

“Trust is the emotional glue that binds leaders and followers together.”

Warren Bennis & Burt Nanus

Servant-Leader as CPS Facilitator

By Tamyra Freeman

The term servant-leader was first coined in 1970 by Robert K. Greenleaf (1904-1990) to describe an age-old concept. Good leaders, paradoxically, are seen as servants first. In his seminal essay, *The Servant as Leader*, Greenleaf described the servant-leader as someone who begins with a natural feeling that they want to serve, to serve first. A servant, is who the person is at the core of his or her being. Conscious choice then brings the servant to aspire to lead (Greenleaf, 1977, 1991).

Facilitators of Creative Problem Solving intentionally choose a social role of leader. They provide facilitative leadership by taking responsibility for planning and managing a process that will support their client(s) to achieve a desired change. CPS facilitators are most effective in this role when they focus on helping others get their needs met (Isaksen, 2000). Servant-leadership offers the CPS facilitator an anchoring philosophy within which to carry out their chosen role.



Robert K. Greenleaf
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The Robert K. Greenleaf Center for
Servant-Leadership

Servant-Leadership

- Is one metaphor for collaborative or inclusive leadership. Robert Greenleaf was known as a con- venger. He co-founded the Center for Applied Ethics in 1964 (renamed the Robert K. Greenleaf Center in 1985) as a think tank for those with a passion for exploring how large institutions could operate ethically.
- Sets an ethical benchmark. Our actions, while moving an individual, group, or organization towards its goals (bottom line), should also result in the growth of people and a more caring

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society (top line). Different situations may require different actions to meet this ethic, but the ethic remains constant. Greenleaf's "Best Test" provides us with criteria for measuring the outcomes of our actions against this benchmark (See Figure 1).

- Provides a holistic model for examining our actions in relationship to the effect we have on other individuals, groups, organizations, and society (See Figure 2). It was Greenleaf's thesis that more servants should emerge as leaders, or that we should follow only servant-leaders. He wrote a series of essays on the theme of "Servant as Leader" to stimulate thought and action for building a better, more caring society.

Stephen Covey (1998) describes servant-leadership as "a principle, a natural law". He believes natural laws are self-evident and universal. Natural principles are things we inwardly know are true. They are common sense. And yet, servant-leadership provides a unique lens from which to view this universal principle. Peter Vail (1997) asserts that servant-leadership is a "Big Idea" that synthesizes a lot of smaller ideas. He identifies three qualities that make it unique among other leadership philosophies.

1. The servant-leader philosophy was developed by a practitioner. Greenleaf spent almost 40 years at AT&T in the field of management research, development, and education. He held joint appointments as a visiting lecturer at M.I.T.'s Sloan School of Management and at the Harvard Business School. He began a second career in 1964 as a consultant to universities, businesses, foundations and churches. He described

himself as a lifelong student of organization, i.e., how things get done.

2. Servant-leadership connects to a long history of humanistic [and religious] thought that echoes into our own roots and cultures/experiences.

Servant-leadership offers a point of convergence for many traditions. Most of us can tell moving stories of how our own personal and/or professional growth was enhanced by a servant-leader. Many of these individuals did not hold formal positions of authority, but used their influence to support us to make greater contributions to our families, work, and communities.

3. Servant-leadership does not claim to be a science. In fact, it is more of a liberal art. Instead of passing

off his own experience as systematic knowledge, Greenleaf invited each of us into a dialogue around the big, critical questions surrounding what actions must be taken to create a more humane society. Greenleaf wrote, "I will remind you in offering you these conversations that I am not presuming to tell you how you should think. Rather, I am offering what I think in the hope you will say what you think and then, out of the dialogue, all of us will be wiser." Servant-leadership hinges on a developmental process where wisdom is increased through acting, reflecting, and sharing our experiences.

Larry Spears, CEO of the Greenleaf Center, has identified ten characteristics that emerge in Greenleaf's writing as he describes servant-leadership (Spears, 1995). These characteristics are not exhaustive, but they do help to convey the power of the concept. To support a more ecological approach to examining these characteristics, they

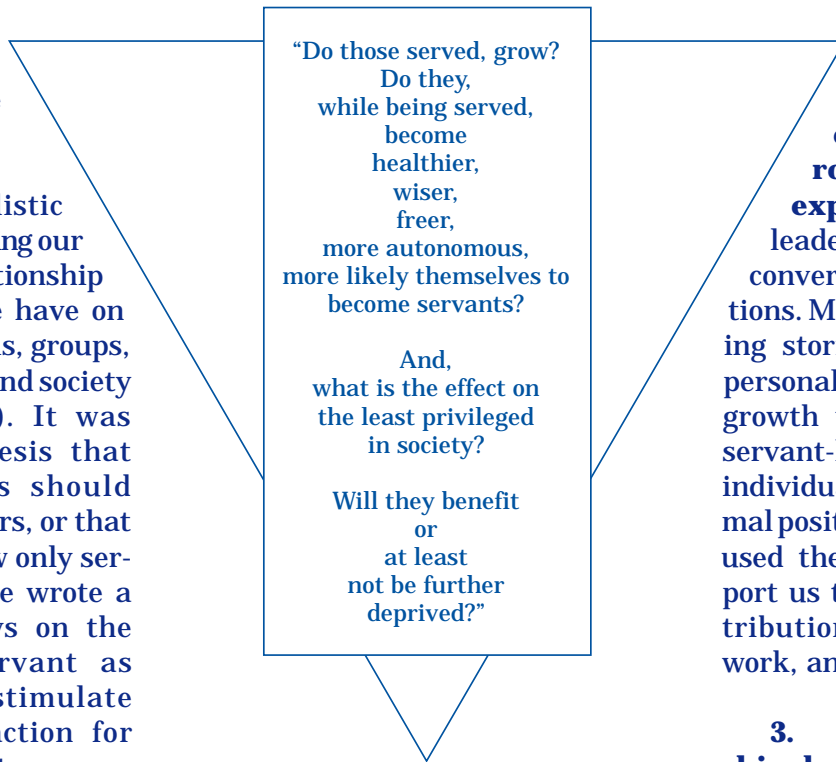


Figure 1: Greenleaf's Best Test

have been overlaid in bold below on Isaksen's model for systematically understanding and recognizing creativity (Isaksen, 2000). This approach allows us to take a more comprehensive view of servant-leadership by looking at the traits of the person, the mental operations they use, the nature of the desired outcome, and the press or context in which the servant-leader works.

People: Servant-leaders have a sharp level of general **awareness**, but an even sharper awareness of themselves. Servant-leaders understand Greenleaf's suggestion that, "If a flaw in the world is to be remedied, to the servant the process of change starts in here, in the servant, not out there." Servant-leaders see themselves as **stewards** that hold resources in trust for another.

In order to best serve others, servant-leaders **listen** intently to the needs expressed by their co-workers, employees, customers, communities, and/or other stakeholders. Servant-leaders strive to **empathize** with others by listening receptively and openly. People are accepted as unique human beings, even when their performance must be rejected. The servant-leader engages in what James Autry (1995), paraphrasing Peter Drucker, calls the "leaders' abiding challenge... to make people's strengths effective and their weaknesses irrelevant."

Process: Foresight is the ability to foresee the likely outcome of a situation. Servant-leaders use foresight to hold the lessons of the past and the realities of the present while projecting both into

a desired future state. Servant-leaders seek a balance between **conceptualization** ("dreaming great dreams") and the need to operationalize day-to-day functions.

Servant-leaders rely less on authority and more on the use of moral **persuasion** as a basis for influence. Without engaging in coercion or manipulation, servant-leaders support individuals with information that allows them to come to their own conclusion that the proposed course of action is the correct one or to suggest an alternative. Dialogue and consensus-building are common methods employed by servant-leaders.

Product: The outcome of servant-leadership is clear; people grow! Servant-leaders are **committed to the growth of people** in all circumstances. While difficult to actualize in times of great personal or organizational stress, the servant-leader remains committed to identifying solutions that uphold this moral imperative.

Press: The servant-leader is a **community builder**. He or she creates an environment where inclusion, trust, and **healing** are paramount. People are supported to be authentic.

The Greenleaf Center for Servant-Leadership (www.greenleaf.org) identifies six major areas where servant-leadership is currently being applied. These include personal growth and development, service learning programs, leadership education, trustee development, and community development. Organizational development, another major area of application for servant-leadership, is highly

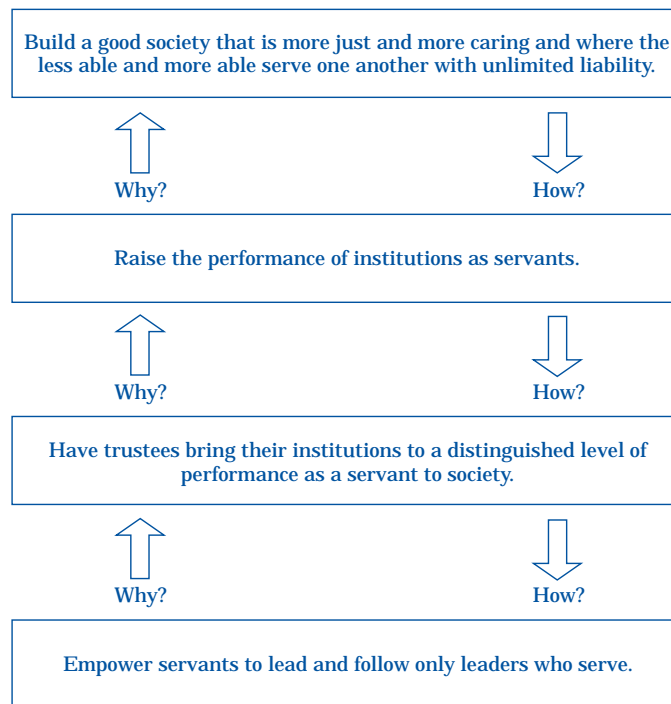


Figure 2: Greenleaf's Ideas on Why and How to Build a Better Society

visible in some of America's premier corporations. Three out of the top five places in Fortune Magazine's "Top 100 Best Companies to Work For" were held by companies which operate in keeping with the principles of servant-leadership (Levering & Moskowitz, 2000). Southwest Airlines, TDIndustries, and Synovus Financial, along with many other organizations, are committed to building people... the cornerstone of servant-leadership and business success.

Deceptively simple on paper, *The Servant as Leader* approach has many implications for organizational development. Contemporary writers are expanding the base of what it means for individuals and institutions to be servant-leaders by offering new models for organizational structure, decision-making, compensation, and work-life balance. A chorus of voices is beginning to explore how work might exist to meet the needs of the human spirit, as well as produce the goods and services that sustain life.

Servant-leadership is at the heart of the transformation that many organizations must make to attract key personnel and compete competitively in a changing economy. CPS facilitators are in a unique position to model the way. By definition, our role is to provide facilitative leadership that serves the need of our client(s). By becoming reflective practitioners of both Creative Problem Solving and servant-leadership, we have much to gain and much to offer others who are on this journey of serving *and* leading. For in Robert Greenleaf's words, "Except as we venture to create, we cannot project ourselves beyond ourselves to serve and lead." ♦

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WHAT'S HAPPENED...

*CPS-B congratulates **Kate Stuart-Cox** who recently completed her CPS-B facilitator certification. Kate has worked many years to achieve this and we know she will be able to assist individuals and organizations in her UK homeland and throughout the world! We are very pleased to have Kate join our international network of facilitators and look forward to many years of working together.*

*On a recent trip to Cape Town, South Africa our very own **Scott Isaksen and Brian Dorval** were able to find some time to visit and pet a cheetah. Although this is the world's fastest land mammal it cannot run from the threat of extinction. In 1900 there was an estimated 100,000 in the wild while today there are only 10,000. There are major efforts underway to save this magnificent animal. If you would like to help you can contact the Cheetah Conservation Fund/WILD at www.cheetah.org. The Email is: info@cheetah.org.*

*CPS-B congratulates **Keith Kaminski** who finished his facilitator certification in February. Keith's pursuit of his certification has been long and tough but one of the benefits have included trips to major cities in the USA and Europe. Currently Keith is leading CPS-B's efforts to put CPS on the Web. Congratulations Keith and good luck in the future!*

***CPS-B has recently completed a major expansion of our office space.** This new space will allow us to host small training events, work more closely with our Creativity Research Unit fellows and meet the increasing requirements of our clients. In addition, now that the dust has settled we can get back to work!*

***Geir Kaufmann** of the Norwegian School of Management, and a fellow of the Creativity Research Unit was recently awarded a Fulbright scholarship. He is currently planning to spend part of his time in the USA doing research in California and here at CPS-B.*

***Glenn Wilson** is ready to complete his training as a CPS-B foundations trainer. Congratulations Glenn from all of us here at CPS-B. Thank you for all your help!*

The Creativity and Innovation Network

By Scott G. Isaksen

During one particularly snowy night in Buffalo, I remember a conversation I had with Luc De Schryver about possible cultural differences and similarities between Europeans and Americans. We exchanged viewpoints about the need for creativity work in Belgium and were looking at work done up to that point with a critical eye. We were speculating on how things like the Kirton Adaption-Innovation Inventory, the emphasis on a process framework versus the use of a collection of tools, and a particular approach to facilitation might work across the Atlantic Ocean.

My interest in cultural differences came to a high point during the early 1990's. I had been doing some traveling in England, Scandinavia, Egypt, and some Western European countries during the late 1980's and making contact with creativity scholars and practitioners. I had been involved in the hosting of two major international research and networking conferences, and I was working with a student from Belgium in our graduate program.

Through my travels and the hosting of conferences, collaborative working relationships were established (research and practice) with professionals in the creativity field in several countries. These relationships led to important insights as to cross-cultural similarities and differences in relation to creativity research and practice.

Since our conversation, Luc has returned to his native Belgium and has hosted some courses, conducted many consultancies and training programs, and is working to establish a new potential academic program in a local college. CPS-B has been involved in some of these efforts and has continued to learn about cross-cultural implications for learning and applying creativity.

This past December, The Creativity and Innovation Center – Europe along with CPS-B and a few other sponsors, organized a symposium on “How creativity impacts organizations.” The

meetings were held at Hotel President World Trade Center in Brussels, Belgium. Before the symposium started, I was asked if I wanted to be a “godfather” to a network. After some funny conversation, I agreed to support the formation of the Creativity and Innovation Network (CIN). I was introduced to Cécile Plas, who was to serve as its founding president with the backing of Luc De Schryver.

The day of the opening Dinner Causerie, I was invited to the first meeting of the CIN and asked

Thank You!

We would like to thank the following presenters who helped make the *Innovation: How Creativity Impacts Organizations* Conference a success.

Samantha Stead, Editorial Director for Family Information of IMP who presented on Creativity and the Customer.

Paul Wright, Marketing Manager for Bull Information Systems, UK & Ireland (United Kingdom) who presented The Business Impact of Creativity.

Mary Wallgren, Senior Innovation Specialist for The Procter & Gamble Company (USA) who presented on Theories of Inventive Problem Solving.

Paul Neefs, Major in the Rijkswacht (Belgian National Police Force - Belgium) who presented on Creativity and the Police.

Piet Vandenbroucke, Agfa Gevaert (Belgium) who presented on Unplanned Benefits from Planned Creativity.

Doran Cohen, Director at PricewaterhouseCoopers (Brussels) who presented some prepublication highlights from Results of an International Innovation and Growth Survey.

to make a few remarks about the importance of networking in the field of creativity.

I shared three key learnings from my experience with numerous networking efforts within the field. Networks are two-way endeavors. They need to be loosely structured but tightly fitted around common areas of interest, need and informal interaction. Too much structure will kill a network as quickly as lack of interest.

The networks that last are co-created. I have known many effective networkers and they strike me as people who want to be involved, take initiative, have something to offer, and are open and eager to learn from and with others. Networks thrive when there is a core of servant-leaders, those who seek to serve first, involved in their formation and maintenance.

The program included a series of presentations regarding how creativity and Creative Problem Solving had been applied within a collection of non-profit organizations.

Françoise Piqué, a medical doctor at a Belgian educational and service institution made a presentation regarding how CPS had been applied within an initiative to help improve the mental and physical health of children in early educational classes. She explained how she used CPS personally when working with the children and what the effects of these efforts were.

Jacques Philippaerts, of the Belgian National Police, explained how CPS had played a role in helping to transform his organization. He told of the formation and development of a national network of facilitators who were responsible to assist the use of a community policing approach.

The third presentation was by **Patricia Geber**, a nurse with the national healthcare service. She shared her experience of using CPS to assist with the initiative to increase parental involvement in children's healthcare services.

There were more than 30 people present for this inaugural meeting. Each presentation was made in either French or Dutch and translators were available to assist. An informal reception

was held following the presentations and a great deal of conversation ensued.

The next meeting of the CIN will be on March 21st, 2000. The aim of the network will be to exchange ideas, practices, and insights about using creativity methods to help non-profit organizations make change happen.

Going back to that snowy night in Buffalo, Luc and I continue to learn from each other. More than ever before, we need a variety of networks to help the advancement of research and practice within our field on a global level. Wouldn't it be nice if networking in the field of creativity could prosper across national and cultural borders and differences? As any other "godfather" I am proud of the work that Luc and his colleagues have invested in exchanging knowledge. I am also looking forward to facing my ongoing responsibilities to help the CIN grow.

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Scott Isaksen (Isaksen@cpsb.com) is the CEO and President of CPS-B and the Senior Fellow of the Creativity Research Unit. In the 25 years Scott has been active in the field of creativity he has published more than 100 books, book chapters, articles and papers focused on the topic. Scott's most recent book is Facilitative leadership: Making a difference with creative problem solving. Scott's training and consulting activities with over 200 companies worldwide have focused on CPS, leadership, creativity and organizational change.

Book Review

By Glenn Wilson

Isaksen, S. G. (Ed.). (2000). *Facilitative leadership: Making a difference with creative problem solving*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

This book was written for those of us who find ourselves in situations where superior performance and “getting the best from people” is a minimum requirement for success. It provides its reader a systemically productive “pathway” in, around, and through the task and issues of leadership as it relates to the expert facilitation of Creative Problem Solving (CPS).

A unique book that brings a transdisciplinary view (a view in which each discipline changes due to its interaction with other disciplines) of facilitation, leadership, creativity, and problem solving. It is a book of “knowledge” if you will of the “processes” of facilitative leadership (not to be confused with a facilitative style of leadership, although, one is subsumed within the other).

Folks, this book just kept getting better and better to the point I was overwhelmed! In the first three chapters, the authors deal with some of the foundational issues relating to effective CPS facilitation, including: linking creativity and problem solving; a developmental history of CPS; the insightful PricewaterhouseCoopers *Innovation Survey 1998*; a model for CPS facilitation; and a developmental skill base associated with effective CPS facilitators. If the book was to stop there, it would already be worth its price, but it gets better.

Chapter 4, Setting the Stage for CPS, begins the transition from “foundational and developmental information” (learning) into CPS application. In this chapter, Ken McCluskey provides some wonderfully “implicit” issues and insights all of us should be reflecting on *before* we apply CPS (e.g., issue of self serving bias, groupthink, etc.). To help us do that, Ken has provided us with numerous exercises that can be used for personal or group experiences.

In Chapter 5, Managing Clients and Resource Groups, and Chapter 6, Encouraging Teamwork in CPS Groups, Scott Isaksen digs deeper into the interactive social roles of client and resource group members presented in the “Model for CPS Facilitation” in Chapter 3. He presents that: having a powerful process and a clearly defined problem is not enough for a successful output; success also depends on having an “effective client;” and success is also affected by certain characteristics of the resource group (if needed). A model for how groups develop and the stages that they move through is also provided. Reviewers note: Want to improve your “facilitative leadership” skills? Learn, understand, and use this model. It has kept me nice and cool in many a raging fire!

In Chapter 6, Scott continues to provide the reader with useful knowledge concerning characteristics that promote teamwork, “trip wires” to watch for when managing groups, and insights for developing goal structures.

In Chapter 7, Exploring Group Dynamics, some of the core factors which effect group performance that need to be managed by a facilitator during a meeting are presented. Not only are factors described, but a set of questions that will provide the facilitative leader insights about group effectiveness are also provided. In the latter part of the chapter, nine dimensions (based on the current version of the Situational Outlook Questionnaire), found to effect individual, team, and organizational productivity, are described individually and in the context of a CPS session.

Planning for the Unexpected is the title for Chapter 8. This chapter provides the reader with insights learned in the field dealing with many of the challenges and curves professional facilitators experience when conducting CPS sessions. Suggestions, introspective questions and different levels of intervention which facilitators can use to identify and overcome challenges are described. Some guidelines around professional practice, using assessments, and providing services to others are also presented.

Chapter 9, Guiding the Experiential Learning of CPS is dedicated to the use of experiential learning. A four stage model for facilitating an experiential learning activity is presented and followed by a description and actions that one can take in each of the four stages when engaging people in a “learning-by-doing” experience. An iterative model for learning and applying CPS along with an appendix which includes examples of “debriefing” and “developing” formats and questions are also provided. If you have ever wondered how certain trainers get so much out of an exercise, this chapter will give you another great reason to buy this book.

Well I told you it just kept getting better and Chapter 10, Making a Difference with CPS: A Summary of the Evidence by Scott Isaksen and Luc De Schryver has well exceeded my greatest expectation for a conclusion to this “book of knowledge.” Folks, this chapter is what we (and anyone who has had to try and justify “creativity” or CPS in their organization) all have been waiting for in the creativity literature. In this chapter, the authors have compiled nearly 700 citations and resources (books, journals, journal articles, research articles, courses offered, networking information, etc.) which help to provide overwhelming evidence “...that training, teaching, learning, and applying CPS is worthwhile.” This does not include the nearly 500 references located at the end of each of the chapters!

In conclusion, Facilitative Leadership: Making a difference with creative problem solving is an absolute must buy for anyone who has, does, or will facilitate a problem-solving session. I believe this book will have a profound effect on even the most professional and experienced facilitators. The reason? The entire book comes from the hearts and the heads of its writers. Few authors would share “their knowledge from the field.” This book will “make a difference” in, around and through the concept and activity of facilitative leadership. Lastly, I will step well over the line here and thank in advance, for those of us who read this book, all of the authors who have contributed to this book. I personally (and publicly) want to thank Scott Isaksen, *the consummate educator*, for having the passion, the wisdom, and the vision, to lay it *all* out on the line, without hesitation nor reserve, to put together a book of “knowledge,” that can help all of us help others make this a better world in which to live! ◆

WHAT WE'VE LEARNED...

The following tips come from insights group members have had as a result of their application of CPS. We share them hoping others will find them valuable and helpful in increasing the impact of their facilitation with individuals, groups, and organizations. If you would like to submit tips from your application of CPS, please forward them to: "Tips Column Submission", Attn: Communiqué Editor, 1325 North Forest Road, Suite F-340, Williamsville, NY 14221.

**From Glenn V. Wilson
CEO Consultants
USA**

- Be prepared to share research data or productive session outputs to support facilitation activities.
- Use different colored Post-it® notes when it is necessary to identify merged data from multiple sessions or from like sessions at different locations. Be aware of ethical implications of this action.
- When conducting a Task Appraisal, have the client clarify the purpose(s) behind his/her needs and wants. Also, listen and get clarification for any politically weighted comments that might come out in the task appraisal.

**From Luc DeSchryver
Creativity & Innovation Center-
Europe, Belgium**

- Be ready to switch from CPS training to CPS facilitation. Working on small but real challenges implies that the group can end up in rough “emotional waters.”

**From Allan Brooks
Allan Brooks Associates,
United Kingdom**

- When working with a training team, be sure to carry through to the de-briefing session. Closure and the recognition of achievements is very important.
- Recognize that there are situations in which you should recommend another facilitator. If you would not be able to maintain impartiality, you might want to remove yourself.

Making Creativity Stick (Part 1)

By Paul Wright

This is the first of two articles describing the experiences of Bull Information Systems in implementing and sustaining an 'Innovation Initiative' based on CPS principles. The first part describes what we did, and the second part, to be published in the next issue of the Communiqué, will describe how we measured success and kept things going over the past 6 years.

Knowing and Doing

A few years ago I attended a 'self-development' course. The program leader introduced the course with these words: "Everything I'm going to tell you is rubbish. It will be of value to you only when it becomes YOUR truth."

This rang a bell with me and has stayed with me as a guiding principle. I can learn all sorts of things by reading books, attending seminars and courses, or talking to experts. However, so long as these things remain as intellectually known facts and theories, they are not working for me in my life. They can do this only when I act on them and experience them as real.

The work of encouraging creativity in Bull Information Systems has followed this path. The initial CPS courses made a deep impression and I was inspired to get more involved, but much of CPS was still 'just theory'. This article tracks my progress from intellectual awareness to personal belief in the approach, while identifying a few areas where I still have my doubts. Embedding a creative approach in a large organization isn't easy, so I've also included tips from my own experience about what seems to work and what may give you problems.

Our Approach

We started to deliberately encourage creativity in Bull Information Systems in July 1993, with the first of many CPS Foundations courses. This course provides people with skills in the use of the CPS framework, language and tools. Bull is an international IT company, with annual revenues of about \$4.5 billion, and Bull Information Systems is its subsidiary in the UK and Ireland, employing around 2,500 people.

From the beginning, our 'Innovation Initiative' was aimed at everyone who was interested, not just at a particular department like R&D. We started from the simple proposition that creativity is a good thing, both for the individual and for business, and we'd like to help our people be more creative in their working lives. Selected staff members were trained both to facilitate groups and to deliver CPS training courses.

Actions were taken in the three areas of People, Process, and Climate so as to get maximum impact (see Figure 1). Impact represents the Product or Desired Outcome element in the figure.

Creativity in People

We measured the individual's creativity style with the Kirton Adaption-Innovation Inventory (KAI) developed by Michael Kirton. These courses provided a great instrument to

use – it's quick to complete, fairly simple to explain, and most people feel it describes them accurately. My belief in the KAI's validity was raised when we looked at the scores on our CPS courses. Who do you think will volunteer to attend a brand-new course on creativity? Why, Innovators of course. Participants in our first CPS course had an average KAI score of 120, and this average score has moved steadily toward the general population mean of 96 for each succeeding course as it became

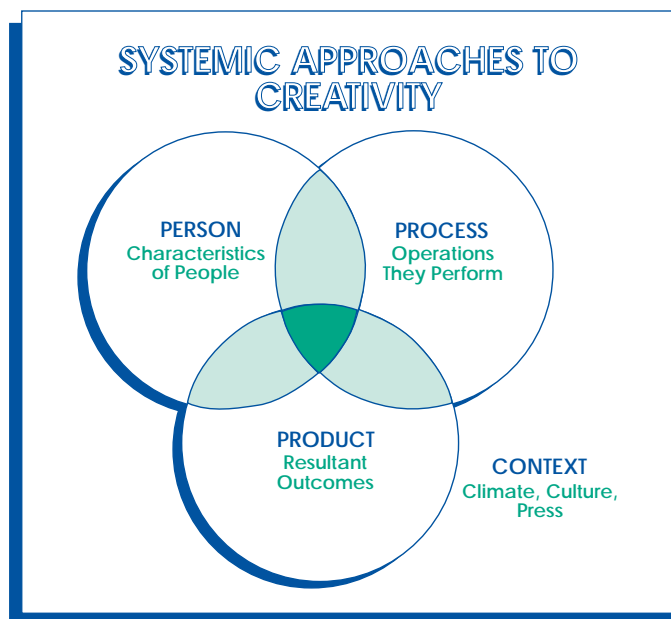


Figure 1: Isaksen's Creativity Venn Diagram.

an accepted part of the training schedule (it's near 105 now).

About 450 people in Bull have taken the KAI in the past 6 years, including all CPS course members, the board and their direct reports, selected high fliers, and various interested volunteers. Many people are naturally wary of personality tests, so my recommendation is to make confidentiality and voluntary participation your guiding principles. We publish ethical guidelines, which protect the privacy of individuals – the KAI is for *them*, not for their boss or their personnel file. The aim is to develop trust. When people know that the KAI is solely for their own information and benefit, they are more willing to collaborate in using it.

The Climate for Creativity and Change

This is an area where we've done less detailed work. We measured the climate for creativity and change using CPS-B's Situational Outlook Questionnaire (SOQ). We found ourselves to be fairly average overall on the nine dimensions of climate assessed, with some strengths and weaknesses. The problem then arises: what to do next? For instance, we scored a bit low on Idea Time (no great surprise!), but I haven't found any specific recommendations for what to do about this.

What we did was to cut the "Gordian knot" by working on leadership as the main determinant of climate. We used the Leadership Practices Inventory (LPI) developed by Kouzes and Posner to measure the leadership performance of senior management and have since instituted a leadership development program, which has been running and evolving for over three years.

The Creative Process

This area includes having both a framework for creativity and a set of tools. It was the tools that excited us most, and we notice facilitators rushed out after our training and were soon covering walls with Post-its®. We had some fun sessions but achieved very little in those first months. We had to learn from experience that working hard on the wrong problem is counterproductive. Now the framework, starting with Task Appraisal, seems more important than individual tools. If you can

get a committed client and a well-defined task, you're already halfway to a solution.

Another thing we have learned is that the three components of problem solving have characteristic emotions associated with them, at least in groups with which I have worked. They are:

- *Understanding the Problem*: IMPATIENCE. "We know what the problem is, so let's get on with it".
- *Generating Ideas*: EXCITEMENT. "This is fun, we can have a laugh and there is no commitment".
- *Planning for Action*: DEPRESSION. "Here come another ten actions to add to my 'top priority' list; it's time to back off".

This is why the committed client is so important. If there is no one to inspire and drive participants to take action, all that effort and creativity can go to waste. Running great CPS sessions without considering the overall project is like introducing a wonderful new machine tool into an outdated factory. Ideas and action plans (work in progress) just pile up after the sessions (machine tool), but little is done to turn them into reality.

To be continued in the next issue of the Communiqué: How we measured success and kept the Innovation Initiative going. ◆

Paul Wright is a Marketing Manager with Bull Information Systems in the UK. He is an accredited trainer and facilitator of CPS and has played a major role in encouraging creativity within Bull, and in the company's customers and partners.

Networking Opportunities

An Excerpt from *Facilitative Leadership* Edited by Isaksen (2000)

There are numerous organizations that focus entirely on understanding or developing creativity and innovation. The following is a representative list. If you know of any groups or organizations we have missed please let us know.

- American Association for Creativity (Wilmington, DE) offers an annual conference and publishes a newsletter. (www.becreative.org)
- Center for Creative Leadership (Greensboro, North Carolina, established 1970) offers courses and services on creativity and innovation. (www.ccl.org)
- Center for Creative Learning (Sarasota, Florida) established by Donald Treffinger to work with educators and schools. Has a network of associates and publishes materials and newsletter. (www.creativelearning.com)
- Center for the Development of Creative Thinking (COCD, Antwerp, Belgium) founded by Pros Vanosmael and Roger De Bruyn from the University of Antwerp.
- Center for Research in Applied Creativity (Ontario, Canada) is an academic unit within MacMaster University conducting applied research and services to organizations, founded by Min Basadur.
- Center for Research on Creativity and Innovation (University of Colorado at Colorado Springs) is a center within the College of Business. (www.uccs.edu/~creative)
- Center for Scientific and Technical Creativity (CSTC) an academic unit of the University of Hochiminh City, Vietnam, offers on a regular basis courses on the "Methodology of Creativity".
- Center for Studies in Creativity (Buffalo, New York, established 1967) an academic unit of the State University of New York offers an undergraduate minor and a M. Sc. degree as well as supports the Creative Studies Collection at Butler Library. (www.buffalostate.edu/~creatcnt/)
- Creative Education Foundation (Buffalo, New York, established 1954 by Alex Osborn) offers an Annual Creative Problem Solving Institute and publishes the Journal of Creative Behavior. (www.cef-cpsi.org)
- Creative Problem Solving Group - Buffalo (Buffalo, New York, established 1984) offers a variety of services, conducts research and development on CPS. CPS-B also publishes an occasional Communiqué. (www.cpsb.com)
- Creativity and Innovation Center - Europe (Brussels, Belgium, established 1992) collaborates with CPS-B by translating CPS materials into Dutch and French and on various application projects.
- European Association for Creativity and Innovation (Enschede, The Netherlands) hosts international conferences and encourages networking. (www.eaci.net)
- Innovation Network - (Denver, Colorado) provides a network of people who have professional experience in innovation and creativity. They provide a referral service, host conferences, and provide professional services. (<http://www.thinksmart.com>)
- National Collegiate Inventors and Innovators Alliance (Amherst Massachusetts), an organization that offers occasional conferences for those in higher education.
- National Inventive Thinking Association – provides information on creativity applied to invention and organizes an annual conference in cooperation with the US Patent and Trademark Office. (www.newhorizons.org/ofc_nita)
- Torrance Center for Creative Studies (Athens, Georgia) is a center within the Department of Educational Psychology at the University of Georgia. It offers advanced graduate work, numerous programs and conferences. (www.coe.uga.edu/edpsych/docs1/gifted/docs1/torrance.html)

WHAT'S COMING UP...

The 11th International Conference on Creativity in Colleges and Universities will be called "Exploring the Creativity Era Together". The conference is scheduled for July 20 - 23, 2000 and is presented by Northwood University; Alden B. Dow Creativity Center in Midland Michigan. For more information visit their web site (www.northwood.edu/abd) or send them an email at creativity@northwood.edu.

Indiana State University is hosting Creative Problem Solving Facilitation Lab programs in Indianapolis, Indiana on March 15-17, 2000 and Jan. 10-12, 2001. The Foundations of CPS courses have been scheduled for March 1-2, 2000; Oct. 26-27, 2000, and Nov. 30-Dec. 1, 2001. The Facilitator Development courses are scheduled to be held on June 19-23, 2000, and June 11-15, 2001. All these course are licensed through CPS-B. For further information, please contact Priscilla Wolfe at soewolf@befac.indstate.edu.

Convergence 2000 hosted by the Innovation Network will be held at the Paradise Point Resort in San Diego. The title of this year's conference is "Odyssey into Innovation" and is scheduled for March 27 - 30, 2000. For more information send them an email (staff@thinksmart.com), fax (1 303 295 6108) or letter (451 East 58th Ave., Suite 4625; Box 468; Denver, CO 80216).

The American Creativity Association is hosting their annual convention in the Andersen Worldwide Center – St. Charles, Illinois (Chicago area). This convention is scheduled for May 3 - 6, 2000. For more information send them an email (AmCreAsso@aol.com), fax (1 302 837 1409) or letter (ACA Office; PO Box 273; Ridley Park, PA 19078).

"The World's Largest and Longest Running Conference on Creativity"
The Creative Education Foundation (CEF) has announced the dates for the 46th Annual Creative Problem Solving Institute®. The dates are Sunday, June 18th- Friday, June 23rd, 2000 and will be held in Buffalo, New York. For more information please contact CEF at 1 800 447 2774 or go to the web site at www.cef-cpsi.org/CPSI.HTM.

WHAT'S COMING UP...

The Occupational Research Centre has announced their schedule of Kirton's Adaption-Innovation Inventory (KAI) courses and workshops for 2000 to be offered in the UK and USA. If you are interested in becoming certified in the KAI or advancing your skills you might want to consider one of the following:

<u>Date</u>	<u>Location</u>	<u>Event Name</u>
May 7 - 11	Indiana State University	Certification Course
May 14 - 18	Penn State University	Certification Course
May 19 - 20	Penn State University	Advanced Workshop
July 9 - 13	Indiana State University	Certification Course
July 14 - 15	Indiana State University	Advanced Workshop
October 8 - 13	Indiana State University	Certification Course
Nov. 5 - 9 (t.b.c.)	Missenden Abbey, UK	Certification Course
Nov. 10 - 11 (t.b.c.)	Missenden Abbey, UK	Advanced Workshop

Contacts for the courses are:

UK-Shirley Clark, tel: 1442 871200, email m.j.kirton@herts.ac.uk

Indiana State-Dr. Littlejohn, tel: 1 812 237 2830, email soelitt@befac.indstate.edu

Penn State-Kathryn Jablokow, tel: 1 610 648 3372, email KWL3@psu.edu

The Greenleaf Centers annual international conference on servant-leadership will be held on June 15-17, 2000 in Indianapolis, IN. For more information please contact The Robert K. Greenleaf Center for Servant-Leadership, 921 East 86th Street, Suite 200, Indianapolis, IN 46240 U.S.A.: Phone: (317) 259-1241, Fax: (317) 259-0560; <http://greenleaf.org>.

If you have information on an upcoming event, conference, or course that you think would be of interest to your fellow readers, please submit it to:
Upcoming Events, Attn: Communiqué Editor, 1325 North Forest Road,
Suite F-340, Williamsville, NY 14221.

A WORTHWHILE EXPERIENCE

By Keith Kaminski

You may recall our special Fall edition of the Communiqué, back in the previous millennium. The purpose of that special edition was to let you know about two conferences being held in Europe. The purpose of this article is to highlight what happened at one of those conferences, Fit for the Future, “the ultimate” Sixth European Conference on Creativity and Innovation. It took place December 12–15, 1999 in Lattrop, the Netherlands. This article is a way of sharing the rich insights, learnings, and fun with those who could not join us. It is also the first article to expand beyond the words of these pages to our web site. By visiting www.cpsb.com/new.html, you can view pictures taken during the conference.

The conference, held by the European Association for Creativity and Innovation (EACI), was a well managed and organized event lead by Han van der Meer, of Van der Meer & van Tilburg, an innovation consulting firm. Han was assisted by the “Fit-team”, which was comprised of 11 professionals in the field of creativity and innovation. Supporting them and the conference participants was the “Fit-Student team”, made up of 10 sharp students

from Dutch Universities (i.e. Delft University of Technology, Hogeschool Enschede, and Ichtus Hogeschool). Throughout the conference, there was always a friendly face close by to answer a question or offer assistance.

Lattrop, the Netherlands is a small rural town located near the city of Enschede (roughly 100 kilometers or 62 miles east of Amsterdam, close to the German border). All of the conference activities took place at the Hotellerie de Holtweijde, a state of the art facility which had a very “warm and welcoming feel”. In addition to the facilities, over 50 small cabins were located on the property. These cabins served as very comfortable guest rooms. When you talk about creativity, the environment, or “climate”, is one of the important factors to consider. Appropriately, the physical surroundings were conducive to fostering a creative climate for the conference, despite mother natures best attempts to drench the spirit or “flame.”

The opening speaker, Jan Buijs from the Delft University of Technology, gave an interesting presentation in which he shared his views on the most significant publications in the field of creativity and innovation. After dinner, the participants walked outside in the cold December rain of the Netherlands to witness a fire show accompanied by the thundering sounds of drums in a field near

the hotel. The heavy rains did not extinguish the fire show – a sign that the upcoming few days would definitely be interesting.

There was a mix of 19 minute and one hour workshops offered during the conference. Overall, there were 99 different sessions. Calculated from participant feedback, the best of the 19 minute workshops were repeated at the end of the day to provide an opportunity for more participants to view these shorter sessions.



Hotellerie de Holtweijde. Site of the Fit for the Future Conference

CPS-B was honored to contribute to the conference. Each person from the CPS-B team attending the conference delivered a workshop or managed a special event.

Scott's presentation on Innovation set up the facilitation master class, a major event of the conference. The master class concept was taken from experiences in classical music and pottery where an apprentice goes through an experience related to his/her craft. A master, an accomplished professional with several years experience, observes the apprentice. The master provides some guidance along the way and in-depth feedback at the conclusion of the experience to meet the objective of advancing the skill level of the apprentice.

For this experience, master facilitators Jacynthe Bédard - Consultation and Animation, Stanley Gryskiewicz - Center for Creative Leadership, and Scott Isaksen - CPS-B, were paired respectively with apprentice facilitators Keith Kaminski, Remko van der Lugt, and Amnon Levav. One of the conference sponsors, Grolsch, a Dutch brewer, provided three clients with real tasks related to their business. Each apprentice, along with the support of volunteer resource-group members (conference participants), had the opportunity to help their client make progress on one of the real business challenges. In each of the sessions, a variety of methods, tools, and styles were utilized to help the client develop some novel and useful outcomes. Each of the sessions was video taped. Afterwards, key highlights were captured from the tape to supplement the evening debrief. All of the participants attended the evening session. During this evening session, conference participants divided up into three smaller groups to have a dialogue with the client, master, and apprentice on what had happened.

As one of the apprentice facilitators, I can attest to the rich depth of learning that took place. The entire experience of interacting with the master facilitators, facilitating a real session, and sharing the experience with conference participants at the evening debrief was very rewarding! I would like to thank each of the master facilitators, the clients, the Fit-team, and the Fit-Student team for this tremendous learning opportunity.

We also had the pleasure of attending Fit for the Future with two of our clients and friends; Samantha Stead, Editorial Director of International Masters Publishers (IMP) and Mary Wallgren, Senior Innovation Specialist of Procter & Gamble. Samantha delivered a workshop high-

CPS-B Contributions at Fit for Future

Scott Isaksen presented, Innovation: What it is and What it Takes... He shared his thoughts on a systemic view of creativity and some research findings from a recent Global Innovation Survey conducted by PricewaterhouseCoopers. Scott also took the lead on managing the facilitation master class.

Brian Dorval delivered Strengthening the Heartbeat: Strategies for Facilitating Small Groups. In this session, practical strategies for facilitating, based on the last twenty years of research and development, were shared.

Dr. Susan Besemer and Ken Lauer presented Improving Product Outcomes by using Creative Product Analysis™. Based on more than 20 years of research by Dr. Besemer, the theory and measure behind Creative Product Analysis™ was related to enhancing new product development initiatives within organizations.

Ken Lauer also gave a workshop on establishing a creative climate. In addition, a paper on a recent international study looking at how demographic variables related to results on the Situational Outlook Questionnaire (SOQ) was submitted for review to be published in the conference proceedings.

Keith Kaminski delivered a workshop on how CPS and technology are coming together. Research insights were shared using group support system tools. Additionally, Creative Problem Solving On-line™ (CPS On-line™), a web-based software application was previewed.

lighting the impact of CPS in new product development and customer service initiatives within IMP. Mary delivered a 19 minute session on the Theory of Inventive Problem Solving or TRIZ. Mary's presentation was selected as the best of the day so she was able to deliver it again to a larger audience. Congratulations Mary!

The CPS-B team divided up to attend as many of the other workshops as possible. There were many engaging workshops that dealt with subjects such as new product development, software, creativity tools, and different methods. In particular, there was an insightful and entertaining presentation by James Tunney on linking the fields of Law and creativity. Another conference sponsor, Syntens, a Dutch Innovation consulting firm focused on small to medium sized organizations, shared their learning from an informal study on implementing innovation.

One of the benefits of attending any conference is the opportunity to network with other professionals. Fit for the Future was no exception. Each evening, conversations by the fireplace carried on well into the night. One of those evening conversations resulted in a working lunch where 3 members of the Fit-Student team (attending Delft University of Technology) worked as a facilitation team to make progress on a real business challenge I was facing. The students facilitated a productive session in a language other than their mother tongue. Some of the concepts taken from the session are now in the process of being implemented.

Stanley Gryskiewicz delivered the closing Keynote. He focused on Positive Turbulence, the topic and title of his new book (available from Jossey-Bass Publishers). Positive Turbulence is a process that begins with the recognition that change is inevitable, and then uses change, in manageable amounts, to the organization's strategic advantage. His engaging and interactive keynote was another highlight of the conference.

The final session of the EACI Fit for the Future Conference ended with a mind map that spanned more than 20 meters (60 feet). Participants of the conference summarized their thoughts and learnings on the mind map. Keeping with the theme of fire,

a candle activity followed where people, in silence, proceeded to light each others' candles. It was interesting to notice that the flame burned brighter when two or more candles were held together. It was a nice ending to a very productive conference.

Attending the Sixth European Conference on Creativity and Innovation, "Fit for the Future", was well worth the investment of time and resources. CPS-B is looking forward to supporting the seventh conference which will be held in December, 2001. We hope to see you there! ♦

Keith Kaminski is the Program Manager for the Creative Problem Solving Group - Buffalo. He recently received his certification as a CPS Facilitator.

Creativity Around the World

Are you a looking for a quick and attractive way to remind yourself and visitors to your office of the importance of creativity? A person in an organization who wants to send a message of the importance of creativity? Or perhaps you are

a global company searching for a way to illustrate how creativity is a link for your cross-cultural work.

"The Creativity as a Fundamental Human Resource" poster is a full color, 21" by 26" poster which conveys creativity as part of our world. The word creativity is written in thirteen different languages and adorns a likeness of the globe on a black background. The poster is completed by a beige border and has this caption at the bottom: "The Fundamental Human Resource."

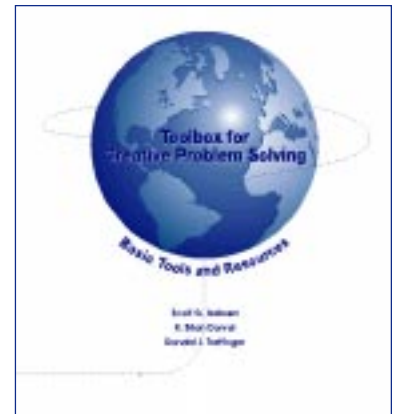


To order [The Creativity as a Fundamental Human Resource](#) poster, please send \$4.95 plus \$3.95 shipping and handling per poster, along with your name, mailing address, phone, fax, and e-mail address to CPS-B.

Creative Problem Solving: Basic Tools and Resources

Are you looking for a handy, high quality professional resource which contains easy to read explanations of the most versatile set of CPS tools in the marketplace?

The Toolbox for Creative Problem Solving is that valuable resource. The Toolbox was created by veteran writers Scott G. Isaksen, K. Brian Dorval and Donald J. Treffinger. This product was designed to introduce the CPS tools to a group, but can also be used by an individual. It serves as a great summary of the most popular tools used to facilitate the CPS process. This resource comes in a durable, canvas covered three-ring binder.



To order [The Toolbox for Creative Problem Solving](#), please send \$79.95 plus \$11.99 for domestic (or \$23.94 for international) shipping and handling per toolbox, along with your name, mailing address, phone, fax, and e-mail address to CPS-B.

CPS Facilitator Pocket Cards™

Now you can have the key graphic images to support your use of CPS with this portable and easy-to-use set of CPS Facilitator Pocket Cards™. This durable set of five cards (5.5" x 3.75") contains the key models, language, and questions you'll need to be successful with CPS facilitation.

Card One: *Task Appraisal Model* helps diagnose the needs of a situation and improve the chances of successful CPS application. *Task Appraisal Questions* contains powerful questions to get important information about a topic and make good decisions about the use of CPS.

Card Two: *Components of CPS*. Contains a model of CPS to explain it to others in simple and easy-to-use language. *A Model for CPS Facilitation* helps manage people's roles during CPS facilitation.

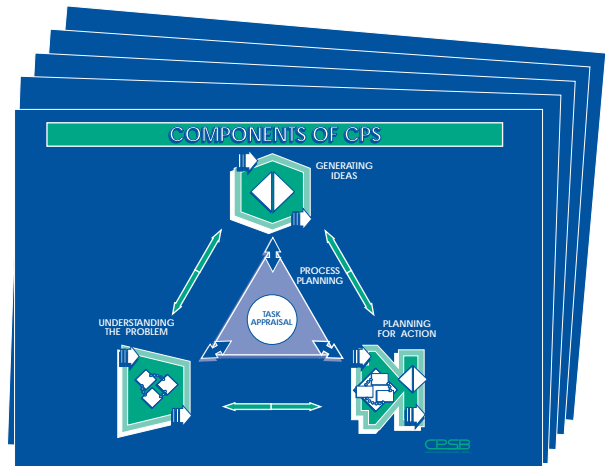
Card Three: *CPS Components and Stages* identifies the specific CPS stages and why to use them. *Power of Stems* provides key CPS language to help unlock people's thinking.

Card Four: *Guidelines for Generating Options* identifies the guidelines for generating many, varied and unusual options using pictures and words.

Guidelines for Focusing Options identifies the guidelines for analyzing, developing and refining promising alternatives.

Card Five: *Choosing Tools for Generating Options* gives you a model to decide when to use which tool for generating options. *Choosing Tools for Focusing Options* gives a model to decide when to use which tool for focusing options.

To order a set of [CPS Facilitator Pocket Cards™](#), please send \$14.95 per set plus \$2.25 for domestic (or \$4.50 for international) shipping and handling, along with your name, mailing address, phone, fax, and e-mail address to CPS-B.



Send Orders To:

The Creative Problem Solving Group - Buffalo; 1325 North Forest Road, Suite F-340,
Williamsville, NY 14221 OR Call Keith at (716) 689-2176

Special Book Review: Encyclopedia of Creativity

By Glenn Wilson

Runco, M. A., & Pritzker, S. R. (Eds). (1999). *Encyclopedia of creativity* (Vol. 2). New York: Academic Press. ISBN#: 0-12-227076-2 / 835 pages / \$300.00 for 2 Volume set.

In my initial book review (see Vol. VIII, Special Edition, Fall 99), I reviewed Volume One of the Encyclopedia of Creativity by Runco, M. & Pritzker, S. (Eds.). In this second and final review of the two volume set, I will provide you with some thoughts on the writings collected, some data I have produced from the articles, and my closing comments and recommendations on the two volumes.

Some Thoughts...

After reading Volume Two, I found it contained the same strengths (i.e., breadth of subject areas, articles professionally written, addition of glossary of terms for each article, etc.) and challenges (i.e., alphabetic listings of articles, lack of primary source citations, creativity is not the primary focus in a majority of the articles, etc.) as in Volume One (see initial review). The authors have included two appendices (vol. II) entitled "Chronology of Events and Significant Ideas and Works on Creativity" (pp. 751-753) and "Tests of Creativity" (pp. 755-760), which provide the reader with a historical time line of writings in the field and a list of tests, inventories and rating scales which purport to aid in the assessment of human creativity. For additional creativity assessment references see: Puccio, G. J., & Murdock, M. C., (Eds.), (1999). *Creativity assessment: Readings and resources*, Buffalo, NY: Creative Education Foundation Press.

Some Data...

In keeping with the format in my first review, I rated (see previous review for rating scale) and classified (using Person, Process, Product, Press) all of the articles in Volume Two. Three articles got a rating of five; 10 articles got a rating of four; 40 articles got a rating of three; 19 articles got a rating of two; two articles got a rating of one; and 16 articles were excluded from the set. By aggregating my ratings of the articles in both sets I designed the chart you see in Figure 1. The mean of the scores of all the rated articles is 2.88. When I add the 31 articles I felt should not have been included in the encyclopedia into the data, the mean score dropped to 2.42.

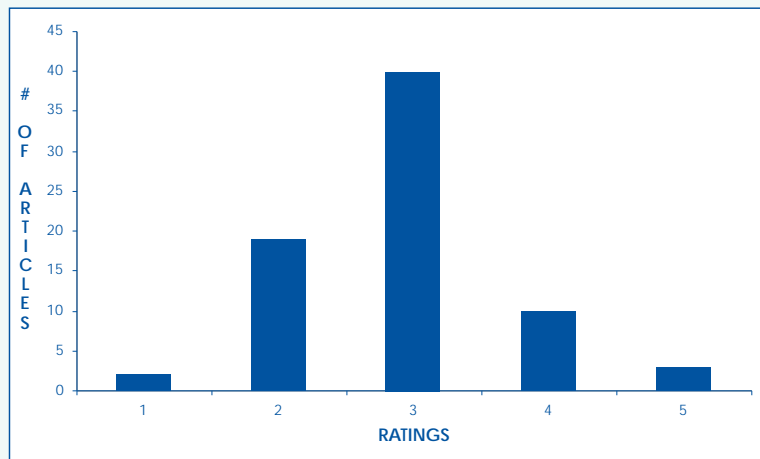


Figure 1. Volumes I & II: Overall Article Rating Scores

The mean of the scores of all the rated articles is 2.88. When I add the 31 articles I felt should not have been included in the encyclopedia into the data, the mean score dropped to 2.42.

This seems to accurately represent current writings in the field. I would say that overall, these writings might rate a bit higher than what is currently out there in the literature, especially in books.

As in the first review, I also categorized all of the articles into person, product, process, and press using the main focus of the article as selection criteria. The articles categorized as follows: 36 classified within Person; 29 classified within Process; eight classified into Product; and only one article classified into Press. Again the remaining 16 were excluded from the set. By aggregating the categories for all of the articles in both volumes (see Figure 2.), it is easy to see that the majority of the articles relate to creativity in the person and creative processes. Folks, sorry to say, but look in your local bookstore and see what's selling in the field - creativity in the person and creative processes. We do get more of what we reward!

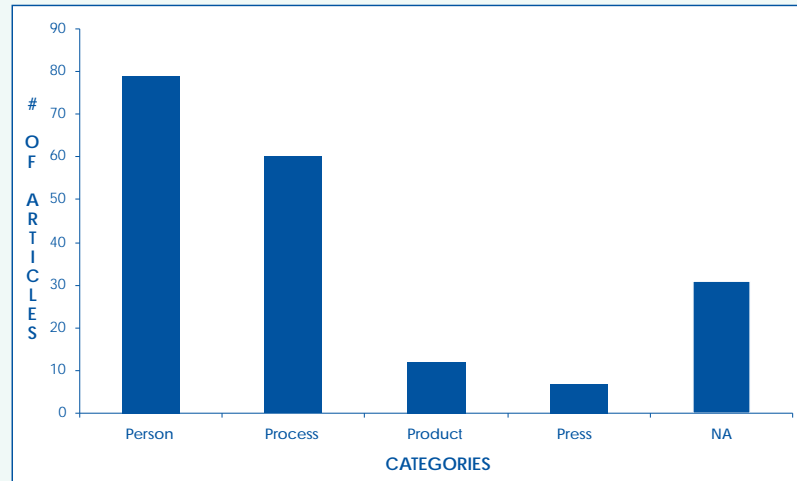


Figure 2. Volumes I & II: Overall Classification of Articles

This distribution could also represent the writings in the field for the past 2000 years! Interest in creative product and creative press have only been a point of interest and investigation for a handful of creativity professionals for the past 40 years.

Some Closing Thoughts and Recommendations...

Folks, don't read too much into the data. It's not only just data, it's "my data" developed from my criteria, which may not mean much to you. At times, it doesn't even mean much to me (some Janusian thinking going on here). For example, an article entitled "Schizophrenia" by Schulberg, D., & Sass, L., only rated a 3 in my evaluation, but it truly is the best darn article I have ever read on schizophrenia! A. Rothenberg's article on "Janusian Process" only rated a 3 in my evaluation, but added a depth and breadth to my view of what Janusian thinking is all about, and no one could ask for more than that from any article!

In conclusion, I think for \$300.00, it is a fair buy for the level of quality and quantity included in the books. Four of the articles are some of the best I have ever read. Thirty-four of the articles were very good, with 74 being rated above average. That's 112 good articles as I rated them, and I rate tough!! That's less than \$2.25 per good article or less than \$1.30 per article if you take all of the articles into account. Although the "Encyclopedia of Creativity" is far from "comprehensive," it may be one of the best attempts taken so far to provide its readers with a multi-disciplinary view of the domain we call "creativity." ♦

Submission Request

Have you had an exciting or beneficial experience in creativity that you would like to share? Do you know of an upcoming event which could be of interest to fellow Communiqué readers? Do you have some key insights, or tips into some aspect of creativity, leadership, facilitation, or innovation that you would like to pass along?

If you answered yes to any of the above questions, I am looking for you! If you would like to submit an article or short write-up; information on an upcoming event; or share a couple of tips, please contact Ken or Marves by Email at cpsb@cpsb.com, by fax at 716-689-6441, or by phone at 716-689-2176 to request a copy of the Communiqué submission guidelines. We look forward to hearing from you.

*Communiqué
Editor-In-Chief*

SAVE THE TREES – Receive future issues via E-mail!

Dear Readers-

We would like to be able to e-mail the Communiqué to our readers. Toward this end, we are asking that anyone interested in receiving the Communiqué electronically, please provide us with an e-mail address to which you would like the newsletter sent.

You can simply e-mail us (cpsb@cpsb.com) and you will be added to the list of 500 people who are already helping the environment.

Thanks for your help!

Learn Skills For Managing Change

Facilitating CPS is a training course 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 course, 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 to existing CPS-B clients or potential clients considering work with CPS-B. It is also offered as a customized in-house course.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • What is CPS? • Conceptions and Styles of Creativity <hr style="width: 50%; margin: 5px auto;"/> <ul style="list-style-type: none"> • CPS Guidelines • CPS Language and Tools 	<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 <hr style="width: 50%; margin: 5px auto;"/> <ul style="list-style-type: none"> • Taking CPS Forward

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CPS-B 2000-2001 Course Registration Form

Name: _____ Title: _____
 Organization: _____
 Address: _____
 City: _____ State/Province: _____ Zip: _____ Country: _____
 Phone: _____ Fax: _____
 E-Mail: _____

Please the course you wish to attend:
 Facilitating CPS, Buffalo, NY

<input type="checkbox"/> April 3-7, 2000	<input type="checkbox"/> Oct. 30-Nov. 3, 2000	<input type="checkbox"/> April 2-6, 2001
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Registration Fee: Registration fee of \$1,850.00 includes materials, continental breakfast, and lunch during the course. 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 course; 30% - if notified between ten and thirty business days prior to course. If notified within ten business days prior to course, registration will be transferred to a future course.

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:

About the Communiqué

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

If anyone is interested in submitting a short article, headline, or calendar item, please contact the Communiqué Editor at:

**1325 North Forest Road, Suite F-340
Williamsville, NY 14221-2143;
Phone: (716) 689-2176;
Fax: (716) 689-6441;
Email: cpsb@cpsb.com; or
www.cpsb.com**

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