencies and critical success factors.

The second sub-group took a different route. One of their new ideas was to distribute other companies' products and services. This concept would have real novelty for the company. The team was excited with the idea and wanted to quickly identify and select which products and companies they should focus on for action planning during the remainder of the day.

As the facilitator, I was concerned about the effects of focusing too early on content. I suggested there would be benefit in using the available time to determine how they would go about making their selections in the future, rather than focusing energy on doing it now. I used the **analogy** of a sausage factory. We could either make sausages now, or we could design and plan how a sausage factory might look and develop a plan to create it. This would allow them to make sausages, i.e., select products and companies to do business with, at a later stage. The discussion on the merits of this approach took some time, but on the basis that they would be producing “transportable technology” again, just as they had in developing the qualification tool the previous morning, they agreed.

I used guided imagery here again. I asked them to image what a successful company doing business in this way might look like and they brainstormed the constituent parts of such a business. By imagining all the different elements of this business, the team generated a vision of their proposed solution, a successful product dealership. At this point, pleased with their progress, the team decided to develop a qualification tool for supplier and product selection. They did this by the identical method they had used the previous morning. At this stage, they had all the components of their new business. Using gap analysis,

they created project plans which they built carefully over the next two hours. The content outcome was a complete project plan, showing resources, people, process improvements and likely business results.

At the end of the day, the two groups came together to present their results - each very different - but of enormous value to the team. They were so pleased with their results that they decided to spend a little more time on creating a communications plan to tell their colleagues and staff about new proposals and plans.

The delighted client listed the workshop outcomes: A qualification tool for new business opportunity appraisal; A project plan to process re-engineer a part of the business; At least eight new revenue generating ideas, with low risk and high potential; Four detailed action plans for tak-

ing forward immediately; A communications plan; Over twenty further ideas to examine more closely and appraise at their leisure; One very tired, but satisfied and motivated team; One very happy and relieved client; and one team of exhausted facilitators.

Since writing this article, this team has significantly overachieved all of its goals in all areas for the year. It is now the top performing division in a 6 billion dollar global company. Although I would like to claim total credit for this success, other factors, such as the quality and motivation of the people involved, also played a major role in the success of this division.

Wayne Lewis is currently a change management consultant with Coopers & Lybrand in the United Kingdom. At the time of writing this article, Wayne was an internal consultant for Bull Information Systems.



## Announcing Two Collaborative Events



### **Creative Problem Solving: A Working Conference on the Current Approach**

CPS-B and the Center for Creative Learning, Inc., (CCL, Inc.) will be co-hosting a special two-day conference at the Holiday Inn at Lido Beach, Sarasota, Florida on February 19-20, 1997. The purpose of the two days is to encourage a deeper level of understanding and application of CPS. It will provide current research on CPS, key "lessons from the field" regarding CPS application, and opportunities for networking. There will be keynotes and working sessions.

This conference is intended for participants who understand the current CPS version (including Understanding the Problem, Generating Ideas, Planning for Action and Task Appraisal/Process Planning), how it works, and have worked with the process and its tools in their setting. Par-

ticipants will be asked to complete preparation activities including submitting brief descriptions of sample CPS applications and their results and impacts. We encourage attendance from business and educational settings. Seating for the conference is limited, so early enrollment is advised.

Day One will run from 8:30 AM to 5:30 PM, with a special evening dinner/networking event. Day Two will run from 8:30 AM to 5:00 PM. The registration fee of \$450.00 includes continental breakfast, breaks and lunch for two days; conference materials; and the evening dinner/networking event. To take advantage of this unique opportunity, contact CPS-B or use the Program Registration form on page 15.

### **CPS Awareness Workshop**

CPS-B and CCL, Inc. will also be co-hosting a one-day CPS Awareness Workshop at the Holiday Inn at Lido Beach on February 18, 1997. This workshop will provide participants with an overview and update of the current version of CPS. If you would like to find out about this powerful and flexible process for managing change, or simply update your understanding of CPS, then attend this event.

The workshop will run from 8:30 AM to 5:30 PM with a two-hour lunch/free-time break. The registration fee is \$95.00 and includes: continental breakfast, breaks and conference materials. For further information, contact CPS-B or use the Program Registration form on page 15.

## CPS-B TIPS the Scales in Indiana

By Douglas Reid & Brian Dorval

With contributions from:

**Bill Littlejohn, Sonja Frantz and Bonnie Buddle**

Over the past eighteen months, the Creative Problem Solving Group - Buffalo (CPS-B) and the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University, Terre Haute, Indiana, have had the pleasure of working together on a project that is changing the face of how government and education work to mobilize social and educational services for children and families in Indiana. During this project, we have provided nine training programs (five days each). Upon completing the second year, nearly 200 key leaders from state and local level educational and governmental agencies in Indiana will have been trained in facilitating the current version of Creative Problem Solving (CPS).

The first year of training was part of the Community-Based Care program supported by a grant from the Indiana Department of Education, Office of Special Education in conjunction with the Indiana Collaboration Project, a White House initiative focused on redefining government and sponsored by the Indiana Family and Social Services Administration. The second year of training was supported by Training in Problem Solving (TIPS), a State of Indiana grant designed to teach CPS facilitation to state and local employees who are responsible for the mobilization of social and educational services to families and children. TIPS is funded by the Indiana Department of Education, Division of Special Education, and is hosted by the Blumberg Center.

CPS-B has trained a team of CPS facilitators provided by the Blumberg Center to deliver

the training programs. It has been extremely rewarding for all of us to hear the stories people share about the impact this training has had at a state-wide level. As a result, we thought it would be beneficial to share some of these stories as

examples of the impact training in CPS facilitation has had in state government and educational settings.

Numerous people have participated in this highly impactful intervention and it is impossible to identify all of them in this article. However,

three people will be featured who have made significant contributions to the project's success. They will report their views on the impact of the training. Bill Littlejohn's perspective is through a state-wide lens. Bonnie Buddle represents a community focus, and Sonja Frantz provides an individual point-of-view.

Bill Littlejohn, Director of the Blumberg Center and our host for these programs, has served as a table facilitator at all but one of the programs. In March, he sent a letter to the Group president, Scott Isaksen, to convey commendations. The following is an excerpt from his letter and is used to provide a general reaction to the training. He writes:

As director of the Blumberg Center, I am responsible for building and maintaining the Center's reputation for high quality products and training. The training provided through CPS-B is certainly making my job easy in these efforts! Your training is interactive; heavily steeped in

"This training is contributing directly to significant systems change in Indiana. Our focus is on governmental and educational systems impacting on children with disabilities and their families. We are aware that something very powerful and positive is taking place, and I intend to explore ways that we can continue and expand what has been started here in Indiana."

Bill Littlejohn  
Director, Blumberg Center

experience; provides extensive materials for use after the training; and, provides advance materials which help to prepare the trainees.

The training provided by CPS-B is an exemplar of how to meet adult learning needs! The research and experiential bases of the process are evident throughout the five-day training programs. Your curriculum is strong and your trainers really make it work, especially given the challenges of the five consecutive, long days in our training. Our trainees evidence that the training is powerful and immediately applicable. CPS-B trainers are client-centered and have gone well beyond expectations to see that each trainee is successful in meeting his/her learning needs.

It is not easy to bring a group of adults, especially leaders, together for 5 consecutive, 8-plus-hour days! However, the word is out in Indiana. We do our training by invitation only because of our funding and have had to turn a number of persons away. We also have had a waiting list for the last three training programs and have added an additional program with funding from another agency. After just two programs in our first year, our funding source was hearing such tremendous feedback from persons trained, that we were asked to conduct the project for a second year. Recently, we were asked to continue the training for a third year. This is certainly good for our center's reputation. While we have received multiple years of funding for our other training projects, and have always been recognized for high-quality training in our other programs, we have never experienced reactions as extremely favorable as we are experiencing with Facilitating CPS.

Bonnie Buddle, Title I Teacher in Clay Community Schools, Brazil, Indiana and certified CPS Facilitator, has served as a table facilitator for many of the programs. She applies CPS extensively in her school and community. Recently, she

applied her CPS expertise in her community which resulted in a major breakthrough for a Community Education Program. The following is only one example of the success she is having in applying CPS. She writes:

Our small community had been trying to get a Community Education program together for over 5 years. The public school district had taken on the project with little success. The community newspaper ran a survey to solicit interest in the program and very few surveys were returned. Since it was difficult to understand what the community wanted, the Community Education program was limited to a couple of computer classes.

When the community's largest employer started laying off workers, interest in a Community Education program was sparked again. A resource-group of 12 business and community members was brought together to generate many options for classes which could be included in a program. I facilitated the group.

"Our school staff recognizes the need for community involvement in long-range planning. CPS has been an effective way to facilitate groups of community leaders, parents and school staff toward a common vision of our school."

Bonnie Buddle  
Title I Teacher

The challenge was to focus the options down to a list of classes that would not only enrich members of the community, but also make them more employable. Availability of instructors, facilities, and cost also had to be considered. Special care was taken to make sure all of the resource members felt that their contributions had been valued.

I helped the group focus by generating and selecting criteria to be used for selecting classes. After attaining group consensus on seven criteria, the resource-group narrowed the options from 200 to the 25 most promising.

Then I had the group generate sources of assistance and resistance, such as people, places and things that could help or get in the way of a new Community Education program. As a result, the resource-group planned an entire set of courses detailed with instructors, facilities and

enrollment. After a 90-minute meeting, the group had a ten-course offering for the Spring, plus a set of criteria for all future class selection. Something that had been elusive for five years was attained in 90 minutes with the application of CPS.

Sonja Frantz, Project Manager for the Blumberg Center, has also served as table facilitator for all the programs. Her training has had a powerful impact on her work with children with special needs and college students. When asked how she has integrated CPS in her world, she provided a list of specific examples. A subset of those examples are provided below. She writes:

"I have personally used the CPS language and tools in all aspects of my work as a Project Manager, college instructor and psychologist. "

Sonja Frantz  
Project Manager

As Project Manager mid-way through the first year of this project, the funder requested that we train for a second year (and now a third!). This request was based on positive impact information shared by people trained in CPS here in Indiana, and the benefits that CPS application has brought to them in their jobs as mobilizers of social and educational services to families and children.

As a professional and individual, my mission is to support the potentialization of others, and the CPS method delivered by the extraordinary CPS-B trainers and facilitation team does just that. The training team sets the affirming atmosphere and provides the problem-solving tools that participants can emulate when they themselves facilitate groups of professionals collaboratively with families and children.

In this work, I have accomplished the following types of outcomes:

- in Special Education child conferences. The average length of meetings has been reduced by half. The time reduction is due primarily to applying the Understanding the Problem component of CPS to identify student, parent and staff needs. Also, people in the meetings report higher levels of satisfaction from the meetings.

- in the development of Individual Education Plans (IEP's) for students with disabilities. Sources of Assistance and Resistance have been used to strengthen the implementation plans for accomplishing student's educational goals and objectives.

- in my college classroom. As a college instructor, my students and I have used brainstorming to develop unique formats to evaluate performance, such as videotapes, brochures, interviews with children and volunteers, and teaching demonstrations.

- to evaluate and improve college class sessions. I apply the ALoU tool at the end of class sessions for evaluation and improvement, particularly to get student feedback on various methods or teaching formats I use.

- to improve story telling and writing. I have taught the morphological matrix and used generating and selecting criteria with pre-school students to improve their story-telling and writing processes. As a result, "every student has a story to tell."

Sonja Frantz is one person affecting the lives of many through the application of CPS and her many other talents. Bonnie Buddle is impacting her school and her community. Bill Littlejohn, with the help of many others, is impacting state government. Nearly 200 people have been trained as CPS facilitators in Indiana through this initiative and are helping to transform how state government works. CPS is making a difference, a **BIG** difference in Indiana!

For further information about the Blumberg Center or this CPS Facilitator Training project, please contact Sonja Frantz at: The Blumberg Center, Room 502, School of Education, Indiana State University, Terre Haute, IN 47809; Phone: (812) 237-8115, Fax: (812) 237-8089.

# CPS-B Headlines

## Douglas Reid Celebrates Milestone

This April, Douglas Reid successfully completed his CPS-B qualification as a trainer of CPS facilitators. Doug has vast experience in providing foundational and facilitator development training as well as facilitating CPS on important organizational challenges. Doug is President of Douglas Reid & Associates in Scottsdale, AZ. We are pleased that Doug is able to assist CPS-B in providing training and application of CPS. Doug specializes in team building using outdoor-based training and psychological assessments to develop and enhance effective teamwork. Congratulations Doug on your accomplishments!

## CPS-B Facilitator Group Expanding

Over the past year, five people have completed the study and training necessary to be a CPS-B Certified Facilitator of Creative Problem Solving. These people include: Gretchen Bingham, Ontario, Canada; Marie Mance, Buffalo, NY; Tim Switalski, Buffalo, NY; Lisa Timko, Buffalo, NY and Glenn Wilson, Zelienople, PA. Congratulations on completing the certification and thank you for all the hard work!

## Collaboration Takes Place Across Cultures

The Center for Innovation and Creativity - Europe (CIC) and CPS-B have been working together to provide training and application in the current version of CPS in Europe. Last September, the two organizations collaborated to provide CPS-B's first public facilitator training program in Belgium. Luc De Schryver, President of CIC, reported strong positive response from the program. This past April, Scott Isaksen and Brian Dorval worked with Luc and his colleagues to present two workshops on the current version of CPS and its training. Interest in CPS seems to be growing!

## CPS-B to Arrive on the Web

In response to our client's requests, CPS-B will be arriving on the web by the end of June. Information about programs, presentations and current research activities will soon be available on CPS-B's homepage. Contact with CPS-B will be available at: [CPS-Bhq9@mail.idt.net](mailto:CPS-Bhq9@mail.idt.net).

## CPS-B President Receives Academic Recognition

It was announced this May that Dr. Scott G. Isaksen, Director of the Center for Studies in Creativity (CSC), Professor of Creative Studies at Buffalo State College and President/Founder of CPS-B will be receiving the Chancellor's Award for Excellence in Teaching, one of the highest honors offered by the State University of New York. Scott has been both a faculty member at Buffalo State College and director of the CSC for nearly 15 years. During that time, he has managed to author or co-author over 80 articles, chapters and books on the topic of creativity and CPS, all while maintaining the highest standards of teaching quality. We offer our sincere congratulations on a job well done and recognition well deserved!

## CPS-B Headquarters Expanding

Over the past year CPS-B has been increasing its support to basic and applied research on creativity and CPS as well as developing and expanding its offerings of programs. As a result, CPS-B has brought Ken Lauer on board full time as our new Director of Research and Operations. Ken has been instrumental in the development and maintenance of CPS-B's database of psychological assessments as well as the management of CPS-B operations.

CPS-B also announces the arrival of Bradley Lewandowski who joins the group as a Program Associate. Bradley has worked with CPS-B over the past four years and now joins the group full time to support increasing demands for programs and research activities.

## CPS-B Client Supports CSC Endowment

The Center for Studies in Creativity (CSC) will be announcing its \$125,000 Endowment Campaign to provide funding for its service, information and research activities, as well as student scholarships. CPS-B is pleased to announce that one of its major clients has committed a \$25,000 Founder Level pledge to support the endowment. CPS-B is pleased to contribute at the \$25,000 Founder level as well. If you are interested in contributing to the endowment, contact the CSC (see page 15).

# Calendar of Events

July 11-14, 1996: National Conference on Creativity in American Colleges and Universities at Northwood University, Midland Michigan. Hosted by the Dow Creativity Center. For further information, contact Liz Drake at: (517) 837-4478.

A conference for educators in higher education who offer a course on creativity. This is an opportunity to network and share information about creativity courses.

April 28-30, 1997: Understanding and Nurturing Creativity: An International Conference; Buffalo, NY. Hosted by CSC.

This conference brings together the world's top thinkers on cognitive style, learning style and type to explore issues related to the three topics.

See page 13 for further information!

## Conferences

September 22-25, 1996: International Creativity & Innovation Networking Conference; Inventure Place, Akron, OH. Hosted by Inventure Place.

This conference provides an engaging and challenging exchange of ideas and focuses on linking the classroom, the lab, the boardroom, and life through creativity and innovation. For further information, call Inventure Place at (330)-849-6919.

February 19-20, 1997: CPS: A Working Conference on the Current Approach; Sarasota, FL. Co-hosted by CPS-B & the Center for Creative Learning, Inc.

The purpose of this conference is to encourage a deeper level of understanding and application of CPS. It is designed for people who understand and are using the current version of CPS.

See page 4 for further information!

Facilitating CPS is a five-day training program designed to provide skills in using Creative Problem Solving to help small groups productively plan and manage change. The following programs take place in Buffalo, New York and are hosted by CPS-B:

August 5-9, 1996.	April 14-18, 1997.
November 4-8, 1996.	August 4-8, 1997.
	November 3-7, 1997.

See page 15 for more information!

April 2-4, 1997: Leadership and the Myers-Briggs Type Indicator®: Second International Research Conference in Washington, D.C. Sponsored by the Center for Applications of Psychological Type.

This is a working conference examining the MBTI and its relationship to leadership. Potential conference attendees are required to submit a proposal for acceptance and presentation at the conference. For further information, call CAPT at (800) 777-2278.

## Training Programs

February 18, 1997: CPS Awareness Workshop, Sarasota, FL. Co-hosted by CPS-B & the Center for Creative Learning, Inc.

This workshop provides an overview and update of the current version of CPS.

See page 4 for further information!

# Exploring the Relationship Between Creative Climate and Leadership: A Preliminary Report

By Ken Lauer, Scott Isaksen and Brian Dorval

In the last two years a growing part of CPS-B's training and consulting has focused on increasing our client's awareness of leadership and climate in organizational settings. Our rationale for doing this is based on an array of creativity and organizational theory and research (Amabile, & Gryskiewicz, 1989; Ekvall, 1983; Lewin, Lippitt, & White, 1939; Schein, 1985; Stein, 1975). Our own extension of this theory and research has supported the belief that individual creativity, and it's manifestation in group or organizational settings, is strongly influenced by the climate of the setting and the behaviors of the leader(s) (Isaksen, Murdock, Lauer, Dorval, & Puccio, 1995; Isaksen, Puccio, & Treffinger, 1993; Cabra, 1996; Dutcher, In Preperation; Grivas, 1996; Lauer, 1994). The work of our long-time associate, Donald Treffinger, President of the Center for Creative Learning, Inc., in Sarasota Florida, also supports the existence of this relationship in classroom settings (Treffinger, Isaksen, & Dorval, 1996).

As a part of our programs, and in particular, Tools for Leadership & Change, we often use two questionnaires designed to assess leadership practices and dimensions of creative climate. The purpose of this preliminary report is to summarize what relationships we are finding between these two assessments.

The Leadership Practices Inventory (LPI), is a 30-item questionnaire developed by Kouzes and Posner (1994). The LPI was developed from surveys designed to help understand what leadership behaviors most often lead to extraordinary accomplishment of followers in organizational settings. Kouzes and Posner based this study on their belief that the literature on leadership behavior was missing key information about how leaders behave and develop their leadership skills. Rather than viewing leadership as a skill you either had or did not have, Kouzes and

Posner believed that "...leadership is an observable, learnable set of practices (p. 1)".

Based on the results of their survey work, Kouzes and Posner found that more than 70% of the responses could be categorized within the following five relatively-distinct leadership practices: Challenging the Process; Inspiring a Shared Vision; Enabling Others to Act; Modeling the Way; and Encouraging the Heart. Each practice contains two main strategies leaders follow in their practice. To measure each practice, Kouzes and Posner developed six statements that described specific leadership behaviors associated with the practice. Individuals read and responded to each statement using a five-point Likert scale.

Kouzes and Posner also developed two forms of the LPI: SELF and OBSERVER. The LPI SELF is designed to evaluate individuals' perception of their own leadership behavior. The LPI OBSERVER is completed by peers, colleagues or subordinates of the individual and is used to provide leaders with feedback on the same five leadership practices from their followers' perspective.

**Table One**  
Means, Standard Deviations and Ranges of the LPI and SOQ for the Manager and Subordinates

	Manager (n=1) Mean	Subordinates (n=20) Mean	SD	Range
<b>LPI SELF/OBSERVER</b>				
Challenging	26	23.2	3.4	18-30
Inspiring	25	22.6	4.5	13-30
Enabling	27	25.0	5.1	13-30
Modeling	27	25.1	3.7	18-30
Encouraging	26	23.3	5.5	10-30
<b>SOQ</b>				
Challenge	229	212.2	46.0	100-286
Freedom	233	145.8	60.4	33-267
Idea Support	220	222.0	54.6	60-300
Debates	217	170.0	43.1	83-250
Idea Time	200	117.5	63.1	0-200
Conflicts	17	63.4	70.8	0-233
Trust	67	115.0	79.1	0-267
Playfulness	283	163.4	59.4	67-267
Risk-Taking	125	76.3	45.5	0-150

The Situational Outlook Questionnaire (SOQ) is a measure designed to assess individuals' perceptions of their working environment. The SOQ was adapted by CPS-B from a Swedish questionnaire developed by Göran Ekvall, now a CPS-B Research Associate. Ekvall began to develop his questionnaire in the early 1980's in relation to his work with idea suggestion systems in Swedish organizations. He noticed that level of involvement in suggestion systems changed in different parts of the same company. He found that one of the strongest forces influencing peoples' involvement in idea suggestion systems was their perceptions of the working climate, later termed organizational climate by Ekvall. Ekvall also suggested that about 65% of the variance found in climate scores was attributed to leadership.

Based on his observations, Ekvall began to review literature associated with organizational climate. He focused his inquiry on climate variables associated with creativity and innovation because they had the most direct implications to idea suggestion systems. As a result, he developed a 50-item multiple-choice questionnaire which measured peoples' perceptions of the organizational climate. Since his early work in climate, Ekvall has conducted over 25 studies on the validity and reliability of his measure and has found overwhelming support for the use of the measure.

Scott Isaksen, along with his colleagues at CPS-B and the Center for Studies in Creativity, has worked with Ekvall for over ten years to translate, adapt and validate the use of an English version of his climate measure, now called the SOQ. The SOQ measures the following nine dimensions of creative climate: Challenge/Involvement; Freedom; Idea Support; Debates; Idea Time; Conflicts; Trust; Playfulness/Humor; and Risk Taking. Part A consists of 50 statements describing specific behaviors. Individuals use a four-point Likert scale to determine how appropriate each statement is for their environment. Part B consists of three open-ended questions that provide a qualitative lens on the climate and allows "the individuals' voices to be heard." Part B was added to the measure to provide more robust results from the use of the measure.

In November 1995, both the LPI (SELF & OBSERVER) and the SOQ were administered to a manager and his small work group of 20 people.

In comparing the Means, Standard Deviations, and Ranges of the manager and his subordinates (Table 1), we see a pattern emerge that we find quite common in our work; a manager or leader tends to score higher on both the SOQ and LPI as compared to subordinates. The exact cause of this effect is not clear. However, it is consistent with the popular notion observed in many leadership studies that leaders often experience an "Ivory Tower" effect or tend to see the organization through "rose-colored glasses." This suggests that as you get higher up in an organization, people tend to have a more positive perception of organizational life than those individuals "in the trenches."

These data results were shared with the manager. When receiving the result, the manager was not surprised that he tended to have a more positive perception of the environment and his leadership behaviors than his subordinates. But he did feel the differences were acceptable. The puzzling part for the CPS-B associate debriefing the results was that the manager had a lower score on the SOQ Trust dimension than his subordinates. When this was reviewed, the manager suggested a partial explanation that adds validity to the SOQ results. He said, at the time of completing the questionnaires, he was asked by the organization to downsize his staff. His staff, who completed the other SOQ's, was unaware of this news. It may have been this difference in understanding what was to come in the job situation, that caused the differences in Trust responses between the manager and the subordinates.

Table Two presents the correlation between the SOQ and LPI responses for the subordinates. As suspected, significant relationships do occur between a number of the SOQ dimensions and LPI OBSERVER scales; in fact, 15 out of a possible 45 relationships were significant. The strongest relationships occurred between the Enabling Others to Act and Encouraging the Heart of the LPI and the Challenge/Involvement and Idea Support dimensions of the SOQ. This suggests that as subordinates perceive more Enabling and Encouraging leadership behaviors in their leader, they also tend to see the climate as more supportive of their ideas and providing them with challenges that support creativity and innovation in their work place.

**Table Two**  
**Correlation of the LPI and SOQ for the Subordinates**

	LPI OBSERVER				
	Challenging	Inspiring	Enabling	Modeling	Encouraging
<b>SOQ</b>					
Challenge	.49*	.40	.59**	.41	.67***
Freedom	.32	.36	.45*	.08	.24
Idea Support	.46*	.46*	.67***	.36	.73***
Debates	.10	.37	.23	-.23	.06
Idea Time	.31	.46*	.46*	.14	.55*
Conflicts	-.15	-.17	-.53*	-.12	-.44
Trust	-.18	-.14	.07	-.31	.14
Playfulness	.48*	.49*	.40	.16	.48*
Risk-Taking	.08	-.04	.18	.05	-.18

\* =  $p \leq .05$     \*\* =  $p \leq .01$     \*\*\* =  $p \leq .001$

Also shown in Table Two is an interesting result regarding an apparent lack of relationships between the two questionnaires. The data suggests that the Modeling the Way practice of the LPI has no significant relationships with any of the SOQ dimensions. Also, the Debates, Trust, and Risk-Taking dimensions of the SOQ had no significant relationships with the LPI scales. However, these results should not be interpreted to suggest that there are no important links between the SOQ dimensions and the LPI. This report is preliminary and we are presently working on a number of other data sets to determine if these nonsignificant and even the significant results occur consistently in other groups and in different settings. If you have a comment or suggestion in respect to this line of inquiry please contact us.

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For further information about the LPI (Self or Observer) contact: Pfeiffer & Company; 8517 Production Avenue, San Diego, CA 92121; Phone: (606) 647-3030 Fax: (606) 647-3034

For further information about the SOQ, contact CPS-B.

## Who's Who at CPS-B?

CPS-B is made up of over 35 highly-qualified professionals in the area of Creativity and Creative Problem Solving (CPS). The following is a list of the staff and members of CPS-B, their affiliation and locations.

### **CPS-B Headquarters, Buffalo, New York**

Scott G. Isaksen, President  
K. Brian Dorval, Director of Programs  
Marves M. Isaksen, Director of Administration  
Ken J. Lauer, Director of Research and Operations  
Bradley R. Lewandowski, Program Associate

### **Group Members**

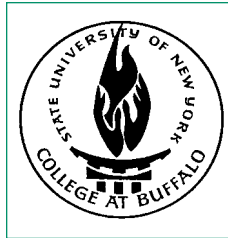
Andy Arken, Procter & Gamble, Cincinnati, OH  
Alan Bath, Procter & Gamble, Cincinnati, OH  
Gretchen Bingham, Hervoice Communications, Ontario, Canada  
Alex Britz, Phillips, Germany  
Bonnie Buddle, Clay County Schools, IN  
Sue Ellen Coleman, Idea Connections Systems, Rochester, NY  
Dick Comer, DuPont/Forum Partnership, Wilmington, DE  
John Cronin, IBM Corporation, Burlington, VT  
Steven De Ciantis, Consulting Psychologist, UK  
Luc De Schryver, Creativity & Innovation Center - Europe, Belgium  
Ståle Einarsen, KOLAS AS, Bergen, Norway  
Göran Ekvall, Organizational Psychologist, Sweden  
Lary Faris, Procter & Gamble (Retired), Sun City Center, FL  
Rita Houlihan, IBM Corporation, New York, NY  
Andrew Joniak, BSC Business Department, Buffalo, NY  
Geir Kaufmann, Norwegian School of Management, Oslo, Norway  
Michael Kirton, Occupational Research Centre, UK  
Wayne Lewis, Coopers & Lybrand, UK  
Marie Mance, The Mattison Group, Buffalo, NY  
Mary Murdock, Center for Studies in Creativity, Buffalo, NY  
Ruth Noller, SUNY Distinguished Service Professor Emeritus, Sarasota, FL  
Mel Norman, Procter & Gamble, Cincinnati, OH  
Charlie Prather, C.W. Prather Associates, Wilmington, DE  
Gerard Puccio, Center for Studies in Creativity, Buffalo, NY  
Björn Inge Raknes, KOLAS AS, Bergen, Norway  
Doug Reid, Douglas Reid & Associates, Phoenix, AZ  
John Rees, Bull Worldwide Information Systems, UK  
Tim Switalski, Darwin Associates, Buffalo, NY  
Jonathon Vehar, Creative Education Foundation, Buffalo, NY  
Ronald Thigpen, Procter & Gamble, Cincinnati, OH  
Donald Treffinger, Center for Creative Learning, Sarasota, FL  
Carol Vanover, Procter & Gamble, Cincinnati, OH  
Mary Wallgren, Procter & Gamble, Cincinnati, OH  
Glenn Wilson, CEO Consultants, Zelienople, PA  
Andy Wilkins, Bull Worldwide Information Systems, UK  
Paul Wright, Bull Worldwide Information Systems, UK

# Educational Programs and Events

## The Center for Studies in Creativity

The Center for Studies in Creativity is a unique academic unit at Buffalo State College offering courses in creativity and Creative Problem Solving (CPS) as well as conducting research and development in the areas of creativity and problem solving.

The Creative Studies program began in 1967 in recognition of the need for educating and training individuals in the



art of problem solving. Alex F. Osborn, whose vision led Sid Parnes to found the Center, developed brainstorming and the Creative Problem Solving process while he was director of Batten, Barton, Durstine and Osborn (BBD&O) Advertising Agency. He used this work to encourage innovative thinking among his associates and later, young people. Osborn's work and the development of it continues to be a focus at the Center.

### Introductory Graduate Courses

#### **CRS 559: Workshop in Nurturing Creative Behavior**

This course introduces students to flexible framework and tools for effective individual and group use of the Creative Problem Solving (CPS) process. CPS has been widely used in both education and business. It provides practice on personal and professional challenges in a variety of settings and includes hands-on facilitation experience. Offered weekends in the Fall (Sept. 14-15; Oct. 12-13; Nov. 2-3; 10:00 AM-5:30 PM each day) and Spring (dates to be announced).

#### **CRS 560: Methods, Theories, and Models of Creative Learning**

This course introduces students to select models and theories that are personally and profession-

ally useful in applying creativity. It provides hands-on practice in the design and delivery of creative learning and teaching suitable in a variety of disciplines. Offered Summer Session II (Typically scheduled for Tuesday and Thursday evenings); Begins June 24 and ends August 3.

#### **CRS 580: Creativity Assessment: Methods and Resources**

This course introduces students to basic measurement considerations in creativity assessment. It provides practical approaches to the understanding and use of instruments through the development of a personal strengths profile. Offered Spring Semester 1997 (Note: Class is typically scheduled for Wednesday evenings).

### A Special Event:

#### **Understanding and Nurturing Creativity: An International Conference**

The Center for Studies in Creativity (CSC) will be hosting a three-day conference on April 28-30, 1997. Its purpose is to provide a rare look into the three major approaches used to understand the creative person. Dr. Rita Dunn, Director of the Center for the Study of Learning and Teaching Styles, Dr. Michael Kirton, developer of the Kirton Adaption Innovation theory and Inventory, and Dr. Mary McCaulley, Co-founder of the Center for Application of Psychological Type (CAPT), share their views and current research as conference keynoters. In addition to attending the three keynote lectures, participants will also have op-

portunities to attend parallel sessions, receive personal feedback on the three psychological assessments identified above, and network with other researchers and practitioners.

The three-day conference fee is \$425.00. For further information, please contact the Center by phone (716) 878-6223, fax (716) 878-4040, web home page: [HTTP://WWW.SNYBUF.EDU/CREATIVE/CSCHP.HTML](http://WWW.SNYBUF.EDU/CREATIVE/CSCHP.HTML); or by e-mail at: [CREATCPS@SNYBUFAA.CS.SNYBUF.EDU](mailto:CREATCPS@SNYBUFAA.CS.SNYBUF.EDU); or in writing at: The Center for Studies in Creativity, Chase Hall 244, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.

## Learn Skills for Managing Change

Facilitating CPS is a training program which provides individuals with skills to manage small groups using Creative Problem Solving (CPS). CPS is a portable and flexible change process containing over a dozen simple tools and an easy-to-use language. It stems from over 50 years of experience with problem solving and change management and has been proven effective through research, practical application and continuous improvement.

During the program, you will learn to:

- Use CPS process, language, and tools to identify problems, generate alternatives and transform possible solutions into action.
- Diagnose the needs of a situation and use CPS to productively focus a group's energy toward a shared purpose.

Facilitating CPS is offered as a public program or as a tailored, in-house program designed to meet your specific needs.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
What is CPS? Conceptions and Styles of Creativity	CPS Language and Tools	Leadership and CPS	CPS Facilitation Practice and Feedback Sessions	CPS Facilitation Practice and Feedback Sessions
CPS Guidelines CPS Language and Tools		Planning to Facilitate CPS		Taking CPS Forward

## CPS-B 1996-97 Program Registration Form

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_ Country: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Please  the program(s) you wish to attend:

Facilitating CPS, Buffalo, NY \$1,650.00 <input type="checkbox"/> August 5-9, 1996 <input type="checkbox"/> November 4-8, 1996 <input type="checkbox"/> April 14-18, 1997 <input type="checkbox"/> August 4-8, 1997	CPS Awareness Workshop, Sarasota, FL \$95.00 <input type="checkbox"/> February 18, 1997
	CPS: A Conference on the Current Version, Sarasota, FL \$450.00 <input type="checkbox"/> February 19-20, 1997

**Registration Fee:** Registration fee (**must be received four weeks prior to program date**) includes materials, continental breakfast and lunch during the program. Participants are responsible for all other expenses including lodging and travel. **Cancellation policy:** Cancellation fees are: 10% - if notified up to thirty business days prior to program; 30% - if notified between ten and thirty business days prior to program. If notified within ten business days prior to program, registration will be transferred to a future scheduled course (minus a 20% processing fee).

Please  payment method (**Registration confirmed upon receipt of payment**):

Check Enclosed. Amount: \_\_\_\_\_. Make check payable (in US funds, drawn on a US Bank) to **CPS-B** and send to: Marves Isaksen, CPS-B, 1325 North Forest Road, Suite F-340, Williamsville, NY 14221; USA, or fax to: 716-689-6441.

Please send an invoice to the attention of: \_\_\_\_\_ at the following address:  
 \_\_\_\_\_

## About the Communiqué

The Communiqué is an informal newsletter occasionally published by the Creative Problem Solving Group - Buffalo. It is designed to highlight and share key information about current development, research and program activities taking place at CPS-B, or with one of its group members.

If group members are interested in submitting a short article, Headline or Calendar information, please contact Bradley Lewandowski at:

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Williamsville, NY 14221-2143;  
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Web: [CPS-Bhq9@mail.idt.net](mailto:CPS-Bhq9@mail.idt.net).

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**Marves M. Isaksen**  
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