

Developing a Dictionary of Creativity Terms and Definitions.

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Developing a Dictionary of Creativity Terms and Definitions

by

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Abstract □

A Dictionary of Creativity Terms and Definitions

This project contains an initial dictionary of frequently used terms found in the literature of the discipline of creativity. It reports on language/terms that were taken from (1) recent edited collections of creativity; (2) recent issues of the *Creativity Research Journal*; *Journal of Creative Behavior*; *Creativity and Innovation Management Journal*; (3) The International Center for Studies in Creativity course curriculum; and (4) the Creativity Based Information Resources database. Criteria for the selection were frequency, crossover, and repetition across all sources.

In addition to the dictionary portion which contains over 1400 words and definitions, the project documents the process of selection, author's key learning's and potential applications for the field.

Acknowledgment

“Dreaming allows each and every one of us to be safely insane every night of the week.”
-Dr. Charles Fisher

Dr. Mary C. Murdock, my friend, my teacher, my advisor, thank you for your patience, fun, high tolerance for ambiguity, and love for what you do. In the words of Aristotle: “We are what we repeatedly do. Excellence, then, is not an act, but a habit”. How do I acknowledge your habit of excellence...with gratitude. Marie Mance, my first instructor at the CSC, thanks for your kindness and inspiration to fully pursue this “creative” endeavor. Dr. Gerard Puccio, for your dedication and obvious joy for your work and those around you, it is an honor and a gift to be a recipient of a CSC education. J.M. Fox, Dr. Roger, Debbie thank you for your influence of excellence, stories, jokes, and overall cerebral cuisine.

Finally, in the profoundly truthful words of Sir John Michael Fox:
“I did this project for me, simply because I wanted to.”

Whoo---Hoo!!!! □

Dedication

I am blessed to have always embraced Mystery, Magic, and Madness as a valued part of my life and the lives of those around me. There are many who have assisted and supported me as I embraced my creative spirit and whose energy continues to help feed the journey.

My parents, to say all that could be said for their influence, support, desire, and willingness is an impossible task. Always in my thoughts and my heart I am delighted to dedicate this first and foremost to us.

Ray Haley, John Sharkey, Cory Wright, Robin L., Steve Martin, Haim, Linda Bowman-Jones, and all others whom I have met on this part of my path...I dedicate this to all of the thoughts, discussions, late nights, and long days we have shared.

To Kristine, always with warmth, patience, a gentle touch and loving heart, I thank you for your love and for your joy. You help me sing.

This project and the gestalt of what it represents is also for the generations to come. As always, there is further work to be done and further influence that will happen. I believe in mystery, magic, and a touch of madness and I dedicate this also, to those three profound *truths* of creativity 'cause they keep my motor runnin' ...

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SECTION ONE: SELECTING AND DEFINING A TOPIC

Purpose of the Project

The purpose of this project was to identify and compile definitions and basic language/terms in the field of creativity. This purpose relates to a disciplinary perspective on creativity. As the discipline of creativity has become increasingly formalized, a unique language has emerged. For example, in August of 1990, The International Center for Studies in Creativity was the host for the International Working Creativity Research Conference. One of the intended outcomes of this conference was “an increased clarity of language” (Isaksen, Murdock, Firestein, & Treffinger, 1993a). More recently there has been a continued need within the field of creativity to identify terminology and define these terms.

Thus, the questions guiding this project were:

- What criteria are needed to identify language/terms within the creativity discipline?
- In what way might these criteria be applied to identify basic terminology?

Significance of Project: Background & Context

To have the words to describe something is part of the way in which we learn. In

John Dewey’s (1966) words:

[Wo] Men live in a community in virtue of the things which they have in common, and communication is the way in which they come to possess things in common... Not only is social life identical with communication, but all communication is to have an enlarged and changed experience...nor is the one who communicates left unaffected. (p.4-5)

When I began my journey after high school I first attended a small Ag/Tech College in the middle of New York State. I was focused on becoming an English teacher...didn't happen. I did, however, meet a fascinating professor who said: "If you can name it, you can know it." Stop and think back over your youth for a memory of a time when something was not understandable. "What is this called?" you may have asked. Or, perhaps, you asked if so-and-so a thing existed and someone replied: "Yes, it's called ..."

The same is true in the study of creativity. We need to know the names for certain ideas, observations, and thoughts before we can effectively communicate them. By putting a name to ideas, observations and thoughts we can then explore their definitions further. In the pursuit of definitions there is an attempt to make the interpretation of meaning clear and distinct. The deliberate development of clear and distinct terminology leads to a common language. Through a common language the discipline of creativity will be endowed with a necessary tool for further exploration of meaning and effective communication of what we find. The outcome of this project is a documented compilation of frequently used terms found in the literature of the discipline of creativity. My desire is that this project is the beginning of a more detailed and complete dictionary

replete with definitions. Like the parable of the blind men trying to describe the elephant, each time we address an aspect of creativity we confront an approximate truth. Words are guides towards understanding and it is my desire that this project act as a guide for deeper clarity, distinction, and understanding in the field of creativity studies. “Thought and language are integrally connected and...making and communicating meaning is an important outcome of thinking.” (Murdock and Cliff 1993, p.4).

Written above is a description of the both the origin of my interest in this project and my explanation of its significance. Section Two will identify and describe the need for this project as discussed through literature within the creativity discipline and outline the process which was used to bring about its results.

SECTION TWO: COLLECTION AND ORGANIZATION

Disciplinary Language: The Need

With the emergence of creativity as a formal discipline of study there is a need for the identification and definitions of creativity terminology. “Many educators even with considerable experience with a variety of creativity techniques or methods have never been challenged to consider explicitly the similarities and differences among terms. In relation to nurturing creativity, however, it may be very important for us to define and distinguish between them... (Isaksen, Murdock, Firestein, & Treffinger, 1993a, p.24).

The formal study of any specific discipline requires the identification, definition and use of a common language. The development of a dictionary of creativity terms will add to the curriculum development at The International Center for Studies in Creativity

and the field itself. The discipline of creativity is currently without a document that outlines specific terminology within this domain. “Fullness of communication...among members of the creativity community is a necessary step in the maturity and growth of creativity studies” (Isaksen, Murdock, Firestein, & Treffinger, 1993b, p.5).

The use of definitions and terminology influences the environment in which the study of creativity is pursued. Individual meanings and usage creates semantic confusion among practitioners and researchers. With access to a dictionary of recognized creativity terms and definitions lies the potential for diminished confusion and increased clarity of understanding among creativity professionals.

Project Process and Method

The identification of creativity language/terms begins with a thorough understanding of the depth and breadth of basic concepts. I used the broad criteria of “recent” and “commonly used” creativity terms from information in indexes and classic works. During the scope of this project I researched: (1) Recent edited collections of creativity; (2) recent issues of the *Creativity Research Journal*, *Journal of Creative Behavior*, and the *Creativity and Information Management Journal*; (3) The International Center for Studies in Creativity course curriculum; and (4) The Creativity Based Information Resources. I specifically applied the criteria of frequency within readings, repetition of terms within readings and repetition of terms across readings to identify the initial vocabulary. I also identified 4 classic works in addition to 9 edited collections from 1980-1998 and 3 research journals as sources of initial vocabulary. I reviewed abstracts

from journal articles for frequency, crossover, and repetition to identify emerging vocabulary.

The process was time consuming. From books, edited collections, and professional journals, I abstracted terms from the indexes. The terms from all the indexes that appeared most frequently were first compiled into one centralized collection. This centralized collection was then searched for terms that repeated at least three times. If a term repeated at least three times across at least three books, edited collections or professional journals it was included in the final list of terms.

SECTION THREE: KEY LEARNINGS

Content

“Everything is partly true and partly false,”

Pascal

I’ve done a lot of reading since the beginning of this project. The “process” I followed required the tedious scribing of vocabulary from the indexes and abstracts of various books and periodicals. However, I could not help but get into the habit of reading large portions of each. As I read, I could not help but notice the fact that definitions of the words were not uniform. That is, no matter where I looked I could not find the exact same definition of a word in any of the works I cite. Words and our defined meanings of them act only as fingers pointing the way to understanding. I also observed that although there are many, varied definitions of terms there are certain themes that provide a common bond between them.

- Through the research required for identifying the language of creativity studies I found how important it is to research and communicate clarity, distinction and understanding.
- As I read article after article and book after book I have gained a more in - depth comprehension of the history of creativity and the context in which it has been pursued.
- Through my effort to identify and select creativity terminology I learned the importance of clearly developed criteria as needed guide to decision making.
- During my search for terminology I extracted from past and present works. It became very interesting to compare terms and definitions found in early works to those found in current works and observe their subtle commonalities and differences. A key point of interest is some terms, which appear in early literature, no longer appear in current literature and there are some emerging terms that have yet to catch on in mainstream references.

As a result of this research I have come to believe, even more deeply, that the most profound levels of creativity are yet to be adequately named. When we are dealing with the most difficult and most meaningful part of this thing we call “creativity,” we have to accept that there are, as of yet, no words to adequately describe portions of our experience. So we must be thorough in our research and study. The portions of creativity which can be named and studied must be done so clearly so that they may be intensely explored. But that is only half the effort. We must go further, and discover new words to express more deeply our understanding and recognition of creativity.

Process

Maintaining focus and motivation over time has been the main process challenge throughout this project. Research is a time consuming endeavor and requires deliberate planning for time management. The most productive times during this project were those for which time had been deliberately planned. Difficulty occurred near completion due to a lack of having a centralized reference for all the resources used as references during the scope of this project. There is currently a need to collect and synthesize definitions for each of the terms. A profound recommendation for all who embark on extended research is to keep detailed and meticulous records of resources and references. Additionally, to fully extend the process in such a way as to maintain its validity will require input from other researchers in the field of creativity.

SECTION FOUR: SUGGESTIONS AND RECOMMENDATIONS

This project marks the beginning of a comprehensive dictionary of language/terms and serves as a starting point for those who lead the way next.

Some suggestions:

- Collect and synthesize definitions for each of the terms
- Complete the identification of terms through the inclusion of the newly published *Encyclopedia of Creativity*.
- Gather input from those currently in the field to assist in refining and revising terms.

- Establish an on-going process for the collection of new terminology and revised definitions reflective of current knowledge and understanding
- Publish a “complete” dictionary with terms and definitions as a compliment to the Encyclopedia and for use by researchers to help maintain a clear and common understanding and application of terminology.
- Further research into terminology that is no longer widely used may provide direction for future research.
- International research into the similarities and differences of terms used to describe and research creativity.
- Create on-line access to a dictionary of creativity terminology.

In light of the diversity of terms and definitions that exist as references for researchers it would be great if they were to be compiled in a formal dictionary for the discipline of creativity. Identifying and understanding the language of a discipline are key to the recognition and recording of terms within the field of creativity. Future researchers will, as always, face the challenge of making new discoveries about creativity resulting in new understanding. A challenge for future researchers will be in the creation and implementation of a process for identifying and collecting new terminology and revising definitions to reflect up to date research.

DICTIONARY

Dictionary Terms

A

A-Life studies: (Sternberg,1999, Index)

AARON program: (Sternberg,1999, Index)

Ability (Sub term found under Cognitive) -The quality or state of being able: especially physical, mental, or legal power to perform. (CBIR, 1999)

Abilities, creative: (Davis, 1998, Index)

Abstraction, and innovation: (Sternberg,1999, Index)

Abstraction: (Parnes, Knoller, and Biondi, 1977, Index)

AC Test of Creative Ability: (Stein, 1974, Index)

Acceptability of adaptive and innovative ideas: (Isaksen, 1987, Index)

Acceptance-Finding (A/F): One of the six CPS stages (Isaksen&Treffinger, 1985; Treffinger & Isaksen, 1992), in which potential solutions are translated into a plan of action, so there will be the greatest possible chance that good ideas will become useful ideas. (Isaksen, Dorval, and Treffinger, D. J., 1994, Index)

Acceptance-Finding: "the selling of [a] final solution to others." (Amabile, 1996, Index)

Acceptance-Finding: (Parnes, Knoller, and Biondi, 1977, Index)

Accuracy: (see convergent thinking): (Dacey, 1989, Index)

Academic background: (Sternberg,1999, Index)

Achievement, see motivation: (Isaksen, Murdock, Firestein, and Treffinger, 1993a, Index)

Achievement: (Isaksen, Murdock, Firestein, and Treffinger, 1993b, Index)

Achievement and creativity: (Davis, 1998, Index)

Achievement motivation: (Sternberg,1999, Index)

Acquiescent response: (Stein, 1974, Index)

Acquiescing personality: (Dacey, 1989, Index)

Activity: (Stein, 1974, Index)

Action information: (Davis, 1998, Index)

Actors: (Sternberg, 1999, Index)

Adaptation: (Sternberg, 1999, Index)

Adaption: (Isaksen, 1987, Index)

Adaption: (Isaksen, 1987, Index)

Adaptive: (Stein, 1974, Index)

Adaptive regression: (Sternberg, 1999, Index)

Adaption-innovation, group differences: (Isaksen, 1987, Index)

Adaptor : The general term used to indicate that a person prefers an Adaptive creativity style. In discussions of creativity style, this is often further summarized by use of the letter "A" (compared with "I" or a person who prefers an Innovative style). (Isaksen et al., 1994, Index)

Adaptor (Sub term found under Styles): The general term used to indicate that a person prefers an Adaptive. An adaptor prefers to create by improving. (CBIR, 1999)

Adaptors: (Isaksen, 1987, Index)

Adaptors and innovators in organizations: (Isaksen, 1987, Index)

Addiction: (Stein, 1974, Index)

Adjective Checklist: A "personality inventory." (Amabile, 1996, Index)

Adjective Checklist: (Davis, 1998, Index)

Adler's theory: (Dacey, 1989, Index)

Administration: The supervision and leading of an organization in accordance with established policies. (CBIR, 1999)

Administrative status: (Stein, 1974, Index)

Administrators (sub term found under Administration) One that administers especially business, school, or governmental affairs. (CBIR, 1999)

Admissions' criterion:

Adolescence: (Stein, 1974, Index)

Adolescent (sub term found under age) The period of life from puberty to maturity terminating at the age of majority. Typically ages 13 through 17. (CBIR, 1999)

Adoptor categories: (Stein, 1974, Index)

Adoption Process: (Stein, 1974, Index)

Adult (sub term found under AGE): Fully developed and mature. Typically ages 18 through 64. (CBIR, 1999)

Adult education (sub term found under Education): The use of autonomy of direction and the use of experience that is directed towards self-development through education for mature persons. (CBIR, 1999)

Adventuresome: (Stein, 1974, Index)

Advertising (sub term found under Communications): The action of calling something to the attention of the public esp. by paid announcements. (CBIR, 1999)

Aesthetic feeling: (Stein, 1974, Index)

Aesthetic response: (Stein, 1974, Index)

Aesthetic response: (Amabile, 1996, Index)

Aesthetic sensitivity: (Stein, 1974, Index)

Aesthetic value: (Stein, 1974, Index)

Affect: (Sternberg,1999, Index)

Affective: A way of describing the domain of human behavior that involves feelings or emotional responses, rather than the thinking (cognitive) or physical action (psychomotor) domains. (Isaksen et al., 1994, Index)

Affective illness: (Sternberg,1999, Index)

Affective personality characteristics: (Stein, 1974, Index)

Affective states: (Amabile, 1996, Index)

Affirmative judgement: A basic principle of CPS, particularly important in the critical or convergent phases of each stage; emphasizes the need to analyze alternatives thoroughly but constructively. (Isaksen et al., 1994, Index)

Affirmative judgement (sub term found under Thinking): A basic principle of Creative Problem Solving (CPS), particularly important in the critical or convergent phases of each stage; emphasizes the need to analyze alternatives thoroughly but constructively. (CBIR, 1999)

Age: (Stein, 1974, Index)

Age: The part of existence extending from the beginning to any given time. (CBIR, 1999)

Age: (Isaksen, 1987, Index)

Age factors, creative output: (Sternberg, 1999, Index)

Age groups and creative thinking: (Dacey, 1989, Index)

Aging: (Stein, 1974, Index)

A-ha!: A term used informally to describe the moment when productive creative thinking produces a break-through solution or idea to solve a complex problem, challenge, or situation. The illumination of thought often following a period of incubation. (Isaksen et al., 1994, Index)

“A-ha” experience: (Sternberg, 1999, Index)

Alcohol: (Stein, 1974, Index)

Alexithymia: (Sternberg, 1999, Index)

Algorithm: A set of rules or procedures for solving a certain kind or class of problem. (Isaksen et al., 1994, Index)

Algorithmic (sub term found under Problem Solving): A procedure for solving a mathematical problem in a finite number of steps that frequently involves repetition of an operation. (CBIR, 1999)

Algorithms, evolutionary perspective: (Sternberg, 1999, Index)

Algorithms, genetic: (Sternberg, 1999, Index)

Allen Morphologizer: (Stein, 1974, Index)

Allport-Vernon-Lindzey Scale of Values: (Stein, 1974, Index)

Alone time: (Davis, 1998, Index)

Alpha Biological Inventory: (Sternberg, 1999, Index)

Alpha EEG: (Sternberg, 1999, Index)

Alternate Uses Test: (Stein, 1974, Index)

ALU: A technique for applying the principle of affirmative judgment., in which an option is analyzed carefully by considering Advantages (A), Limitations (L), and Unique Qualities (U). The limitations are phrased in the form of a question beginning with "How to..." or "How might..." to invite ideas for overcoming the limitations. (Isaksen et al., 1994, Index)

AM program: (Sternberg, 1999, Index)

Ambition: (Sternberg, 1999, Index)

Amabile's three part model: (Davis, 1998, Index)

Ambiguity: (Davis, 1998, Index)

Ambiguity (tolerance of): (Dacey, 1989, Index)

Ambiguities (tolerance of): (Stein, 1974, Index)

American Psychological Association (APA): (Amabile, 1996, Index)

American Psychological Association: (Dacey, 1989, Index)

Amphetamines: (Stein, 1974, Index)

American Philosophical Society: (Stein, 1974, Index)

Analogical (sub term found under systems): Of, relating to, or based on analogy. (CBIR, 1999)

Analogical models: (Davis, 1998, Index)

Analogical thinking (sub term found under thinking and process): The cognitive process of relating some characteristics between two or more things, which may be unrelated. (CBIR, 1999)

Analogical thinking: (Davis, 1998, Index)

Analogies: (Sternberg, 1999, Index)

Analogy: Comparing a single instance (idea or thing) to one or more other instances; often used in the context of CPS to refer to the activity of choosing a seemingly unrelated object or item to use as a basis for seeking new connections for a problem statement. (Isaksen et al., 1994, Index)

Analogy: (Dacey, 1989, Index)

Analysis: (Dacey, 1989, Index)

Analysis of Analytical thinking: Logical, systematic, evaluative thinking, with a particular emphasis on examining a whole by breaking it down into its components or parts. Particularly important and useful during convergent phases of the CPS process. (Isaksen et al., 1994, Index)

Analytic simplification: (Isaksen et al. 1993a, Index)

Analytical ability: (Sternberg, 1999, Index)

Analytical generation: A category of tools used to generate options by breaking a problem, question or issue into its basic elements or sub-parts and using these parameters as a starting place to generate further options. (Isaksen et al., 1994, Index)

Androgyny: (Dacey, 1989, Index)

Anger: (Stein, 1974, Index)

Anima: (Dacey, 1989, Index)

Animus: (Dacey, 1989, Index)

Antecedents: (Isaksen et al. 1993a, Index)

Anthropological (sub term found under Research): The science of human beings; especially the study of human beings in relation to distribution, origin, classification, and relationship of races, physical character, environmental and social relations, and culture. (CBIR, 1999)

Anti-social traits: (Sternberg, 1999, Index)

Annual Register of Grants and Reports: (Stein, 1974, Index)

Anxiety: (Stein, 1974, Index)

Anxiety: (Sternberg, 1999, Index)

Anxious: (Stein, 1974, Index)

Apraxia: (Dacey, 1989, Index)

Applications (sub term found under Styles): The act of applying or putting to use. (CBIR, 1999)

Apprenticeships: (Sternberg, 1999, Index)

Appropriateness: (Dacey, 1989, Index)

Archetypes: (Davis, 1998, Index)

Architects: (Stein, 1974, Index)

Architectural aptitude: (Stein, 1974, Index)

Architectural design: (Sternberg, 1999, Index)

Architectural Index: (Stein, 1974, Index)

Architecture: (Stein, 1974, Index)

Aristocracies: (Sternberg, 1999, Index)

Armchair speculation: (Dacey, 1989, Index)

Arousal: (Sternberg, 1999, Index)

Art (sub term found under Arts): (CBIR, 1999)

Art: (Stein, 1974, Index)

Art aptitude: (Stein, 1974, Index)

Artificer: (Stein, 1974, Index)

Artificial intelligence, see specific computer programs: (Sternberg, 1999, Index)

Artificial intelligence (sub term found under intelligence): Systems that exhibit the characteristics associated with intelligence, and describes important areas of Artificial Intelligence (AI) research as: expert systems, natural language processing, speech recognition, computer vision, robotics, computer assisted instruction, automatic programming and decision support systems. (CBIR, 1999)

Artificial life studies: (Sternberg, 1999, Index)

Artist (sub term found under Arts): A person skilled in one of the fine arts. (CBIR, 1999)

Artist: (Stein, 1974, Index)

Artistic computer simulations: (Sternberg, 1999, Index)

Artistic creativity: (Sternberg, 1999, Index)

Artistic creativity: (Amabile, 1996, Index)

Artistic creativity: (Stein, 1974, Index)

Artistic interests: (Davis, 1998, Index)

Arts: The conscious use of skill and imagination especially in the production of aesthetic objects. (CBIR, 1999)

Asking Questions Test: (Dacey, 1989, Index)

Assessing creative potential: (Davis, 1998, Index)

Assessment: (Amabile, 1996, Index)

Assessment: (Isaksen et al. 1993a, Index)

Assessment: Drawing conclusions and meaningful inferences from information gathered through a number of sources. (CBIR, 1999)

Assessment: (Isaksen et al. 1993b, Index)

Assessment of creative potential: (Isaksen, 1987, Index)

Assimilation: (Amabile, 1996, Index)

Assimilation, functional: (Dacey, 1989, Index)

Assisters: In Acceptance-Finding, Assisters refers to possible sources of support in implementing your solutions (including helpful people, places, resources, times, or reasons). (Isaksen et al., 1994, Index)

Assistors: (Davis, 1998, Index)

Association (free): (Dacey, 1989, Index)

Associational Fluency Test: (Stein, 1974, Index)

Associationist theories: (Dacey, 1989, Index)

Associationistic psychology: (Stein, 1974, Index)

Associative Fluency: (Amabile, 1996, Index)

Associative hierarchies, creativity basis: (Sternberg, 1999, Index)

Associative processes: (Sternberg, 1999, Index)

Assumptions, hidden: (Dacey, 1989, Index)

Asymmetry: (Dacey, 1989, Index)

Asynchrony: (Sternberg, 1999, Index)

Athletic skills, creativity question: (Sternberg, 1999, Index)

Attachment/separation polarity: (Dacey, 1989, Index)

Ataxia: (Stein, 1974, Index)

Attention: (Sternberg, 1999, Index)

Attention: (Stein, 1974, Index)

Attitudes: (Sternberg, 1999, Index)

Attitudes: (Stein, 1974, Index)

Attitudes: (Isaksen, 1987, Index)

Attribute inheritance model: (Sternberg, 1999, Index)

Attribute listing: (Stein, 1974, Index)

Attribute listing: an analytic generation technique used in CPS to generate ideas by examining and altering the characteristics (or parts) of an object, problem, or product, leading to many opportunities for re-combinations. (Isaksen et al., 1994, Index)

Attribute listing: (Davis, 1998, Index)

Attribute modifying: (Davis, 1998, Index)

Attribute shifting: (Stein, 1974, Index)

Attribute transferring: (Davis, 1998, Index)

At-risk (sub term found under Education): a term used to identify students with a higher probability for educational problems caused by factors that affect the educational experience. Some factors may be socioeconomic class, family situations, inconsistencies physically or mentally, possible suicide tendencies or substance abuse. (CBIR, 1999)

Audience: (Stein, 1974, Index)

Audio information, and problem finding: (Sternberg, 1999, Index)

Authoritarianism: (Dacey, 1989, Index)

Authoritarian: (Stein, 1974, Index)

Authoritarian societies: (Sternberg, 1999, Index)

Authorities: (Stein, 1974, Index)

Auto-instructional programs: (Stein, 1974, Index)

Automatic processing: (Sternberg, 1999, Index)

Automatic Warehousing Problem: (Stein, 1974, Index)

Autonomy traits, scientists: (Sternberg, 1999, Index)

Awareness of product: (Stein, 1974, Index)

B

BACON program: (Sternberg, 1999, Index)

Bali art forms: (Sternberg, 1999, Index)

Barriers: Obstacles that must be overcome in efforts by an individual or group to express and use creativity; often the same as blocks. (Isaksen et al., 1994, Index)

Barriers: (Sub term found under Blocks): Obstacles that must be overcome to express and use creativity; often the same as blocks. (CBIR, 1999)

Barriers: (Isaksen, 1987, Index)

Barriers: (Isaksen et al. 1993a, Index)

Barriers: (Isaksen, 1987, Index)

Barron-Welsch Art Scale: (Davis, 1998, Index)

Behavior: (1) The manner of conducting oneself, (2) The response of an individual, group, or species to its environment. (CBIR, 1999)

Behaviorism: (Davis, 1998, Index)

Belief about creativity: (Sternberg, 1999, Index)

Bem Sex Role Inventory: (Dacey, 1989, Index)

Benin culture: (Sternberg, 1999, Index)

Bible, The, creativity influence: (Sternberg, 1999, Index)

Bicameral mind: (Dacey, 1989, Index)

Bipolar: (Dacey, 1989, Index)

Big C: (Isaksen, 1987, Index)

Big C creativity: (Sternberg, 1999, Index)

Bilingual advantage: (Sternberg, 1999, Index)

Biofeedback tasks, cortical arousal: (Sternberg, 1999, Index)

Biographical approach, see case study approach: (Sternberg, 1999, Index)

Biographical inventories: (Sternberg, 1999, Index)

Biological (sub term found under Systems): of or relating to biology or to life and living processes. (CBIR, 1999)

Biology: (Sternberg, 1999, Index)

Biometry: (Sternberg, 1999, Index)

Bipolar disorder: (Sternberg, 1999, Index)

Biographical information: (Davis, 1998, Index)

Birth order, historiometrics: (Sternberg, 1999, Index)

Birth order: (Isaksen, 1987, Index)

Bisociation theory: (Davis, 1998, Index)

Bisociative theory of creativity: "the deliberate connecting of two previously unrelated [thought matrixes) to produce a new insight of invention. (Amabile, 1996, Index)

Blind-variation and selective-retention: (Davis, 1998, Index)

Blocking, mental: (Sternberg, 1999, Index)

Blocks, perceptual: (Dacey, 1989, Index)

Blocks: Personal characteristics, process gaps, inhibiting settings or situations, emotional or social stresses, threats, or hindrances which interfere with the ability or willingness of a person or group to engage in productive thinking and problem solving. (Sometimes grouped into self-image, value, perceptual, and strategic blocks.) Often used as a synonym for barriers. (Isaksen et al., 1994, Index)

Blocks: personal characteristics, process gaps, inhibiting settings or situations, emotional or social stresses, threats, or hindrances which interfere with the ability or willingness of a person or group to engage in productive thinking and problem solving. (CBIR, 1999)

Blocks: (Isaksen, 1987, Index)

Blocks and barriers: (Davis, 1998, Index)

Blocks to creativity (sub term found under Blocks): Factors or situations that inhibit creativity. (CBIR, 1999)

Blocks model (sub term found under Models): Refers to the Jones Inventory to Blocks and Barriers. (CBIR, 1999)

Bloom's taxonomy: (Davis, 1998, Index)

Boundaries, crossing: (Isaksen, 1987, Index)

Brain: (Dacey, 1989, Index)

Brain growth periodization: (Isaksen, 1987, Index)

Brain hemisphericity: Of or relating to the portions of the brain, typically "left brain", or "right brain". (CBIR, 1999)

Brain hemisphericity: (Isaksen et al. 1993a, Index)

Brain hemisphericity: (Isaksen, 1987, Index)

Brain size, evolution: (Sternberg, 1999, Index)

Brainstorming: (Davis, 1998, Index)

Brainstorming: (Dacey, 1989, Index)

Brainstorming (sub term found under Problem Solving, Process, and Techniques): A group technique for generating many options based on the divergent thinking guidelines of deferring judgment, striving for quantity, freewheeling, and building on other ideas. (CBIR, 1999)

Brainstorming: A group technique for generating many options based on the divergent thinking guidelines of deferring judgment, striving for quantity, freewheeling, and building on other ideas. (Isaksen et al., 1994, Index)

Brainstorming: (Amabile, 1996, Index)

Brainstorming variations: A category of generation techniques designed to modify the basic structure of brainstorming to be responsive to situational variables. For example modifying brainstorming for individual application using brainwriting. (Isaksen et al., 1994, Index)

Brainstorming technique: (Sternberg, 1999, Index)

Brainwriting: an example of a brainstorming modification technique in which group members write down their own ideas first and then share them with others. (Isaksen et al., 1994, Index)

Brainwriting: (Isaksen et al. 1993a, Index)

Breakthrough: a sudden, important idea or "connection" that offers a novel and appropriate solution to a complex problem, challenge, or situation. (Isaksen et al., 1994, Index)

Breakthroughs (sub term found under innovation): A sudden, important idea of "connection" that offers a novel and appropriate solution to a complex problem, challenge, or situation. (CBIR, 1999)

Bruner's Categories Game: (Dacey, 1989, Index)

Build: Making a deliberate effort to improve an idea by offering other ideas that are modifications of previously presented ideas. (Isaksen et al., 1994, Index)

Bureaucracy: (Sternberg, 1999, Index)

Bureaucratic personality: (Sternberg, 1999, Index)

Business: a usually commercial or mercantile activity engaged in as a means of livelihood. (CBIR, 1999)

Business education (sub term found under Business): The teaching of business courses. (CBIR, 1999)

Business administration (sub term found under Business): A program of studies in a college of university providing general knowledge of business principles and practices. (CBIR, 1999)

Business school perspective: (Isaksen et al. 1993a, Index)

Business science (sub term found under Business): The study of business. (CBIR, 1999)

Business-art relationship (sub term found under Arts): The commercial of mercantile interactions with the conscious use of skill and creative imagination especially in the production of aesthetic objects. (CBIR, 1999)

C

Convergent: (Also: Converging, Converge or Convergent thinking): Bringing possibilities together, or choosing from many alternatives, to strengthen, refine, or improve ideas, and to reach a conclusion, synthesis, or correct response. Often used casually as an equivalent to critical thinking. (Isaksen et al., 1994, Index)

Convergent (sub term found under Techniques): Bringing possibilities together, or choosing from many alternatives, to strengthen, refine, or improve ideas, and to reach a conclusion, synthesis, or correct response. Often used casually as an equivalent to critical thinking. (CBIR, 1999)

Convergent thinking: (Dacey, 1989, Index)

Convergent thinking: (Isaksen et al. 1993a, Index)

Convergent thinking (sub term found under Process and Thinking): Bringing possibilities together, or choosing from many alternatives, to strengthen, refine, or improve ideas, and to reach a conclusion, synthesis, or correct response. (CBIR, 1999)

Convergent thinking: (Isaksen, 1987, Index)

Cooperative learning (sub term found under Education): Learning that occurs from experiences created by two or more people working together on a specific task. (CBIR, 1999)

Coopersmith Self-esteem inventory: (Dacey, 1989, Index)

“Copycat” system: (Sternberg, 1999, Index)

Copywrite (sub term found under Product): The exclusive legal right to reproduce, publish and sell the matter and form of a literary, musical, or artistic creations. (CBIR, 1999)

Corporate culture (sub term found under Business): The business context within which individuals hold perceptions of their working climate,; usually referring to the deeper values and traditions of the organization Those within the culture do not typically perceive it. (CBIR, 1999)

Correlated constraints: (Sternberg, 1999, Index)

CoRT program: (Sternberg, 1999, Index)

CoRT (sub term found under Models): An educational thinking program developed by deBono. (CBIR, 1999)

Cortical activation: (Sternberg, 1999, Index)

Cosmic illumination of genius: (Isaksen, 1987, Index)

Counseling, vocational: (Dacey, 1989, Index)

Counseling: (Davis, 1998, Index)

Counseling (sub term found under Problem Solving): Professional guidance of the individual by utilizing psychological methods. In collecting case history data using various techniques of the personal interviews, and testing inters and aptitudes. (CBIR, 1999)

Cognitive theory (sub term found under Theory): Relating to the mind as the source of learning and behavior. Behaviorism and the new science of cognition. (CBIR, 1999)

Communication tools (sub term found under Communications): Something used to allow the exchange of information. (CBIR, 1999)

Cognitive: Of, relating to, or involving cognition. Based on or capable of being reduced to empirical factual knowledge. (CBIR, 1999)

Cognition (sub term found under Cognitive): The act or process of knowing including both awareness and judgment. (CBIR, 1999)

Creation/destruction polarity: (Dacey, 1989, Index)

Creation myths: (Sternberg, 1999, Index)

Creative Activities Checklist: (Davis, 1998, Index)

Creative analysis (sub term found under Models): A language approach to problem solving. (CBIR, 1999)

Creative Arts: (Isaksen, 1987, Index)

Creative Arts: (Isaksen, 1987, Index)

Creative atmosphere: (Davis, 1998, Index)

Creative Behavior Inventory: (Davis, 1998, Index)

Creative Behavior Inventory: (Sternberg, 1999, Index)

Creative climate: (Isaksen et al. 1993a, Index)

Creative cognition: (Sternberg, 1999, Index)

Creative Disposition: (Isaksen, 1987, Index)

Creative dramatics: (Davis, 1998, Index)

Creative Education Foundation: (Davis, 1998, Index)

Creative environment: (Isaksen et al. 1993a, Index)

Creative Functioning Test: (Sternberg, 1999, Index)

Creative Imagery: (Isaksen, 1987, Index)

Creative Imagination: (Isaksen, 1987, Index)

Creative movement (sub term found under Arts): Not-too-vigorous movements that, while introducing a varied medium of expression, also illustrate the basic concepts of the creative process. Sometimes referred to as dance. (CBIR, 1999)

Creative person: (Isaksen, 1987, Index)

Creative person: (Isaksen et al. 1993a, Index)

Creative person, characteristics of: (Davis, 1998, Index)

Creative personality: (Isaksen, 1987, Index)

Creative personality: (Dacey, 1989, Index)

Creative personality inventories: (Davis, 1998, Index)

Creative Personality Scale: (Sternberg, 1999, Index)

Creative Potential: (Isaksen, 1987, Index)

Creative press: (Isaksen, 1987, Index)

CPS: see Creative Problem Solving [CAPS]

CPS (sub term found under Models): Creative Problem Solving. A broadly applicable process containing various components and stages to provide a framework for generating and developing new and useful outcomes or actions for a broad range of situations. (CBIR, 1999)

CPS model: The principles of Creative Problem Solving arranged, grouped, and presented in such a way as to represent or describe the specific six stage process. (Isaksen et al., 1994, Index)

Creative Problem Solving: (Isaksen et al. 1993a, Index)

Creative Problem Solving: (Isaksen et al. 1993b, Index)

Creative Problem Solving (CPS): Creative Problem Solving. A broadly applicable process containing various components and stages to provide a framework for generating and developing new and useful outcomes or actions for a broad range of situations (Opportunities, challenges, concerns, or problems). CPS can be used by individuals or groups to recognize and act on opportunities, respond to challenges, and overcome concerns. (Isaksen et al., 1994, Index)

Creative Problem Solving (sub term found under Problem Solving): refers to the general efforts made by any individuals or groups to think creatively in order to solve a problem. CPS (upper case letters) describes a specific approach or model, while cps (lower case letters) describes a more general approach. (CBIR, 1999)

Creative problem solving: (Isaksen, 1987, Index)

Creative Problem Solving (CPS) Model: (Davis, 1998, Index)

creative problem solving: Refers to the general efforts made by any individuals or groups to think creatively in order to solve a problem. The lower case letters are used to describe these "generic" efforts, as opposed to CPS (with upper case letters) which describes a specific approach or model described above. (Isaksen et al., 1994, Index)

Creative problem solving institute: (Davis, 1998, Index)

Creative process, the: (Davis, 1998, Index)

Creative process: (Isaksen et al. 1993a, Index)

Creative process: (Davis, 1998, Index)

Creative process: (Isaksen, 1987, Index)

Creative process: (Isaksen et al. 1993b, Index)

Creative product: (Isaksen et al. 1993a, Index)

Creative product: (Isaksen et al. 1993b, Index)

Creative product: (Isaksen, 1987, Index)

Creative products, measurement: (Sternberg, 1999, Index)

Creative product analysis matrix (CPAM): (Isaksen, 1987, Index)

Creative Product Semantic Scale: (Isaksen et al. 1993a, Index)

Creative Product Semantic Scale: (Sternberg, 1999, Index)

Creative Product Semantic Scale: (Isaksen et al. 1993b, Index)

Creative Product Semantic Scale: A measure developed by O'Quin and Besemer (1989) to represent operationally three dimensions for analyzing creative products and outcomes: novelty (original, germinal), resolution (useful, adequate, valuable), and elaboration and synthesis (style). (Isaksen et al., 1994, Index)

Creative situation: (Isaksen, 1987, Index)

Creative studies, complexity of: (Isaksen, 1987, Index)

Creative studies project: (Isaksen, 1987, Index)

Creative Studies Project: (Isaksen et al. 1993a, Index)

Creative Style: A person's preference for an adaptive or innovative approach to creativity, innovation, and change, based on Kirton's (1976) theory and related instruments and research. (Isaksen et al., 1994, Index)

Creative style: (Isaksen, 1987, Index)

Creative thinking (sub term found under Thinking): The process of generating ideas, which may emphasize fluency, flexibility and elaboration in thinking. (CBIR, 1999)

Creative thinking: The process of generating ideas, which frequently emphasizes fluency, flexibility, originality and elaboration in thinking. Treffinger & Isaksen (1992) defined creative thinking as "Making and expressing meaningful new connections; it is a process in which we perceive gaps, paradoxes, challenges, concerns, or opportunities; and then-think of many possibilities; think and experience varied ways, with different viewpoints; think of varied and unusual possibilities; and extend and elaborate alternatives." (Isaksen et al., 1994, Index)

Creative thinking: (Isaksen et al. 1993a, Index)

Creative thinking process: (Isaksen, 1987, Index)

Creativity: (Isaksen, 1987, Index)

Creativity: (Isaksen et al. 1993a, Index)

Creativity: (Isaksen et al. 1993b, Index)

Creativity: A quality of human behavior that has as many facets or dimensions, and has been defined in a variety of ways. Definitions often emphasize one (or a combination) of factors such as process, personal characteristics or traits, environments or products. In general or conversational use, creativity often refers to novel ideas that are useful. (Isaksen et al., 1994, Index)

Creativity: (also found as a sub term under Assessment and Theory): : A quality of human behavior that has as many facets or dimensions, and has been defined in a variety of ways. Definitions often emphasize one (or a combination) of factors such as process, personal characteristics or traits, environments or products. In general or conversational use, creativity often refers to novel ideas that are useful. (CBIR, 1999)

Creativity Attitude Survey: (Davis, 1998, Index)

Creativity consciousness: (Davis, 1998, Index)

Creativity enhancement: (Sternberg, 1999, Index)

Creativity relevant skills: (Dacey, 1989, Index)

Creativity Research Journal: (Sternberg, 1999, Index)

Creativity Self-Report Scale: (Davis, 1998, Index)

Creatology (sub term found under Models): A framework designed to provide a cross disciplinary focus on creativity. (CBIR, 1999)

Creatology: (Isaksen et al. 1993a, Index)

Creatovogenic society: (Dacey, 1989, Index)

Criteria: Standards used to measure, judge, or evaluate ideas, solutions, or actions; criteria are factors used to screen, select, and support options. (Isaksen et al., 1994, Index)

Criteria, objections to: (Isaksen, 1987, Index)

Criterion problem: (Dacey, 1989, Index)

Criteria related validity: (Isaksen, 1987, Index)

Critical period: (Sternberg, 1999, Index)

Critical thinking: (Sternberg, 1999, Index)

Critical thinking: the process of analyzing, refining, developing, or selecting ideas, including categorizing, comparing and contrasting, examining arguments and assumptions, reaching and evaluating inferences and deductions, setting priorities, and making choices or decisions. (Isaksen et al., 1994, Index)

Critical thinking (sub term found under Thinking): the process of analyzing, refining, developing, or selecting ideas, including categorizing, comparing and contrasting, examining arguments and assumptions, reaching and evaluating inferences and deductions, setting priorities, and making choices or decisions. (CBIR, 1999)

Critical period hypothesis: (Dacey, 1989, Index)

Csikszentmihalyi's person, domain, field theory: (Davis, 1998, Index)

Cross cultural (sub term found under Culture): Dealing with or offering comparison between two or more different cultures or cultural areas. (CBIR, 1999)

Cross sectional approach to age groups and creative growth: (Dacey, 1989, Index)

Crossing conventional boundaries: (Isaksen, 1987, Index)

Crystallized intelligence: (Sternberg, 1999, Index)

Cosmic: (Isaksen, 1987, Index)

Cue usage, insight problems: (Sternberg, 1999, Index)

Cultural blocks: (Davis, 1998, Index)

Cultural blocks: The application or effects of beliefs, morals, traditions, norms, or expectations within a culture in such a way as to interfere with creative problem solving. (Isaksen et al., 1994, Index)

Cultural factors: (Sternberg, 1999, Index)

Cultural organism: (Sternberg, 1999, Index)

Culture: The context within which individuals hold perceptions of their working climate; usually referring to the deeper values and traditions of the organization. Those within the culture do not typically perceive it. (Isaksen et al., 1994, Index)

Culture: The context within which individuals hold perceptions of their working climate; usually referring to the deeper values and traditions of the organization. Those within the culture do not typically perceive it. (CBIR, 1999)

Culture: (Isaksen et al. 1993a, Index)

Culture: (Isaksen et al. 1993b, Index)

Culture: (Dacey, 1989, Index)

Curiosity: (Davis, 1998, Index)

Curiosity, stimulation of: (Sternberg, 1999, Index)

Curriculum (sub term found under Education): (1) A preset group of learning objectives that are required for graduation from a specific grade level, usually kindergarten through 12; (2) a sequence of courses required for graduation within a specific field of study that results in a degree. (CBIR, 1999)

Curricular and administrative arrangements: (Isaksen, 1987, Index)

Cybernetic (sub term found under Systems): The science of communication and control theory that is concerned especially with the comparative study of automatic control

systems (as the nervous system and brain and mechanical-electrical communication systems). (CBIR, 1999)

Cyclical theories: (Sternberg, 1999, Index)

D

Dacey's Peak Periods Theory: (Dacey, 1989, Index)

Data: data includes information, impressions, observations, feelings and questions. (Isaksen et al., 1994, Index)

DALTON program: (Sternberg, 1999, Index)

Data-Finding (D/F): The second of the six CPS stages in which the problem-solving group considers all possible data to help understand and define a task upon which they are working, and then identifies the critical or essential data in order to focus and direct subsequent problem-solving stages. (Isaksen et al., 1994, Index)

Death onset: (Sternberg, 1999, Index)

Debate: Examining a question, situation, issue, topic, or challenge from many diverse perspectives or viewpoints, including sharing of differing experiences and knowledge; focus on the issues involved, as opposed to conflict, which focuses on the people holding or presenting the beliefs or issues. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Debriefing: Reflecting on an experience or activity, think about what you observed, felt, or learned; commonly involves exchanging those observations, feelings, and learning's with other participants in a group. The second of three stages in an experiential learning model. (Isaksen et al., 1994, Index)

Decision-making: (sub term found under Problem Solving and Process): The process of deliberately choosing between alternatives. (CBIR, 1999)

Decision-making: (Isaksen et al. 1993a, Index)

Decision model (Sub term found under Models): A twelve step model of the decision making process. (CBIR, 1999)

Decision support systems (Sub term found under Computer Applications): Having the functions relate to the system itself, the organization, communications, decision making and management. (CBIR, 1999)

Decremental model of age groups and creative growth: (Dacey, 1989, Index)

Deductive proofs: (Sternberg, 1999, Index)

Defense mechanisms: (Dacey, 1989, Index)

Deferred Judgment: A basic principle of CPS, particularly important in the creative or divergent phases of each stage; emphasizes the need to refrain from evaluation (criticism or praise) of ideas during the process of generating many options. (Isaksen et al., 1994, Index)

Definitions: (Isaksen, 1987, Index)

Definitions and theories: (Davis, 1998, Index)

Definitions of giftedness: (Davis, 1998, Index)

Defocused attention: (Sternberg, 1999, Index)

Degenerative theory: (Sternberg, 1999, Index)

Delay of gratification: (Dacey, 1989, Index)

Deliberate practice: (Sternberg, 1999, Index)

Democratic societies: (Sternberg, 1999, Index)

Demography (Sub term found under Person): The statistical study of human populations especially with reference to size and density, distribution and vital statistics. (CBIR, 1999)

DENDRAL: (Sternberg, 1999, Index)

Descriptive: An approach to applying CPS that helps match one's needs with an appropriate process pathway; to design, formulate, or invent, and then apply strategies, methods, and techniques in ways that are personally, socially, and situationally relevant and useful. (Isaksen et al., 1994, Index)

Destruction/creation polarity: (Dacey, 1989, Index)

Detached devotion: (Sternberg, 1999, Index)

Development (Sub term found under Cognitive and Product): The act, process, or result of developing. (CBIR, 1999)

Developmental perspective: (Sternberg, 1999, Index)

Diagrams: (Sternberg, 1999, Index)

Dichotic listening tasks: (Sternberg, 1999, Index)

Dictionary technique: (Davis, 1998, Index)

Differential psychology: (Sternberg, 1999, Index)

Diffusion (Sub term found under Innovation and Technology): The action of diffusing: the state of being diffused. The social acceptance of new or emerging ideas or products. (CBIR, 1999)

Dimensions of climate (Sub term found under Climate): The specific properties or characteristics found in recurring patterns of behavior which characterize life in the organization. (CBIR, 1999)

Dimensionality problems: (Dacey, 1989, Index)

Direct analogy: (Dacey, 1989, Index)

Direct analogy: (Davis, 1998, Index)

Directed mutation: (Sternberg, 1999, Index)

Disadvantaged (Sub term found under Education): An increased probability of unsuccessful academic achievement because of variables that are not accounted for in the "typical" education curriculum. Such variables may include poverty, cultural diversity, and linguistic differences. (CBIR, 1999)

Discipline: (Isaksen et al. 1993a, Index)

Disciplinarity: (Isaksen et al. 1993a, Index)

Discovery orientation: (Sternberg, 1999, Index)

Disinhibition: (Sternberg, 1999, Index)

Disorder, preference for: (Dacey, 1989, Index)

Dissociation: (125): (Dacey, 1989, Index)

Divergent. (Also: Diverging, Diverge, or Divergent thinking): Generating many possible responses, ideas, options, or alternatives in response to an open-ended question, task, or challenge. Often used casually as equivalent to creative thinking. (Isaksen et al., 1994, Index)

Divergent (Sub term found under Techniques): Generating many possible responses, ideas, options, or alternatives in response to an open-ended question, task, or challenge. Often used casually as equivalent to creative thinking. (CBIR, 1999)

Divergent thinking (Sub term found under Process and Thinking): Generating many possible responses, ideas, options, or alternatives in response to an open-ended question, task, or challenge. Often used casually as equivalent to creative thinking. (CBIR, 1999)

Divergent Thinking: (Isaksen, 1987, Index)

Divergent Thinking (originality): (Dacey, 1989, Index)

Divergent thinking: (Sternberg, 1999, Index)

Divergent thinking programs: (Davis, 1998, Index)

Divergent thinking tests: (Davis, 1998, Index)

Divergent thinking: (Isaksen et al. 1993a, Index)

Diversity: (Sternberg, 1999, Index)

Division of labor: (Sternberg, 1999, Index)

DNA: (Sternberg, 1999, Index)

Domain: (Isaksen, 1987, Index)

Domains: (Sternberg, 1999, Index)

Domain relevant skills: (Dacey, 1989, Index)

Domain relevant skills: [Frontiers in Creativity Research] p.248

Dominance (see Lateral Dominance in the Brain): (Dacey, 1989, Index)

Dominance traits: (Sternberg, 1999, Index)

Dormant enterprises: (Sternberg, 1999, Index)

Dream (Sub term found under Imagery): A series of thoughts, images, or emotions occurring during sleep. (CBIR, 1999)

Drive: (Sternberg, 1999, Index)

Dunn and Dunn model: An approach to learning styles for children and adults, with 18 specific variables in four major categories: environmental, emotional, social, and physical (Dunn & Dunn, 1978; Dunn & Treffinger, 1992). (Isaksen et al., 1994, Index)

Dyad: A grouping of two people, a pair of people interacting. (Isaksen et al., 1994, Index)

Dynamic balance: The appropriate use of both divergent and convergent thinking in CPS. (Isaksen et al., 1994, Index)

Dynamism: (Isaksen et al. 1993a, Index)

Dynamism-Liveliness: The eventfulness of the life in an organization, A dimension on the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

E

Early Buffalo research: (Isaksen, 1987, Index)

Eastern perspective: (Sternberg, 1999, Index)

Ecological (Sub Term found under Theory): The totality or pattern of relations between organisms and their environment. The inter-relationship among people, desired outcomes, process(es) utilized, situations, and the task at hand. (CBIR, 1999)

Economic factors: (Sternberg, 1999, Index)

Economic model: (Sternberg, 1999, Index)

Economic theory (Sub term found under Innovation): Economic perspective used to shed light on somewhat different aspects of creativity. (CBIR, 1999)

Education: (Sternberg, 1999, Index)

Education: Learners are encouraged to examine the assumptions underlying the acquisition of skills, to consider alternatives, purposes, and to place skill acquisition in some broader context. (CBIR, 1999)

Education: (Isaksen et al. 1993a, Index)

Education: (Isaksen et al. 1993b, Index)

Education: (Isaksen, 1987, Index)

Educational (Sub term found under Innovation): The action or process of educating or of being educated. (CBIR, 1999)

Educational innovation (Sub term found under Education): Exploring new and different theories or methods of teaching and learning in order to create change in the current educational environment. (CBIR, 1999)

EEG: (Sternberg, 1999, Index)

Effectance motivation: (Sternberg, 1999, Index)

Effective (Sub term found under Problem Solving): Producing a decided, or desired effect. (CBIR, 1999)

Egalitarian societies: (Sternberg, 1999, Index)

Ego control: (Dacey, 1989, Index)

Ego involvement: (Sternberg, 1999, Index)

Ego psychology: (Sternberg, 1999, Index)

Ego resiliency: (Dacey, 1989, Index)

Einstellung: a mental set. (Sternberg, 1999, Index)

Elaboration: The divergent thinking ability (or option-generation quality) associated with depth and detail; expanding an idea, or exploring and expressing it in a richer and more complete way than it was initially stated. (Isaksen et al., 1994, Index)

Elaboration and Synthesis: One of the three dimensions on the Creative Product Semantic Scale (CPSS) developed by Besemer and O'Quin emphasizing the stylistic attributes of the product including complexity, elegance, attractiveness, and expressiveness. (Isaksen et al., 1994, Index)

Elaboration and synthesis: (Isaksen, 1987, Index)

Elaboration and synthesis of creative product: (Dacey, 1989, Index)

Elderly (Sub term found under Age): Rather old; specifically being past middle age. Typically ages 65 or greater. (CBIR, 1999)

Electronic brainstorming: (Davis, 1998, Index)

Elementary (Sub term found under Education): A school which teaches basic subjects and skills, the children enrolled usually range between the ages of 4 through 11; the levels taught typically start with Kindergarten and include the first four to eight grades. (CBIR, 1999)

Elegant creative product: (Dacey, 1989, Index)

Embedded Figures Test: (Dacey, 1989, Index)

Emergence: (Sternberg, 1999, Index)

Emergenic traits: (Sternberg, 1999, Index)

Eminence: (Davis, 1998, Index)

Emotional blocks: (Davis, 1998, Index)

Emotional sensitivity: (Sternberg, 1999, Index)

Emotionality: (Davis, 1998, Index)

Emotions: (Sternberg, 1999, Index)

Empirical investigation: (Dacey, 1989, Index)

Employee productivity (Sub term found under Business): Refers to the accomplishments of workers. (CBIR, 1999)

Enhancement of creativity: (Sternberg, 1999, Index)

Endocept: (Dacey, 1989, Index)

Enlightenment: (Sternberg, 1999, Index)

Enrichment: (Dacey, 1989, Index)

Enrichment trial method: (Davis, 1998, Index)

Enrichment Triad Model: (Isaksen et al. 1993a, Index)

Ensemble of metaphors: (Sternberg, 1999, Index)

Enterprises (Sub term found under Administration): (1) A project or undertaking that is especially difficult, complicated, or risky. (2) Readiness to engage in daring action: especially a business organization, a systematic purposeful activity. (CBIR, 1999)

Entrepreneur (Sub term found under Business): One who organizes, manages, and assumes the risks of a business or enterprise. (CBIR, 1999)

Entrepreneurs: (Isaksen et al. 1993a, Index)

Entrepreneurship: (Davis, 1998, Index)

Entrepreneurial Change Model: (Isaksen et al. 1993a, Index)

Environment (Sub term found under Climate and Press): The setting (physical and psychological) in which human behavior takes place. (CBIR, 1999)

Environment: The setting (physical and psychological) in which human behavior takes place. See Climate or Press. (Isaksen et al., 1994, Index)

Environment: (Isaksen et al. 1993a, Index)

Environment: (Isaksen et al. 1993b, Index)

Environment: (Isaksen, 1987, Index)

Environmental factors: (Sternberg, 1999, Index)

Epistemology (Sub term found under Research): The study or a theory of the nature and grounds of knowledge especially with reference to its limitations and validity. (CBIR, 1999)

Epicyclical theory: (Dacey, 1989, Index)

Equilibrium: (Dacey, 1989, Index)

Ethics: (Sternberg, 1999, Index)

Ethics: (Davis, 1998, Index)

Ethnic diversity (Sub term found under Culture): Refers to the differences among ethnic groups based on racial, national, tribal, religious, linguistic, or cultural origin or background. (CBIR, 1999)

Ethnographic Empirical (Sub term found under Research): The systematic recording of observed human cultures. (CBIR, 1999)

Eugenics: (Sternberg, 1999, Index)

Eureka phenomenon: (Dacey, 1989, Index)

EURISCO program: (Sternberg, 1999, Index)

European perspective: (Isaksen et al. 1993a, Index)

Evaluation: (Dacey, 1989, Index)

Evaluation (Sub term found under Assessment and Product): A deliberate systematic process for analyzing, developing, and refining options, and for making and justifying choices and decisions. In CPS, evaluation is regarded as a constructive process, not merely as criticizing or judging the inadequacies of ideas. (CBIR, 1999)

Evaluation: A deliberate systematic process for analyzing, developing, and refining options, and for making and justifying choices and decisions. In CPS, evaluation is regarded as a constructive process, not merely as criticizing or judging the inadequacies of ideas. (Isaksen et al., 1994, Index)

Evaluation, see also assessment: (Isaksen et al. 1993a, Index)

Evaluation: (Davis, 1998, Index)

Evaluation effects: (Sternberg, 1999, Index)

Evaluation Matrix: (Davis, 1998, Index)

Evaluation Matrix: A technique used when many promising possibilities must be sorted, screened or selected using a variety of specific criteria; also often described as a criterion matrix or grid. (Isaksen et al., 1994, Index)

Evolution: (Sternberg, 1999, Index)

Excursion: A technique designed to help an individual or group attain "distance" from a problem context, or to look at a problem in a new way or from a different perspective, in order to stimulate freshness or originality in their thinking. (Isaksen et al., 1994, Index)

Excellence, types of: (Isaksen, 1987, Index)

Executive thinking style: (Sternberg, 1999, Index)

Exogenous organization factors: (Isaksen, 1987, Index)

Expectations from drugs: (Isaksen, 1987, Index)

Experiential listings: (Dacey, 1989, Index)

Experiential education (Sub term found under Education): Learning and teaching done through experiences in which students are active participants. (CBIR, 1999)

Experimental approach: (Sternberg, 1999, Index)

Expert systems (Sub term found under Computer Applications): Computer program that contains much of the knowledge used by an expert in a specific field and assists non-experts. (CBIR, 1999)

Expertise: (Sternberg, 1999, Index)

Exploratory-transformational creativity: (Sternberg, 1999, Index)

Extended effort principle: (Isaksen, 1987, Index)

External validity: (Sternberg, 1999, Index)

Extra sensory perception (Sub term found under behavior): The ability to perceive the usually unperceived. (CBIR, 1999)

Extrinsic (Sub term found under Motivation): Originating from or on the outside; especially originating outside a part and acting upon the part as a whole, external. (CBIR, 1999)

Extended Effort: (Isaksen, 1987, Index)

Extrinsic Motivation: (Isaksen, 1987, Index)

Extrinsic motivation: (Sternberg, 1999, Index)

Extroversion: In the Myers-Briggs Type Indicator (Myers & McCaulley, 1895). A description of the preference of people who are activated and energized by interactions with the outer world of people and things, a preference of working with others. (Isaksen et al., 1994, Index)

F

Facilitation: The process through which a group carries out and monitors its progress in applying CPS methods and techniques during a group meeting or working session. (Isaksen et al., 1994, Index)

Facilitation: The process through which a group carries out and monitors its progress in applying CPS methods and techniques during a group meeting or working session. (CBIR, 1999)

Facilitator: The person charged with the major responsibility of providing the process expertise for a CPS session; usually someone with some special knowledge, ability, and skill dealing with methods and techniques of CPS. (Isaksen et al., 1994, Index)

Factor analysis, convergent-divergent thinking: (Isaksen, 1987, Index)

Failure: (Davis, 1998, Index)

Factorial research design: (Isaksen, 1987, Index)

Family context: (Sternberg, 1999, Index)

Family Impact: (Sub term found under Person) Influence that home environment and family has on one's life. (CBIR, 1999)

Family life: (Sternberg, 1999, Index)

Family role in creativity: (Dacey, 1989, Index)

Family studies: (Sternberg, 1999, Index)

Fantasy: (Sternberg, 1999, Index)

Fantasy analogy: (Dacey, 1989, Index)

Fantasy analogy: (Davis, 1998, Index)

Faustian bargain: (Sternberg, 1999, Index)

Fear of failure: (Sternberg, 1999, Index)

Femininity/ masculinity polarity: (Dacey, 1989, Index)

Field: (Isaksen, 1987, Index)

Field: (Sternberg, 1999, Index)

Field experiment: (Isaksen, 1987, Index)

Field independence/dependancy: (Dacey, 1989, Index)

Fifth discipline systems: (Sternberg, 1999, Index)

Figure Preference Test: (Dacey, 1989, Index)

Filtering: (Dacey, 1989, Index)

Fine Arts (Sub-term found under Arts): Art (as painting, sculpture, or music) concerned primarily with the creation of beautiful objects. (CBIR, 1999)

Firstborns: (Sternberg, 1999, Index)

Five factor model: (Sternberg, 1999, Index)

Five W's and an H: The six key words (Who, What, When, Where, Why, and How) which are useful during Data and Acceptance-Finding activities. (Isaksen et al., 1994, Index)

Fixation on ideas: (Sternberg, 1999, Index)

Fixity, insight problem block: (Sternberg, 1999, Index)

Fixity, functional: (Dacey, 1989, Index)

Flex (Sub-term found under Styles): To change one's thinking. (CBIR, 1999)

Flexibility: The divergent ability (or option generating quality) associated with producing varied ideas, emphasizes examining a situation from different or varied perspectives or viewpoints. (Isaksen et al., 1994, Index)

Flexibility: (Dacey, 1989, Index)

Flexibility of thought: (Sternberg, 1999, Index)

Flow experiences: (Sternberg, 1999, Index)

Fluency: The divergent thinking ability (or option generating quality) associated with producing many ideas. (Isaksen et al., 1994, Index)

Fluency: (Sternberg, 1999, Index)

Forcing Relationships: A category of tools which deliberately triggers a new flow of options using novel stimuli. (Isaksen et al., 1994, Index)

Forced Fit: A tool in the forcing relationships category in which randomly-chosen objects are used as a basis to "trigger" new connections or possible new alternatives. Analogies can be useful during forced fit activities. (Isaksen et al., 1994, Index)

Forecasting (Sub-term found under Technology): Predicting the future. (CBIR, 1999)

Formal education: (Sternberg, 1999, Index)

Formal operational learning stage: (Isaksen, 1987, Index)

Founders (Sub-term found under History of Creativity and Research): One that founds or establishes. (CBIR, 1999)

Fourth grade slump: (Davis, 1998, Index)

Fourth grade slump: (Sternberg, 1999, Index)

Freedom: The independence in behavior exercised by the people in an organization. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Free association: (Dacey, 1989, Index)

Freedom, functional: (Dacey, 1989, Index)

Freewheel: To encourage all ideas, including those that might appear to be wild or silly possibilities. One of four ground rules for idea generation. (Isaksen et al., 1994, Index)

Freud's theory: (Dacey, 1989, Index)

Freud's theory of creativity: (Davis, 1998, Index)

Freudian theory: (Sternberg, 1999, Index)

Friendships: (Sternberg, 1999, Index)

Fromm's theory: (Dacey, 1989, Index)

Frontal-lobe activation: (Sternberg, 1999, Index)

Fruitful asynchrony: (Sternberg, 1999, Index)

Fully functioning person: (Dacey, 1989, Index)

Fun (Sub-term found under process): What provides amusement or enjoyment: specifically playful often boisterous action or speech. A mood for finding or making amusements. (CBIR, 1999)

Functional assimilation: (Dacey, 1989, Index)

Functional commissurotomy: (Sternberg, 1999, Index)

Functional fixedness: (Davis, 1998, Index)

Functional fixity: (Dacey, 1989, Index)

Functional freedom: (Dacey, 1989, Index)

Functioning (Sub-term found under Cognitive): To be in action; operate. (CBIR, 1999)

Future directions: (Isaksen et al. 1993a, Index)

Future directions: (Isaksen et al. 1993b, Index)

Future Problem Solving model (Sub-term found under Models): An interdisciplinary approach to study and solving future problems developed by Torrance. (CBIR, 1999)

Future Problem Solving: (Davis, 1998, Index)

Future problem solving (Sub-term found under problem solving): Students are empowered to become change agents and tackle controversial issues of the future, set goals, create visions, offer solutions to real problems and explore the impact of those solutions on the quality of life. (CBIR, 1999)

Futures education (Sub-term found under Education) : The attempt to understand different factors that may have an effect on the future and with these factors trying to foresee possible futures. Having a future image in mind leads to exploration of possible options that may help the future image become a reality. (CBIR, 1999)

Fuzzy: Used to describe how one might initially view or define a problem, situation, or challenge before working to attain clarity or direction; an "ill-defined" challenge or Mess. (Isaksen et al., 1994, Index)

G

Galton's theory: (Dacey, 1989, Index)

Galvanic skin response: (Sternberg, 1999, Index)

Garbage can problem solving model: (Sternberg, 1999, Index)

Gender (see Sex role identification): (Dacey, 1989, Index)

Gardner's intelligence theory: (Sternberg, 1999, Index)

Gatekeepers: (Sternberg, 1999, Index)

Gauss's motivation: (Sternberg, 1999, Index)

Gender differences: (Sternberg, 1999, Index)

General theories of the nature of creativity: (Isaksen, 1987, Index)

Generalization: novel behavior reinforcement: (Sternberg, 1999, Index)

Generating Ideas: One of three major components of the CPS model in which ideas are produced to respond to a specific concern or problem. It includes the Idea Finding stage of the CPS process. (Isaksen et al., 1994, Index)

Generative cognition: (Sternberg, 1999, Index)

Generativity theory: (Sternberg, 1999, Index)

Genes: (Sternberg, 1999, Index)

Genesa: (Parnes, 1993, Index)

Genetic algorithms: (Sternberg, 1999, Index)

Genetic inheritance: (Dacey, 1989, Index)

Genius: (Sternberg, 1999, Index)

Genome: (Sternberg, 1999, Index)

Genotype: (Dacey, 1989, Index)

Germinal: (Dacey, 1989, Index)

Gestalt (Sub-term found under Theory): Creative thinking begins by meeting a problematic situation, the thinker aims to restore the equilibrium of the whole. (CBIR, 1999)

Gestalt theories: (Dacey, 1989, Index)

Gestalt theory: (Sternberg, 1999, Index)

Get fired technique: (Davis, 1998, Index)

Gifted children: (Sternberg, 1999, Index)

Gifted education: (Davis, 1998, Index)

Gifted and Talented (Sub-term found under Education and Models): Refers to someone who demonstrates outstanding performance or potential in a given area over a substantial period of time. (CBIR, 1999)

Gifted program models: (Davis, 1998, Index)

Giftedness: (Isaksen et al. 1993a, Index)

Giftedness: (Isaksen et al. 1993b, Index)

Glucose metabolic rate: (Sternberg, 1999, Index)

Goals, educational and career: (Davis, 1998, Index)

Goal-oriented creativity: (Sternberg, 1999, Index)

Goal Setting (Sub-term found under Problem solving): The process of determining desired outcomes. (CBIR, 1999)

Good student syndrome: (Dacey, 1989, Index)

Graphic art: (Sternberg, 1999, Index)

Gratification: (Dacey, 1989, Index)

Groups: (Isaksen et al. 1993a, Index)

Group development (Sub-term found under Groups): The act, process, or result of group evolution. (CBIR, 1999)

Group dynamics (Sub-term found under Groups): The interacting forces within a small human group. (CBIR, 1999)

Group problem solving (Sub-term found under Groups): (1) A group execution of an action. (2) Something accomplished by a group. (3) The group manner of reacting to stimuli (behavior). (CBIR, 1999)

Group process (Sub-term found under Groups): The group process of identifying solutions to problems. (CBIR, 1999)

Group Inventory for Finding Interests (GIFFI): (Davis, 1998, Index)

Group Inventory for Finding Talent (GIFT): (Davis, 1998, Index)

Group size (Sub-term found under Groups): Relating to the number of individuals working together. (CBIR, 1999)

Groups: A number of individuals assembled together or having some unifying relationship. (CBIR, 1999)

Growth, creative (see Age Group and creative growth): (Dacey, 1989, Index)

Growth theory of creativity: (Davis, 1998, Index)

Guided Fantasy: (Isaksen, 1987, Index)

Guided fantasy and guided imagery: (Isaksen, 1987, Index)

Guided Imagery: A technique in which a facilitator guides individuals in developing mental pictures of the problem situation, various actions, options, and desired outcomes for their CPS efforts; generally a relaxing or reflective approach. (Isaksen et al., 1994, Index)

Guided Imagery: (Isaksen, 1987, Index)

Guilford, see intelligence: (Isaksen et al. 1993a, Index)

Guilford's model: (Sternberg, 1999, Index)

Guilford's S.O.I. Model: (Isaksen et al. 1993a, Index)

Guilford's tests: (Davis, 1998, Index)

Guilford's theory: (Dacey, 1989, Index)

H

H-creativity: (Sternberg, 1999, Index)

Habit: (Sternberg, 1999, Index)

Habit and learning as barriers: (Davis, 1998, Index)

Habituation: (Sternberg, 1999, Index)

Hammer's theory: (Dacey, 1989, Index)

Handedness: (Sternberg, 1999, Index)

Head Start: (Dacey, 1989, Index)

Heart rate: (Sternberg, 1999, Index)

Heavy (or "strong") convergence. The diligent application of affirmative judgment and critical thinking used in Solution-Finding; the emphasis used in the choice of techniques used to come to consensus, to narrow down a set of options, or to analyze and evaluate options. (Isaksen et al., 1994, Index)

Hemispheric asymmetry: (Sternberg, 1999, Index)

Hemisphericity (see Lateral Dominance in the brain): (Dacey, 1989, Index)

Heredity: (Dacey, 1989, Index)

Heritability: (Sternberg, 1999, Index)

Heuristics: (Sternberg, 1999, Index)

Hidden assumptions: (Dacey, 1989, Index)

Hidden figures tests: (Davis, 1998, Index)

Hierarchy of needs: (Dacey, 1989, Index)

Highlighting: A convergent thinking technique used to compress the number of options down to a workable size for more thorough convergence. It consists of finding hits, hot spots, and relates. (Isaksen et al., 1994, Index)

High-stakes performance: (Sternberg, 1999, Index)

Historical creativity: (Sternberg, 1999, Index)

Historiometric approach: (Sternberg, 1999, Index)

History of creativity: (Isaksen et al. 1993a, Index)

Hits: The options in a list of options which are selected by the client as having promise or potential. (Isaksen et al., 1994, Index)

Hits and hot spots in CPS: (Davis, 1998, Index)

HM (How might...): An invitational stem or opening phrase at the beginning of a problem statement used to invite ideas. (Isaksen et al., 1994, Index)

Holistic work pattern: (Sternberg, 1999, Index)

Home experiences: (Sternberg, 1999, Index)

Homeostatic systems: (Sternberg, 1999, Index)

Homospacial processes: (Sternberg, 1999, Index)

Hostility: (Sternberg, 1999, Index)

Hot Spots: Several hits in a list of ideas which share common attributes or dimensions or themes; hits that form a logical group or cluster. (Isaksen et al., 1994, Index)

H2 (How to...): An invitational stem at the beginning of a problem statement used to invite ideas. [CAPS]

H-T-P Drawing Test: (Dacey, 1989, Index)

Humanistic motivation: (Sternberg, 1999, Index)

Humanistic psychology: (Isaksen et al. 1993a, Index)

Humanistic theories: (Dacey, 1989, Index)

Humor: (Davis, 1998, Index)

Humor: (Sternberg, 1999, Index)

Hypnagogic: (Davis, 1998, Index)

Hypnopompic: (Davis, 1998, Index)

Hypothesis: (Isaksen, 1987, Index)

Hypothesis generation: (Sternberg, 1999, Index)

I

Idea: In general use, a thought or a specific result of cognitive activity; more specifically, options, directions, or possibilities generated during the Idea-Finding stage in CPS. (Isaksen et al., 1994, Index)

Idea checklists: (Davis, 1998, Index)

Idea-Finding (I/F): The stage of the CPS process in which many ideas are generated for a specific problem statement, after which the most promising ideas are selected for further refinement and development. (Isaksen et al., 1994, Index)

Idea-Finding Potential: The phrase used to describe the characteristics of a problem statement that invites ideas, states the essence of the issue for which you want ideas, is concise, locates ownership and is free of criteria. (Isaksen et al., 1994, Index)

Idea flow: The speed at which ideas are produced and recorded in a brainstorming session. A rapid, continuous flow can be managed through a variety of recording techniques such as flip charts, storyboards, Post-It(tm) notes, or increasing the number of recorders per group. (Isaksen et al., 1994, Index)

Idea-generation: (Isaksen et al. 1993a, Index)

Idea-generation problems: (Dacey, 1989, Index)

Idea-spurring questions: (Davis, 1998, Index)

Idea support: The degree to which new ideas are treated in a positive and encouraging manner. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Idea squelchers: (Davis, 1998, Index)

Idea time: The amount of time people can use (and do use) for generating, developing, or elaborating new ideas. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

I.D.E.A.L (acronym): Identify the problem, Define and represent the problem, Explore possible strategies, Act on the strategies, and Look back and evaluate the effects of your activities. (Sternberg, 1999, Index)

Ideal approach to problem solving: (Dacey, 1989, Index)

Ideational fluency: (Sternberg, 1999, Index)

Identification Task: (Sternberg, 1999, Index)

Identifying the creative person: (Isaksen, 1987, Index)

Idiosyncrasy credit: (Sternberg, 1999, Index)

Ill-defined challenge: A challenge that is not yet formulated or developed to the extent or degree of specifying actions and responsibilities to be taken by an individual or group. (Isaksen et al., 1994, Index)

Illumination: (Dacey, 1989, Index)

Imagery: (Sternberg, 1999, Index)

Imagery: (Davis, 1998, Index)

Imagery, guided: (Isaksen, 1987, Index)

Imaginary playmate: (Davis, 1998, Index)

Imagination: (Sternberg, 1999, Index)

Imagination: The ability of the mind to develop and use images. For CPS, the degree to which novelty is needed for a particular outcome or obstacle. One of the three "I's" of ownership. (Isaksen et al., 1994, Index)

Imagination: (Isaksen, 1987, Index)

Imagination and creativity: (Isaksen, 1987, Index)

Immunization technique: (Sternberg, 1999, Index)

Implementation: The point at which one or more promising or possible solutions are ready to be carried out. In CPS, the intended outcome(s) for the Plan of Action. (Isaksen et al., 1994, Index)

Implicit theories: (Sternberg, 1999, Index)

Implicit theories: (Davis, 1998, Index)

Impressionism: (Sternberg, 1999, Index)

Improvisation skills: (Sternberg, 1999, Index)

Impulsivity, artists: (Sternberg, 1999, Index)

Incremental Improvement: A process of change that relies upon making a series of small or detailed refinements within the given problem definition or accepted system. The style preference of Adaptors. (Isaksen et al., 1994, Index)

Incongruity, tolerance of: (Dacey, 1989, Index)

Incubation: (Sternberg, 1999, Index)

Incubation: (Davis, 1998, Index)

Incubation: (Isaksen et al. 1993a, Index)

Incubation: (Isaksen et al. 1993b, Index)

Incubation: (Dacey, 1989, Index)

Incubation: A general phenomenon in the creative process, during which one's mind may continue to explore ideas even when one is not consciously thinking about the challenge or concern. (Isaksen et al., 1994, Index)

Independence traits, scientists: (Sternberg, 1999, Index)

Individual differences: (Sternberg, 1999, Index)

Individual-level factors; *see also* psychometric approach: (Sternberg, 1999, Index)

Individualism: (Sternberg, 1999, Index)

Influence: The degree to which you have the ability to make decisions and to take action to create change. One of the three "I's" of ownership. (Isaksen et al., 1994, Index)

Influencer, the: (Sternberg, 1999, Index)

Information manipulation: (Sternberg, 1999, Index)

Information processing traits: (Davis, 1998, Index)

Ingenuity Test: (Dacey, 1989, Index)

Innovation: (Sternberg, 1999, Index)

Innovation: The result of creativity which emphasizes the product or outcome. (Isaksen et al., 1994, Index)

Innovation: (Isaksen et al. 1993a, Index)

Innovation: (Isaksen, 1987, Index)

Innovation: (Isaksen, 1987, Index)

Innovator (or "I"): Represents the Innovative style of creativity described by Kirton (1976). (Isaksen et al., 1994, Index)

Innovators: (Isaksen, 1987, Index)

Innovators and adaptors in organizations: (Isaksen, 1987, Index)

Input: The thinking, previous work, materials, needs, etc. that are used to enter a CPS component. (Isaksen et al., 1994, Index)

Insanity: (Sternberg, 1999, Index)

Insight: (Sternberg, 1999, Index)

Inspiration: (Sternberg, 1999, Index)

Instances Test: (Sternberg, 1999, Index)

Institute of Personality Assessment and Research: (Sternberg, 1999, Index)

Instructional effects: (Sternberg, 1999, Index)

Instructional evaluation: (Dacey, 1989, Index)

Intelligence: (Isaksen, 1987, Index)

Integrated Discovery System: (Sternberg, 1999, Index)

Intelligence: (Sternberg, 1999, Index)

Intelligence: (Isaksen et al. 1993a, Index)

Intelligence: (Isaksen et al. 1993b, Index)

Intelligence: (Isaksen, 1987, Index)

Intention: (Sternberg, 1999, Index)

Interactionist theory of creativity: (Davis, 1998, Index)

Interdisciplinary creativity levels: (Isaksen et al. 1993a, Index)

Interdisciplinarity: the methods and knowledge of science and the humanities are jointly applied to questions common to both, so that each discipline gains more than it would by working alone. Outcomes, ideas, and facts affect more than one discipline. (Creativity Research Journal [CRJ], 1998)

Interest: The degree to which you have a desire or motivation to work on a particular challenge. One of the three "I's" of ownership. (Isaksen et al., 1994, Index)

Internal reliability: (Dacey, 1989, Index)

Internal validity, and experimental studies: (Sternberg, 1999, Index)

Interscorer reliability: (Dacey, 1989, Index)

Intrapersonal intelligence: (from Howard Gardner) this capacity helps in making subtle distinctions among cognitive and emotional processes, as one means of understanding and guiding one's own creative behavior. (Sternberg, 1999, Index)

Intrapreneurs: entrepreneurs working within an existing organization. (Sternberg, 1999, Index)

Intrinsic Motivation Principle: (Sternberg, 1999, Index)

Intrinsic motivation principle: (Dacey, 1989, Index)

Intrinsic motivation: Pursuing a task for the interest or enjoyment afforded by the task or the effort itself, rather than for the potential promise of some external reward. (Isaksen et al., 1994, Index)

Intrinsic motivation: (Isaksen, 1987, Index)

Intrinsic motivation hypothesis: (Isaksen, 1987, Index)

Introspector: a person whose creativity is devoted to the exploration of his or her own psyche. (Sternberg, 1999, Index)

Introversion: (Sternberg, 1999, Index)

Introversion: A description used in the Myers-Briggs Type Indicator (MBTI; Myers and McCaulley, 1985); people who are more comfortable focusing their attention and energy on the inner world of ideas and experience, and engaging in reflection and quiet study before discussion with others. (Isaksen et al., 1994, Index)

Intuition: (Sternberg, 1999, Index)

Intuition: (Davis, 1998, Index)

Intuition: Trusting and following one's own inner sense, experiences, hunches without requiring explicit or logical support and evidence; anticipating what might be, rather than attending only to what is directly present or experienced through the senses. (Isaksen et al., 1994, Index)

Intuition: (Dacey, 1989, Index)

Invention: (Sternberg, 1999, Index)

Invention: (Isaksen et al. 1993a, Index)

Inventive inventory: (Sternberg, 1999, Index)

Inventivity: The time pattern of invention. (CRJ, 1998)

Inventivlevel: (Dacey, 1989, Index)

Inverted-U relationship: (Sternberg, 1999, Index)

Investigation: (Dacey, 1989, Index)

Investment theory: (Sternberg, 1999, Index)

Invitational Stem: One of the four elements of a problem statement which is designed to encourage the flow of ideas; initial phrases in a problem statement such as. "In What Ways Might...", "How Might...", or "How to..." (Isaksen et al., 1994, Index)

IQ: (Sternberg, 1999, Index)

IQ, see Intelligence: (Isaksen et al. 1993a, Index)

IQ level: (Dacey, 1989, Index)

“Irrational” thinking: (Sternberg, 1999, Index)

IWWM... : Short-hand for "In What Ways Might..." Constructive ways to word the invitational stem or format of a problem statement. (Isaksen et al., 1994, Index)

J

James's theory: (Dacey, 1989, Index)

Janusian processes: simultaneously looking in diametrically opposite directions. (Sternberg, 1999, Index)

Judicial thinking style: (Sternberg, 1999, Index)

Judging creative output: (Dacey, 1989, Index)

Jung's Theory: (Dacey, 1989, Index)

K

KAI: Kirton-Adaption-Innovation Inventory, a psychological instrument designed by Kirton (1976) to measure an individual's style of creativity; (Isaksen et al., 1994, Index)

Kirton Adaption-Innovation Inventory: (Davis, 1998, Index)

Knowledge: (Sternberg, 1999, Index)

Knowledge: (Isaksen et al. 1993a, Index)

Kohler's theory: (Dacey, 1989, Index)

Kris's theory: (Dacey, 1989, Index)

L

Ladder of Abstraction: A divergent thinking technique used for generating many, varied and unusual problem statements. Asking "Why?" produces more global or general statements, while asking "How?" produces more specific and concrete statements. (Isaksen et al., 1994, Index)

Language: (Sternberg, 1999, Index)

Lateral dominance in the brain: (Dacey, 1989, Index)

Lateral thinking (vertical thinking versus): (Dacey, 1989, Index)

Laying-aside technique: (Sternberg, 1999, Index)

Leadership: A process through which a person guides a group in practicing or applying CPS methods, taking into account the nature of the task, the socio-emotional relationships, needs of group members, and the developmental level of the participants for their task. (Isaksen et al., 1994, Index)

Leadership: (Isaksen et al. 1993a, Index)

Leadership: (Isaksen et al. 1993b, Index)

“Leap” phenomenon: (Sternberg, 1999, Index)

Learned helplessness: (Sternberg, 1999, Index)

Learning: (Isaksen et al. 1993a, Index)

Learning style: A person's consistent or stable preferences for dealing with a wide variety of different tasks or situations. There are many theoretical models and instruments for assessing various aspects of learning style. These can be used for self-understanding, for improving teamwork and effective group participation, and for understanding the working dynamics of CPS within a group. (Isaksen et al., 1994, Index)

Left-handedness: (Sternberg, 1999, Index)

Left-handedness: (Dacey, 1989, Index)

Left hemisphere: (Sternberg, 1999, Index)

Legislative thinking style: (Sternberg, 1999, Index)

Level: (Isaksen, 1987, Index)

Level-style distinction: (Isaksen et al. 1993a, Index)

Level or style: (Isaksen, 1987, Index)

Level of creativity: A person's capacity or ability to produce many, varied, or unusual ideas that are useful or to elaborate on possibilities already generated; responds to the question, "How creative are you?" Contrasted with Style of Creativity or Creative Style. (Isaksen et al., 1994, Index)

Life course factors: (Sternberg, 1999, Index)

Life span: (Dacey, 1989, Index)

Life span approach: (Sternberg, 1999, Index)

"Light" Convergence: An informal expression describing the critical thinking required to narrow options such as by applying the hits or hot spots techniques. (Isaksen et al., 1994, Index)

Limitation: A concern, shortcoming or problem associated with a particular option. A limitation is usually worded as a problem statement beginning with a How to... or How Might... Limitations are also generated while using the ALUo technique. (Isaksen et al., 1994, Index)

Line drawings: (Sternberg, 1999, Index)

Linking thesis: (Dacey, 1989, Index)

Listings, experiential: (Dacey, 1989, Index)

“little C” creativity: (Sternberg, 1999, Index)

Little "c": Day to day creativity. (Isaksen, 1987, Index)

Localization, cerebral: (Dacey, 1989, Index)

Logical: (Dacey, 1989, Index)

Logical thinking: (Davis, 1998, Index)

Longevity: (Sternberg, 1999, Index)

Longitudinal approach to age groups and creative growth: (Dacey, 1989, Index)

M

Macrodevelopment: (Sternberg, 1999, Index)

Macroevolution: (Sternberg, 1999, Index)

Macroneuron system: (Dacey, 1989, Index)

Maker: an individual who, whatever his or her mastery of the current domains, is driven by compulsion to challenge current domain practices and, ultimately, to create new domains or subdomains. (Sternberg, 1999, Index)

Management: (Isaksen et al. 1993a, Index)

Management: (Isaksen et al. 1993b, Index)

Masculinity/femininity polarity: (Dacey, 1989, Index)

Maslow's theory: (Dacey, 1989, Index)

Master, the,: an individual who accepts the current domains as delineated and seeks to realize the genres of that domain to the most superlative degree. (Sternberg, 1999, Index)

Mastery needs: (Sternberg, 1999, Index)

Matchstick problem: (Davis, 1998, Index)

Mathematical creativity test: (Davis, 1998, Index)

Mathematics: (Sternberg, 1999, Index)

Maze metaphor: (Sternberg, 1999, Index)

MBTI: An acronym for the Myers-Briggs Type Indicator which is a psychological assessment tool used to examine one's preferences for dealing with other people and situations (Extroversion-Introversion), gathering data (Sensing-Intuition), and dealing with the outside world (Judging-Perceiving). Based on Jung's theory of psychological

types, it is often used to help understand individual preferences or styles as well as diversity in groups. (Myers & McCaulley, 1985). (Isaksen et al., 1994, Index)

Mean: The statistical average of a group of scores. (Isaksen et al., 1994, Index)

Measurement of creativity: (Dacey, 1989, Index)

Mediation: (Dacey, 1989, Index)

Meditation: (Sternberg, 1999, Index)

Memes: (Sternberg, 1999, Index)

Memory (definition of): (Dacey, 1989, Index)

Memory blocking: (Sternberg, 1999, Index)

Mental ability: (Isaksen, 1987, Index)

Mental process: (Dacey, 1989, Index)

Mental experiments, Einstein's: (Davis, 1998, Index)

Mental set: (Sternberg, 1999, Index)

Mentors: (Sternberg, 1999, Index)

Mentor relationships: (Isaksen et al. 1993a, Index)

Mess: A term used to describe a challenge or opportunity that exists within a task domain, that has not yet been focused or carefully examined; messes are broad, ill-defined goals, stated briefly or concisely, and expressed beneficially (i.e., with emphasis on a constructive direction for creative efforts). (Isaksen et al., 1994, Index)

Mess-Finding (M/F): One of the six stages in the CPS process in which many general goals or starting points for problem solving are considered. In a CPS session, one mess is usually defined as a broad area of concern on which to focus further problem-solving efforts. (Isaksen et al., 1994, Index)

Metacognitive skills: (Sternberg, 1999, Index)

Metacognitive understanding of creativity: (Davis, 1998, Index)

Meta- DENDRAL: (Sternberg, 1999, Index)

Metaphor: Understanding and experiencing one event, experience, or thing by describing it as another concept, usually from a different realm, which is related to it in several specific ways. In a metaphor, you describe one thing as another, without using the word "like" (which is employed as a simile). Metaphors are used in CPS to gain new perspectives for dealing with problems or challenges. (Often referred to as metaphorical thinking; see also: Syntectics). (Isaksen et al., 1994, Index)

Metaphor, use of: (Dacey, 1989, Index)

Metaphor: (Sternberg, 1999, Index)

Microdevelopment: (Sternberg, 1999, Index)

Microneuron growth: (Dacey, 1989, Index)

Microevolution: (Sternberg, 1999, Index)

Midcourse correction: (Dacey, 1989, Index)

Midlife crisis: (Dacey, 1989, Index)

Military genius: (Isaksen, 1987, Index)

Mindfulness: (Sternberg, 1999, Index)

Minimal brain damage: (Dacey, 1989, Index)

Model: (Isaksen, 1987, Index)

Model: (Isaksen, 1987, Index)

Models of creativity: (Isaksen et al. 1993a, Index)

Models of creativity: (Isaksen et al. 1993b, Index)

Morality: (Sternberg, 1999, Index)

Morphology: (Isaksen et al. 1993a, Index)

Motivation, principle of intrinsic: (Dacey, 1989, Index)

Motivation: (Sternberg, 1999, Index)

Motivation: (Isaksen, 1987, Index)

Motivation: (Davis, 1998, Index)

Motivation: (Isaksen et al. 1993a, Index)

Motivational qualities: (Isaksen, 1987, Index)

Motivational qualities: (Isaksen, 1987, Index)

Multidimensional Interactive Creative Imagination Imagery Model (M.I.C.I.I.M):
(Isaksen, 1987, Index)

Multiple intelligences model: (Sternberg, 1999, Index)

Musical aesthetics: (Isaksen, 1987, Index)

Musical creativity: (Sternberg, 1999, Index)

Musical creativity test: (Davis, 1998, Index)

Mutation: (Sternberg, 1999, Index)

Myer's Briggs Type Indicator: (Davis, 1998, Index)

Myer's Briggs Type Indicator, see assessment: (Isaksen et al. 1993a, Index)

Mysterious mental happenings: (Davis, 1998, Index)

Mystical approaches: (Sternberg, 1999, Index)

Myths: Widely-held opinions or beliefs that are based on false premises or are the result of flawed or illogical reasoning. Three principal myths historically associated with creativity have been "mystery, magic, and madness." (Isaksen et al., 1994, Index)

N

Natural selection: (Sternberg, 1999, Index)

Needs, hierarchy of,: (Dacey, 1989, Index)

Negative creative traits: (Davis, 1998, Index)

Negative transfer: (Sternberg, 1999, Index)

Network of enterprise: (Sternberg, 1999, Index)

Neural plasticity: (Isaksen, 1987, Index)

Neural pruning: (Sternberg, 1999, Index)

Neurotic personality: (Dacey, 1989, Index)

Neuroticism: (Sternberg, 1999, Index)

Nine-dot problem: (Sternberg, 1999, Index)

"Nine dot problem": (Dacey, 1989, Index)

Nomothetic orientation: (Sternberg, 1999, Index)

Nonconformity: (Sternberg, 1999, Index)

Nonlinear systems: (Sternberg, 1999, Index)

Nonverbal creativity: (Sternberg, 1999, Index)

Normative creativity: (Sternberg, 1999, Index)

Norms: (Dacey, 1989, Index)

Norms: In measurement, the distribution of scores on a particular variable or instrument within a sample with which the scores of other individuals or groups can be compared. In relation to group development and group process, the term is also used to describe an expectation, standard, or principle for establishing and guiding appropriate action. (Isaksen et al., 1994, Index)

Novel behavior: (Sternberg, 1999, Index)

Novelty: (Sternberg, 1999, Index)

Novelty: Newness, unusualness, or originality; the statistical infrequency of an idea or option. (Isaksen et al., 1994, Index)

Novelty: (Isaksen et al. 1993a, Index)

Novelty: (Isaksen, 1987, Index)

Novelty of creative products: (Dacey, 1989, Index)

Nutshell: The brief introduction or overview at the beginning of a chapter in this book on the three CPS components. It describes the purpose, input, process, output and specific language as well as the tools examined within the component. (Isaksen et al., 1994, Index)

O

Observation of creative performance, direct,: (Dacey, 1989, Index)

Obstacles: Situations which represent areas of concern, discomfort, or dissatisfaction for an individual; may serve as starting points for CPS. (Isaksen et al., 1994, Index)

Odyssey of the Mind: (Davis, 1998, Index)

Old/young polarity: (Dacey, 1989, Index)

Open-ended tasks: (Sternberg, 1999, Index)

Open systems, in organizations: (Sternberg, 1999, Index)

Openness to experience: (Sternberg, 1999, Index)

Operant techniques: (Sternberg, 1999, Index)

Optimization: (Sternberg, 1999, Index)

Options: A broad term which refers to available choices or possibilities for an individual or group. (Isaksen et al., 1994, Index)

Open-mindedness: (Dacey, 1989, Index)

Opportunity: Identified using a mess statement, it provides a positive or beneficial desired outcome for using CPS. (Isaksen et al., 1994, Index)

Oregon Communications Problem: (Dacey, 1989, Index)

Organic creative product: (Dacey, 1989, Index)

Organizational settings: (Sternberg, 1999, Index)

Organizations: (Isaksen et al. 1993a, Index)

Organizational climates: (Isaksen, 1987, Index)

Organizational creativity: (Isaksen et al. 1993a, Index)

Organizations: (Isaksen, 1987, Index)

Organizations: (Isaksen et al. 1993b, Index)

Original: (Dacey, 1989, Index)

Originality: (Isaksen et al. 1993a, Index)

Originality: (Dacey, 1989, Index)

Originality: (Davis, 1998, Index)

Originality: The divergent thinking variable or dimension (or idea-generating quality) associated with producing unique, novel, or unusual responses (options or ideas) which are statistically infrequent in relation to an appropriate comparison sample or group. (Isaksen et al., 1994, Index)

Osborn-Parnes Model: (Isaksen, 1987, Index)

Oversensitivity: (Sternberg, 1999, Index)

Outcomes: Positive opportunities or challenges upon which individuals work; also used to describe the desired results or intended action steps which emerge from a CPS session. (Isaksen et al., 1994, Index)

Outcomes: (Isaksen et al. 1993a, Index)

Output: The term used to describe the results of activity from any of the three CPS components. These outputs are process related such as locating yourself elsewhere on the CPS framework; a need to recycle; or exit CPS. (Isaksen et al., 1994, Index)

Ownership: An essential element in problem solving; personal involvement or investment in a task, characterized by influence (the ability to take action), interest (caring or motivation to work on issue), and imagination (need for novel or new options). (Isaksen et al., 1994, Index)

P

P-creativity: (Sternberg, 1999, Index)

Packaged programs: (Isaksen, 1987, Index)

Pan, evolution: (Sternberg, 1999, Index)

Paradigm: A set of rules, guidelines, or beliefs adhered to consistently to guide or direct one's behavior or thinking; a stable pattern of operating or thinking. (Isaksen et al., 1994, Index)

Parallel distribution processing: (Sternberg, 1999, Index)

Paranormal experiences: (Davis, 1998, Index)

Paraphrase: A converging technique in which the client describes, in his or her own words, the principal or essential attributes or dimensions common to the options chosen from a larger set of possibilities. (Isaksen et al., 1994, Index)

Parental aspirations: (Sternberg, 1999, Index)

Parental involvement: (Sternberg, 1999, Index)

Parental support: (Davis, 1998, Index)

Paired Comparison Analysis (PCA): A convergent thinking technique for rank ordering or prioritizing several promising alternatives by comparing all possible pairs. (Isaksen et al., 1994, Index)

Parents, aids to creative problem solving and: (Dacey, 1989, Index)

Peak experience: (Dacey, 1989, Index)

People machines: (Davis, 1998, Index)

Percept-genesis technique: (Sternberg, 1999, Index)

Perception: (Sternberg, 1999, Index)

Perception: (Isaksen et al. 1993a, Index)

Perceptual Barriers: A set of obstacles or factors that inhibit creative thinking based on how information is gathered, organized, and processed; obstacles that arise from failure to observe carefully or challenge assumptions. (Isaksen et al., 1994, Index)

Perceptual Blocks: (Dacey, 1989, Index)

Perceptual change: (Davis, 1998, Index)

Performance evaluations: (Sternberg, 1999, Index)

Performance-oriented creativity: (Sternberg, 1999, Index)

Person: (Isaksen, 1987, Index)

Personal analogy: (Dacey, 1989, Index)

Personal analogy: (Davis, 1998, Index)

Personality: (Sternberg, 1999, Index)

Personality: (Dacey, 1989, Index)

Personality: (Isaksen, 1987, Index)

Persuasion: (Sternberg, 1999, Index)

Phase: Either the divergent or the convergent thinking that occurs during any or all stages of CPS. (Isaksen et al., 1994, Index)

Phenomenon-based approach: (Sternberg, 1999, Index)

Philosophical eminence: (Isaksen, 1987, Index)

Philosophy: (Sternberg, 1999, Index)

Phillips 66 brainstorming method: (Dacey, 1989, Index)

Phillips 66 brainstorming: (Davis, 1998, Index)

Photographic innovations: (Sternberg, 1999, Index)

Phrenology: (Dacey, 1989, Index)

Physiological reactivity: (Sternberg, 1999, Index)

PI system: (Sternberg, 1999, Index)

Piaget's stages of learning: (Isaksen, 1987, Index)

Piaget's theory: (Dacey, 1989, Index)

Plan of Action (POA): Specific steps and commitments which emerge from the Acceptance-Finding stage of CPS. (Isaksen et al., 1994, Index)

Planning for Action: One of three major components of the CPS model in which the major focus involves examining, analyzing, and developing potential solutions, as well as formulating a specific plan to gain acceptance and support implementation. (Isaksen et al., 1994, Index)

Play: (Sternberg, 1999, Index)

Play: (Davis, 1998, Index)

Playfulness and Humor: The extent to which spontaneity and ease are displayed in an organization, and individuals feel free to generate and share unusual or unlikely possibilities. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Plenum: (Dacey, 1989, Index)

PNI acronymy: Positive, Negative, Interesting [Handbook of Creativity, Sternberg, 1999] p.417

Polarities of middle age: (Dacey, 1989, Index)

Political leadership: (Isaksen, 1987, Index)

Positive feedback systems: (Sternberg, 1999, Index)

Positive transfer: (Sternberg, 1999, Index)

Practice: (Sternberg, 1999, Index)

Precocity: (Sternberg, 1999, Index)

Precocity: (Dacey, 1989, Index)

Preconscious: (Davis, 1998, Index)

Predictability of creative criteria: (Isaksen, 1987, Index)

Predictor tests: (Isaksen, 1987, Index)

Predictive validity: (Sternberg, 1999, Index)

Preference for disorder: (Dacey, 1989, Index)

Pre-inventive forms: (Sternberg, 1999, Index)

Preparation: (Dacey, 1989, Index)

Press: The climate, environment or situation in which creativity takes place-or is inhibited. (Isaksen et al., 1994, Index)

Press: (Isaksen, 1987, Index)

Prescriptive: A rigid approach to problem solving in which individuals or groups follow a fixed or pre-determined set of steps or apply specific strategies regardless of the specific

demands or requirements of the task, the group, or the setting. (Isaksen et al., 1994, Index)

Primary process: (Sternberg, 1999, Index)

Primary process thinking: (Davis, 1998, Index)

Priming, cognitive process: (Sternberg, 1999, Index)

Probability of Success: A global or overall criterion used to help converge on promising options. It asks you to take all things into consideration when you rate the likelihood of successfully accomplishing what you set out to do. (Isaksen et al., 1994, Index)

Problem: Any situation for which we need new ideas or a plan for using or implementing new solutions successfully; the gap between where you are and where you want to be. For CPS, a problem can be viewed as an opportunity for change. (Isaksen et al., 1994, Index)

Problems, criterion: (Dacey, 1989, Index)

Problem finding: (Sternberg, 1999, Index)

Problem-Finding (P/F): One of the six stages in the CPS model, during which many different ways of stating a problem are generated and considered, leading to the selection or construction of a problem statement for which the group will subsequently generate ideas. (Isaksen et al., 1994, Index)

Problem finding: (Davis, 1998, Index)

Problem finding: (Isaksen et al. 1993a, Index)

Problem solving: (Sternberg, 1999, Index)

Problem-Solving: (Isaksen, 1987, Index)

Problem solving: (Isaksen et al. 1993a, Index)

Problem solving: (Dacey, 1989, Index)

Problem Statement: A question that can be used to generate many, varied, and novel ideas; expressed in a concise form that includes an invitational stem, a statement of ownership, a constructive verb and a goal or objective. (Isaksen et al., 1994, Index)

Process: A bounded group of interrelated work activities providing output of greater value than inputs by means of one or more transformations. (Isaksen et al., 1994, Index)

Process: (Isaksen, 1987, Index)

Process, Creative: (Davis, 1998, Index)

Process Diagnosis: Deliberately selecting an appropriate CPS component, stage, or tool to use for a certain task, within a specific group, under particular circumstances. (Isaksen et al., 1994, Index)

Process Language: The terminology known and used by the members of a group to communicate effectively and efficiently about their task and their approach to creative problem solving. (Isaksen et al., 1994, Index)

Prodigies: (Sternberg, 1999, Index)

Prodigiousness: (Dacey, 1989, Index)

Product: (Isaksen, 1987, Index)

Productive thought: (Sternberg, 1999, Index)

Productivity Environmental Preference Survey (PEPS): A measure of 18 dimensions of learning style for adults based on the Dunn and Dunn model. (Isaksen et al., 1994, Index)

Progress: (Isaksen, 1987, Index)

Project Intelligence: (Sternberg, 1999, Index)

Project Zero: (Dacey, 1989, Index)

Promoting: (Isaksen, 1987, Index)

Pruning, synaptic,: (Sternberg, 1999, Index)

Psychic censor: (Dacey, 1989, Index)

Psychoanalytic theories: (Dacey, 1989, Index)

Psychobiography: (Sternberg, 1999, Index)

Psychodynamic approach: (Sternberg, 1999, Index)

Psycho-historical approach to age and creative growth: (Dacey, 1989, Index)

Psychometric approach: (Sternberg, 1999, Index)

Psychopathology: (Sternberg, 1999, Index)

Psychopathology and creativity: (Davis, 1998, Index)

Psychoticism: (Sternberg, 1999, Index)

Purdue Creative Thinking Program: (Sternberg, 1999, Index)

Purdue test: (Dacey, 1989, Index)

Purpose: (Sternberg, 1999, Index)

Q

Qatar creativity conference: (Davis, 1998, Index)

Quality circles: (Isaksen, 1987, Index)

Quality/quantity issue: (Sternberg, 1999, Index)

Questionnaires, creativity: (Dacey, 1989, Index)

Quick-storming: (Isaksen et al. 1993a, Index)

R

Rank's theory: (Dacey, 1989, Index)

Rational Science Model: (Sternberg, 1999, Index)

Reactivity: (Sternberg, 1999, Index)

Readiness: (Isaksen, 1987, Index)

Real life criteria: (Isaksen, 1987, Index)

Recurrence: (Dacey, 1989, Index)

Reflection: (Dacey, 1989, Index)

Regression: (Davis, 1998, Index)

Regression: (Dacey, 1989, Index)

Regression, and primary process thinking: (Sternberg, 1999, Index)

Reinforcement techniques: (Sternberg, 1999, Index)

Relates: The identification of a common theme, strand, or "thread" among hits that defines a hot spot or meaningful cluster of options. (Isaksen et al., 1994, Index)

Relevance: (Isaksen, 1987, Index)

Reliability: (Sternberg, 1999, Index)

Reliability: (Isaksen, 1987, Index)

Reliability: (Dacey, 1989, Index)

Reluctantly creative student: (Dacey, 1989, Index)

Remediation: (Dacey, 1989, Index)

Remote Associates Test (RAT): (Dacey, 1989, Index)

Remote Associates Test: (Sternberg, 1999, Index)

Remote Associates Test (RAT): (Davis, 1998, Index)

Renaissance: (Sternberg, 1999, Index)

Replications: (Sternberg, 1999, Index)

Reproductive thought: (Sternberg, 1999, Index)

Research issues: (Isaksen et al. 1993a, Index)

Research issues: (Isaksen et al. 1993b, Index)

Resister: In Acceptance-Finding, resisters are possible sources of difficulty or obstacles which might inhibit or prevent implementation of a solution (including people, places, resources, times, and reasons). (Isaksen et al., 1994, Index)

Resolution: (Isaksen, 1987, Index)

Resolution of creative product: (Dacey, 1989, Index)

Resource barriers: (Davis, 1998, Index)

Resource Group: A group of approximately four to eight people who participate in a CPS session in order to assist a client in solving a problem. The resource group may be

involved in all aspects of the CPS process, but plays a particularly important role in the divergent phases of each stage. (Isaksen et al., 1994, Index)

Restricted choice: (Isaksen, 1987, Index)

Restructuring, cognitive: (Sternberg, 1999, Index)

Reverse Brainstorming: (Davis, 1998, Index)

Reward: (Sternberg, 1999, Index)

Reward: (Isaksen, 1987, Index)

Right-hemisphere: (Sternberg, 1999, Index)

Rigidity: (Sternberg, 1999, Index)

Ring Toss Game: (Dacey, 1989, Index)

Risk-taking: (Sternberg, 1999, Index)

Risk-Taking: The tolerance of uncertainty permitted in an organization. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Risk-taking: (Davis, 1998, Index)

Risk-taking: (Dacey, 1989, Index)

Rod and Frame Test: (Dacey, 1989, Index)

Roger's theory: (Dacey, 1989, Index)

Role models: (Sternberg, 1999, Index)

Role models: (Isaksen, 1987, Index)

Rorschach Test: (Dacey, 1989, Index)

Rules and traditions as barriers: (Davis, 1998, Index)

S

Satisfaction: (Dacey, 1989, Index)

Savoring: (Dacey, 1989, Index)

SCAMPER: (Sternberg, 1999, Index)

S.C.A.M.P.E.R.: An acronym for a list of idea-spurring words (e.g. substitute, combine, adapt, modify, put to other uses, eliminate, reverse, rearrange) which can be used as a technique to enhance or stimulate idea generation. (Isaksen et al., 1994, Index)

Schools: (Dacey, 1989, Index)

School wide Enrichment Model: (Davis, 1998, Index)

School settings: (Sternberg, 1999, Index)

Science: (Isaksen et al. 1993a, Index)

Scientific creativity: (Isaksen, 1987, Index)

Scientific discovery, computer program: (Sternberg, 1999, Index)

Scientism: (Isaksen, 1987, Index)

Scope: (Isaksen, 1987, Index)

Searching for Success Zones: A convergent-thinking technique used to sort options based on their level of importance and probability of success. (Isaksen et al., 1994, Index)

Secondary process cognition: (Sternberg, 1999, Index)

Secondary process thinking: (Davis, 1998, Index)

Self-actualization: (Sternberg, 1999, Index)

Self-actualization: (Davis, 1998, Index)

Self-actualized and special talent creativity: (Davis, 1998, Index)

Self-awareness, and evolution: (Sternberg, 1999, Index)

Self-confidence: (Sternberg, 1999, Index)

Self-control, creative biology: (Sternberg, 1999, Index)

Self-education: (Sternberg, 1999, Index)

Self-esteem: (Dacey, 1989, Index)

Self-evaluation: (Dacey, 1989, Index)

Self-Image Barriers: A set of blocks to creative thinking emphasizing a low confidence in one's own ability to think creatively and solve problems, and the inability to identify and use resources effectively. (Isaksen et al., 1994, Index)

Self-management skills: (Sternberg, 1999, Index)

Self-report inventories: (Sternberg, 1999, Index)

Self-transcendence: (Dacey, 1989, Index)

Sensation (thrill) seeking: (Davis, 1998, Index)

Sense of humor: (Sternberg, 1999, Index)

Sensitivity: (Dacey, 1989, Index)

Sensorimotor learning stage: (Isaksen, 1987, Index)

Sensory Search for Relationships: A category of tools which uses the five senses to identify observations, impressions, reactions, and memories to stimulate novel connections. (Isaksen et al., 1994, Index)

Separation/attachment polarity: (Dacey, 1989, Index)

Serendipity: (Isaksen, 1987, Index)

Serendipity: (Dacey, 1989, Index)

Sex differences: (Isaksen, 1987, Index)

Sex role identification: (Dacey, 1989, Index)

Sharing: (Davis, 1998, Index)

Short Inventory of Self-Actualization: (Davis, 1998, Index)

Shyness: (Sternberg, 1999, Index)

Silent years: (Sternberg, 1999, Index)

Similarity: (Dacey, 1989, Index)

Situational Outlook for Creativity: The concern for, consideration of, a complex set of factors within one person's situation that has a powerful impact on creativity. (Isaksen et al., 1994, Index)

Social context: (Sternberg, 1999, Index)

Social-personality approaches: (Sternberg, 1999, Index)

Social relationships: (Sternberg, 1999, Index)

Social traits: (Sternberg, 1999, Index)

Social withdrawal: (Sternberg, 1999, Index)

Societal factors: (Sternberg, 1999, Index)

Society, impact of, on creativity: (Dacey, 1989, Index)

Split-visual-field tachistoscopic tasks: (Sternberg, 1999, Index)

Small's checklist: (Davis, 1998, Index)

Small-groups techniques: (Isaksen, 1987, Index)

Society of Anthropology: (Dacey, 1989, Index)

Sociobiology of the brain: (Dacey, 1989, Index)

Sociodrama: (Dacey, 1989, Index)

Socio-Drama: A group creative problem solving technique emphasizing the use of role-playing, set in a dramatic context. (Isaksen et al., 1994, Index)

SOI Model: (Isaksen, 1987, Index)

Solution-Finding (S/F): One of the six stages in the CPS model, in which ideas are selected, analyzed, developed, or supported through the use of many possible criteria and the application of such tools as ALUo, Paired Comparison Analysis, or a Criterion Matrix. (Isaksen et al., 1994, Index)

Sounds and Images Test: (Dacey, 1989, Index)

South American perspective: (Isaksen et al. 1993a, Index)

Speculation, armchair: (Dacey, 1989, Index)

Sponteneity: (Dacey, 1989, Index)

Spontaneity: Freedom from constraint, embarrassment, or awkwardness. (Isaksen et al., 1994, Index)

Stage: Any of the six major elements of the CPS model (Mess-Finding, Data-Finding, Problem-Finding, Idea-Finding, Solution-Finding, or Acceptance-Finding). (Isaksen et al., 1994, Index)

Stages in creativity: (Davis, 1998, Index)

Star model, Tanenbaum's: (Davis, 1998, Index)

Star Wars: (Davis, 1998, Index)

State of Past Creative Activities, The: (Dacey, 1989, Index)

Statement pf Past Creative Activities: (Davis, 1998, Index)

Stem: A specialized word, sentence, or phrase used to guide or focus your thinking in a particular way during different CPS activities. (Isaksen et al., 1994, Index)

Sternberg's three-facet model: (Davis, 1998, Index)

Stimulation: (Dacey, 1989, Index)

Stimulus freedom: (Dacey, 1989, Index)

Stop-and-go brainstorming: (Davis, 1998, Index)

Story-writing Test: (Dacey, 1989, Index)

Strategic Barriers: Blocks to creative thinking emphasizing flexibility in the use of problem-solving strategies. (Isaksen et al., 1994, Index)

Stroop Color-Word Test: (Dacey, 1989, Index)

Structural alignment model: (Sternberg, 1999, Index)

Structuralists: (Sternberg, 1999, Index)

Structure of the Intellect battery: (Sternberg, 1999, Index)

Structure Mapping Engine: (Sternberg, 1999, Index)

Structure of Intellect Model: (Sternberg, 1999, Index)

Structure of Intellect Model (S.O.I.): (Isaksen, 1987, Index)

Structure of Intellect Model: (Davis, 1998, Index)

S.O.I. Model Schools: (Davis, 1998, Index)

Structure of the intellect theory/model: (Dacey, 1989, Index)

Structured creativity: (Sternberg, 1999, Index)

Style: (Isaksen, 1987, Index)

Style of Creativity: An individual's preferences or predispositions to deal with people or situations in consistent ways, and to use particular methods for gathering data, making decisions, and interacting with the environment. Deals with how individuals express and best use their creativity ("How are you creative?"), not with how creative they are. (Contrast with Level of Creativity). (Isaksen et al., 1994, Index)

Styles: (Isaksen et al. 1993a, Index)

Styles: (Isaksen et al. 1993b, Index)

Sublimation: (Dacey, 1989, Index)

Submarine: A term used to describe an option that is low in importance and low in probability of successful completion. (Isaksen et al., 1994, Index)

Summary power: (Dacey, 1989, Index)

Supra-rational creativity: (Dacey, 1989, Index)

Surprise: (Sternberg, 1999, Index)

Surprise: (Dacey, 1989, Index)

Surprising: (Dacey, 1989, Index)

Surveillance: (Sternberg, 1999, Index)

Surveillance: (Isaksen, 1987, Index)

“Swan song” phenomenon: (Sternberg, 1999, Index)

Symbolic analogy: (Dacey, 1989, Index)

Symbolic analogy: (Davis, 1998, Index)

Symbolic systems: (Sternberg, 1999, Index)

Synaptic pruning: (Sternberg, 1999, Index)

Synectics: (Sternberg, 1999, Index)

Synectics: (Dacey, 1989, Index)

Synectics: An approach to creative problem solving stressing the use of analogy and metaphor, in an effort to make novel connections between seemingly unrelated stimuli, drawing particularly on the work of W.J.J. Gordon, T. Poze, or G. Prince. (Isaksen et al., 1994, Index)

Synectics: (Davis, 1998, Index)

Synectics: (Isaksen et al. 1993a, Index)

Synergistic extrinsic motivators: (Sternberg, 1999, Index)

Synthesesia: (Davis, 1998, Index)

Synthesis and elaboration of creative product: (Dacey, 1989, Index)

Synthetic ability: (Sternberg, 1999, Index)

Synthetic coordination: (Isaksen et al. 1993a, Index)

Systematic heuristic: (Isaksen et al. 1993a, Index)

Systems approach: (Sternberg, 1999, Index)

T

“Tabletop” system: (Sternberg, 1999, Index)

Taking turns: (Davis, 1998, Index)

Talent: (Sternberg, 1999, Index)

Talent: (Isaksen et al. 1993a, Index)

Talents Unlimited Model: (Davis, 1998, Index)

Talents Unlimited Model: (Isaksen et al. 1993a, Index)

Targeted Innovation Model: (Isaksen, 1987, Index)

Targeted Innovation research: (Isaksen, 1987, Index)

Task-focused motivation: (Isaksen, 1987, Index)

Task Motivation: (Isaksen, 1987, Index)

Task motivation: (Dacey, 1989, Index)

Task: A particular job, piece of work, assignment or effort which needs attention and energy. (Isaksen et al., 1994, Index)

Task Appraisal: Identifying the important and relevant dimensions of a task to determine your approach and appropriateness for using CPS. (Isaksen et al., 1994, Index)

Taxonomy: (Isaksen et al. 1993a, Index)

Teachers: (Dacey, 1989, Index)

Teachers, see also Education: (Isaksen et al. 1993a, Index)

Teaching: A process of instruction or training which is particularly relevant in helping individuals or groups learn basic tools for creative and critical thinking. (Isaksen et al., 1994, Index)

Teaching and learning: (Isaksen et al. 1993a, Index)

Teaching for creativity: (Davis, 1998, Index)

Technique(s): A specific algorithm, procedure, or strategy for generating options or ideas, or for analyzing them; often used as a synonym for tools. (Isaksen et al., 1994, Index)

Techniques: (Isaksen, 1987, Index)

Techniques in creativity: (Isaksen et al. 1993a, Index)

Techniques of creative thinking: (Davis, 1998, Index)

Technology: (Isaksen et al. 1993a, Index)

Temperamental qualities: (Isaksen, 1987, Index)

Temporal consistency: (Sternberg, 1999, Index)

“Tension” view: (Sternberg, 1999, Index)

Terminology: (Isaksen, 1987, Index)

Test: (Isaksen, 1987, Index)

Test anxiety: (Sternberg, 1999, Index)

Tests: (Dacey, 1989, Index)

Test information: (Sternberg, 1999, Index)

Test-retest reliability: (Dacey, 1989, Index)

Tests: (Isaksen et al. 1993a, Index)

Tests, IQ: (Dacey, 1989, Index)

Testing conditions: (Isaksen, 1987, Index)

Testing for creativity: (Davis, 1998, Index)

Theatre background: (Davis, 1998, Index)

Thematic Apperception Test: (Dacey, 1989, Index)

Thematic fantasy play and the use of games: (Isaksen, 1987, Index)

Theoretically based studies: (Isaksen, 1987, Index)

Theories: (Davis, 1998, Index)

Theory: (Isaksen, 1987, Index)

Theory: (Isaksen et al. 1993a, Index)

Theory: (Isaksen et al. 1993b, Index)

Theory building: (Sternberg, 1999, Index)

Thinking styles: (Sternberg, 1999, Index)

Threshold concept: (Davis, 1998, Index)

Threshold theory: (Sternberg, 1999, Index)

Timed test conditions: (Sternberg, 1999, Index)

Time scales, in case study method,: (Sternberg, 1999, Index)

Tolerance for ambiguity: (Sternberg, 1999, Index)

Tolerance, of ambiguity: (Dacey, 1989, Index)

Torrance Test of Creative Thinking: (Dacey, 1989, Index)

Torrance Test of Creative Thinking: (Sternberg, 1999, Index)

Torrance Test of Creative Thinking: (Davis, 1998, Index)

Torrance's definition: (Davis, 1998, Index)

Total quality management: (Sternberg, 1999, Index)

Tools: Specific techniques which can be named, learned, practiced, and applied to increase the ease, efficiency, and effectiveness with which we generate or analyze options. (Isaksen et al., 1994, Index)

Tools: (Isaksen, 1987, Index)

Toolbox: A collection of techniques used for divergent and convergent thinking in the CPS process. (Isaksen et al., 1994, Index)

Totem poles, multiple-talent: (Davis, 1998, Index)

Trained incapacity: (Sternberg, 1999, Index)

Training: (Sternberg, 1999, Index)

Training: (Isaksen et al. 1993a, Index)

Training: (Isaksen et al. 1993b, Index)

Transcendence: (Dacey, 1989, Index)

TRAH-heuristics: (Sternberg, 1999, Index)

Transdisciplinarity: (Isaksen et al. 1993a, Index)

Transformation: (Dacey, 1989, Index)

Transformation: (Davis, 1998, Index)

Transformational creativity: (Sternberg, 1999, Index)

Transliminal chamber: (Davis, 1998, Index)

Traits: (Davis, 1998, Index)

Trends in creativity: (Isaksen, 1987, Index)

Triarchic intelligence theory: (Sternberg, 1999, Index)

Tri-level Matching Theory: " [this] theory predicts that persons, groups, and organizations with different preferences and abilities, knowledge, and work arrangements will best match the character of particular problems." (CRJ, 1998 v.3)

Trust and Openness: The emotional safety in relationships displayed in an organization. A dimension of the Climate for Innovation Questionnaire. (Isaksen et al., 1994, Index)

Twins: (Dacey, 1989, Index)

Two-stage analysis of creative process: (Davis, 1998, Index)

Two-String Test: (Dacey, 1989, Index)

U

Unconscious, collective: (Dacey, 1989, Index)

Unconscious factors: (Sternberg, 1999, Index)

Understanding creative product: (Dacey, 1989, Index)

Understanding the Problem: One of the three major components of the CPS process framework in which the challenge or concern is more clearly defined. This component includes the Mess-Finding, Data-Finding and Problem-Finding stages of the CPS model. (Isaksen et al., 1994, Index)

Unhappy childhood: (Davis, 1998, Index)

Unipolar: (Dacey, 1989, Index)

Universal creativity skills: (Sternberg, 1999, Index)

Universal mind: (Davis, 1998, Index)

Unpleasant Concept Test: (Dacey, 1989, Index)

Untimed test conditions: (Sternberg, 1999, Index)

Unusual Uses Test: (Sternberg, 1999, Index)

Unusualness: (Dacey, 1989, Index)

Usability: (Isaksen, 1987, Index)

Useful: (Dacey, 1989, Index)

Uses for a Brick Test: (Dacey, 1989, Index)

Uses test (Guilford's): (Dacey, 1989, Index)

Uses Test: (Sternberg, 1999, Index)

V

Validity: (Sternberg, 1999, Index)

Validity: The degree to which a test or instrument measures what it purports to measure. (Isaksen et al., 1994, Index)

Validity: (Isaksen et al. 1993a, Index)

Validity: (Isaksen, 1987, Index)

Validity: (Dacey, 1989, Index)

Values: (Sternberg, 1999, Index)

Values: (Isaksen et al. 1993a, Index)

Values: (Isaksen et al. 1993b, Index)

Value Barriers: The blocks to creative thinking in which values, beliefs, ethics, or principles of conduct are held or applied so rigidly as to unduly influence problem-solving behavior. (Isaksen et al., 1994, Index)

Valuable: (Dacey, 1989, Index)

Verbal creativity: (Sternberg, 1999, Index)

Verification: (Dacey, 1989, Index)

Vertical thinking, lateral thinking: (Dacey, 1989, Index)

VID: An abbreviation for "Very Important Data." It is used during convergent Data-Finding to identify the key or most important data. (Isaksen et al., 1994, Index)

Vision: The image of a desired future state; answers the question, "What are the results you wish to create?" Visions are compelling or inspiring, and, although they refer to the future, are usually stated in the present tense. (Isaksen et al., 1994, Index)

Visually Identifying Relationships (VIR): A specific sensory search for relationships tool identified in the forcing relationships category. It relies upon the use of pictures to provide the random stimuli for promoting novel or original ideas or connections. (Isaksen et al., 1994, Index)

Visualization: (Davis, 1998, Index)

Vocational counseling: (Dacey, 1989, Index)

W

Wallas's theory: (Dacey, 1989, Index)

Wallas's stages: (Davis, 1998, Index)

Walter Jar Test: (Dacey, 1989, Index)

Weschler Adult Intelligence Test: (Dacey, 1989, Index)

Well crafted creative product: (Dacey, 1989, Index)

Wertheimer's theory: (Dacey, 1989, Index)

"What would happen if?" exercise: (Davis, 1998, Index)

Who...Hoo!!!: Garth Aldrich's personal expression of creative spirit. [Garth Aldrich]

Whole brain theory: (Davis, 1998, Index)

Williams Scale: (Davis, 1998, Index)

WIBAI...(Wouldn't It Be Awful If...): One form of an invitational stem used to explore or generate possible mess statements. (Isaksen et al., 1994, Index)

WIBNI...(Wouldn't It Be Nice If...): Another form of an invitational stem used to explore or generate possible mess statements. (Isaksen et al., 1994, Index)

Women: (Isaksen et al. 1993a, Index)

Word association tests: (Sternberg, 1999, Index)

Work, deliberate practice distinction: (Sternberg, 1999, Index)

Work ethic: (Sternberg, 1999, Index)

Work Preference Inventory: (Sternberg, 1999, Index)

Workable creativity: (Isaksen, 1987, Index)

Workplace, motivational strategies: (Sternberg, 1999, Index)

Worst-case analysis: (Dacey, 1989, Index)

Y

Yogic sponge position: (Dacey, 1989, Index)

Young/old polarity: (Dacey, 1989, Index)

Z

Z organizations

Zeitgeist: (Isaksen et al. 1993a, Index)

Zeitgeist: (Isaksen, 1987, Index)

APPENDICES

APPENDIX A
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APPENDIX B
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