A Case for Creativity
The CPS Process P1:
Visioning, Clarifying and Ideating

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Communities Care WNY Family Caregivers Respite Pilot Program
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Connect/Reconnect

• Find a partner at your table and introduce yourself.
• Take five minutes to share any stories of uses, to ask questions about last time or to voice expectations about today.
• I’ll ask for a few volunteers.

Program Goals
• Build the skill set, tool set and mind set of creative leadership and project management competencies
• Increase capacity in organizations and strengthen collaborations to identify, develop and realize respite opportunities for family caregivers of the elderly
• Equip participants to lead community respite project proposals
• Position participants to apply and turn-key train on problem solving strategies and project management principles in their organizations, collaborations and with their clients
• Prepare participants to apply the Creative Problem Solving process and related tools to frame, identify, plan, develop and manage innovative solutions
Learner Outcomes

- Understand the steps of the Creative Problem (CPS) process
- Skillfully apply divergent and convergent thinking tools
- Increase team performance and foster a work climate that draws maximum potential from each team member
- Exhibit a “projectized” mindset to achieve short-term and mid-term deliverables as part of achieving long-term strategic and project goals, in this case, respite opportunities for family caregivers
Agenda

• Connect/Reconnect
• Review
• Creative Problem Solving Model
  • Visioning
  • Clarifying
  • Ideating
  • Embedded Thinking Skills
• Applications to your work

Teach a little, talk a little, try a little.

A Creative Public Service Announcement (CPSA)

• Fidget if you need to!
• Think about ideas as wedding photos
• Sticky part of Post-It goes on top
• Use a marker
• Make a squiggly or add a header on your chart paper
• Have order in your Post-Its...think rows
• Note the number of ideas on a visible spot on the chart paper
• Remember the guidelines

To be deliberately creative requires three types of thinking:

Divergent Thinking
Convergent Thinking
Combinent Thinking
For the Creative Process to be Effective

**Divergent thinking**: Generating varied and original ideas and options, exploring possibilities, free wheeling, imagination. *Novel*

**Convergent thinking**: Developing and evaluating most promising options, focusing, making decisions. *Useful*

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**Creativity Etiquette**

It is considered a crime against nature to diverge and converge at the same time.

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**Divergent Thinking**

*Divergent thinking* is a process of generating multiple ideas, solutions and possibilities on demand. In this process, individuals or groups become deliberately creative and open themselves up to breakthrough thinking.

*Divergent thinking* is a broad search for many diverse and novel alternatives.
Ground Rules for Divergent Thinking

- Defer judgment...All evaluation is ruled out.
- Strive for Quantity...More ideas increases the likelihood of generating/developing useful ideas.
- Build on other ideas...How can ideas be extended or combined?
- Seek novelty...It is easier to tame a wild idea.

The Thing about Ideas

- Ideas ≠ actions
- Ideas ≠ decisions
- Ideas ≠ conclusions
- Ideas ≠ feelings (CHANT!)

Stick’em up Brainstorming

- Write your idea on a Post-it
- Say your idea out loud so that others in the group can hear it
- Stick your idea on the chart paper
- One idea per Post-it
Forced Connections

The goal is to force a connection between two totally unrelated things, the prop and the challenge, to stimulate thinking and create more ideas. These new ideas are often more novel and unusual.

Convergent Thinking

Convergent thinking involves the delicate task of judging and making decisions. Done right, fledgling and underdeveloped ideas that might otherwise be overlooked or dismissed stand the chance of being developed into robust and brilliant solutions.

Convergent thinking is a focused affirmative evaluation of alternatives.
1. Mark the “Hits”
   - Interesting
   - New insight
   - Workable
   - Solves the problem
   - Promising direction
   - Feels good in your gut

2. Cluster the related “hits” together

3. Restate the cluster to capture its essence

What might be all the challenges caregivers face?
What might be all the areas caregivers need support?

- Recognition
- Caregiver well-being
- Transportation
- Finances
- Family dynamics
- Identity
- Social connections
- Caregiver employer support
- Services
- Person centered
- Money
- Self-care
- Education
- Care coordination

Let’s Jump Into Today
**Home Sweet Home**

<table>
<thead>
<tr>
<th>Abode</th>
<th>Apartment</th>
<th>Cabin</th>
<th>Castle</th>
<th>Chateau</th>
<th>Convent</th>
<th>Coop</th>
<th>Cottage</th>
<th>Grib</th>
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</thead>
<tbody>
<tr>
<td>Domicile</td>
<td>Dorm</td>
<td>Duplex</td>
<td>Estate</td>
<td>Harem</td>
<td>Homestead</td>
<td>Hotel</td>
<td>Hostel</td>
<td>Hovel</td>
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<tr>
<td>Kingdom</td>
<td>Mansion</td>
<td>Palace</td>
<td>Quarters</td>
<td>Refuge</td>
<td>Retreat</td>
<td>Studio</td>
<td>TeePee</td>
<td>Tent</td>
</tr>
</tbody>
</table>

**Word Dance: Musical Chairs with Words**

Divergent tool to generate substitute phrases, nouns, verbs for alternative meaning-making and representation.

Make your way over to a wall space. Bring Post-its and a marker.
Word Dance - Let’s Practice

What are all the words to describe the opposite of a spendthrift?

What might be all the other words you can use instead of shoes?

What words describe confusion?

List names for where meals are sold and bought.

Write it
Say it
Stick it up
Speed post for 2 minutes.

What might be all the alternative words to convey a RESPITE?

If you get stuck, look at the pictures.
Essence of Creative Problem Solving

• Alex Osborn first developed creative problem solving in the 1940s, along with the term "brainstorming." Together with Sid Parnes, he developed the Osborn-Parnes Creative Problem Solving Process.

• Creative Problem Solving (CPS) is a structured process for solving problems or finding opportunities especially when you want to go beyond conventional thinking and arrive at creative (novel and useful) solutions.

CPS begins with two assumptions:
1. Everyone is creative in some way.
2. Creative skills can be learned and enhanced.

CPS has four core principles.
1. Honor the dynamic balance between divergent and convergent thinking.
2. Reframe problems to invite ideas.
3. Defer or suspend judgment...until later.
4. Focus on "Yes, and," rather than "No, but."

The Creative Problem Solving Model

• Universal and intuitive
• Research based
• Distinct steps
• Unique thinking skills
Clarify: Exploring the Vision

**Purpose:** Develop a vision of a desired outcome.

**Cognitive Thinking Skill:** Visionary Thinking
Articulating a vivid image of what you desire to create.

**Affective Skill:** Dreaming
Imagining as possible your desires and hopes.

I wish...
It would be great if...
Identifying Future Opportunities with Storyboard!

1. Current reality
2. I wish...
3. It would be great if....
4.  
5.  
6. Vision

Let’s Storyboard an Initiative/Project

• Take the paper and the markers you have in front of you
• Fold in half and then in thirds
• Label your squares 1 - 6
• Draw your ideal future outcome of an initiative/project in square 6
• Draw your current state in square 1
• Draw in the remaining stages
• Share with a partner

Storyboarding in Action
Find a partner.

Determine the application that can be made to your work.

I’ll ask for a few volunteers.

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**Diverging to Clarify**

Divergent thinking can also be used to help clarify, formulate or reframe the challenge in order to decide what problem the team will solve.

The language we use to describe a problem will determine how we will go about solving it.

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- I have no “me-time”!
- It’s too expensive.
- This is impossible!
- They always fight me on this.
- How to carve out 15 minutes in my day?
- How might we share the cost?
- In what ways might we break this down into smaller tasks?
- What might be all the ways to influence them?
The first four statements block your thinking.

The four questions open your mind to the possibility of solving the problem.

They provoke you to think about ideas and solutions.

Creative Questions to Help Identify Challenges

• Redefine the challenge
• More general and global
• Consider the challenge from various vantage points
• A definition of the challenge stated like a question
• An alternative view as to what the challenge is or might be
• An insight into what is “real” challenge might be
• A sub-problem of the main goal
• Force you to not accept the challenge as initially proposed
• Not a solution
Creative Questions

• How to...(H2…)
• How might...(HM…)
• In what ways might...((IWWM…)
• What might be all the...((WMBAT…)

I don’t have the money for a TV!

Brainstorm Creative Questions:
I don’t have the money for a TV!

• H2 stream on my laptop?
• HMI convince my roommate to put his TV in the common living room?
• H2 convince mom to let me take the TV out of the upstairs TV room?
• WMBAT ways I can get money for a TV?
• HMI be otherwise entertained?
• H2 find someone to lend me a TV for the year?
• IWMM might I get the RA to suggest TVs for every dorm room?
• H2 highlight related benefits/uses to mom and dad?
What might be all the ways I can get money for a TV?

The problem that gets identified is the problem that gets solved.

Let’s Practice
Stick'em up Brainstorming

- When I say so, make your way to your wall space
- Write your creative question on a Post-it
- Say your creative question out loud so that others in the group can hear it
- Stick your creative question
- Use abbreviations (H2, HM, WMBAT, IWW)
- One question per Post-it

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Stick'em up Brainstorming

- Write it
- Say it
- Stick it up

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Defer judgment
Strive for quantity
Build on other creative questions
Seek novelty

Idea Quota: 20 ideas in 3 minutes
OK, now make your way over!

As you watch the video, begin to write down the creative questions that come to mind?

What are all the creative questions that come to mind?
What was that like?
Why is this step important in the problem solving process?

The problem that gets identified is the problem that gets solved.

Clarify 
Exploring the vision & identifying the challenge

Ideate
Generating ideas

Develop
Transforming solutions & bringing ideas to life

Implement
Exploring acceptance & formulating a plan

Clarity: Identifying the Challenge

**Purpose:** Identify the gaps that must be closed to achieve desired outcome.

**Cognitive Thinking Skill:** Strategic Thinking
Identifying the critical issues that must be addressed and pathways needed to move toward desired future.

**Affective Skill:** Sensing Gaps
Become consciously aware of discrepancies between what currently exists and is desired or required.

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Identify the Challenge

- At your table, decide on one wish statement from among your vision boards.
- Together, make your way over to your wall space.
- The owner of the board will take four minutes to share their wish statement and their story board.
- While the wish statement is being shared, the others should start jotting down creative questions.
- Take turns sharing the creative questions and posting them on the chart paper...keep writing more as you listen to others.
- Then, take two more minutes as a team to generate more creative questions.

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- How to...(H2...)
- How might...(HM...)
- In what ways might...(IWWM...)
- What might be all the...(WMBAT...)

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1. Mark the “Hits”
   - Interesting
   - New insight
   - Workable
   - Solves the problem
   - Promising direction
   - Feels good in your gut

2. Cluster the related “hits” together

3. Restate the clusters to capture its essence as a clear creative question

The problem that gets identified is the problem that gets solved.

In your group, pick one creative question (challenge) for which you would like some ideas.

Write that creative question on the top of a new piece of chart paper.
At your table discuss the difference between using divergent thinking for generating ideas vs creative questions to identify challenges.

Determine the application that can be made to your work.

I’ll ask for a few volunteers.

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Clarify: Exploring the vision & identifying the challenge

Ideate: Generating ideas

Develop: Transforming solutions & bringing ideas to life

Implement: Exploring acceptance & formulating a plan

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Ideate: Exploring Ideas

Purpose: Generate novel ideas that address important creative questions and challenges.

Cognitive Thinking Skill: Ideational Thinking
Producing original mental images and thoughts that respond to important challenges.

Affective Skill: Playfulness
Freely toying with ideas.

A list of ideas to be developed
Warm Ups

- To briefly train you in the tool we will be using
- To “sanction” the time for speculation
- To create a judgment free zone
- To prep for the “real” work!

Defer judgment
Strive for quantity
Build on other ideas
Seek novelty

Idea Quota: 30 ideas in 2 minutes
What might be all the ideas you can imagine for the perfect bathtub?

Defers judgment
Strive for quantity
Build on other ideas
Seek novelty

Idea Quota: 30 ideas in 2 minutes

Locate the chart paper with your creative question.

What might be all the ways to ....
Brainwriting - Write 3 and GO!

- A silent tool that gives members a time to reflect on ideas and deliberately build on other thoughts.
- Tool to help deal with groups in which shy, quiet members are being overshadowed by more vocal ones.
- Generates more ideas because everyone is working simultaneously.

Brainwriting

Write down the creative challenge
Write three ideas
Get a new sheet
Read the creative challenge
Read the ideas
Add/build on ideas
Get a new sheet
Repeat
Let’s continue for two more minutes for more ideas!

What was that like? How many ideas? What are some implications for your work?
Brainstorming and Brainwriting in Action

Converging on Both

• Post your Brainstorming and Brainwriting ideas together.
• Converge (remember the guidelines) using Highlighting.

Highlighting: H/C/R

1. Mark the “Hits”
   - Interesting
   - New insight
   - Workable
   - Solves the problem
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   - Feels good in your gut

2. Cluster the related “hits” together

3. Restate the cluster as an idea phrase. Use a verb.
Clarify
Exploring the vision & identifying the challenge

Ideate
Generating ideas

Develop
Transforming solutions & bringing ideas to life

Implement
Exploring acceptance & formulating a plan

The FourSight Model

Tools Covered
- Brainstorming
- Forced Connections
- Highlighting
- Word Dance
- Story Boarding
- Creative Questions
- Brainwriting

Taking It Home

<table>
<thead>
<tr>
<th>Interesting</th>
<th>Useful</th>
<th>Intriguing</th>
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</thead>
<tbody>
<tr>
<td>Potential</td>
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<td>Uses</td>
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<tr>
<td>Application</td>
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</table>
Mission Accomplished!

- Reconnect and uses
- Review
- Creative Problem Solving Model
  - Visioning
  - Clarifying
  - Ideating
  - Embedded Thinking Skills
- Applications to your work

Teach a little, talk a little, try a little.

Going Forward

- January 9, 2020
- February 4, 2020
- March 3, 2020
- Makeup date: March 31, 2020
- Coaching in Creative Leadership

Until We Meet Again!

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NYS WBE

Bringing Processes to Life and Projects to Completion