Build the skill set, tool set, and mind set of creative leadership and project management competencies

Strengthen collaborations to establish new respite programs for caregivers of the elderly

Equip participants to apply CPS and PM principles to lead the project proposal process in support of new respite programs for caregivers of the elderly

Increase team synergy and performance and to foster a work climate that draws maximum potential from each team member - FourSight
The Creative Process (Problem)

Clarity: Exploring the vision & identifying the challenge
Ideate: Generating ideas
Develop: Transforming solutions & bringing ideas to life
Implement: Exploring acceptance & formulating a plan

TOOLS...and TECHNIQUES

CLARIFY
Vision Boarding
Wishful Thinking
Creative Questions

IDEATE
Word Dance
Brainstorming
Forced Connections
Brainwriting
Scamper

The more effective PROBLEM SOLVER separates IDEATION from EVALUATION
The Dynamic Balance

**Divergent Thinking**
- A broad search for many diverse and novel alternatives. **NOVEL**

**Convergent Thinking**
- A focused affirmative evaluation of alternatives. **USEFUL**

For the Creative Process to be Effective

- Ideas ≠ actions
- Ideas ≠ decisions
- Ideas ≠ conclusions
- Ideas ≠ feelings

The Thing About Ideas...

- Ideas don’t have feelings, people do!
Remember the divergent guidelines

1. Defer Judgement
2. Go for quantity
3. Build on the other ideas
4. Seek novelty

If you get stuck, look around, look at the pictures.

Let's Practice

Your organization has just been gifted 10,000 pieces of candy corn. What might be all the ways to use the candy corn to generate revenue? Idea Quota: 20 ideas in 1 minute.
Stick'em Up Brainstorming...with Ideaboardz

- Open the link
- Read the prompt
- Click on the 📔
- Write your idea on a Post-it
- Hit enter
- One idea per post-it

Let's go for 20 ideas in three minutes
Let's Practice with IdeaBoardz

To do list
Meet me on the board!
Reaction to the tool?

THE CREATIVE PROCESS

Clarify | Ideate | Develop | Implement

Exploring the vision & identifying the challenge
Generating ideas
Transforming solutions & bringing ideas to life
Exploring acceptance & formulating a plan

Clarify: Exploring the Vision

Purpose: Develop a vision of a desired outcome.
Cognitive Thinking Skill: Visionary and Wishful Thinking
Articulating a vivid image of what you desire to create.
Affective Skill: Dreaming
Imagining as possible your desires and hopes.
Story Boards aka Vision Boards

- Locate a piece of paper and write your idea somewhere as a header starting with... It would be GREAT or I WISH...
- Fold in half length wise and then in thirds
- Label your boxes 1 - 6, starting in the upper left and ending in the lower right
- In box #1, draw the current reality
- In box #6 draw the desired vision
- In boxes 2 - 5, generate (in pictures) actions to get you to the desired outcome

Exploring the Vision

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Wishful Thinking

Wishful Thinking

Wouldn’t it be nice if...

Wouldn’t it be nice if...

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The Buffalo News

Exhale meets the respite needs of over 10,000 caregivers across counties in WNY and in Washtenaw County.

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Have a “wishful conversation” about the story headline. Generate as many statements on the IdeaBoardz as possible...with a minimum of 10 related to the newspaper heading.

Let’s hear which one do we especially like today!
Divergent Thinking

Ideate

Broad search for multiple and varied novel and useful solutions

Clarify

Formulate or reframe the challenge in multiple and varied ways in order to decide what problem will be solved

THE CREATIVE PROCESS

Exploring the vision & identifying the challenge

Generating ideas

Transforming solutions & bringing ideas to life

Exploring acceptance & formulating a plan

"If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and five minutes thinking about solutions."

Albert Einstein
Clarity: Identify 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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The Power of Language

**I have no "me time"!** How to carve out 15 minutes in my day?
**It's too expensive** How might we share the cost?
**This is impossible!** In what ways might we break this down into smaller tasks?
**They always fight me on this.** What might be all the ways to influence them?

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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 that could solve the problem.
Creative Questions

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

What is a Creative Question?

- Another way to look at the goal
- A definition of the problem stated like a question
- An alternative view as to what the problem is
- An insight into what the “real” problem might be
- A sub-problem of the main goal
- A piece of the overall issue
- An imperfect attempt to understand
- Not a solution...Not trying to solve the problem
I can't access my ticket without Internet access!

Forming Creative Questions

Statement starter (How might...)
Owner (I)
Verb (get)
Object (Internet access?)

How might I get Internet access?

The London Eye

The problem that gets identified is the problem that gets solved.
Let's Practice

Remember the divergent guidelines

01 Defer judgement
02 Go for quantity
03 Build on the other creative questions
04 Seek novelty

Let's see if we can get 20 creative questions

Chat it Up Brainstorming

Write it your creative question in the chat!

Let's go for 20 ideas in three minutes
What are all the creative questions that come to mind?

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

H2, HM, IWW, WMBAT

What was that like?
Let's apply

Chat it up Brainstorming

- WIBNI... Respite opportunities fit caregivers’ schedules!
- Type your creative questions in the chat

Let's go for 20 creative questions in 3 minutes

How many creative questions?
Highlighting

Mark the "Hits"
- Interesting
- New insight
- Workable
- Solves the problem
- Promising direction
- Feels good in your gut

Cluster

Restate
Cluster the related "hits" together
Restate the cluster as a creative question

Restate the cluster
Reaction?

THE CREATIVE PROCESS

Clarify  Ideate  Develop  Implement

Exploring the vision & identifying the challenge
Generating ideas
Transforming solutions & bringing ideas to life
Exploring acceptance & formulating a plan

Ideation: Exploring Ideas

Purpose: Generate novel ideas that address important challenges.
Cognitive Thinking Skill: Ideational Thinking
Producing original mental images and thoughts that respond to important challenges.
Affective Skill: Playfulness
Freely toying with ideas.

Many and Varied Ideas
Stick'em Up Brainstorming

- Grab a marker and Post-it pad
- Write your idea on a Post-it
- Say your idea out loud so that others can hear it
- Hand your Post-it up to Teresa (facilitator)
- One idea per post-it

Let's go for 20 ideas in three minutes

Stand up & Stick'em Up Brainstorming

- Grab a marker and Post-it pad
- Write your idea on a Post-it
- Say your idea out loud so that others can hear it
- Stick your Post-it
- One idea per post-it

Let's go for 20 ideas in three minutes
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 3 and GO

1. Write down the creative challenge
2. Write three ideas
3. Get a new sheet
4. Read the creative challenge
5. Read the ideas
6. Add/build on ideas
7. Get a new sheet
8. Repeat
SCAMPER

A mnemonic (tool) that helps generate ideas

- **Substitute**: What materials or resources can you substitute or swap to improve the product?
- **Adapt**: What other product or process could you use?
- **Modify**: What rules could you substitute?
- **Elaborate**: Can you use this product somewhere else, or as a substitute for something else?
- **Eliminate**: What will happen if you change your feelings or attitude toward this product?
- **Combine**: What would happen if you combined this product with another, to create something new?
- **Produce**: What if you combined purposes or objectives?
- **Reverse**: How could you combine talent and resources to create a new approach to this product?
Adapt
- How could you adapt or readjust this product to serve another purpose or use?
- What else is the product like?
- Who or what could you emulate to adapt this product?
- What else is like your product?
- What other context could you put your product into?
- What other products or ideas could you use for inspiration?

Modify
- How could you change the shape, look, or feel of your product?
- What could you add to modify this product?
- What could you add to minimize or magnify this product?
- What could you emphasize or highlight to create more value?
- What element of this product could you strengthen to create something new?

Put to another use
- Can you use this product somewhere else, perhaps in another industry?
- Who else could use this product?
- How would this product behave differently in another setting?
- Could you recycle the waste from this product to make something new?
- How could you streamline or simplify this product?
- What features, parts, or rules could you eliminate?
- What could you understate or tone down?
- How could you make it smaller, faster, lighter, or more fun?
- What would happen if you took away part of this product? What would you have in its place?

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- What would happen if you reversed this process or sequenced things differently?
- What if you try to do the exact opposite of what you’re trying to do now?
- What components could you substitute to change the order of this product?
- What rules could you reverse or swap?
- How could you reorganize this product?
The CPS Process
- Clarify: Vision Boards and WIBNI...
- Clarify: Creative questions
- Ideate: Ideas to address the creative question(s) or ideas to ideate
- Develop: What we see ourselves doing is...
- Implement: Formulating a plan!

THE CREATIVE PROCESS
- Clarify
- Ideate
- Develop
- Implement

THE CREATIVE PROCESS
- Exploring the vision & identifying the challenge
- Generating ideas
- Transforming solutions & bringing ideas to life
- Exploring acceptance & formulating a plan

Learner Outcomes
- Understand the steps of the Creative Problem (CPS) process
- Skillfully apply divergent and convergent thinking tools
- Create a compelling vision focused on attaining productive opportunities
- Identify and solve challenges that are complex and ambiguous in their organizations, collaborations and projects
- Utilize creativity thinking to generate original ideas with the capacity to refine and implement ideas that produce opportunities
- Increase team synergy and performance and to 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
Creativity Etiquette Tip #5

#5: Ensure proper restating

- Restate essence as verb (action)
- Restate essence as a creative question: H2, HM, IWW, WMBAT

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