

Client

Creative Problem Solving Group, Inc.

Title

The Evolution of CPSB's Approach: The Birth of CPS v6.1
Building Upon Our Past to Create Our Future

Purpose

Marketing tool for prospective clients providing overview of company's creative problem-solving approach.

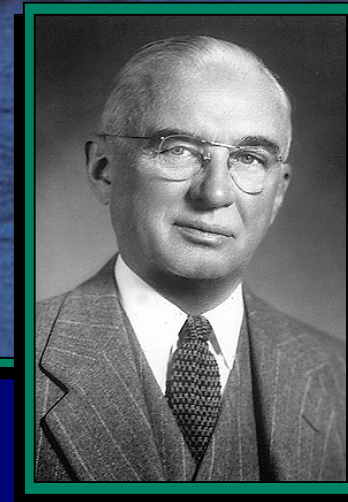
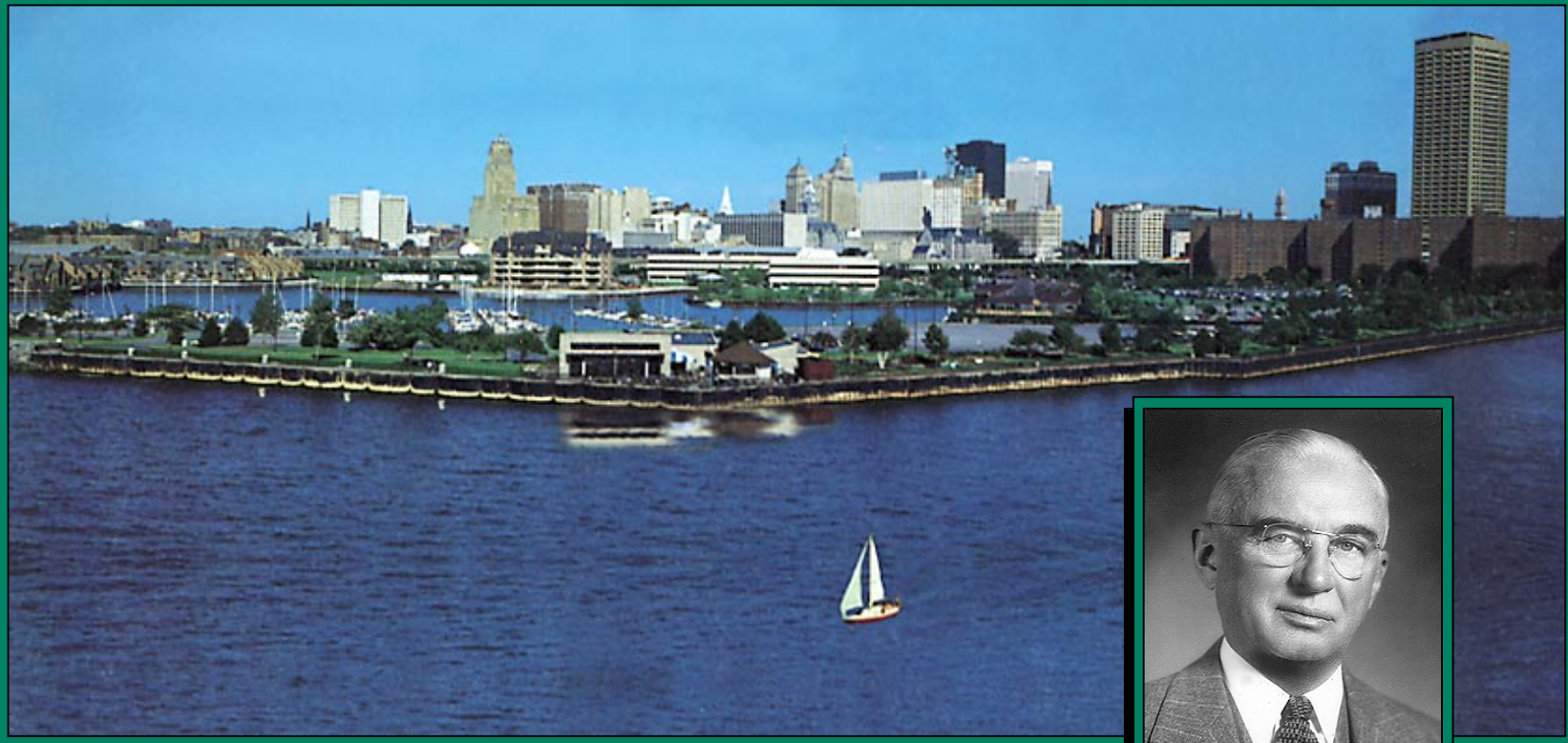
Prepared By

Jason Trost

EVOLUTION OF CPSB'S APPROACH: THE RESEARCH THAT BIRTHED THE BIRTH OF CPS VERSION 6.0™

BUILDING UPON OUR PAST TO
CREATE OUR FUTURE

BUFFALO: A CENTER FOR CREATIVITY



Alex F. Osborn, Founder:
Creative Education Foundation



This presentation highlights the developmental history of our approach to Creative Problem Solving. We will describe the history by using the familiar notation of computer software since, in many ways, CPS is “software for the mind.”

CPS version 1.0

Making the Creative Process Explicit and Deliberate

Alex Osborn, founding partner of Batten, Barton, Durstine & Osborn, develops the first version of Creative Problem Solving. He also founds the Creative Education Foundation and shares a vision for an academic program

HOW TO "THINK UP"

by ALEX OSBORN

DELL
9356
60c

WAKE UP YOUR MIND

More than 101 proven, effective
ways to develop your creative
powers and imagination

- in business
- at home
- in your leisure time
- with your family
- in health matters
- in personality development
- at every stage in your life

*Plus simple, practical, tested exercises
for self-improvement at all times and
in all areas of your life*

by ALEX OSBORN
author of *Your Creative Power*

DELL

F120

How to use **IMAGINATION**
to get ahead on your job, build
happier marriage, find success
in business and public affairs, and
turn your day dreams into reality

YOUR CREATIVE POWER

ALEX OSBORN CO-FOUNDER OF S. E. D. S. O.

NEW, REVISED EDITION

DALE CARNEGIE, AUTHOR AND EDUCATOR:



"I wish I had had the privilege of
reading this book when I started my
career. It should be used as a text in
every college in the land."

MARY MARGARET McBRIDE, RADIO COMMENTATOR:



"I was thrilled with this book. I have
urged all my listeners to read it and
recommend it to every woman."

How to become more creative

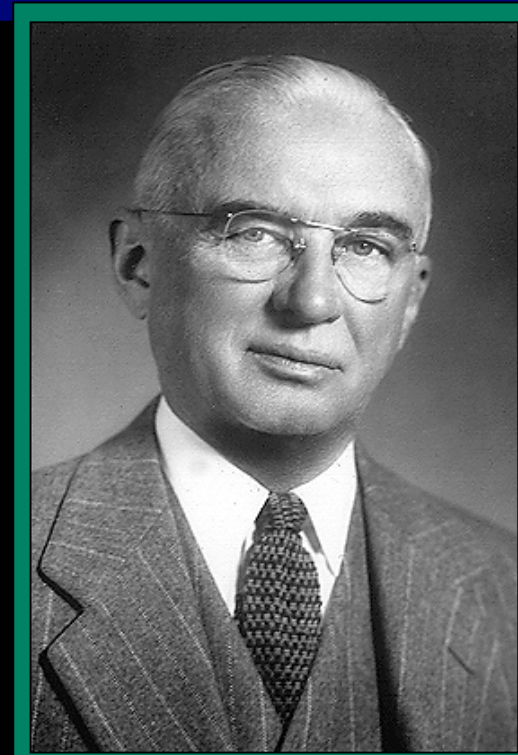
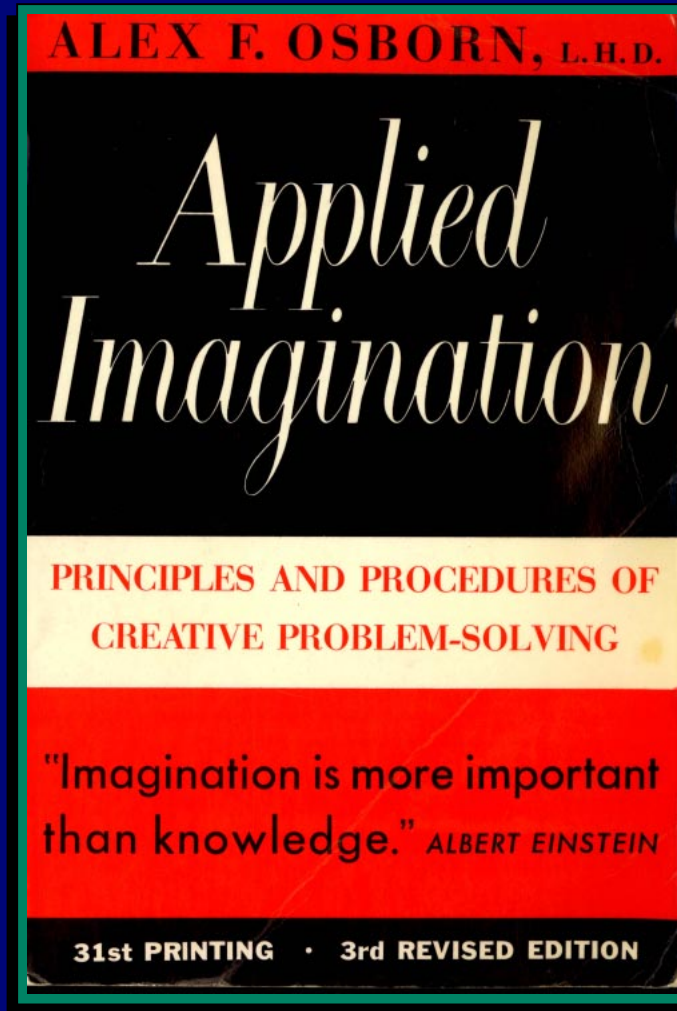
A REISSUE OF *WAKE UP YOUR MIND*

101 REWARDING WAYS TO
DEVELOP POTENTIAL TALENT

Alex F. Osborn, L.H.D.
author of *"APPLIED IMAGINATION"* now in its 14th printing

FOR COMPLETE OUTLINE SEE CONTENTS PAGE XI ▶

OSBORN'S POPULAR BOOK



OSBORN'S SEVEN-STEP CPS PROCESS (v1.0)

1. Orientation: Pointing up the problem
2. Preparation: Gathering pertinent data
3. Analysis: Breaking down the relevant material
4. Hypothesis: Piling up alternatives by way of ideas
5. Incubation: Letting up to invite illumination
6. Synthesis: Putting the pieces together
7. Verification: Judging the resultant ideas

Source: Osborn's Applied Imagination - First edition, 1953

OSBORN'S THREE-STAGE CPS PROCESS (v1.1)

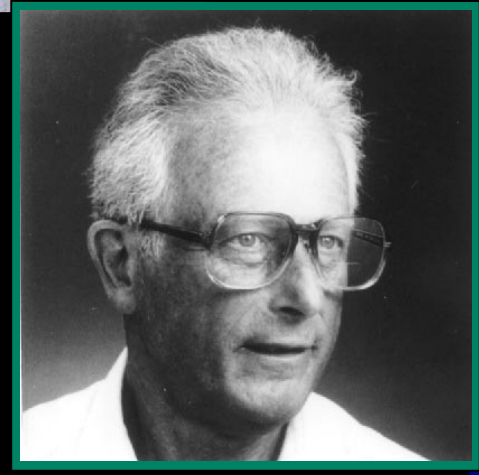
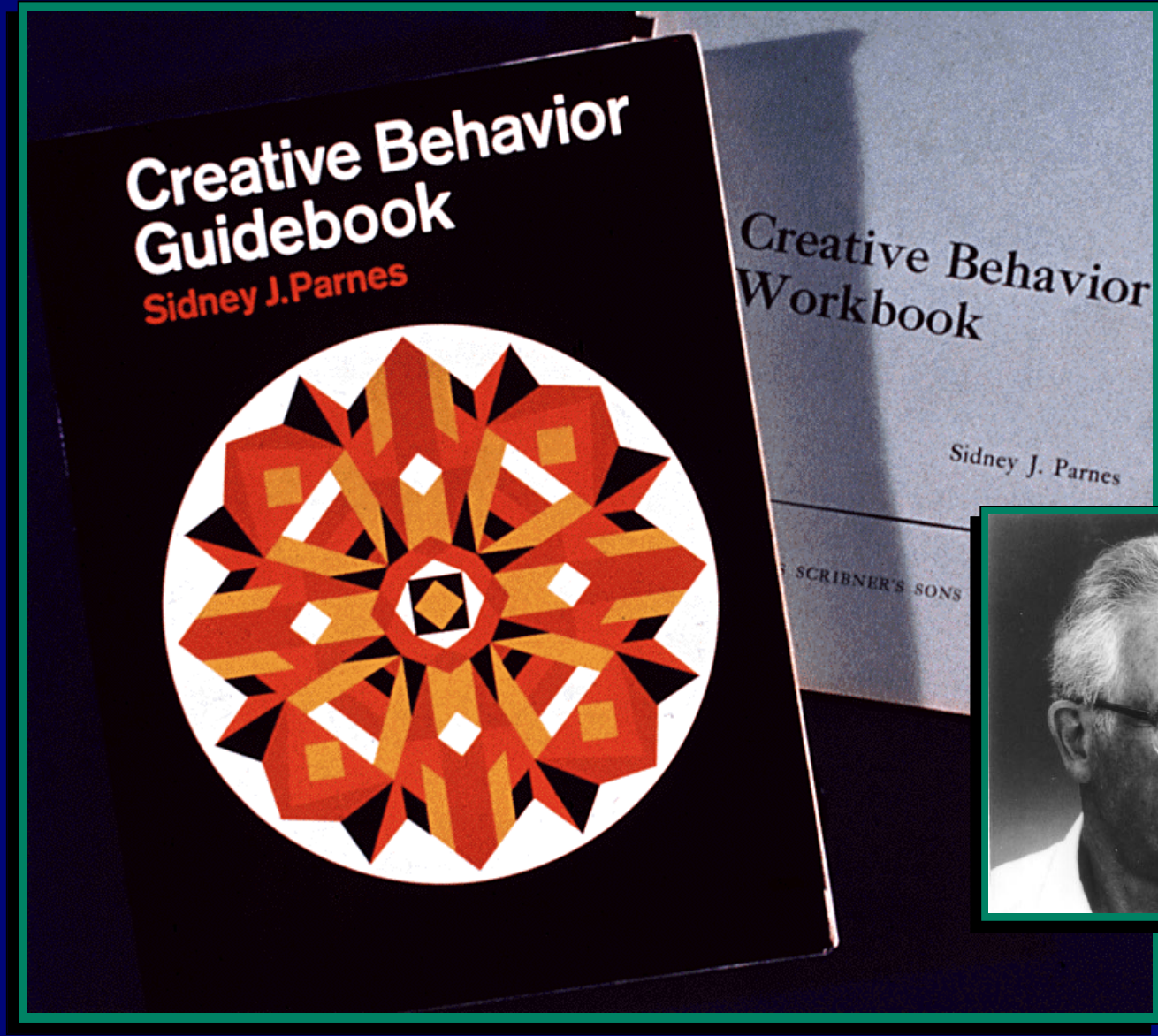
1. **Fact-Finding:** Problem Definition (picking out and pointing up the problem) and Preparation (gathering and analyzing the pertinent data)
2. **Idea-Finding:** Idea Production (thinking up tentative ideas) and Idea Development (selecting, reprocessing, modifying, and combining)
3. **Solution-Finding:** Evaluation (verifying tentative solutions) and Adoption (deciding on and implementing the final solution)

Source: Osborn's Applied Imagination - Third Revised Edition, 1963

CPS version 2.0

Preparing CPS for an Instructional Program

Sid Parnes adapts Osborn's CPS to prepare
instructional programs for the Annual
Creative Problem Solving Institutes and
undergraduate courses



OSBORN-PARNES FIVE-STAGE CPS PROCESS (v2.0)

Fact-Finding: Discovering relevant facts

Problem-Finding: Determining the real problem

Idea-Finding: Generating options

Solution-Finding: Evaluating ideas with criteria

Acceptance-Finding: Preparing to put an idea
into effect

Source: Parnes, 1967

PARNES' SPIRAL CPS MODEL (v2.1)

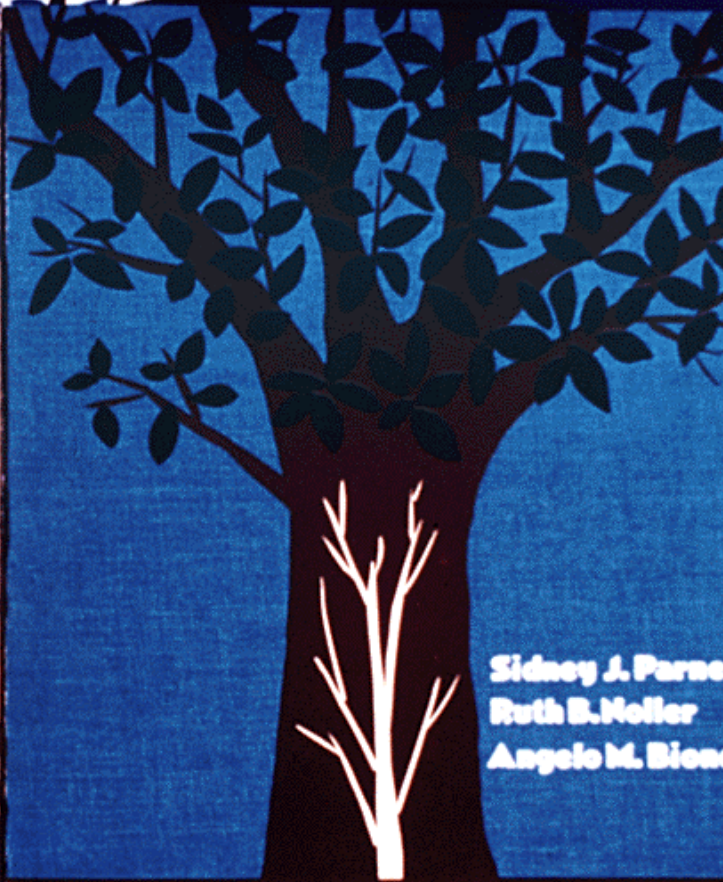


Source: Parnes, 1967



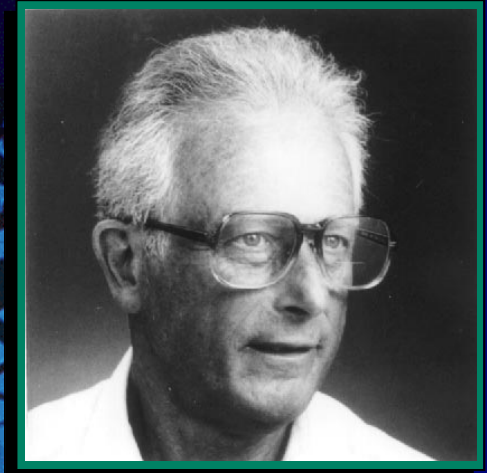
Ruth B. L.
Sidney J.
Angelo M.

Creative Actionbook
Revised Edition of Creative Behavior Workbook



Sidney J. Parnes
Ruth B. Noller
Angelo M. Biondi

Guide To Creative Action
Revised Edition of Creative Behavior Guidebook

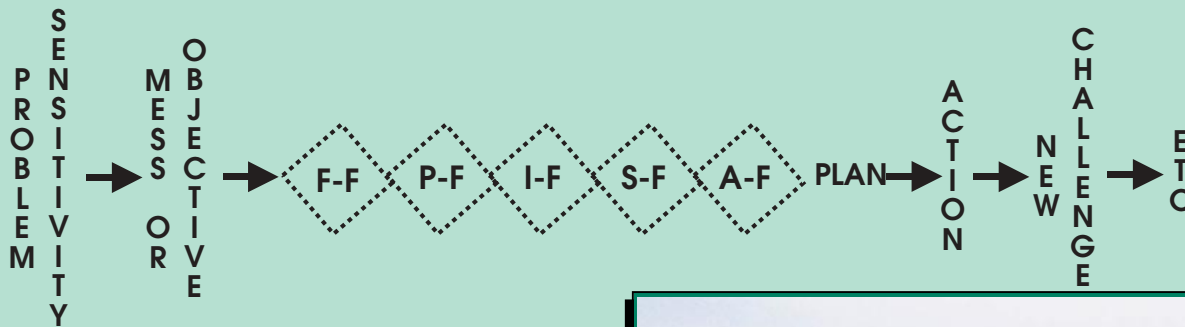


Sidney J. Parnes



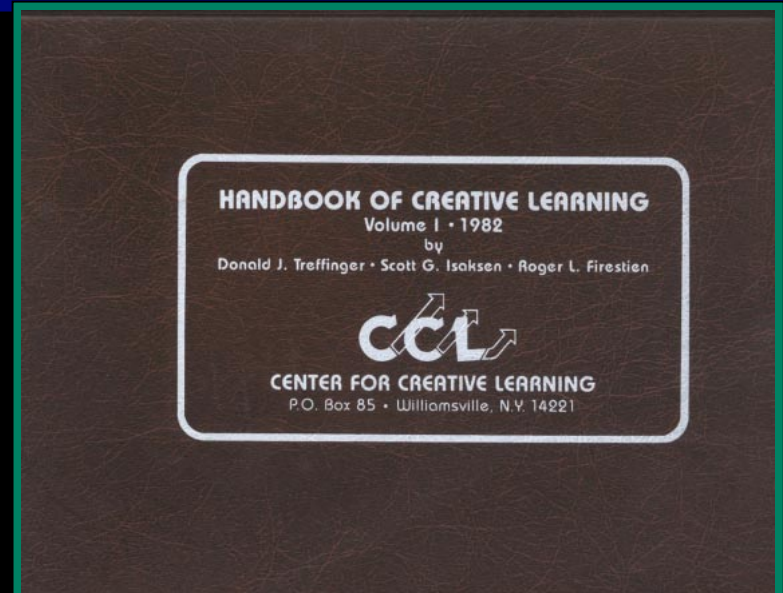
Ruth B. Noller

OSBORN-PARNES FIVE-STAGE CPS MODEL (v2.2)



Source: Noller, Parnes, & Biondi, 1976





Donald J. Treffinger



Scott G. Isaksen



Roger L. Firestein

CREATIVE PROBLEM SOLVING (v2.3)

Problem Sensitivity



Mess or Objective

A situation that we recognize that we want to do something about

FACT
FINDING

A situation is looked at from all angles...
All data possible collected...
Gathering and analyzing data in preparation for defining the problem

PROBLEM
FINDING

State in many ways what the problem might be... to formulate a working definition of the challenge... Analyzing problematic areas in order to pick out and point up the problem to be attacked.

IDEA
FINDING

Brainstorm for ideas... Deferment of judgment, search for quantity... Idea production - thinking up, processing, and developing numerous possible leads to solution.

SOLUTION
FINDING

Choose from ideas a few of the ones we especially like and weigh them against some evaluative standards... Evaluating potential solutions against defined criteria.

ACCEPTANCE
FINDING

Devise a plan of action by anticipating any need to modify our chosen idea(s) to provide the best and most acceptable solution... Adoption - developing a plan of action and implementing the chosen solution.

Plan



Action



New Challenges

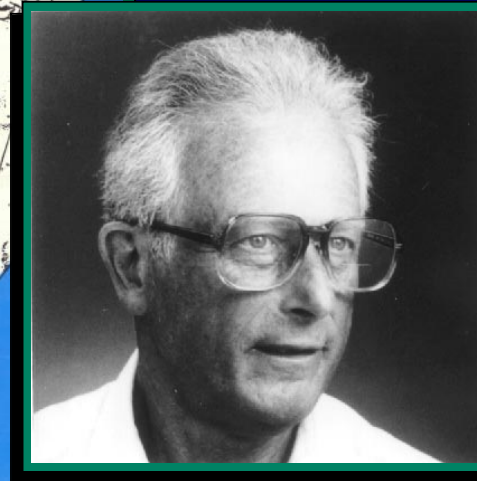
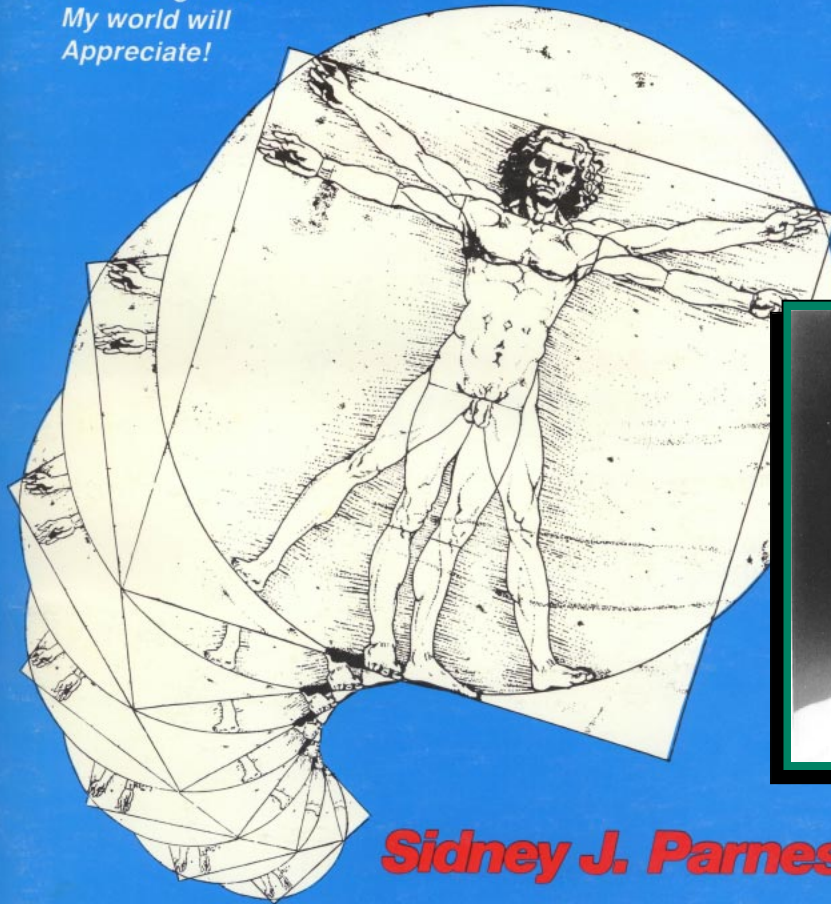
Source: Treffinger, Isaksen, Firestien, 1982

D.O.K. 8807

Visionizing

VISIONIZING

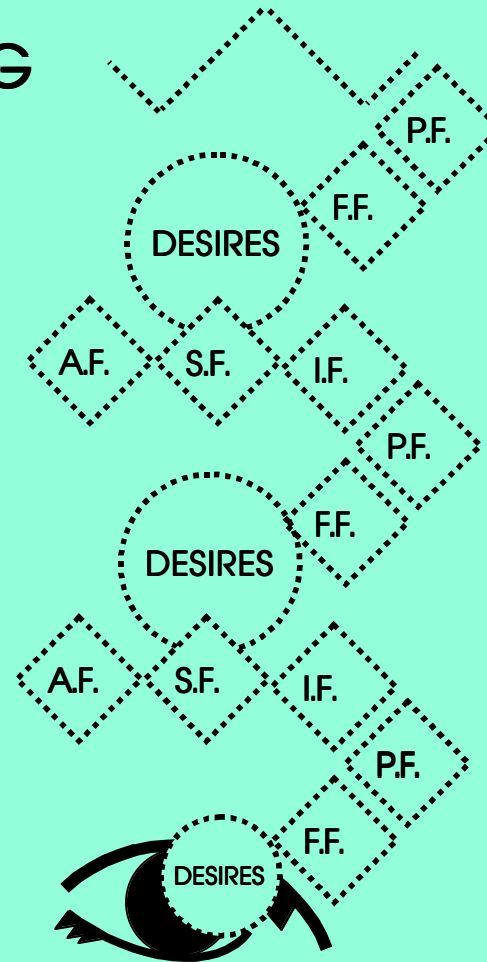
*I dream a dream,
A vision great --
My world will
Appreciate!*



Sidney J. Parnes

VISIONIZING MODEL (v2.4)

VISIONIZING

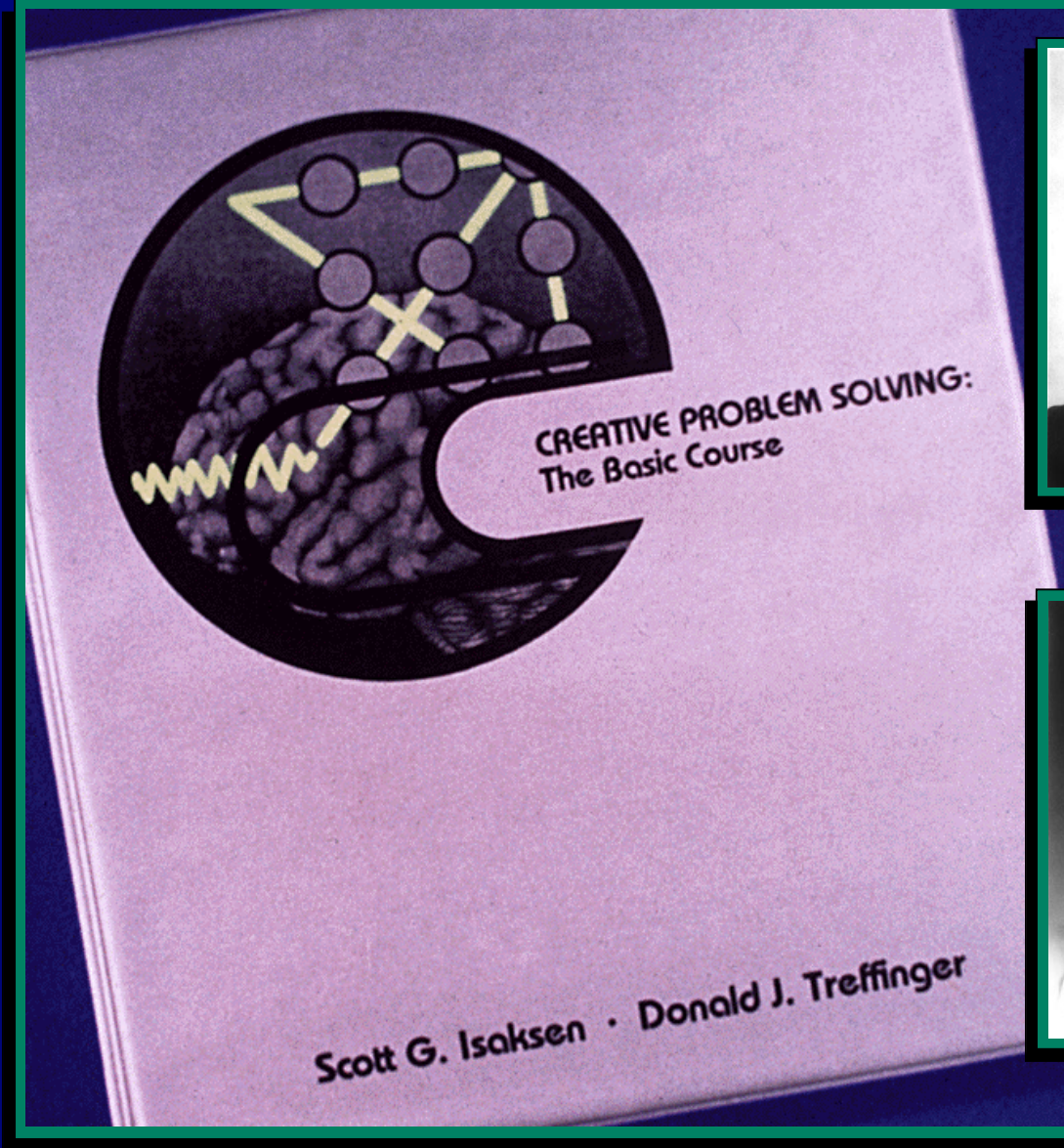


Source: Parnes, 1988

CPS version 3.0

Linking Person to Process

Isaksen and Treffinger deliberately link personal orientation and situational outlook onto the front-end of CPS by adding a sixth stage called Mess-Finding

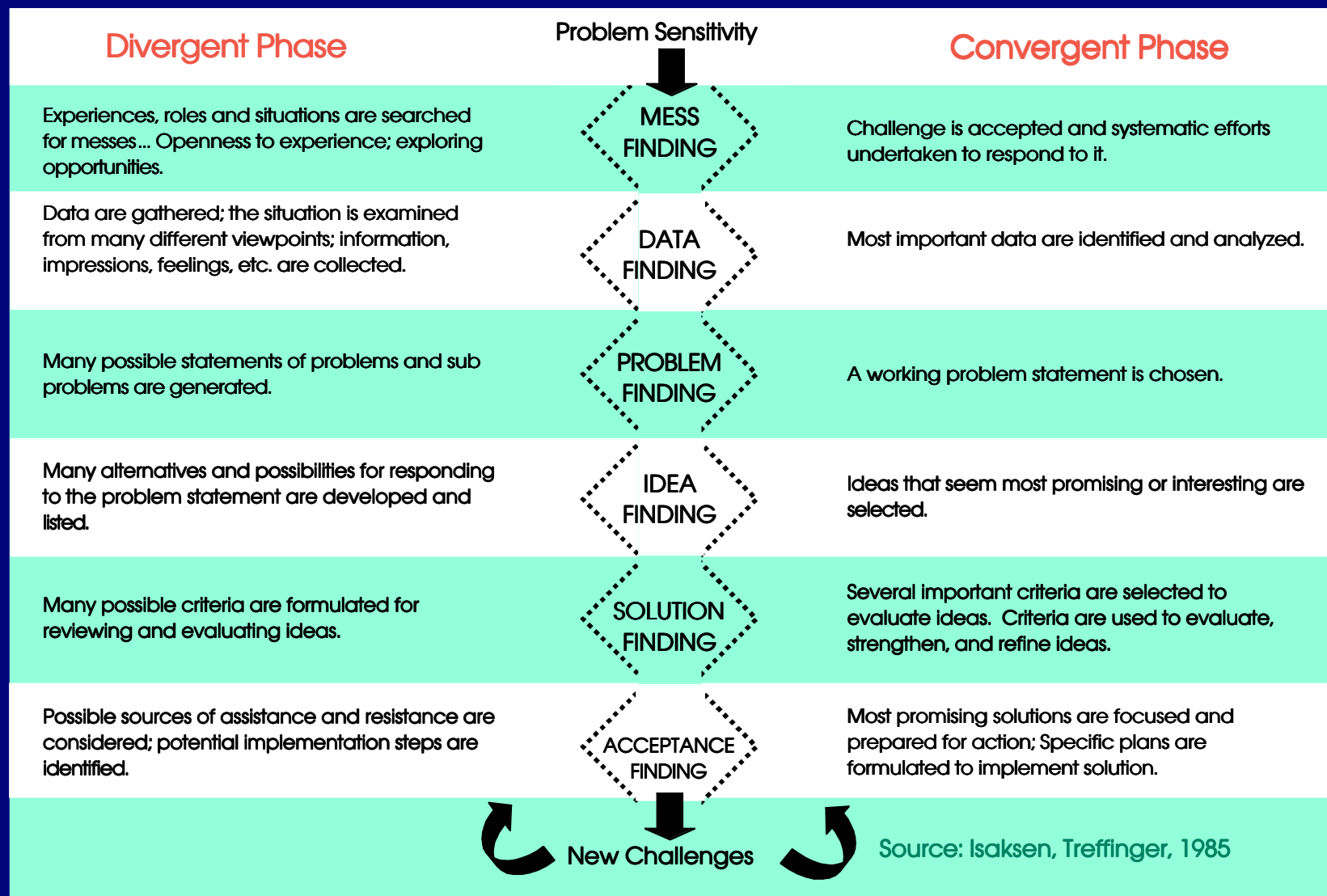


Scott G. Isaksen



Donald J. Treffinger

CREATIVE PROBLEM SOLVING (v3.0)



CPS version 4.0

Breaking Up the Process

Based on impact studies and a series of applied experiences, Isaksen and Treffinger break up the six stages into three main components

Re-examining the Osborn-Parnes Approach to CPS

Isaksen, Dorval and Treffinger gain further experience outside the academic setting and realize that further work on CPS is necessary

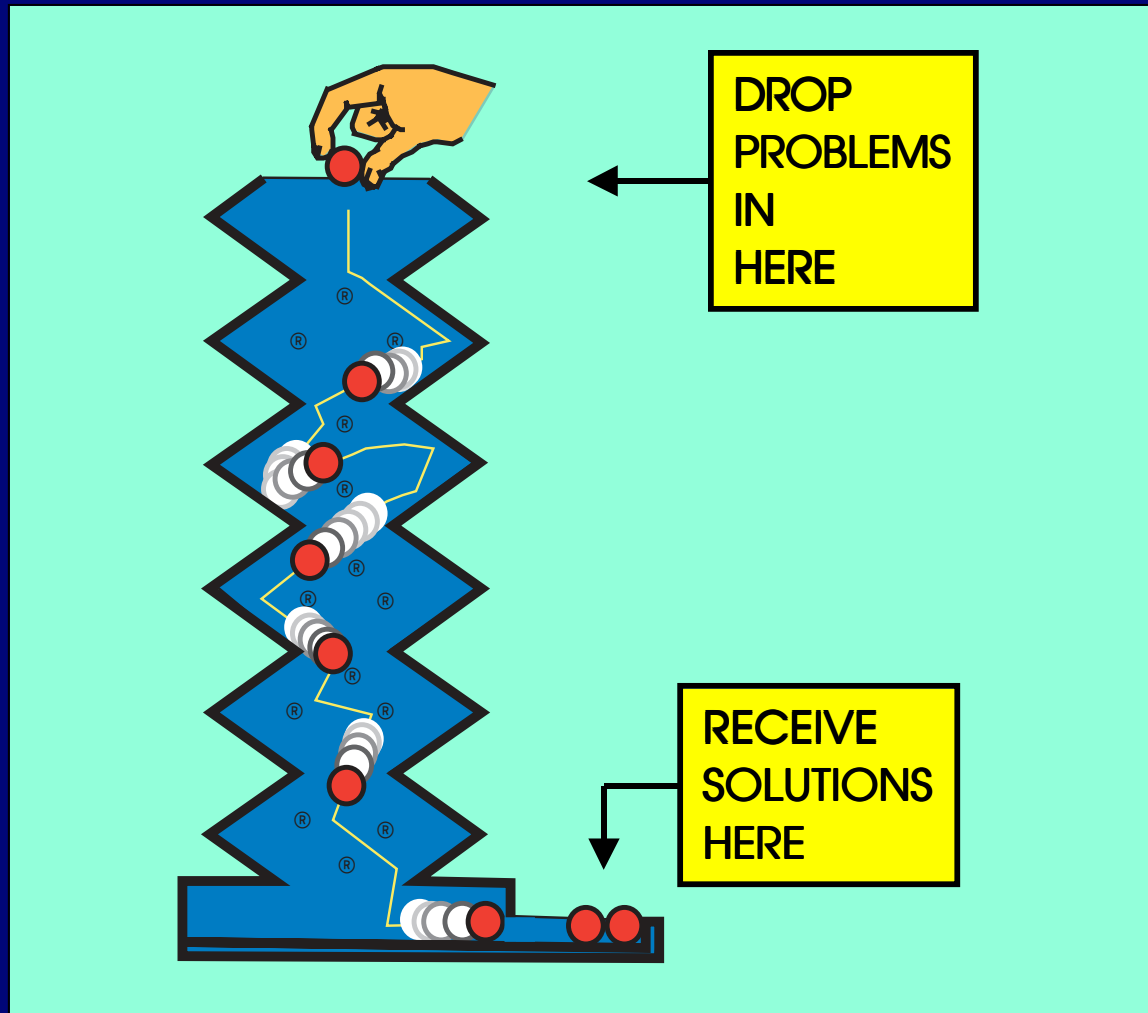
MAJOR CONTRIBUTIONS OF THE OSBORN-PARNES CPS TRADITION

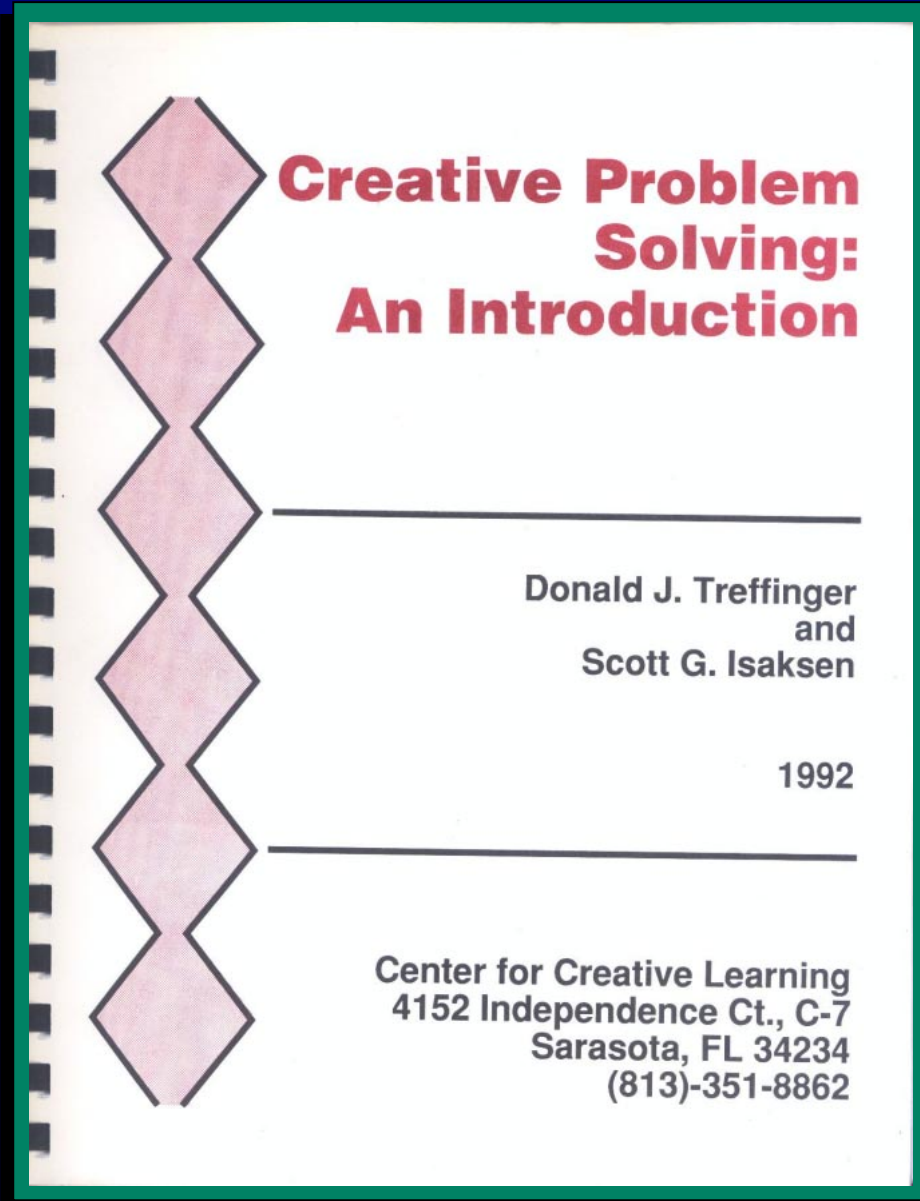
- A deliberate process was developed for nurturing creative behavior.
- CPS was tested and proven to be effective and powerful.
- An academically-based instructional program was established to continuously improve CPS.
- A large network of informed professionals who practiced CPS was developed through CPSI and extension programs.
- Broad involvement from both researchers and practitioners.
- A variety of support materials and resources were developed and made widely available.

MAJOR CHALLENGES OF THE OSBORN-PARNES CPS TRADITION

- Seen as divergently focused - sometimes even confused as being synonymous with brainstorming.
- Seen as a panacea - good for ALL problems and challenges.
- Some seen as “naturally better” at using and applying CPS.
- Despite admonitions to the contrary, CPS was “run-through” as a complete linear sequence of stages.
- Broad applicability questioned - “We don’t really use CPS...we only use a few stages or tools where and when needed.”
- Still needed to better understand what worked for whom under what circumstances.

GRAVITY FEED VIEW OF CPS





**Creative Problem Solving:
An Introduction**

Donald J. Treffinger
and
Scott G. Isaksen

1992

Center for Creative Learning
4152 Independence Ct., C-7
Sarasota, FL 34234
(813)-351-8862



Donald J. Treffinger



Scott G. Isaksen

CPS COMPONENTS AND STAGES (v4.0)



Mess-Finding

Understanding the Problem

Seeking opportunities for problem solving.

Establishing a broad, general goal for problem solving.



Data-Finding

Examining many details, looking at the mess from many viewpoints.

Determining the most important data to guide problem development.



Problem-Finding

Considering many possible problem statements.

Constructing or selecting a specific problem statement.



Idea-Finding

Generating Ideas

Producing many, varied, and unusual ideas.

Identifying promising possibilities, alternatives or options having interesting potentials.



Solution-Finding

Planning for Action

Developing criteria for analyzing and refining promising possibilities.

Choosing criteria, and applying them to select, strengthen, and support promising solutions.



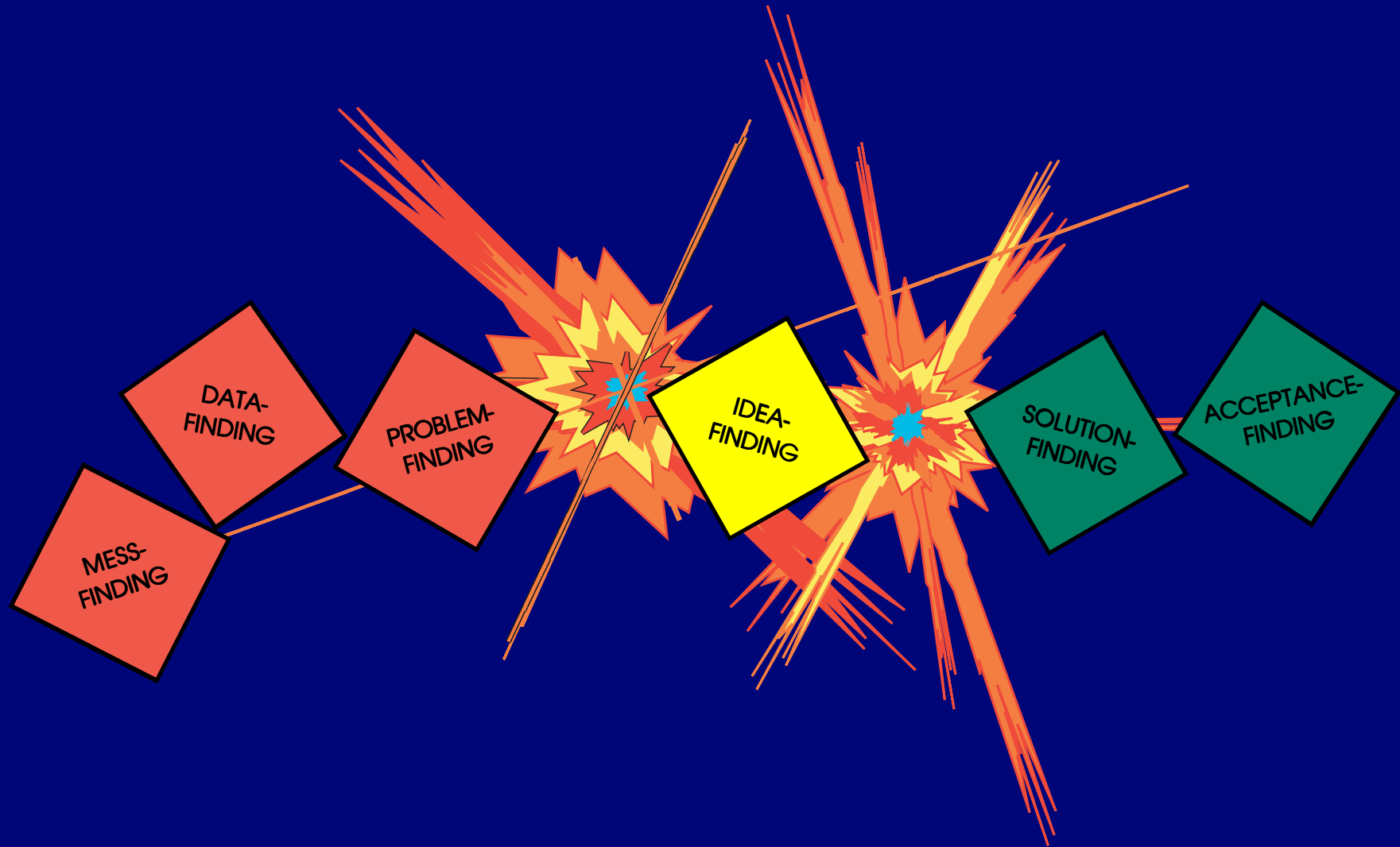
Acceptance-Finding

Considering possible sources of assistance / resistance and possible actions for implementation.

Formulating a specific plan of action.

Adapted from Treffinger, D. J., & Isaksen, S. G. (1992). *Creative problem solving: An introduction*. Sarasota, FL: Center for Creative Learning

BREAKING UP THE LINEAR MODEL



CPS version 5.0

Taking a Descriptive Approach

Isaksen and Dorval continue work on finding a way to manage the process now that it is no longer a single predetermined series of stages

TWO APPROACHES TO CPS

Descriptive

Prescriptive

Flexible framework

Predetermined pathway

Realistic - based on observation and experience

Authoritative - determined by custom or expertise

Open - many choice points

Targeted - approaches and outcomes are specified

Descriptive approach to CPS is enhanced

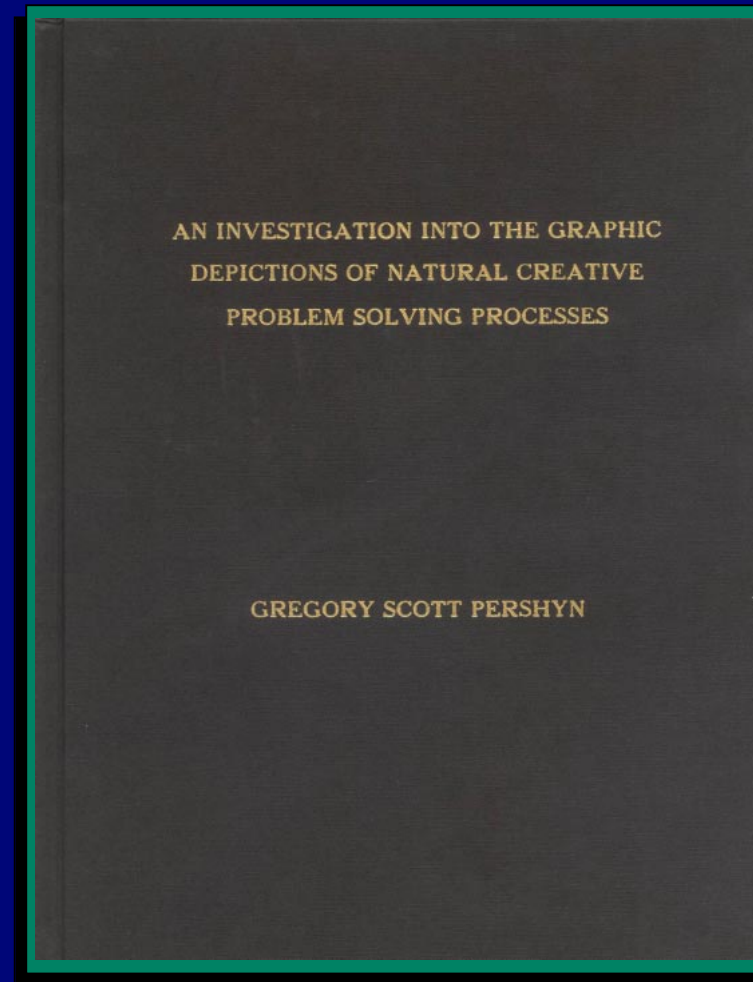
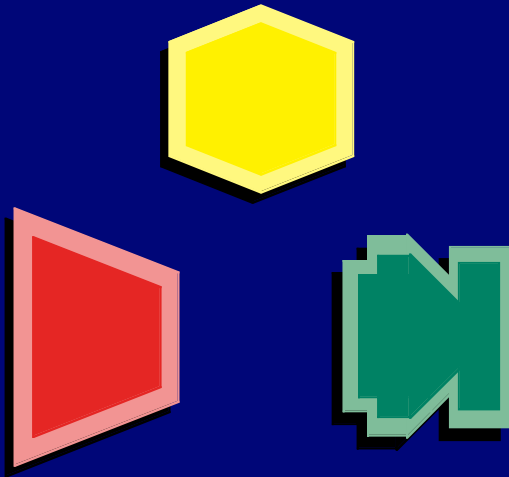
Field work and research into the graphic depictions of natural creative processes leads to major new insights. Based on hundred of drawings, we found new ways to illustrate CPS and important style differences in how people approach process

EXAMING YOUR PERSONAL CREATIVE PROCESS

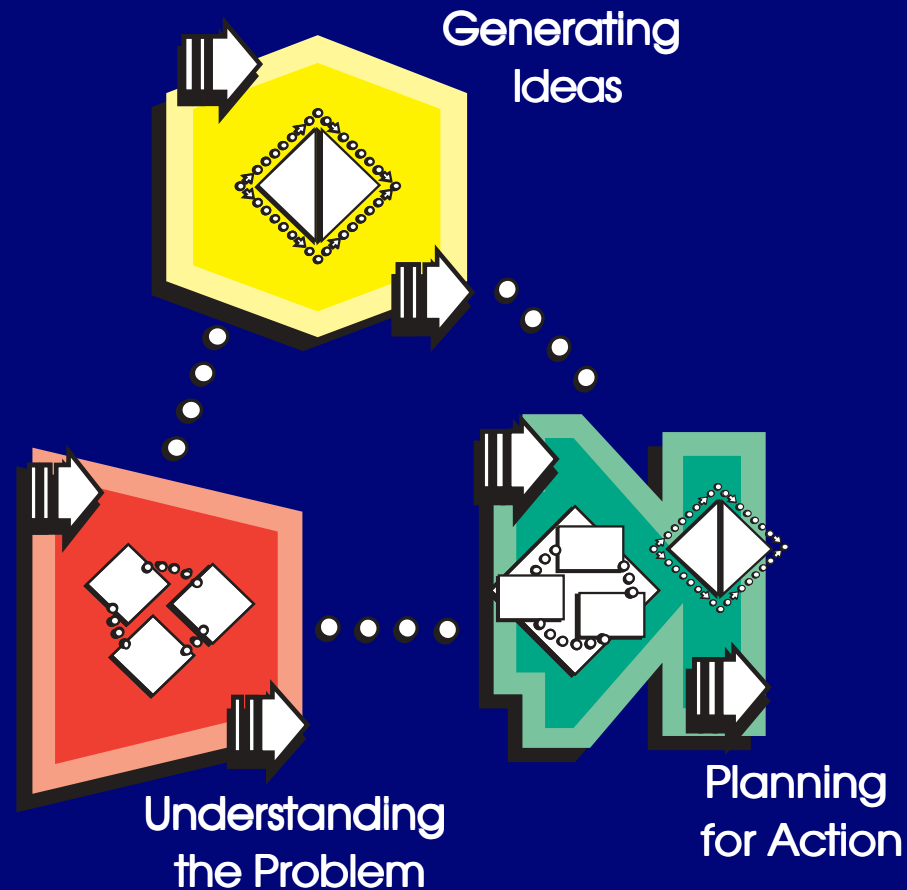
1. Think back to a problem situation that was...
 - Real
 - Needed a new approach
 - Challenging
 - Motivating
 - Something you could influence
 - Dealt with successfully
2. Design, illustrate, or draw your personal creative process
3. Share your drawing with your group
4. Identify similarities and differences
5. Share key findings with larger group

DRAW YOUR PROCESS SUMMARY

Pershyn was able to identify CPS graphics that were style neutral.



COMPONENTS OF CPS (v5.0)



Source: Isaksen, S. G., et. Al. (1992). *Current approaches and applications of creative problem solving: A focus on facilitation*. Buffalo, NY: Center for Studies in Creativity.

Task Appraisal Introduced

Isaksen, Dorval and Treffinger devise a way to help people determine their approach through CPS

CREATIVE APPROACHES TO PROBLEM SOLVING

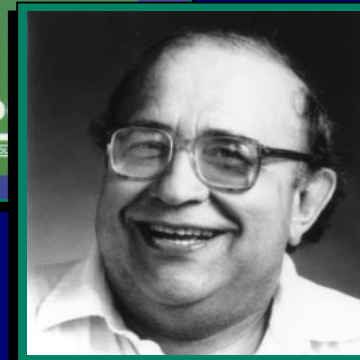
SCOTT G. ISAKSEN • K. BRIAN DORVAL • DONALD J. TREFFINGER



Scott G. Isaksen

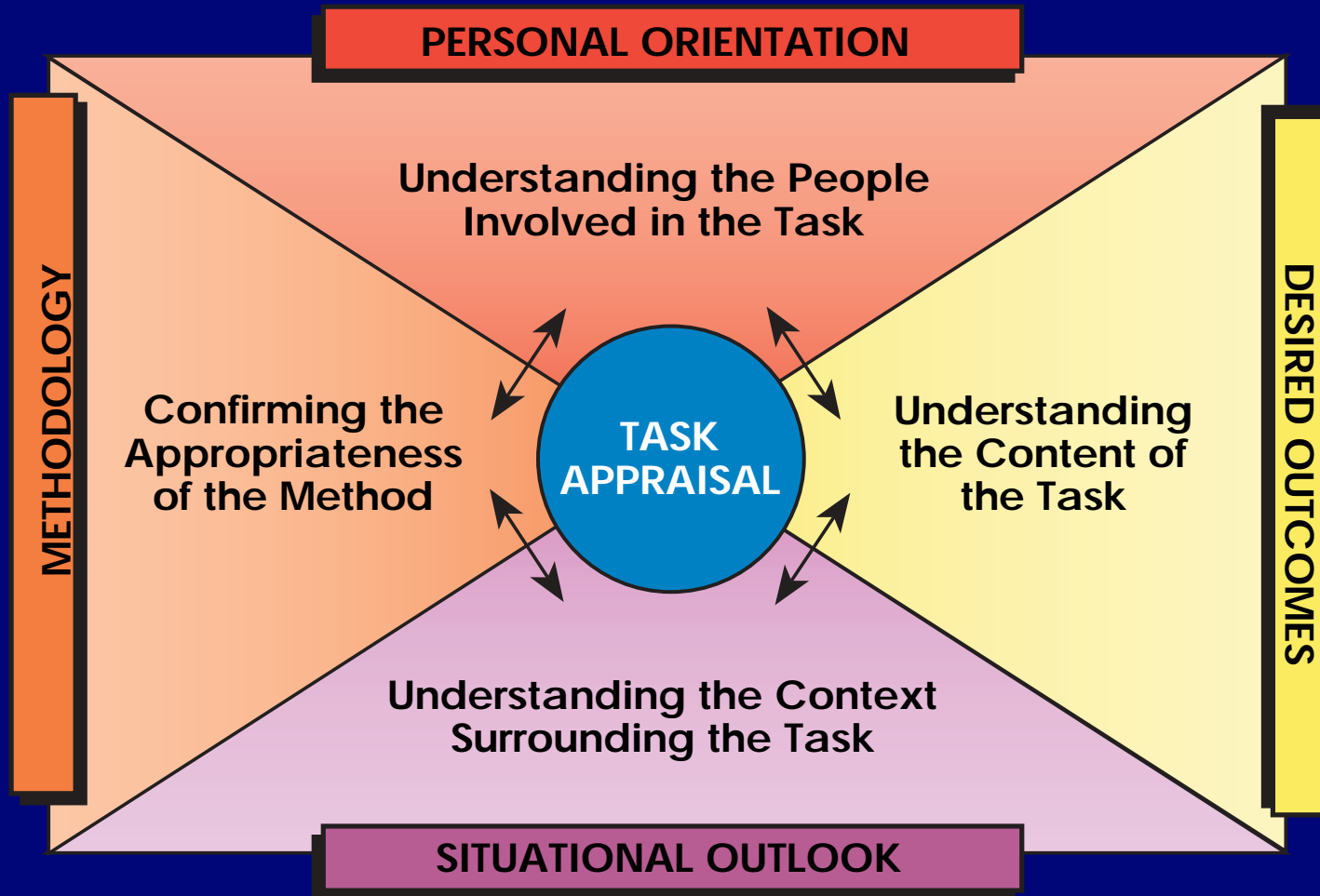


K. Brian Dorval



Donald J. Treffinger

TASK APPRAISAL MODEL (CPS v 5.1)



Source: Isaksen, Dorval, Treffinger, 1994

© The Creative Problem Solving Group, Inc., 2003.

CPS version 6.0

Integrating the Model into a Systemic Framework

Isaksen, Dorval and Treffinger clarify elements of the core system and work on a much more user-friendly approach to CPS

Creative Problem Solving

An Introduction

Revised Edition



Donald J. Treffinger

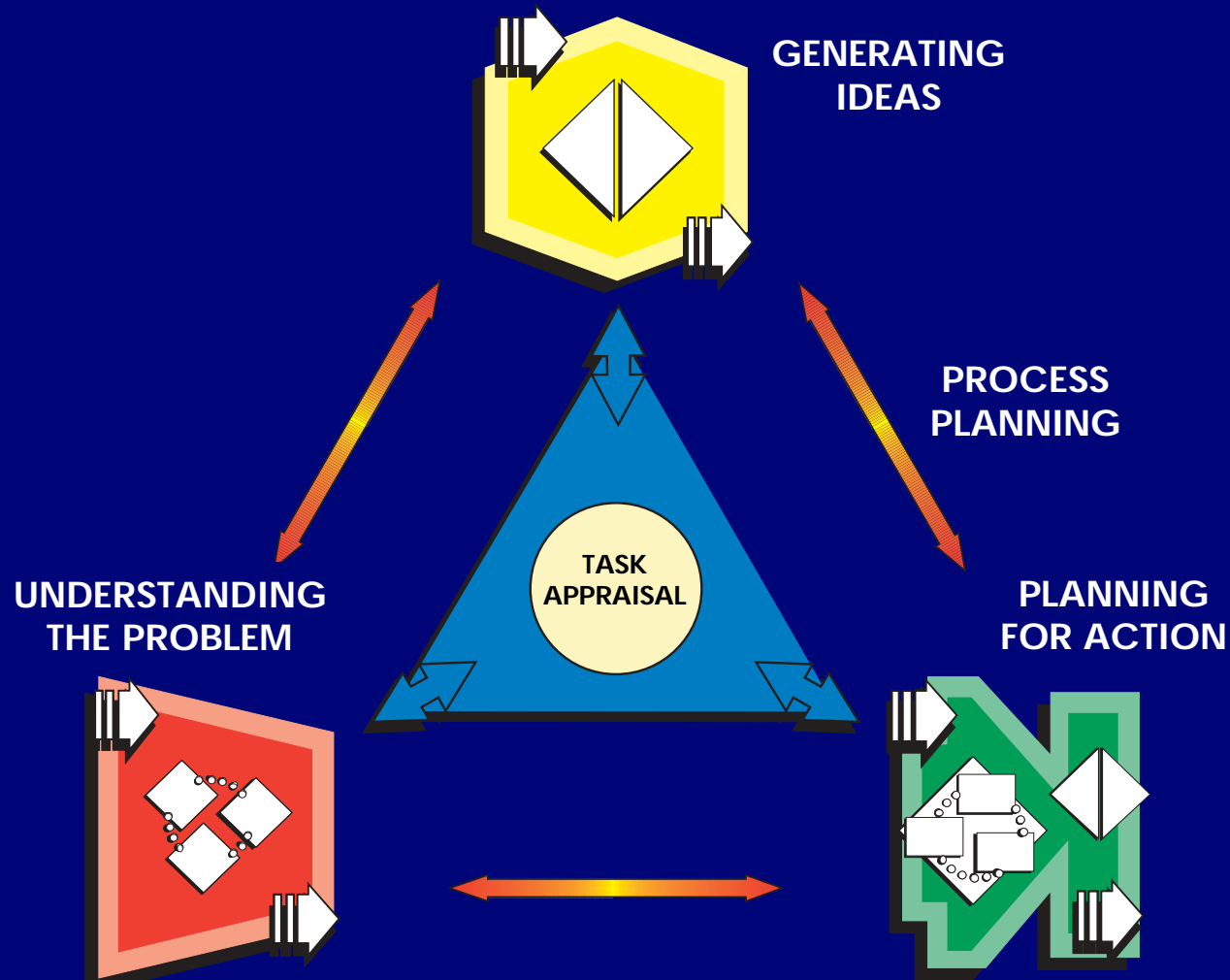


Scott G. Isaksen



K. Brian Dorval

COMPONENTS OF CPS (v6.0)



Source: Treffinger, D. J., Isaksen, S. G., & Dorval, K. B. (1994). *Creative problem solving: An introduction (revised edition)*. Sarasota, FL: Center for Creative Learning.

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CPSB®

OVERCOMING PAST CHALLENGES



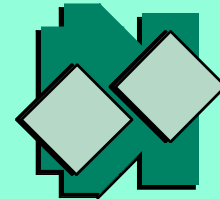
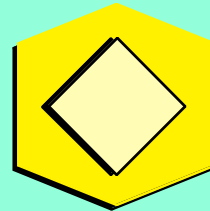
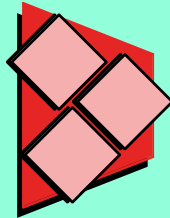
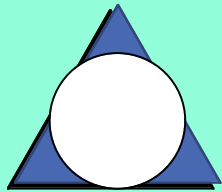
Toolbox for Creative Problem Solving

Made CPS language more natural and easier to use in an everyday context.

Notebook allows supplementary process materials to be flexibly added and used.

Source: Isaksen, S. G., Dorval, K. B., & Treffinger, D. J. (1998). *Toolbox for creative problem solving: Basic tools and resources*. Buffalo, NY: CPSB.

FOUNDATIONS OF CPS v6.0



GUIDELINES FOR GENERATING OPTIONS

- BRAINSTORMING WITH POST-ITS®
- BRAINWRITING
- FORCED FITTING
- IMAGERY TREK
- LADDER OF ABSTRACTION
- MORPHOLOGICAL MATRIX
- SCAMPER
- VIR (VISUALLY IDENTIFYING RELATIONSHIPS)
- BRAINSTORMING

←→ CHOOSING TOOLS FOR GENERATING OPTIONS



GUIDELINES FOR FOCUSING OPTIONS

- ALU_o (ADVANTAGES, LIMITATIONS, UNIQUE QUALITIES, OVERCOME LIMITATIONS)
- EVALUATION MATRIX
- HIGHLIGHTING
- MUSTS/WANTS
- PCA (PAIRED COMPARISON ANALYSIS)
- SELECTING HITS
 - SML (Short, Medium, Long)
- CRITERIA

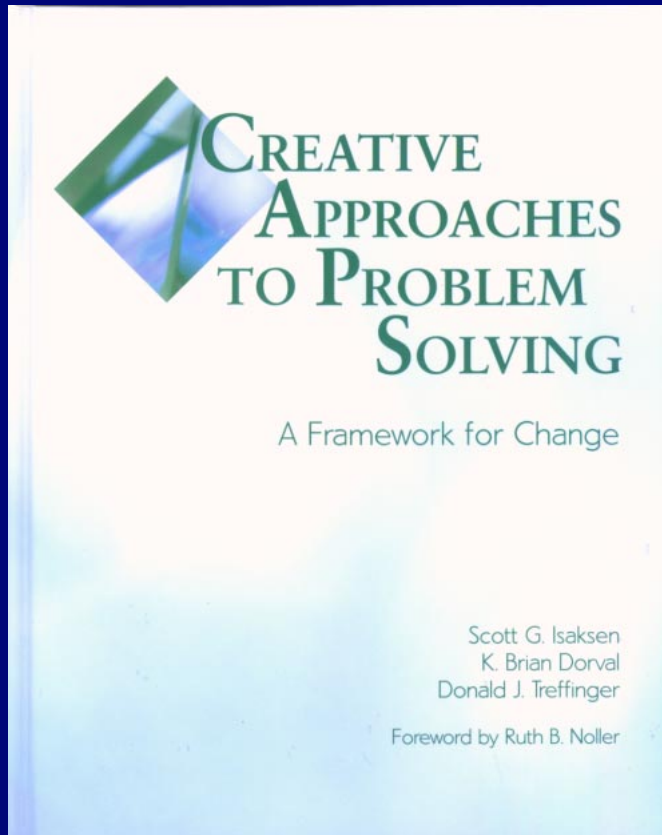
←→ CHOOSING TOOLS FOR FOCUSING OPTIONS

CHARACTERISTICS OF CPS v6.0

- Successfully used in educational, commercial, not-for-profit, as well as personal situations
- Process naturally utilizes current skills and knowledge
- Provides common language for people across functions/divisions
- Promotes innovation, usefulness, and novelty when problem solving
- Personal strengths are more fully realized on a regular basis

Appraising Tasks and Designing Process are integrated into CPS version 6.1™

Isaksen, Dorval and Treffinger form and integrate a
fourth component into CPS and now take a
systems approach.

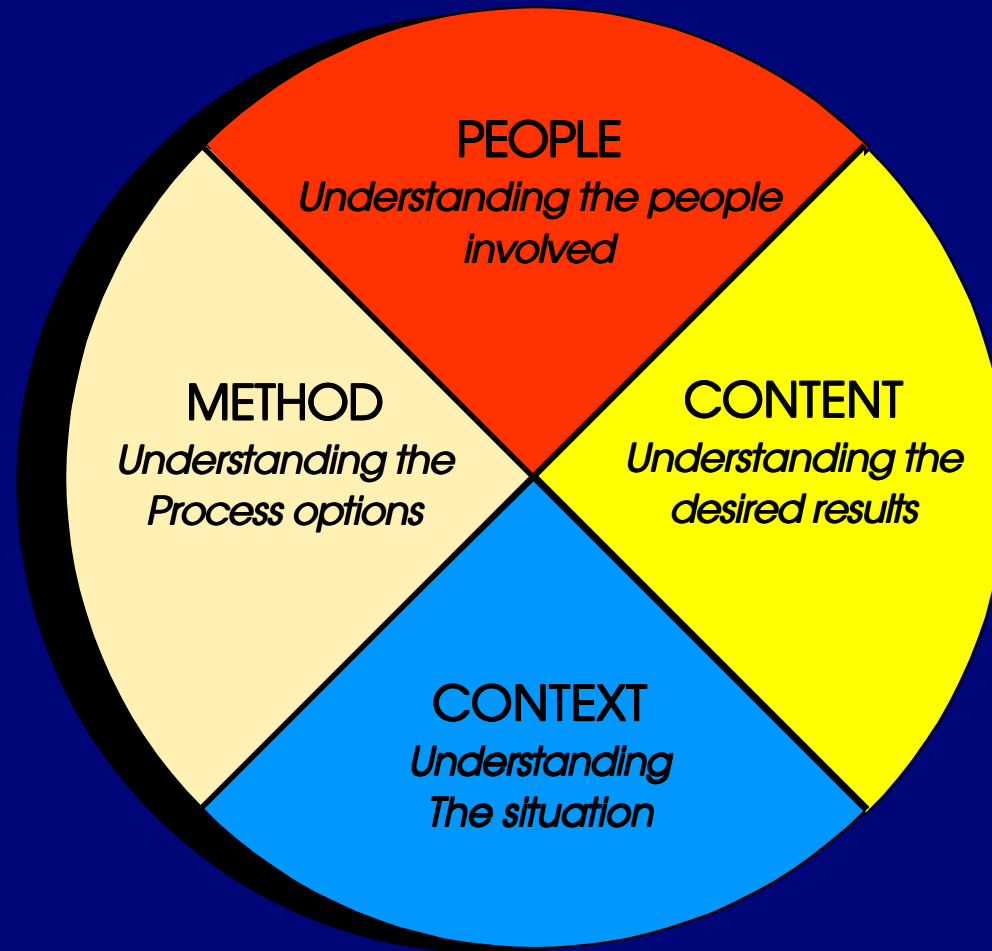


Isaksen, S. G., Dorval, K. B., & Treffinger, D. J. (2000). *Creative approaches to problem solving: A framework for change*. Kendall/Hunt: Dubuque, Iowa.



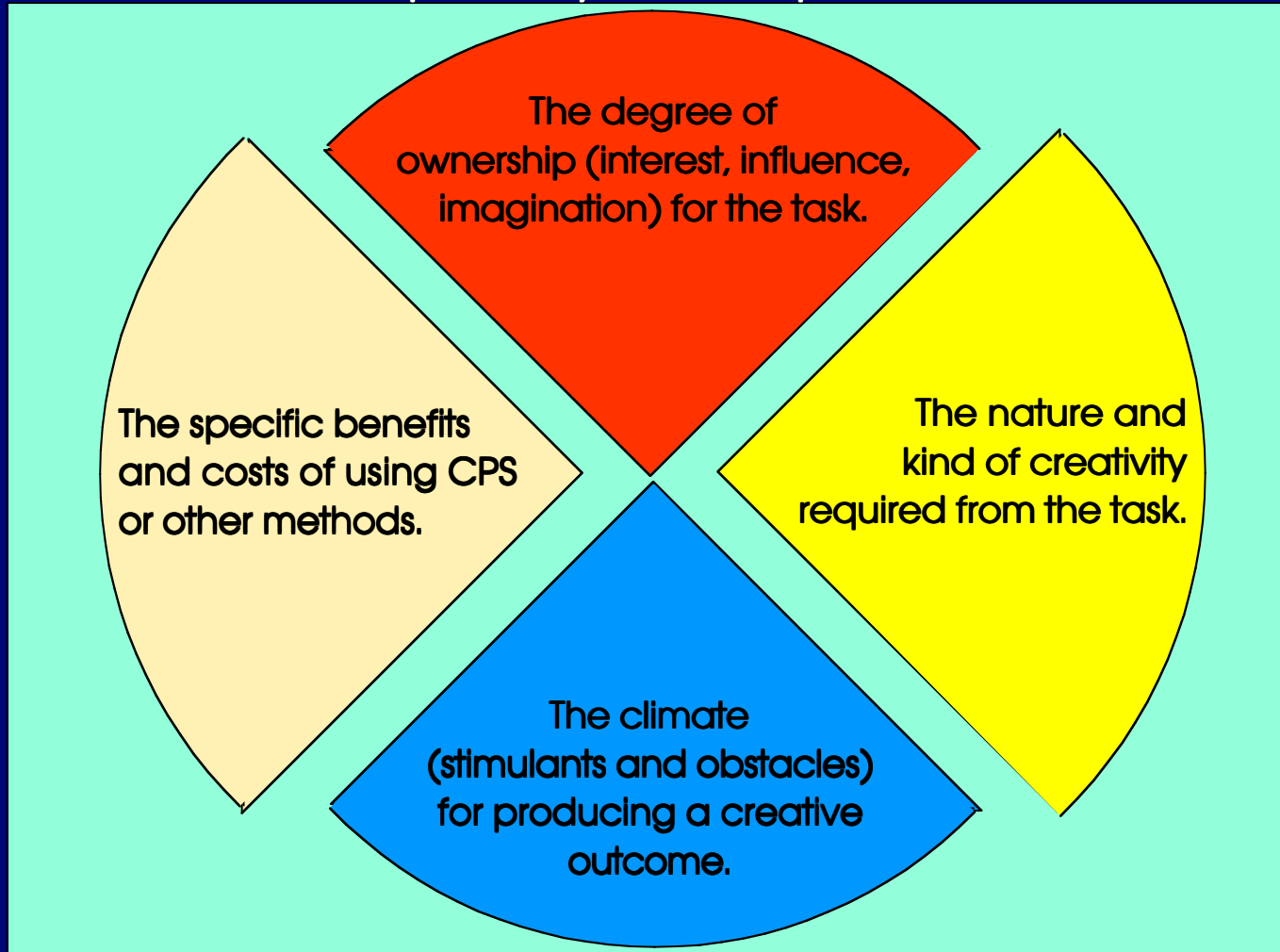
Isaksen, Treffinger and Dorval

ELEMENTS OF APPRAISING TASKS

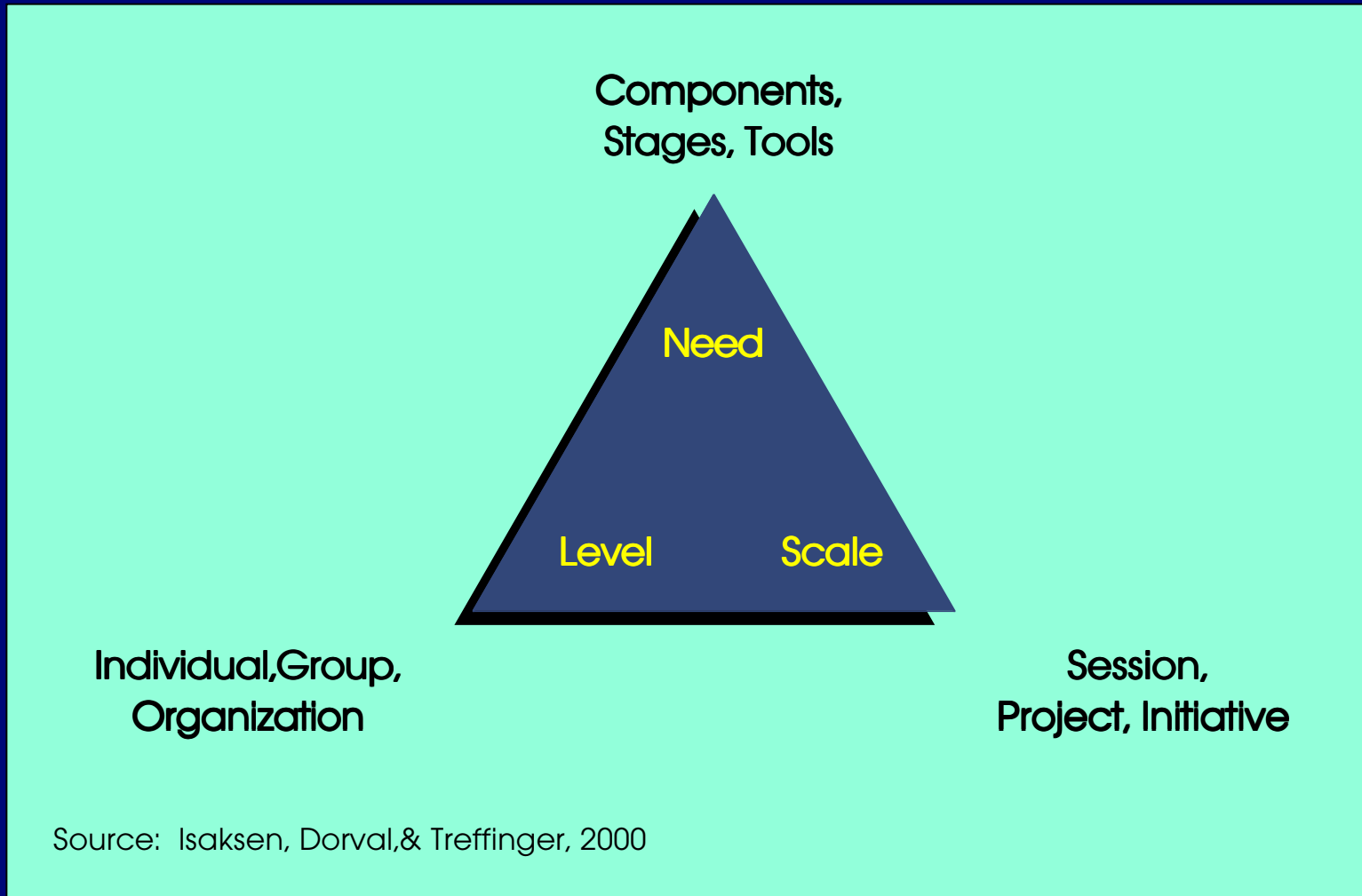


FACTORS INFLUENCING PROCESS

The process you use depends on:

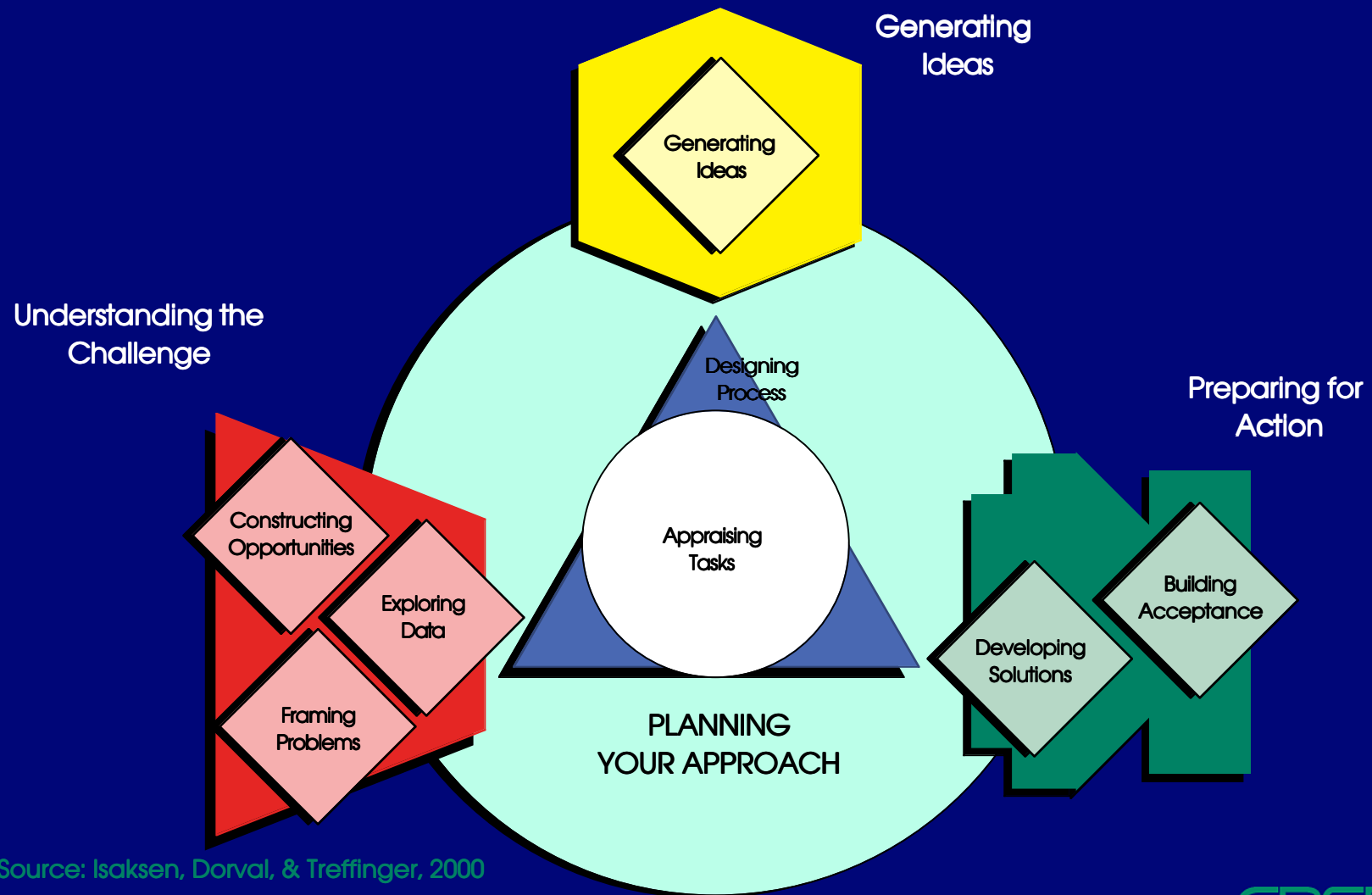


DESIGNING PROCESS IN A NUTSHELL



Source: Isaksen, Dorval, & Treffinger, 2000

CPS v6.1™ FRAMEWORK



Source: Isaksen, Dorval, & Treffinger, 2000

© The Creative Problem Solving Group, Inc., 2003.

CPSB®

Learning and Applying CPS version 6.1™

CPS version 6.1™ (Our current version of Creative Problem Solving) is a proprietary system and approach jointly developed and owned by The Creative Problem Solving Group, Inc. for applications to organizations, and The Center for Creative Learning, Inc. for educational applications.

TODAY'S INNOVATORS ARE USING CPS v6.1™



- New Product Development Initiatives
 - Increased Meeting Efficiency
- Promotion and Development of Creativity and Innovation
 - Change Management Efforts
 - Quality Improvement
 - Improved Communication
 - Discovering Consumer Needs

CPSB UTILIZES CPS Version 6.1™

Igniting Creative
Potential



Leading Creative
Change



**CPSB's
LINES
OF SERVICE**

Achieving Creative
Results



CPSB COURSES AND WORKSHOPS

You can learn how to use this approach by attending one of our open courses - or by attending a course offered by any one of our international group of licensed associates.

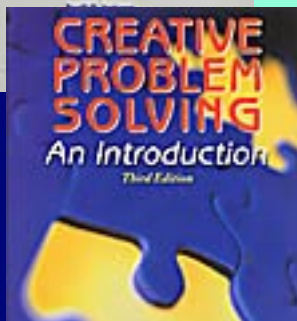
See our web site for a current schedule and list of licensees.

IN-DEPTH RESOURCES ABOUT CPS v6.1™



Toolbox for Creative Problem Solving

Each tool comes with its own booklet, step-by-step instructions, tips, and worksheets. Information-packed chapters help you understand creativity at a systems level, utilize productive thinking guidelines, and choose tools for the most appropriate situation.



Creative Problem Solving: An Introduction

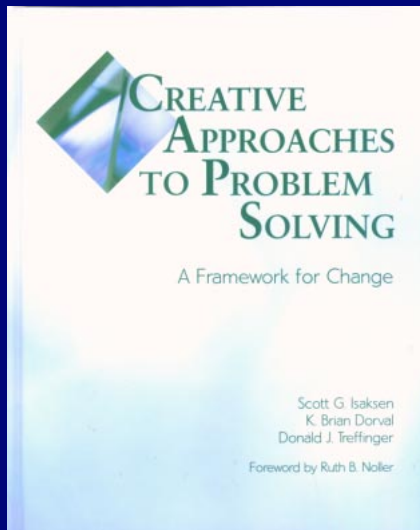
Completely revised and updated, this book provides you with a concise overview that is consistent with the comprehensive text, *Creative Approaches to Problem Solving: A Framework for Change*.



Facilitative Leadership: Making a Difference with Creative Problem Solving

Facilitative leadership focuses on service - helping, developing, and strengthening others in ways that inspires motivation and commitment. Filled with practical recommendations and resources, this book pulls together our knowledge of facilitative leadership and what it takes to promote creativity.

CPSB RECOGNIZED INTERNATIONALLY



The European Association of Creativity and Innovation awarded *Creative Approaches to Problem Solving* by Isaksen, Dorval and Treffinger the Best Book on Creativity Award.

For the period 2000 - 2001
the European Association for Creativity and Innovation
awarded the title:

Best book on Creativity

To Scott G. Isaksen, K. Brian Dorval and Donald J. Treffinger

For their book:

Creative Approaches to Problem Solving

**CPSB's Mission - To help people in organizations
unleash creative potential to realize dramatic results**

- Imagination Applied -

**Our Job - To help our clients ignite creative
potential and lead creative change to
achieve creative results**

**- Imagination Applied -
to achieve productive outcomes**

FOR FURTHER INFORMATION

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