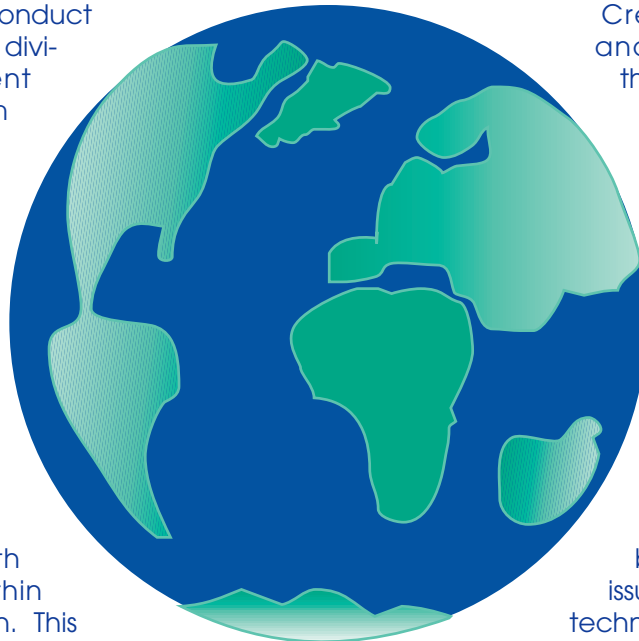


CPS-B'S GLOBAL FOOTPRINTS By Scott G. Isaksen

While writing this article, I was traveling to Sydney, Australia with two of my colleagues, Ken Lauer & Brian Dorval. The purpose of this trip was to conduct business with a divisional president (and her team of direct reports) of an international publishing company. The project we were working on during this trip had resulted from previous projects and relationships with individuals within this organization. This scenario is not unfamiliar with our organization these days. We have been working in an increasingly global sense with all of our clients. Brian and I had just returned from a month in Europe having meetings and courses with clients in Stockholm, Brussels, Copenhagen, Malmö and London.

Our work has become more global from a number of perspectives. Our research and development activities continue to rely on collaborative relationships with scholars from Sweden, Norway and England. Our major clients continue to be large, complex and international organizations with major demands to function effectively across borders and with people from diverse cultural backgrounds. Internally, we

have grown our group of certified facilitators and trainers with the most recent growth coming from countries other than the US.



Creativity, innovation and leading change through creative problem solving are all becoming major and globally-relevant issues. It is no accident that two of our largest client organizations have positioned our work under their strategic emphasis to globalize. From my perspective, creativity has always been a cross-cultural issue. I'm glad to see technology, collegial relationships and networks supporting the linkages, exchanges and learnings.

Some examples of developments that continue and extend our global work include:

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"Some split between the inner world and outer world is common to all human beings; and the need to bridge the gap is the source of creative endeavor."

Anthony Storr

- An increasing number of international participants within our multiple client courses focused on facilitating CPS.
- The completion of a major impact study with an international IT company demonstrating direct business benefits from the investment made in CPS.
- Continued and heightened interest in an emerging international (and informal) creativity research fellowship (to include scholars from England, Norway, Sweden, Spain and Italy).
- Co-convened an international group of practicing CPS professionals to examine common issues.
- Supported colleagues in their use of the Situational Outlook Questionnaire (SOQ) survey in a Swiss Company using both French and English SOQ's.
- Worked with a client in Switzerland to refine the French version of the SOQ.
- Began validation work with the Spanish SOQ with a colleague in Mexico City.
- Started work with a colleague in Milan to translate the SOQ from English to Italian.
- Worked with a client in California on an eighteen month follow-up survey on the SOQ.
- More than a dozen courses offered to organizations outside the US over the last six months. For the 72 days out of the US since the beginning of January, 1997 we have conducted the following activities:
 - A customized client program at the Royal Berkshire, Ascot, UK;
 - A customized client program at the Compleat Angler, Marlow, UK;
 - Impact study meetings and interviews, London area, UK;
 - A facilitator certification program, Chartridge, UK;
 - Client meetings at Gatwick, UK;
 - A facilitating CPS program in Marbella, Spain;
 - A customized client program in Blomberg, Germany;
 - Meetings with facilitators and clients in Munich, Germany;
 - A SOQ (Situational Outlook Questionnaire) certification program at the Mill and Old Swan, UK;
 - Meetings with research fellow in Stockholm, Sweden;
 - Co-sponsored a program with the Creativity and Innovation Center (CIC) - Europe, Brussels, Belgium;
 - Meetings with colleagues in Hasselt, Belgium;
 - A dinner lecture at Bokrijk Castle, Belgium;
 - Meetings with clients in Copenhagen, Denmark;
 - Meetings with clients in Malmo, Sweden;
 - Meetings with clients in Stratford-Upon-Avon, Warwickshire, UK; and
 - A customized client program in London, UK.

All the while, we are still continuing to work with many US-based companies on a regular basis. Many of these US organizations are also recognizing the need to think and act more globally. Just think about the implications of ISO 9000.

Where will all this take us? I believe that we will make some substantial progress in understanding creativity from cross-cultural perspectives. The emerging field of reflective practitioners may have an improved and shared set of broadly applicable tools and frameworks to help them obtain more impact. We will encourage people to take a systemic view of creativity which is sensitive to contextual differences. In short, we look forward to the new millennium and to unprecedented levels of learning about human creativity. We will certainly need it!

Editor's Notes

Dr. Isaksen currently serves as President of the Creative Problem Solving Group - Buffalo and is currently a visiting professor to numerous international universities. Ken Lauer, CPS-B's Director of Research and Operations and Brian Dorval, CPS-B's Director of Programs worked with Scott to deliver the program in Sydney. Scott's work was recently highlighted in the May, 1997 issue of Training Magazine.

BOOK REVIEW

Stacey, R. D. (1996). Complexity and creativity in organizations. San Francisco, CA: Berrett-Koehler Publishers.

ISBN# 1-881052-89-3/ 299 pages/ \$34.95

WOW! In this book, Stacey provides the reader with a new, overall framework which can provide insights into why people behave the way they do in organizations. Stacey talks about organizations as "complex adaptive systems" made up of dominant and shadow systems and how both are necessary if the organization is to be successful. He describes creative acts as existing and manifesting at the "edge of chaos" and disintegration (concept of creative destruction). Stacey also states, to be successful, organizations must find ways of managing the anxiety which develops when working on this edge. He also describes change as happening so rapidly, that it is by chance at best, if not impossible, for organizations to actualize long term out-

comes. In creative organizations however, the long term outcomes will unfold themselves through time.

I am currently using the framework as a genus "change" classifier for other "change" frameworks, models, theories, assessments, and concepts. Those which I found to be a direct link to this book were: Creative Approaches to Problem Solving, Kirton's Adaption-Innovation Theory, Creative Climate work of Ekvall and CPSB (Situational Outlook Questionnaire - SOQ), Kurt Lewin's Force Field Analysis, Robert Fritz's tension model, D. Schön's work (The Reflective Practitioner), and William Pasmore's work on Sociotechnical systems, to name a few. This book also presents a great rationale for the use of Creative Problem Solving, personal reflection, and the mandatory usefulness of creativity in organizations. If you're looking for a book which will leave you with a new way of thinking about organizational creativity, this is the book for you. WOW!

Glenn V. Wilson

A CROSS-CULTURAL PROGRAM IN CPS By Luc De Schryver & Brian Dorval

The Creativity and Innovation Center - Europe (CIC) and the Creative Problem Solving Group - Buffalo (CPS-B) have been working together for over five years to bring current thinking and best practice in Creative Problem Solving (CPS) to countries throughout Europe. During the past five years, our two organizations have collaborated on a number of programs and projects to make CPS available in Europe. The first facilitating CPS program took place in May, 1996. We are pleased to report that, on May 23, 1997, CIC and CPS-B held our second European five-day CPS Facilitator Training Program at the Castle of Bokrijk in Genk, Belgium.

The focus of the 1997 five-day program was to explore the full spectrum of creativity talent and to provide participants with training in the CPS

framework, language and tools as a method for unleashing individual and small-group creativity. Specifically, during days one and two of the event, participants examined their personal approach to creativity, decision making and problem solving and its impact on personal and group productivity. They also spent most of their time learning and using the CPS framework, language and 16 tools to understand and clarify problems, generate ideas and transform promising ideas into effective action. On day three, participants examined the roles and responsibilities associated with best practice application of CPS. They explored Task Appraisal and Process Planning as an approach for ensuring the appropriate and effective application of CPS. On days four and five, participants applied their learning about CPS in the context of real small-group facilitation - receiving feedback and suggestions

for improving their CPS facilitation effectiveness.

We were very pleased about the attendance for the program. It grew from six participants in 1996 to nineteen in 1997. We had a diverse representation of participants from for-profit and not-for-profit organizations, both large and small. These included such organizations as the Belgian Army, Phillips-Matsushita, the South African Police Service, Helvoet Pharma, Duracell, Center for Total Quality Management Limburg (CKZ) and British American Tobacco.

What was most exciting about the attendance was that we had participants from three countries on two different continents representing South Africa, The Netherlands and Belgium. Each participant spoke at least four different languages - one individual was fluent in 11 different languages! This became evident as early as the introductions the morning of day one when we asked them and the training team to introduce themselves in a language that was not their native one. The only trouble most of the participants had was choosing in which language to introduce themselves!

Given this level of diversity, there were a number of issues we needed to consider when planning and delivering the event. For example, although the "official" language of the program was English, we structured activities that invited participants to use their native languages, including English, Dutch, French and various forms of Afrikaans. This helped increase the intensity and richness of the interactions throughout the week. Participants also interacted with trainers and facilitators in different languages to prepare for their practice sessions. However, the practice sessions themselves were facilitated in English.

The cross-cultural delivery team we put together for the event worked well. Having representatives from the French speaking part of Belgium (Léon-Philippe Parez), the region of Flanders (Jacques Philippaerts and Luc De Schryver) and the US (Scott Isaksen and Brian Dorval) provided us with a greater ability to meet the needs of a wider range of participants. We gathered the day prior to the program start to examine the unique challenges and opportunities associated with the event. Part of our discussion naturally centered around the cultural and language diversity that we knew existed in the group. We built the participant groupings and structured activities in a way

that helped ensure participants had the opportunity to work in their native languages as much as possible. We also teamed participants with delivery team members who spoke the same language. We met as a training team at the end of each day to see how our plans were working and to make adjustments based on participant feedback collected daily.

In preparation for the program, participants were asked to complete the Kirton Adaption-Innovation Inventory (KAI). This was one of the few times that we were able to provide prework to participants using multiple language versions of the KAI - in this case French, English and Dutch versions of the inventory were used.

Finally, one of the issues we needed to address was the timing of the program itself. We received feedback from previous programs that a full week out of the office was difficult. Therefore, we shifted the program from a Monday through Friday schedule to Friday through Tuesday. We would like to thank the participants and trainers for taking personal time over the weekend to participate in the program.

We took the opportunity to schedule a variety of special events and visitors during the week. On Sunday (day three of the program) we closed the "formal" training early so that participants could take a guided tour of the Open Air Museum of Bokrijk Castle. The tour, organized by the Belgian Rijkswacht, was interesting and important because it gave participants a deeper look into how people living in Belgium around the 15-17th centuries approached creativity and innovation.

On Monday evening, day four, we hosted a special event for a more general audience. This event included a dinner causerie where Scott Isaksen provided a one and one-half hour presentation on the question: "Innovation: What does it mean for the 21st Century?" We had individuals from a variety of organizations including: Phillips Industrial Activities, Kredietbank, Huron Valley Europe and Rank Xerox. We were pleased to have government official député Piet Schiepers, president of the Regional Development Society (GOM Limburg), and Prof. Emeritus Pros Van Osmael attend.

Days four and five included visitations from Pros Van Osmael, Prof. Emeritus from UFSIA (Universitaire Faculteiten Sint-Ignatius

Antwerpen) and co-founder of the Center for the Development of Creative Thinking (COCD) in Antwerp, Alex Britz certified CPS-B facilitator from Hamburg, Germany and Scott Isaksen, President of CPS-B. Pros was invited by one of the participants to introduce his view and experience with the tool "forced fit." He also provided participants feedback during their facilitation session. Being immersed in a group of "creative problem solvers," it didn't take long before he got actively engaged. Alex joined us on Friday as a member of the facilitation practice sessions resource groups. The program also provided the opportunity for Scott and Pros to discuss the similarities and differences for developing creativity. All three were able to provide their unique perspectives to support the delivery of the program.

The program ended on Tuesday afternoon, May 27. We gathered for one last time socially in the bar of the Castle. From the feedback, both formally and informally, we could see that the participants found the week-long experience both enjoyable and informative - giving

the program an overall rating a 4.2 out of 5. They particularly liked the diversity of participants, the small-group work, interactions with the training team, and the exchange of knowledge and experiences. Some of the participants' commented, "I have learned that there are cultural differences in fulfilling the role of a facilitator," and "I learned a new problem-solving process and new tools. This definitely will help me in my work as a facilitator." One participant remarked that they had no doubts about the value of the program, however the outcome was more than what they had expected.

What is truly telling about the effectiveness of a program is what participants do with the training when they return to work. In following up with participants three weeks after the training, they told us they had already started to implement their learning. Their applications range from using specific tools such as the Ladder of Abstraction to facilitating their bosses' meetings, to integrating pieces of the training into internal quality courses.

Continued on page 14...

BOOK REVIEW

Wheatley, M. J., & Kellner-Rogers, M. (1996). *A simpler way*. San Francisco, CA: Berrett-Koehler Publishers.

ISBN# 1-881052-95-8/ 135 pages/ \$27.95.

This book is one of the most calming books I have ever read. This book is philosophy, it's poetry, it's about life and the way things "are" good. It's about creativity and the way everything in the universe self organizes. It's about freedom of thought and freedom to act. It's about human possibilities and interdependence!! Wheatley and Kellner-Rogers touch on everything from system analysis to leadership; from organizational structure; to ethics, to change and everything in between. Every sentence in this book (OK, at least every other sentence) could stand on its

own in a book of proverbs and cause one to ponder long hours on just that one phrase. For example, the authors stated in the chapter entitled "Emergence;" "What do we do with surprise? What do we do with a world which cannot be known until it is in the process of discovering itself?" After reading this book, I truly felt calm, balanced and one with the universe. Haven't felt like that since my little reading stint in the late 70's in Metaphysical and Universal law. If you like reading and experiencing the philosophical stuff, enjoy making new connections and could use a trip away from reality for a while (and when you come back, it will look and feel different I promise), buy this book!!!

Glenn V. Wilson

Special Events



Advanced Facilitation Course

For the past few years, people who have attended our Creative Problem Solving (CPS) training programs and workshops have been asking us: "What's next? I've attended your facilitator training and am using the skills, but I want more."

As a result of strong interest, CPS-B is announcing a special event taking place at the Lido Beach Holiday Inn - Sarasota, Florida on February 11-13, 1998. The three-day event is called Advanced Facilitation Course (AFC). Its aim is to provide an opportunity for CPS practicing professionals to gather and share insights and learnings from their practice, as well as to learn from each other new methods and approaches for improving the impact of CPS facilitation. Participants will walk away from this course with:

- New approaches to removing barriers and increasing individual, small group and organizational productivity;
- Information about leading-edge CPS research and development to integrate with their facilitation practice; and
- Specific insights, tips and recommendations for distinguishing their facilitation as state-of-the-art.

By the way, for those of you interested in maintaining your CPS-B facilitator or trainer certification, this event will provide the requirements for re-certification! The price for the course will be \$1250.00. This price includes continental breakfast and lunch for all three days, dinner on the 11th & 12th as well as all course materials.

The next International Creativity and Innovation Networking Conference (ICINC) to be held in North America, will be August 9-12, 1998 in Cincinnati, Ohio. Please mark your calendars now so you don't miss this unique event. The theme of the '98 ICINC is linking the classroom, the lab, the boardroom and life through creativity and innovation.

During this conference, practicing professionals are urged to share their most up to date information on how they use and apply creativity and innovation in their work. Researchers are invited and encouraged to share their new research and development in the field. All the participants will have an opportunity to meet with approximately 250 creativity practitioners and researchers from around the globe. Managers, consultants, trainers, educators and researchers will explore and expand on the creativity and innovation methods that will help craft the future and propel us into the twenty-first century. The conference format includes parallel sessions, keynote speakers, panel discussions and structured networking events.

If there is enough interest, optional tours of local companies will be arranged on Thursday, August 13th. There is also a possibility of offering a program for children, ages 10-15. Anyone who replies by August 31st will receive a \$50.00 discount on the '98 ICINC conference.

For more detailed information on ICINC, write to 1998 ICINC Committee, c/o Planners Network, 8952 Winton Road, Cincinnati, OH 45231.

People, Places & Things

PICTURING OPTIONS

Many of you who practice the use of Creative Problem Solving have probably found the use of the Visually Identifying Relationships (VIR) tool to be very powerful for generating options with a high degree of novelty. The tool can be used in a variety of ways and we have found a variety of techniques very successful. For example, some practitioners use not only pictures, but olfactory stimulation as well. There are a number of techniques available for stimulating generation. For those of you who like the use of the visual stimulation we have traditionally relied on resources such as magazines, posters or books. We were aware of the work that Horst Geschka and colleagues at the Battelle Institute in Germany conducted. This work has produced a set of pictures to make the use of the VIR tool more convenient. We have built on the work of Horst Geschka to produce a set of visual stimulants for generation purposes.

Some of you are dealing with clients that wish to be very careful about their generation work, you may want to use a product that is free from any confusion or risk of infringing on intellectual property. We commissioned photographer Jeffrey Morrow to create a set of photographs suitable for VIR use. From the hundreds of photographs Jeffrey took around the Western New York area, we selected thirty to create this product. It is assembled in a three-ring binder and includes either pictures, transparencies or both (depending on your needs). The purchaser of this set receives permission to use the product, privately or publicly, without the worries of infringing on intellectual property rights. The product can be purchased directly through CPS-B. If you are interested in this resource, please contact CPS-B at (716) 689-2176 or cpsbhq9@idt.net.

Editor's Note:

We would like to thank Glenn Wilson, President of CEO Consultants and long-time affiliate of CPS-B for continuously providing book reviews which help communicate each theme of the Communiqué. Glenn's library consists of almost 500 books dedicated to the field of creativity from the late 1800's to the present.

If you are looking for a book in the field of creativity, especially if it is an out of print book, please feel free to contact Glenn at: <http://www.gvwilson.fyi.net> or call him at 412-452-4622, and if it's out there, he will find it for you or let you know where to purchase a copy. Glenn is a board member of the Alden B. Dow Creativity Center and recently presented at their Eighth National Conference on Creativity in American Colleges and Universities at Northwood University. His presentation focused on the Situational Outlook Questionnaire (SOQ) and was entitled "Investigating the Classroom Climate." We are looking forward to reading Glenn's reviews in future editions of the

Communiqué. If you would like to see a particular book reviewed, give Glenn the title and he will do his best to fit it in.

KAI Certification Courses

For those of you who are interested in becoming certified to use the Kirton Adaption-Innovation (KAI) Inventory, the following dates have been established for upcoming courses.

- **September 8-12, 1997 Toronto, Ontario; Canada**
- **October 12-16, 1997 San Diego, CA; USA**
- **December 14-18, 1997 Oxford; UK**

For additional information on these courses please write, telephone, e-mail or send a fax to :

The Occupational Research Centre
 "Highlands"
 Gravel Path
 Berkhamsted
 Herts HP4 2PQ

Tel/Fax: 011 44 1442871200
 email: m.j.kirton@herts.ac.uk

BOOK REVIEW

Connor, D. R. (1993). *Managing at the speed of change*. New York: Villard Books.

ISBN# 0-679-40684-0/ 277 pages/ \$24.00

In this book, Connor describes a major problem organizations must deal with today as facing too many transitions at once (i.e., downsizing, mergers, reorganizations, new technology, etc.). His solution? increasing the resilience (the ability to demonstrate both strength and flexibility in the face of frightening disorder) in yourself and those that you manage. Connor presents that patterns and principles are the key to managing resilience. His model is based on eight patterns which provide a structure of change. They are: the nature of change; the process of change; the roles played during change; resistance to change; commitment to change; how

change affects organizational culture; synergism; and the nature of resilience with resilience being placed at the center of the model with all other patterns connected into it. He goes on to present detailed descriptions of each of the patterns and action steps that one can take to enhance (or improve) resilience at the end of each section. One of the sleepers in this book is his description of "roles of change." In this section, Connor describes and defines four distinct roles critical to the change process. They are: sponsors, agents, targets, and advocates. He goes on to provide descriptions of the relationships between each, along with examples of structures that are destructive and those that have been successful. This chapter alone, is worth the price of the book!!!

Glenn V. Wilson

Implementing Community Policing in the Belgian Federal Police and in the South African Police Service **By Jacques Philippaerts & Julius Phahlane**

Last year, the Belgian Federal Police, called the "Rijkswacht" (in Dutch) or the "Gendarmerie" (in French), celebrated their 200th anniversary. Nevertheless, the Belgian Government intends to amalgamate the Rijkswacht in the future with the Municipal Police and the Judicial Police, the two other existing police services. In the Rijkswacht alone there are about 17,700 members.

In South Africa, an amalgamation process started immediately after the elections. Eleven police forces were integrated into the South African Police Service (SAPS). This organization consists of about 144,000 members in a country 39 times larger than Belgium, with a much higher crime rate and 11 national languages, where Belgium has only three. What a challenge to implement a change strategy.

The change process

At the end of 1992 the Rijkswacht began an overall change process to implement their new mission statement, which was based on the principles of Community Policing. This was necessary because, in the past, policing was very traditional, reactive, mostly repressive and focused mainly on their own priorities and the priorities of the federal police authorities. As an organization, the Rijkswacht was very centralized, bureaucratic, closed and internally oriented.

A first step was the demilitarization which took place on 1 January 1992. As a vehicle for the overall change process, a project called "Basic Policing Care with Quality" was launched at the beginning of 1993. The two project leaders, one for the Dutch and one for the French speaking parts of

Belgium, together with four facilitators kicked off at 14 pilot stations. The objective was to improve the quality of service delivery towards the community at the local level. An external consultant trained the first four facilitators in the method based on problem solving, project management and tools and techniques used in Total Quality Management (TQM).

This vehicle was used not only for the implementation of the mission statement but also to obtain the cultural change to the extent that all members should become "problem solvers" using their creativity to improve and renew their service delivery and to find new answers for existing police problems.

During the pilot project team meetings, the station commissioner started working closely with the grass-roots level police members, thus initiating a more participatory management style. Through the "oil stain" other members got involved within the pilot stations, and even more important was the external "oil stain" which means that good ideas and results from the pilot stations were implemented at other stations. They were also, very often, implemented by means of project teams. A second (1994) and third (1995) round of projects kicked off resulting in all stations running their own projects by the beginning of 1996. Meanwhile, the facilitators network grew with new facilitators coming on board. Due to crime related problems, new tools also had to be integrated into the method.

In 1994, the Government of South Africa choose the Belgian Rijkswacht as a partner to assist them with their change process. This was due to several similarities such as military background, multiple languages and lack of trust from the community. After thorough preparation in 1995, the Community Policing Pilot Project was launched in 1996 with the objective to improve the quality of service delivery within the SAPS. For the purpose of agreement between Belgium and South Africa,

this process was called the Community Policing Pilot Project. This is known, however, as the Community Policing Problem Solving Process at the grass-roots level. A total of 40 pilot stations were chosen where this project would commence.

At the beginning of 1996, a Belgian facilitator team trained the first 11 South African facilitators, two from the national level and nine from the provincial level. Most of these facilitators immediately kicked off at pilot stations. A second round of training took place in July and August of 1996. The SAPS head facilitator had constant backup from Belgian facilitators during this time. From January to March 1997, a third round of training took place at decentralized venues throughout South Africa. Currently the National Facilitators Network consists of three national facilitators with the provinces each having a Provincial Facilitator who in turn has a network of facilitators with him/her in the province. Each province also has a Provincial Project Leader who has the responsibility of coordinating the projects in the province. Overall, the projects are coordinated from the National office by the National Project Leader.

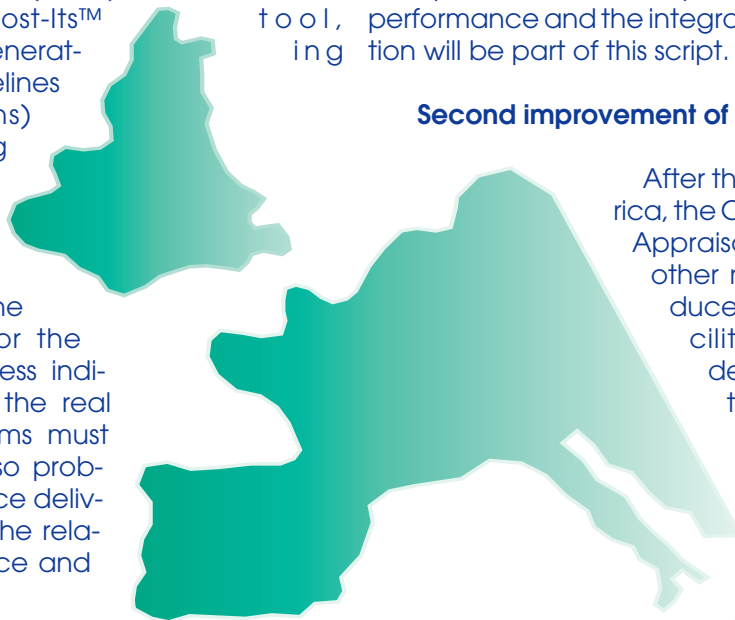


Methodology

During the first round of projects in the Rijkswacht a linear problem solving model, consisting of seven steps, was used with more than 20 possible activities within these steps. Due to our "learning by doing" approach and the fact that project teams met only once a week, some of the projects took more than 12 months before being finalized, after which a script was written about lessons learned during the process. For smaller problems in quality circles, the CRIME method was introduced. This seemed to be easier to understand and more adaptable to our needs and expectations.

First improvement of the method

In September 1995, one of the two Belgian head facilitators attended the first CPS-B (Creative Problem Solving Group - Buffalo)/CIC (Creativity and Innovation Center-Europe) European Facilitating Creative Problem Solving (CPS) program. The experience helped the Belgian trainers to prepare the training material and the training course for the South African facilitators. First, the linear seven-step model initially used by the Belgian facilitators and the CRIME method were integrated and thereafter simplified. Secondly, the CPS model and tools (e.g. the Task Appraisal model, the Advantages, Limitations, Unique Qualities and Overcome Limitations (ALUo) tool, the Brainstorming with Post-Its™ tool, the Guidelines for Generating Options and the Guidelines for Focusing Options) had been used during the training in South Africa, together with the CRIME model. The South African police members liked the buzzword "CRIME" for the problem solving process indicating that not only the real crime related problems must be dealt with, but also problems of quality of service delivery and problems of the relationship between police and communities.



bringing them together in alternative hypotheses and testing them to find the solution that is the most appropriate to solve the problem. Before the test, there must be an approval from a higher level of authority, in some cases, the project leader. Afterwards, definite implementation is only possible after positive test results. For this reason, a presentation for the higher levels of authority is built into the steps. During the "E" phase which is "monitor and evaluate the implementation of the solution package," there is a follow-up of the implementation of the measures, an evaluation to see if the solution is effective and a process evaluation (lessons learned). In the final script, the project results are written down, together with the "lessons learned". Finally, the measures to prevent regression of the performance and the integration into the line function will be part of this script.

Second improvement of the method

After the training in South Africa, the CRIME-model, the Task Appraisal model and some other new tools were introduced into the Belgian facilitators network. Indeed, in the mean time, the approach had to be extended to solve crime-related problems to be more effective in policing. Two facilitators attended training in Canada and returned

with the Scan, Analyze, Respond and Assess (SARA) approach (H. Goldstein, J. Eck, W. Spelman and others). This model is more or less the same as the CRIME model. All this resulted in a lot of improvements to our method. These were integrated into the new facilitators manual where the CRIME model is used as a foundation. This method contains a matrix which assists in deciding which tool to use during which step. The Task Appraisal model is not only being used as an instrument for preparation, but also as a method of communicating feedback, together with the ALUo, between the facilitators and the head facilitator on the process. The ALUo is also being used to give feedback during meetings, training sessions, etc.

The CRIME model

In the CRIME model, the "C" stands for "characterize the situation." This step consists of the identification and selection of the project theme and the delineation thereof. The "R" stands for "repair immediately" or to stop the bleeding, after which the "I" comes and represents "identify the root causes." We not only try to identify the underlying problems but also to obtain a zero base measurement and include this in the SO SMART objectives (Strategically OK, Specific, Measurable, Attractive or achievable, Realistic and Time bound). After these steps, the problem is clearly defined and it will be possible to find the best solutions. In the "M," which is "make up a solution package," we commence with generating ideas,

Third improvement of the method

At the moment, there is a definite need for a more flexible approach to problem solving due to the complexity of the problems being encountered. In May 1997, three Belgian and five South African facilitators attended a second Facilitating CPS program sponsored by CPS-B and CIC. The challenge now facing us is the integration of the CRIME model and the CPS model as described by CPS-B. This is a challenge in that the CRIME framework is not only highly accepted but also prescribed as a certain standard for problem solving in both organizations (Belgian Federal and South African Police Service). A first attempt has already been made. The problem identification and selection in the "C" phase (characterize the situation) is closely associated with the Mess-finding stage. While doing the delineation of the project theme, you are busy with the Data-finding stage. The "R" phase (repair immediately) will remain as is. The "I" phase (identification of the root causes) is more or less the same as the Problem-finding stage within the Understanding the Problem Component. The Idea-finding stage is the first part of the "M" phase (make up a solution package), after which comes the Solution-finding stage (with alternative hypotheses and testing phase). The Acceptance-finding stage is even larger than our current "presentation and report" within the "M". This means that the Planning for Action Component is also present in the "M" phase. There are two major differences. First of all: "Generating Ideas" in the CRIME model is not a separate component, rather, it is the first stage within the "M" (make up a solution package). Second: The "E" (monitor and evaluate the implementation of the solution package) must be included into the CRIME framework as a component on its own.

Another challenge facing us is the inclusion of the tools used during the CPS training into our current tool box. In addition, training the facilitators in the Belgian and in the South African network to enable them to use the improved framework and tool box is a concern for the future. The first contacts with CIC Europe were laid to organize in-company training in the creativity tools for all Belgian facilitators.

Conclusion

Within the Belgian Rijkswacht, a network of

about 25 trained facilitators has been established within three years. Some of these facilitators are already back at their stations and receive help from assistant facilitators. Within the South African Police Service there is a network of about 50 trained facilitators after a period of one year.

The CRIME method is accepted and is continually being improved and adapted to changing needs. This method is working in Europe and Africa. A first milestone in the change process "from force to service" has been reached. A lot of creativity will be needed to reach the international vision of the creation of a safe and secure environment for all communities.

Editor's Notes:

Julius joined the South African Police Force after public school. He holds a diploma in Police Administration and a BA in Police Science. He has held the positions of Warrant Officer, Community Policing Official and Deputy Head at the District Level of the Division Community Relations. Afterwards he became a lecturer in police science at the Police College and was promoted to Captain at that time. Since March 1996, he has been appointed as the National Facilitator for CPPP (Community Policing Pilot Project). Julius, together with four other South African Police Facilitators, has attended the Facilitating Creative Problem Solving program which took place in Belgium in May, 1997.

Jacques is a Major in the Rijkswacht and the Federal Head Facilitator (in the Dutch speaking section). He holds a Bachelor's degree (BA) in Criminology and a Master's degree in Total Quality Management. Jacques has been a facilitator in the Rijkswacht since 1992 and the Head Facilitator since 1995. He has five years experience as second in charge of a police station in the Leopoldsburg district. Jacques has also attended the Facilitating Creative Problem Solving program which took place in Belgium in May, 1997 (this time accompanied by two other Rijkswacht Facilitators). If you wish to contact Jacques about the article, you can email him at jacquesphilippaerts@compusrve.com or jacques.philippaerts@glo.be. (the period ends the sentence not the email address)

Pardon us while we pat ourselves on the back for a moment. A participant from a recent program we hosted in Buffalo, Michelle Taufmann, from Doyle Research Association in Chicago wrote us regarding her experience at the program. Michelle had this to say about the Facilitating Creative Problem Solving program she attended:

"Thanks again for an amazing week. In all of the jillions of seminars and classes I've attended throughout my career nobody comes close to you for effectiveness, thoroughness, professionalism and, of course, entertainment!"

Thanks Michelle! We are delighted you found the course to be all those things. We hope all of our participants feel the same way. Of course, the entertainment bit is subject to opinion, but we try!

CPS Practicing Professionals: A Report on a Community Meeting By K. Brian Dorval

On February 19-20, 1997, the Creative Problem Solving Group - Buffalo (CPS-B) and the Center for Creative Learning (CCL) co-hosted a two-day meeting of Creative Problem Solving (CPS) practicing professionals. The goal of this two-day Community Meeting was to help develop and strengthen the network of practicing CPS professionals who are committed to the contemporary approach to CPS. More specifically, the objectives of the meeting were to: examine "the road to effective sponsorship" of CPS in organizations; explore standards for "best CPS practice;" identify shared interests and needs of CPS practicing professionals; and provide opportunities for networking and planning future collaboration.

We are pleased to report that participants at the meeting included a cross-cultural mix of 35 professionals from business and educational settings. Individuals represented Armstrong World Industries; Bull Information Systems; Center for Creative Learning (CCL), Center for Studies in Creativity (CSC); Citibank; Coopers & Lybrand, UK; Creative Problem Solving Group - Buffalo (CPS-B); Exxon, USA; Future Problem Solving Program (FPS); IBM; Blumberg Center, Indiana State University; Procter and Gamble. Prather & Associates and a number of other schools and organizations.

After a brief opening and Community Meeting charge by Don Treffinger and Scott Isaksen, we moved swiftly into the first topic at

hand, sponsorship and CPS. The topic was introduced by Scott Isaksen and moderated by Wayne Lewis (Coopers & Lybrand). Allan Brooks, Training Manager for Bull Information Systems, United Kingdom and Bill Littlejohn, Director at the Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University, opened with presentations about their personal sponsorship of CPS in their organizations. Allan has been working to bring CPS into Bull Information Systems for over three years. His work builds on the energy and commitment of others (past and present in Bull) and has focused on making CPS a core competency for training and development. Today, CPS is a core competency and over 200 people have been trained in the foundations, facilitation or training of CPS. Bill Littlejohn has successfully sponsored the integration of CPS into the division of special education in the state of Indiana. Today, there are over 200 people trained as CPS facilitators and it is being used state-wide on a large number of individual, local and state issues.

These presentations fueled small-group discussions on the characteristics of effective CPS sponsorship. We also discussed the challenges associated with developing effective sponsors. Some of the characteristics discussed about effective sponsors were: their compelling need for change; the presence of authority and respect from inside the organization; the kind of people skills they possessed; the knowledge they need of the organization's systems; and

BOOK REVIEW

Schwarz, Roger M. (1994). *The skilled facilitator: Practical wisdom for developing effective groups*. San Francisco: Jossey-Bass Publishers. ISBN# 1-55542-638-7/ 293 pages/ \$35.00

This is one of the best books on facilitation I have seen in a long, long, long, long time and I have dozens of them! If I only had one book of general facilitation, or were looking for a great text to teach facilitation, this would be it. It doesn't have it all, but it has a lot. Schwarz provides details and examples of real facilitations along with some of his personal thoughts and feelings at the time. If you have ever found yourself facilitating in what felt like a black hole, it's nice to know what your thinking and feeling is natural!! In this book, Schwarz describes one approach to facilitation, that is the "low-level inference approach" (where the facilitator diagnoses and intervenes in groups making the smallest number of inferential leaps as possible). The book is divided into four parts: How facilitation helps groups achieve their goals (group facilitation

and the role of the facilitator); Establishing the foundation for facilitation (a nice piece on contracting); Intervening effectively in groups (how to intervene, beginning and ending meetings, helping groups follow ground rules etc.); and Using facilitation skills in your own organization (he includes sample agreements for facilitation, guidelines for developing an effective contract, and guidelines for using experiential exercises).

One key learning from the book is where the author describes the difference between "basic" facilitation and "developmental" facilitation. The difference is that with developmental facilitation, the client wants to "learn" and permanently improve his/her process while solving a problem where that is not the case with basic facilitation. A significant contribution to session planning and contracting fees to say the least!! If you're just learning to facilitate or are a veteran in the field, you will want this book. Get this one on your shelf at work, it's worth its weight in computer chips!!!

Glenn V. Wilson

their appreciation for the value of CPS. In developing effective sponsors, we discussed ideas such as: providing case studies of effective CPS application; creating CPS sponsorship training approaches; and encouraging networking opportunities with previous CPS sponsors.

The afternoon of Day One focused on understanding and raising the bar of best CPS practice. Participants shared specific examples of situations where they were involved in best practice CPS application. These personal accounts were used to stimulate discussions about the characteristics of "best practice." It was suggested by participants that best practice in education and business would be different enough to warrant the use of homogeneous groups for this discussion.

Therefore, the small groups were divided in this way.

Some of the best practice considerations from business included: being explicit about planning and contracting up front - be ready to say no; keep CPS application invisible up front - just do it first, create interest and then get them asking about it; and focus on making progress on the work - it's not about running CPS sessions, it's about working to support people on projects. From the educational context, best practices included: being a continuous learner; customizing instruction and delivery based on the learner; and ensuring that information is accessible to the learner.

In the meeting prework, those planning to

attend suggested they were very interested in exploring the future of CPS research and development. As a result, the morning of Day Two focused on this topic. Small-group sessions involved sharing current research and development and discussing implications on the following three topics: needs of CPS practicing professionals: preliminary findings from an unpublished report on the impact of CPS training in a global organization (moderated by Scott Isaksen -CPS-B and Brad Lewandowski - CPS-B); profiling for creative productivity: examining the overall framework for planning and conducting research on creativity and innovation (moderated by Gerard Puccio - CSC and Don Treffinger - CCL); and understanding and assessing climate: current and future research on the climate for creativity and change (moderated by Ken Lauer - CPS-B and Charlie Prather - Prather & Associates).

Finally, the Community Meeting ended on the afternoon of Day Two with an examination of the future collaboration possibilities among community members. Don Treffinger set up the discussion with an examination of the term "community." The small groups focused on addressing the issue of a "community of CPS practicing professionals." Topics for potential collaboration, such as conducting research, writing articles, improving practice and application of CPS were identified and tentative plans for collaboration among community members were made.

Hosting the Community Meeting of CPS practicing professionals provided us the opportunity to gather as a group and discuss important topics related to our practice. It allowed us to share insights and perspectives on important issues related to the quality and effectiveness of our work with CPS. We also had an excellent opportunity to learn from each other and to develop and strengthen our network.

The meeting also provided us with some interesting insights into some of the important questions our community of CPS professionals will need to answer as it develops and strengthens its practice. For example, how do we want to grow as a community, how formal or informal should the community be and How do we ensure high level standards of practice?

Next steps from the meeting are open to the community at large. No specific plans have been made for a "second annual" meeting. However, part of the power of a community or network of professionals is its flexibility and organic structure. If there is a need to gather again, it will be voiced and responded to by the community itself.

Editor's note

Brian is CPS-B's Director of Programs. He was one of the team members co-hosting the 1997 Community Meeting in Sarasota, Florida. Brian is a recognized expert in imagery and has an interest in linking imagery and sports to improve creative performance.

A CROSS-CULTURAL PROGRAM CPS

Continued from page 5...

One participant explained that: "I went to another three-day course on creative thinking about a year ago. To be honest, three weeks after the training there was not much left. The course was too theoretical. This course was very different. I learned a lot and at this moment I am using at least twenty different things from this course. I got a lot of energy from this course because it was a good one. I love facilitating."

Three weeks after the training people from industry, services and the not-for-profit sector are implementing their learnings. The content of the training program is sector-independent and everybody is able to introduce it in his/her work environment. Having materials in their own language helps to transfer the learning to their organization. As a

follow-up we have sent the participants the worksheets translated in their own language. Follow-up with the participants has indicated an immediate benefit from the training. We are looking forward to the next program.

Editor's note

Luc is President of CIC - Europe and has been working with CPS-B for several years on a variety of projects. Within CIC Luc and Léon-Philippe Parez are collaborating on cross-cultural implications of CPS training. Currently, Luc and Léon-Philippe are helping us translate various materials into different languages to support our international work.

Brian was one of the trainers during the program in Belgium. He has done extensive training and development in the area of understanding cross-cultural creativity.

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
<ul style="list-style-type: none"> • What is CPS? • Conceptions and Styles of Creativity 	<ul style="list-style-type: none"> • CPS Language and Tools 	<ul style="list-style-type: none"> • Planning to Facilitate CPS 	<ul style="list-style-type: none"> • CPS Facilitation Practice and Feedback Sessions 	<ul style="list-style-type: none"> • CPS Facilitation Practice and Feedback Sessions
<ul style="list-style-type: none"> • CPS Guidelines • CPS Language and Tools 				<ul style="list-style-type: none"> • Taking CPS Forward

CPS-B 1997-98 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 4-8, 1997 <input type="checkbox"/> November 3-7, 1997 <input type="checkbox"/> April 27 - May 1, 1998 *** <input type="checkbox"/> November 2-6, 1998 ***	Facilitating CPS, Brussels, Belgium 75,000 BF <input type="checkbox"/> March 9-13, 1998 Creativity & Innovation Center (CIC)-Europe, Steenweg 286, B-3570 Alken; Belgium, Tel: (32) 11 59 21 62
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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 course (minus a 20% processing fee).

*** **Please Note:** The fees for our Facilitating CPS Programs will be increasing in 1998. If you wish to register and pay for the 1998 courses by the end of 1997 we will be honoring those rates for the 1998 courses.

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.
- Please send an invoice to the attention of: _____ at the following address: _____



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About the Communiqué

The Communiqué is an informal newsletter occasionally published by CPS-B. It is designed to highlight and share key information about our current developments, research and program activities taking place at CPS-B.

If anyone is interested in submitting a short article, headline or calendar information, please contact Bradley Lewandowski at:

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