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Creativity for Sale

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Buffalo State
State University of New York
International Center for Studies in Creativity

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A Project in Creative Studies
by
Nicole E. Marshall

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

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Dates of Approval:

J. Michael Fox, Advisor

Nicole E. Marshall, Candidate

ABSTRACT*Creativity for Sale*

This project focuses on a business plan and template for developing proposals for potential clients. This covers the history of Creative Problem Solving (CPS); the effectiveness of CPS training; an example design of a workshop; business plan; memorandum of understanding; contract, and a template for fees. This project will add to the richness of the department, and create opportunities for our faculty, alumni, and current students to consult while spreading the CPS process and creativity around the world.

Key Words: Creative Problem Solving, Business Plan, Training, Facilitation, ICSC

Date

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Acknowledgements

I dedicate this project to J. Michael Fox, thank you for trusting me enough to fulfill one of your many interests. I hope that this project is useful and the Nigerian Minister of Finance becomes a client of the International Center for Studies in Creativity. I also dedicate this project to my two beautiful daughters, De'nee & De'ja Marshall. You girls have been my motivation and inspiration to succeed in everything that I put my mind to do.

First, I would like to thank God for allowing me to have the mind to want to do better, and to work towards my dreams. With God everything is possible.

I would like to thank my husband Brian for understanding how important education is to me and being supportive. To my mother Sandra, and my sister Brittany, I would like to thank you both for encouraging, pushing me, and being an ear to listen to me when things got really tough. I really appreciate you both.

To the ICSC faculty and staff, thank you for all the instruction, and practice. I can say with confidence that I am creative, a changed leader, and a skilled facilitator. Thank you all.

To my church family at the Greater Royal Worship Center, I love you guys, I have finally made it. Thank you for your thoughts and prayers.

“I can do all things through Christ which strengthens ME”
-Philippians 4:13

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Purpose & Rationale

The purpose of this Masters Project is to give creativity consultants a functional business plan and template for developing proposals for potential international clients. This hopefully will be used in major consulting efforts. I will provide an overview of the history of Creative Problem Solving (CPS); the effectiveness of CPS training; design of workshops; business plan; memorandum of understanding; contract, a template that will assist with rates, and deliverables.

This idea started with J. M. Fox. He told me a story about when he was on the plane coming home from a trip abroad and was talking with the Minister of Finance from Nigeria. Fox was discussing the International Center for Creative Studies program and what we are all about. He was telling the Minister that we do a lot of work in Creative Problem Solving. After explaining what CPS is and the effectiveness of it, the Minister of Finance asked him if the International Center for Creative Studies would be willing to train and facilitate over a 10 year period. Of course Fox said yes and in return the Minister of Finance wanted a proposal. Fox knew that this request would include the participation of the faculty, graduates, and current master students, but did not have a proposal to present to him. This became a need for the International Center for Creative Studies, and I decided to take this challenge on.

This project will add to the richness of the department. The Center has already hosted many conferences and workshops including a major international conference in 1997. Since the Master of Science in Creativity is offered to international and distance students, having an easily accessible proposal and template will add to the development of the department. Now when opportunities arise, the department will be better prepared with the necessary

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tools to handle a request such as the one described above. This will be for the clients of high-level government appointees (ministerial level), and mid-level civil servants, along with CEO's, Vice Presidents, and Managers of businesses and organizations.

In theory, this proposal will bring new consulting efforts to the International Center for Studies in Creativity. This proposal template is not about academic programs, degrees, or certificate offerings, but rather training and CPS facilitation in a consulting framework. Creativity consultants will be needed to fulfill the agreements, and therefore this will bring new opportunities to our faculty, graduates, and current students. Hopefully the Center will be able to hire students and graduates to consult, while spreading the CPS process and creativity around the world.

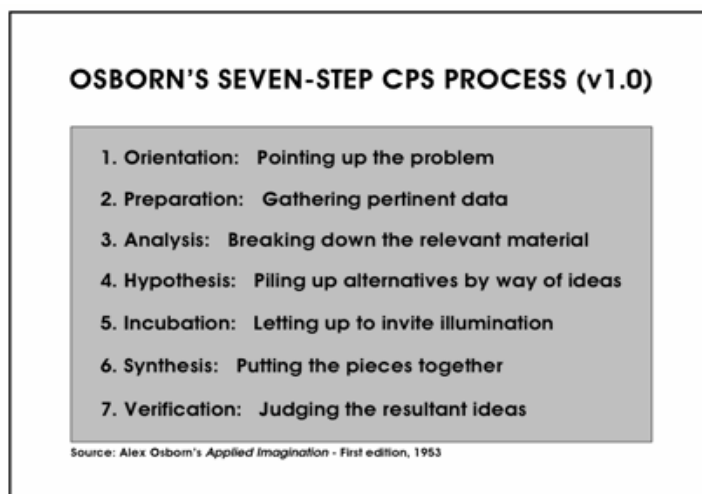
History of Creative Problem Solving (CPS)

An Evolving Model & Process

Alex Osborn, who was a partner of Batten, Barton, Durstine, Osborn advertising, and founder of Creative Education Foundation, was very intrigued with coming up with more ideas. He felt that deliberate use of techniques could work for not only him, but for others as well. Osborn introduced Creative Problem Solving (CPS) in 1953 in his book *Applied Imagination*. He is now known in the field of creativity as the grandfather of creative process and the creator of brainstorming.

Osborn developed the first version of CPS. This version was based from his experience in the advertising industry, and his teaching. His model had seven stages: orientation, preparation, analysis, hypothesis, incubation, synthesis, and verification (Osborn, 1953). After continued studies, and applying his process, he realized that process needed to be more deliberate. He condensed his original seven stages into three more comprehensive stages: fact finding, idea finding, and solution finding (Osborn, 1963).

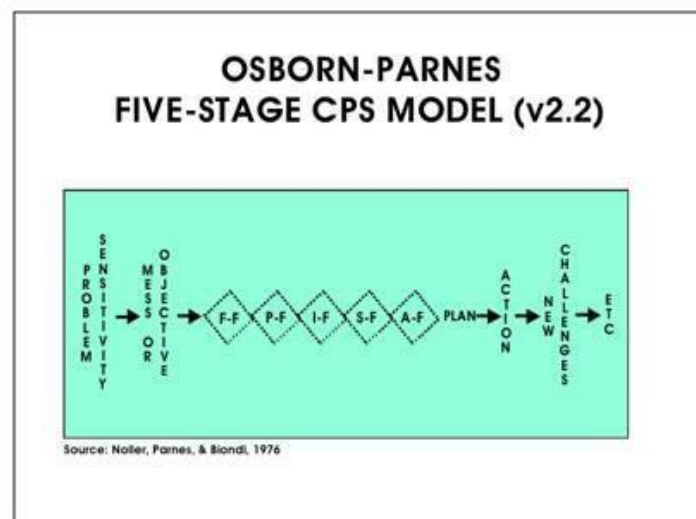
Figure 1 Osborn's Seven Step CPS Process (v.1.0)



In 1954, Osborn organized a conference at the Creative Education Foundation (CEF). There he met Dr. Sidney Parnes. At this conference, Osborn and Parnes realized that they had similar beliefs, so they stayed in touch with each other. Osborn decided to make the conference an annual event, and extended the CEF to Creative Problem Solving Institute (CPSI). About a year later, Parnes and Osborn joined together to develop an educational program for CPSI (CEF, 2010).

In 1965, Parnes and Osborn worked together towards Osborn's vision of enhancing student's ability to understand and apply their personal creativity in all aspects of their lives. Osborn died in 1966, and Parnes continued his work with his colleagues. Parnes developed a modified version of CPS. In 1967, Parnes and his colleagues tested this model in a study called Creative Studies Project at Buffalo State College. This model had five stages, fact finding, problem finding, idea finding, solution finding, and acceptance finding (Isaksen & Treffinger, 2004). This was the first graphic illustration of CPS.

Figure 2: Osborn-Parnes Five Stage CPS Model (v.2.2)



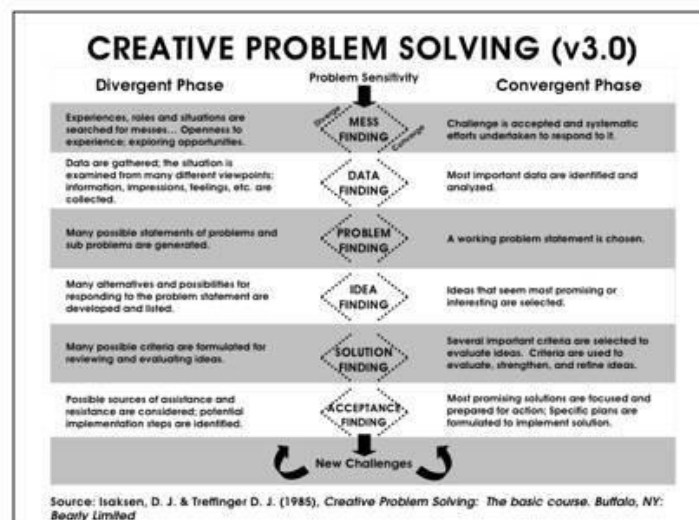
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In 1975, “the world’s first Master of Science program and the first undergraduate minor in Creative Studies were approved bringing to reality Osborn’s dream of a formal academic learning center dedicated to the study and development of creativity” (ICSC, 2013).

From 1978 through 1983, Donald Treffinger, Scott Isaksen, and Roger Firestien joined the faculty, and Parnes & Ruth Noller co-chaired the program. During this time, Treffinger, Isaksen, & Firestein started to find ways to provide a better balance between divergent and convergent thinking tools. As a result, they found that the graphic illustration was commonly looked at as a prescriptive model. They wanted to attempt to make the picture model look descriptive, so that the process wouldn’t get confused as a prescriptive process. These changes resulted to CPS version 2.3 (Treffinger, Isaksen, Firestien, 1982).

In 1982, Parnes & Noller resigned from co-chairing the Creative Studies program, and Scott Isaksen became the new chairperson for the program. In 1985, Isaksen & Treffinger came out with a new version of the CPS model (3.0).

Figure 3: Creative Problem Solving (v. 3.0)

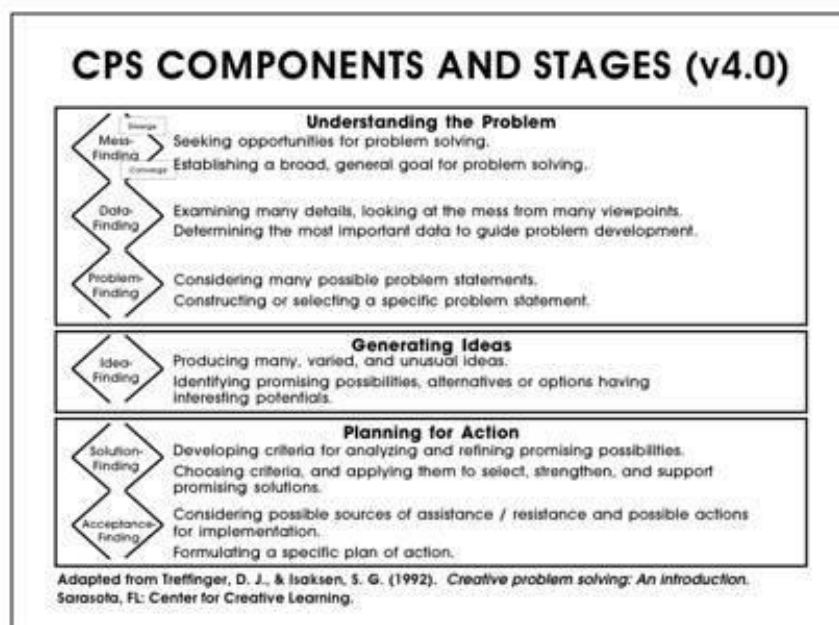


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Their model made the diverging and converging stages more explicit, and put mess finding as the first stage. This version was still not consistent with the flexibility of behavior so they decided to change the model again (Isaksen & Treffinger, 2004).

There was a major impact on the study of CPS. According to Isaksen and Treffinger, there were more than 50 unpublished studies on CPS from 1975 through 2002. These studies provided key information about the effectiveness and the impact of CPS (Isaksen & Treffinger, 2004). Those studies led to changing the CPS model to make it more workable. The new version (4.0) had six stages with three components: understanding the problem (mess finding, data finding, and problem finding), generating ideas (idea finding), and planning for action (solution finding and acceptance finding) (Isaksen & Treffinger, 2004).

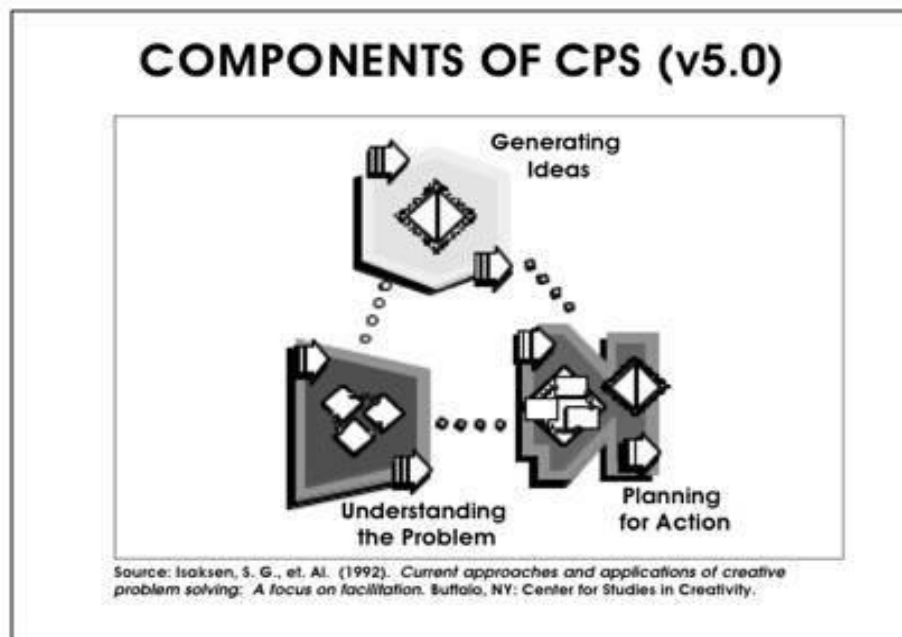
Figure 4: CPS Components and Stages (v. 4.0)



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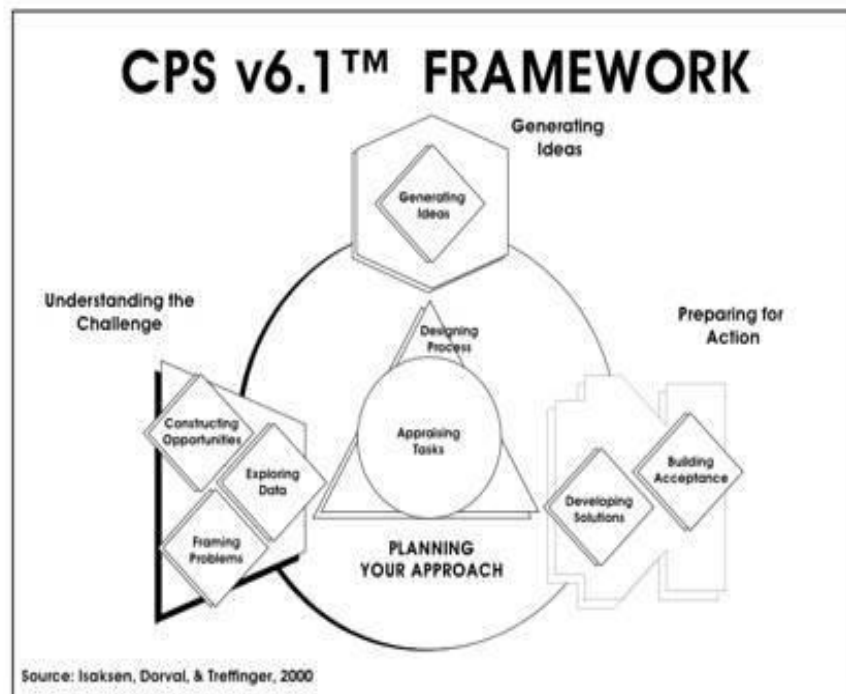
CPS started to grow in a new direction after several years of continued work; CPS began to move in a systematic approach. As Isaksen and colleagues worked on the challenge of identifying clusters and components within the CPS stages, they try to make the CPS process more natural. They needed to change the framework, separate the components, and introduce task appraisal and process planning as a deliberate activity to access the most productive entry point. Version five of CPS was developed as shown below. (Isaksen, & Treffinger, 2004).

Figure 5: Components of CPS (v. 5.0)



Research and development on CPS helped to recognize that active planning and metacognition were essential elements of the CPS framework. Dorval & Treffinger start to revise the language of CPS. In 2000, they expressed the changes in a new version of the CPS model (6.1) including the appraising tasks and designing process stage. This was a big shift from a rational, cognitive, semantic model, to a model that includes the affective and thinking skills (Isaksen, Dorval, & Treffinger, 2000).

Figure 6: CPS v6.1 Framework



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In 1997, Dr. Gerard Puccio became chair of the Creative Studies program, and started to collaborate with professors and graduate students to rework the CPS model. Miller, Vehar, Firestien designed the CPS model to make it easier to teach to others. This version of the CPS model is known as “Plain Language CPS.” This model is not linear and prescriptive. This model shows three overlapping components that all intersect. This model is described in the book *Creativity Unbound*, and the book, along with the model, were adopted by the Creative Studies program. The Creative Studies program then changed their name to the International Center for Studies in Creativity to reflect their broader reach in CPS (ICSC, 2009).

In 2007, creative leadership skills and the thinking skills model were introduced. Puccio, Murdock, & Mance published a book called *Creative Leadership: Skills that Drive Change*. They developed a new version of the CPS model that includes both thinking skills and affective skills. This model has a centerpiece. That centerpiece is a step called assessing the situation, which is an executive step used interactively to decide the most productive step to engage in. There are three stages: clarification, transformation, and implementation. In the three stages there are six steps: exploring the vision, formulating solutions, exploring acceptance, and formulating a plan.

Figure 7: Thinking Skills Model



Creative Leadership: Skills That Drive Change
Puccio, Murdock, & Mance (2007)

In 2009, Puccio created and co-developed with Miller and Thurber the model *FourSight*. The FourSight process model was developed from the FourSight assessment. The assessment revealed that people have a preference for one or more of the four thinking modes that the CPS process demands. The scores indicate preferred thinking skills in problem solving. The four preferences are clarifier, ideater, developer, or implementer (Puccio, 2009). FourSight was not intended to be designed as a creative problem solving model, but since it was strikingly simple, students and trainers use FourSight into learning the CPS process. The language of FourSight has helped students and trainers train people new to the CPS process, as they try to understand the more complex Thinking Skills Model. FourSight has four components that are very similar to what Osborn's four steps were: clarify (fact finding), ideate (idea finding), develop (solution finding), and implement (acceptance).

Figure 8: FourSight Model



*Source: Puccio, 2009

The Thinking Skills Model has become the teaching model for CPS, along with the FourSight Model to provide quick references as students learn and grow in their mastery of CPS. Looking over history from 1953, when Osborn first initiated the Creative Problem Solving model to the present, one can see how much growth there has been. The CPS model is now visual and in plain language so that it is easier to interpret. With continued research on the CPS process and model it's fascinating to see what it will look like 20 years from now.

The International Center for Studies in Creativity (ICSC) has a long history in the creative problem solving process. The Center has been teaching and researching creativity, creative thinking, and the creative problem solving process for over 60 years. The Center has indicated their research and application of the creative problem solving process through the variation of models.

The Effectiveness of CPS Training

This section provides the research and reports on the impact of Creative Problem Solving (CPS) training that has been carried out in different organizations, and training programs. These reports involve professionals and students that were working on real challenges and examined their outcomes. The research was sorted into four categories: influence on attitudes, impact on behavior, effects of the group, and application of CPS. This section will provide summaries of the results from the studies to show the effectiveness of CPS training.

Influence on Attitudes

Basadur has investigated the efficiency of divergent thinking in CPS training. He developed and tested scales useful in assessing employees' attitudes towards divergent thinking. According to Basadur, Taggar, and Pringle (1999), "...unless attitudes towards divergent thinking are positive or become positive, training in creative problem solving involving divergent thinking is likely to result in changes in behavior back on the job" (p. 78). Basadur, Taggar, and Pringle (1999) did a study with managers and business students on a two day CPS workshop. The experimental group was 36 managers, and there were two control groups. The control group consisted of 11 managers, and 35 business students. The experimental group participated in the two- day CPS workshop, and the control group participated in a different workshop of similar length. The outcome of that study was this: participants in the CPS workshop significantly enhanced their attitudes towards openness to

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new ideas; the value of creativity; and not feeling too busy for new ideas. They measured divergent variables before and after training.

Basadur, Pringle, Speranzini, and Bacot (2000) conducted a 12-day study with an union management bargaining team. There were seven management representatives and seven union representatives in this training session. They measured the team's divergent variables before and after training. This study showed that the application of CPS to their negotiation process increased their trust and collaboration for one another, and a positive shift in attitude towards divergence.

Basadur also expanded his research on CPS training by trying to replicate his work in other cultures to see if it will have the same results among those managers. Basadur, Pringle, and Kirkland (2002) conducted a half-day training in CPS with Spanish-speaking South American managers. They had an experimental group (with CPS training) with 149 participants, a control group (regular job training) of 19 participants, and a none training group of 68 participants. Divergent variables were measured before and after training. Their hypothesis was that participants who wanted to develop solutions would experience the greatest shift in their attitudes. Experimental group participants showed a significant increase in ideation, and it decreased their premature critical evaluation.

Impact on Behavior

Wang and Hong (2002) conducted an extended study on research and development (R&D) workers. They had 18 hours of training spread over a year long period. These hours of training included a 12-hour CPS course with the company's scientists and technicians. They wanted to know not only if divergent thinking skills were improved, but also the impact of

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CPS training on work performance. There were 106 participants in the experimental group, and 35 participants in the control group. Wang and Hong measured the R&D workers six to eleven months after training. Their results showed that there was a significant increase in the groups' fluency and flexibility which lead to an increase in the R&D's service projects, and for those who are not trained in CPS.

Puccio and Lehrberger (1999) conducted a leadership development program. This Program was one-week long which included a day in a half workshop with newspaper managers and magazine publishers. There were 92 managers in this program. Their results showed that during their leadership development program, the most admired topic was CPS. Participants believed that CPS was more useful and explained where and how they applied it. Their data were gathered between 5 and 18 months after the initial training.

Firestien and Lunken (1993) did a survey on the graduates from our program that have a Master of Science in Creativity. This study was about 160 hours of actual CPS training. (The graduate level program includes four courses that focus on CPS). Their surveys showed that graduates were more flexible in how they approached challenges, more willing to take risks, and they were able to incorporate creative thinking into their personal and professional lives. This survey was given after students graduated from the program. The students that graduated from the program ranged from date of completion to 10 years.

Effects of the Group

Sousa, Monteiro, and Penalver (2009) conducted a study on two groups of graduate students (artistic education and tourism entrepreneurship) from Portugal. The groups participated in two CPS sessions that were four hours each over two days. The participants

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were given questionnaires before the first session and at the end of the second session. Their results show that there was a significant improvement in team commitment. CPS was seen as useful for fostering efficient newness, and promoting openness to ideas, creativity, and innovation within the group.

Fontenot (1993) conducted a study on business people whose jobs required creative thinking and problem solving. There were 34 participants in the experimental group, and 28 participants in the control group. The training was for eight hours in CPS. The participants were measured before and after training. His results showed that trained participants had generated a larger amount of data when looking at a challenge. The results also showed that the trained participants came up with better solutions than the untrained participants.

Application of CPS

Thompson (2001) wrote how he successfully used CPS in reducing plant maintenance costs. Thompson provided descriptive details in each of his case examples. The CPS process was used to resolve a machine problem. After he had applied some of the applications of CPS, the group had decided to focus on redesigning the machine. By the group focusing on exploring ideas (a stage in CPS), that is when they discovered the main problem. They realized that the movement of a can on a pin used to carry the product was causing the maintenance problems. They would not have resolved the ongoing problem if had they not applied the CPS process.

Thompson (2001) also wrote about applying CPS to a problem that Quaker Oats Corporation had. Clarifying their problem resulted in a number of potential solutions to explore. Through the application of CPS, the Quaker Oaks team found the most feasible

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solution to their problem.

Returning to the newspaper managers and magazine publisher's example, Puccio and Lehrberger (1999) documented a study of a leadership development program within a large media company. They used CPS as one of the topics covered during their week long training program. The participants that took the training stated through their surveys, that CPS provided an enhancement to their skills, and provided a more positive environment. Many of them gave real life settings where they applied CPS and what their results were. For example, one participant reported the following:

“I led a session at work on how we might improve our paper based on the results of a reader's survey. We used brainstorming to incorporate input. Several features of the paper were instituted as a result. I also use CPS to come up with new ideas for cover stories that are scheduled months in advance. The process creates a more positive environment because no one has to worry about getting shot down” (p. 67).

The CPS process has proved to be able to provide effectiveness in changing the individual's attitude towards no team commitment, their behavior related to their performances at work, and their capability to provide a professional, efficient way of organizing knowledge in a way that can help individuals find original solutions to problems. CPS is an important process to lead groups to creativity and innovation, and is worth the investment in time and effort.

The Design of a Creative Problem Solving Workshop

Creativity – is the production of useful and novel things or options

Innovation – is the implementation of a creative outcome that has a return on the effort invested

Creative thinking skills are essential skills for an organization

Creativity is an essential life skill. Creativity can be taught and it can be learned. We can define what creativity is and what it isn't. The research on enhancing creative thinking skills is clear.

The research shows the range of impact of creativity training on transfer of learning and improving creative thinking skills. Contrary to popular opinion, creativity is as teachable and learnable as reading and writing. Creativity is not mysterious. It is not magic. And you don't have to be mad to be creative. Rather creativity is knowable, natural and healthy. There is an enormous body of research around the nature and nurture of creativity. Creativity is at the core of being human. Most of us packed our creativity away at about the fourth grade. This phenomenon is so prevalent across cultures that we even have a name for it: the fourth grade slump. Fortunately, you can take positive action at any time and get your creativity back (Fox & Fox, 2010).

Shown below is a typical workshop design, outline, and discussion. Of course this design is just an example of what the International Center for Studies in Creativity can offer. This is not all, nor is this the only thing that the Center will provide for the client. This is just an example to provide an understanding of what the Center can offer.

Will it be Beneficial to Organization?

Have you often felt that somewhere along the way you and your organization have lost their way? Have feelings of frustration caused you sleepless nights? You are not alone. Quite possibly your staff, your boards, even your clients are also feeling this sense of being overwhelmed by a demand for the hard, scary, unpredictable stuff of change. Have you found yourself involved in nothing but crisis management lately? One crisis after another, or perhaps the same crisis over and over? What if there was a process that, with some training, could put you back on the right track? Would you be interested?

Creative problem solving workshops are designed to help you lead change, not just manage it ... to help you find new and useful solutions to those vexing problems that seem to get in the way of your vision and your mission ... to help you compete effectively in an ever-changing, ever more complex work environment. Before you move ahead, consider this: creative problem solving is not a silver bullet. This is not a quick fix. It is hard work. But if you need an inventive, original response to a problem that resists being solved, this works. Finally, the process of leading change begins with a few small steps. The first workshops are the easy ones. The emphasis is on Work. There is no magic here.

What Does this Workshop Look Like?

This will be an interactive workshop in learning creative problem solving tools that can be used immediately in the workplace. These easy to use but powerful tools will allow you to go beyond managing change and begin leading change in new and useful ways. The idea here is to remove the fear that stymies change and replace barriers with rational, cognitive, semantic tools that make change functional, approachable and manageable.

There would be an agenda that we would want to follow. A sample agenda might look like this: Getting the group to understanding the nature of creativity by exploring the 4P's of creativity - the creative Person, the creative Product, the creative Process, and the creative Press or environment conducive to creativity. The group would need to learn the rules and tools of creative thinking, along with applying creative thinking tools to one's own context.

The participants would probably want to know why the CPS process was chosen. To show the value of the CPS process to the participants, we would explain that the process will unleash their creativity, empower themselves, and improve their own performance. The participants should also know that if they are responsible for leading change, increasing team participation, creating and executing their organization's mission and values, and competing effectively for scarce resources in an increasingly complex work environment, that this process would definitely be the one that will assist with those challenging things.

The participants will be told what they will learn from the workshop. The person that would be administering the workshop would let the participants know that by learning the CPS process they would learn: what creativity really is; creativity tools that is genuinely easy to use;

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tools for leading change; and how to apply those tools in their organizations. As a result of the workshop, the participants will develop and maintain an affirmative attitude toward change and novelty, and give and receive feedback in an affirmative manner (Adapted from Fox's sample language for a creativity skills workshop brochure, 2013).

The Business Plan

I. Business Description

The following is a description of The International Center for Studies in Creativity Business....

“The International Center for Studies in Creativity is a program that is designed to train professionals with skills to become a transformational leader in their community.

Creativity, creative problem solving, and change leadership play a major role in today's workplace. Professional success is linked to the ability to master creativity, to operate as a creative problem solver, to innovate and to lead change. At the International Center for Studies in Creativity (ICSC), we strive to develop and nurture critical life skills in our students. The approaches we teach are applied successfully to educational, business, and industrial settings. Our graduates report that the skills and lessons learned at the ICSC have had a profound impact on their lives and organizations. The ICSC is a unique academic unit within Buffalo State, State University of New York. Since 1967, we have trained students, groups, teams and organizations to become more effective creative thinkers and problem solvers and to instill these skills in others. As the first school to offer both a master of science degree in creativity and a minor in creative studies, the ICSC has achieved an international reputation for scholarly research and teaching that focuses on developing creativity, leadership, decision-making and problem solving skills” (<http://creativity.buffalostate.edu/about-us>).

II. Product and Service

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Creative Problem Solving (CPS) is the product and training is the service that will be delivered.

This product and service is focused on developing your organizations creative potential and learning to use CPS individually and with groups. CPS is used for challenges, goals, and opportunities that people face in either their personal and/or professional lives.

III. Marketing Plan

A marketing and advertising plan is essential. Advertising and Public Relations will be determined by others at the International Center for Studies in Creativity

IV. Management Plan

We will need a Business Coordinator. This person will have to be experienced in business, and creativity. He or she would also need to have the characteristics of a team player. This person will be responsible for coordinating the workshops, trainers, and proposals for each event. The Business Coordinator salary will be determined by others at a later date.

V. Rate Sheet for International Center for Studies in Creativity (ICSC)

The fees are for both a training workshop and facilitation events. Fees may change based on the scope of services.

Faculty of ICSC: \$4,000 a day

Alumni of ICSC: \$2,000 a day

Students of ICSC: \$1,000 a day

Process Assistant: \$500 a day

The Client will provide travel, food, and lodging. Materials for workshops and facilitations will be negotiated. The difference in the fees is based on credentials and experience. For example,

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faculty has credentials and 20 or more years of experience. Alumni are professional people with a variety of backgrounds. They also have credentials and are experienced. Students are selected for their skill level and appropriateness to the client needs.

VI. Training/Facilitation

The Client will have to let the Business Coordinator know if they are looking for a training workshop or if they want a series of creative problem solving facilitations. The standard ratio is one facilitator to every 10 participants for the workshops and training. There will need to be a Client - Trainer meeting(s), and the Business Coordinator will go over things with the Client to better assess their situation and to determine if the Creative Problem Solving is the appropriate fit for their challenge, goal or opportunity. These questions will also help us in determining if the organization is in the frame of mind to be open to novelty, tolerant of complexity and ambiguity and perhaps volatility. Below is a typical list of questions for the Client, prior to the International Center of Studies in Creativity agreeing to any training programs or facilitations:

- Who is involved in this situation?
- Who will make the decision about implementing a solution to this problem?
- What is your role in the decision-making process?
- What is your expertise on this subject?
- What do you wish would happen?
- What would the ideal outcome be for you?
- Are you looking for something that is similar to your situation now, or something radically different?
- What's getting in the way of this happening (your ideal outcome)?

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- What are the consequences to you if you don't solve this problem?
- How might dealing with this problem impact other things in your life?
- What have you already tried in order to deal with this problem?
- How would you typically solve something like this?
- Are you willing to put in the time and energy needed to use the Creative Problem Solving (CPS) process?
- What do you know about the CPS process?

These questions were taken from Miller, Vehar, Firestien, Thurber, & Nielsen (2000).

Memorandum of Understanding

International Center for Studies in Creativity

Buffalo, N.Y. 14222

Memorandum of Understanding

Between

International Center for Studies in Creativity

&

The Organization

1. Purpose: To establish a mutual understanding between the International Center for Studies in Creativity and The Organization we are providing the training/facilitation for before the actual contract is established.
2. Challenge: This will be a clear, concise statement of the problem/challenge or opportunity, and will include a brief background description of the problem/challenge or opportunity.
3. Scope: What the Organization plans to get out of the training/facilitation
4. This section will list the agreements, support and resource needs, and responsibilities of each party involved.

5. This section will specify the training/facilitation period

6. This section will specify monetary and performance terms. This will explain payment rates, specific time frames, and dollar amounts to be paid upon completion of the training/facilitation.

7. Include a monitoring component to determine contract compliance. If the terms are not being fulfilled, allow for a termination clause.

8. Effective Date: Enter the date the agreement will become effective.

Signature & Date of ICSC

Signature & Date of Organization

This memorandum of understanding is not binding. It is intended to be used as the core of a contract.

Sample Contract

This contract is being entered into by the ABC Organization and The International Center for Studies in Creativity this 4th day of November 2013.

1. Work to be performed - See attached memorandum of understanding
2. Compensation - See rate sheet

ABC Organization shall pay The International Center for Studies in Creativity on or before the first training or facilitation in which The International Center for Studies in Creativity performs services for ABC Organization.

3. Independent Contractor Relationship

The International Center for Studies in Creativity (ICSC) with ABC Organization will be that of an independent contractor, and nothing in this agreement is intended to, or should be construed to, create a partnership, agency, joint venture, or employment relationship. No part of ICSC compensation will be subject to withholding by ABC Organization for the payment of any social security, federal, state, or any other employee payroll taxes.

4. Ownership of Work Product

ICSC agrees that all work product developed by them alone or in conjunction with others in connection with the performance of services pursuant to this agreement is and shall be the sole property of the ABC Organization, and ICSC shall retain no ownership, interest, or right therein. Work product includes but is not limited to reports, graphics, memoranda, slogans, and taglines.

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4.1. Alternative to Ownership

ICSC agrees that if ABC Organization allows them to use the performance of services for research and publications, ICSC will reduce their fee substantially.

5. Confidentiality

Definition of *confidential information* - *confidential information* as used in this agreement shall mean any and all technical and non-technical information including patent, copyright, trade secret, proprietary information, computer files, and client information related to the past, current, future, and proposed services of ABC Organization and includes, without limitation, ABC Organization property, and their information concerning customers, research, financial information, purchasing, business forecast, sales and merchandising, and marketing plans and information.

ICSC agrees to protect the confidentiality of all confidential information and, except as permitted in this section, ICSC shall neither use nor disclose the confidential information. ICSC may use the confidential information solely to perform the services under this agreement for the benefit of ABC Organization.

ICSC obligations with respect to any confidential information shall not apply to ICSC materials used for the training or facilitation, and anything that was developed by the ICSC independently.

6. Governing Law. This Agreement shall be governed in all respects by the laws of the United States of America and by the laws of the State of New York. Each of the parties irrevocably consents to the exclusive personal jurisdiction of the federal and state courts located in New York, as applicable, for any matter arising out of or relating to this agreement, except

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that in actions seeking to enforce any order or any judgment of such federal or state courts located in New York, such personal jurisdiction shall be nonexclusive.

6.2 Severability. If any provision of this agreement is held by a court of law to be illegal, invalid, or unenforceable, (a) that provision shall be deemed amended to achieve as nearly as possible the same economic effect as the original provision, and (b) the legality, validity, and enforceability of the remaining provisions of this agreement shall not be affected or impaired thereby.

6.3 Injunctive Relief for Breach. ICSC agrees that there obligations under this agreement are of a unique character that gives them particular value; ICSC breach of any of such obligations will result in irreparable and continuing damage to ABC Organization for which there will be no adequate remedy at law; and, in the event of such breach, ABC Organization will be entitled to injunctive relief and/or a decree for specific performance, and such other and further relief as may be proper, including monetary damages if appropriate.

Signature & Date of ICSC

Signature & Date of ABC Organization

Sample Rate Template

Information

Name of Organization _____

Training _____

Facilitation _____

How many days _____

What is the time range for the training or facilitation? _____

How many participants are planning on attending? _____

Normal & Ordinary Expenses

Travel _____

Shipping of Materials _____

Food _____

Cost of Materials _____

Lodging _____

Total Cost for event and expenses _____

Alternative

Client Arrange all _____

Total amount for the event _____

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Appendix A.

Source: taken from the ICSC Website (<http://www.buffalostate.edu/creativity>)

*Faculty and Staff of the International Center for Studies in Creativity***Gerard Puccio**

Gerard J. Puccio is Department Chair and Professor at the International Center for Studies in Creativity, Buffalo State; a unique academic department that offers the world's only Master of Science degree in creativity. Gerard has written more than 50 articles, chapters and books. His most recent book titled *The Innovative Team*, co-authored with Chris Grivas, is a fable about a team that was able to apply proven creative-thinking tools to turn around a dysfunctional and unproductive situation. In 2011 he and his colleagues published the second edition of their book *Creative Leadership: Skills that Drive Change*. In recognition of his outstanding work as a scholar, Dr. Puccio received the State University of New York Chancellor's Recognition Award for Research Excellence, as well as the President's Medal for Scholarship and Creativity.

Dr. Puccio is an accomplished speaker and consultant; he has worked with major corporations, universities, and numerous school districts. Some of his recent clients include the BBC, Fisher-Price Brands, Blue Cross and Blue Shield, Kraft Foods, Rich Products, BNP Paribas, Rubbermaid, Coca-Cola, and the Fashion Institute of Technology. He has delivered creativity workshops and presentations across the United States and in more than 20 different countries. In 2012 Dr. Puccio was selected by the Teaching Company as one of America's Great Lecturers and as such was invited to design and deliver a course comprised of twenty-four 30-minute video sessions. This "Great Course," titled *The Creative Thinker's Tool Box*, will be released nationally and internationally in January 2014. Dr. Puccio was also a featured speaker at a TEDx event held in New York City in December of 2012. Among many other responsibilities, Dr. Puccio also serves on the selecting committee for the Toy Hall of Fame at the National Museum of Play in Rochester, New York.

Gerard holds a Ph.D. in organizational psychology from the University of Manchester, England.

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Selcuk Acar

Selcuk Acar is an assistant professor and the coordinator of leadership minor program at the International Center for Studies in Creativity. His research and teaching interests include creativity, leadership, and gifted education. He earned his Ph.D in educational psychology from the University of Georgia, where he studied creativity, divergent thinking, and the education of the gifted and talented. Before that, he received his M.A. in gifted education from Istanbul University, Turkey. He studied leadership skills of the gifted students in his master's thesis. Dr. Acar presented his research at the major conferences and published many of them in the peer-reviewed journals. Most of his studies utilized quantitative methods and he is interested in applying advanced quantitative methods in his research.

Peer-Reviewed Journals:

Runco, M. A., Walczyk, J. J., Acar, S., Cowger, E. L., Simundson, M., & Tripp, S. (in press). The incremental validity of a short form of the Ideational Behavior Scale and usefulness of distractor, contraindicative, and lie scales. *Journal of Creative Behavior*.

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Cynthia Burnett

Dr. Cyndi Burnett is an Assistant Professor, and Director of Distance Education Programs at the International Center for Studies in Creativity. A faculty member since 2001, she has led the center's distance MSc program since its inception. Under her leadership, the program has developed a range of novel approaches to distance education including the use of customized collaborative 3D worlds, and the integration of social media to support diverse dialogue. The Master's program attracts students from around the globe, and has developed a reputation for producing thought leaders in the creativity field. Her research interests include developing new, and more effective ways to preserve, and enhance, children's creativity; exploring the application of emerging collaboration tools; and the role of intuition within creative problem solving processes. Dr. Burnett began her academic exploration of creativity by obtaining a BFA in Theatre and Dance, followed by an MSc in Creative Studies and an Ed.D in Curriculum, Teaching, and Learning from the University of Toronto.

Publications:

Burnett, C. (November, 2013). The role of intuition in Creative Problem Solving. In Piirto, J. (ed.) *Organic Creativity*. Waco, TX: Prufrock Press.

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John Cabra

John is an Associate Professor at the State University of New York College at Buffalo's International Center for Studies in Creativity and a Visiting Professor at the International Business School at the Universidad de La Sabana, Colombia where as part of a team they focus on teaching and researching the science of creativity, training and developing leadership, and

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facilitating creative thinking and problem solving. Organizations that have benefited from his training and facilitation include: IBM; Quaker Oats; the Chilean Travel and Tourism Association; Pfizer; ConAgra Foods; Coca Cola; Banamex Mexico; Kraft Foods; Mattel Toys; Transitions Optical; British Home Office; Drexel University; California State University at Fullerton; National Science Foundation; Taca Airlines; and United Airlines. John was an operations manager for American Airlines in Buffalo, New York. He also held internal consulting positions for American Airlines in the fields of training and development, employee relations, and organizational development for its Miami, Caribbean, and Latin America division. Before joining American, he was a bilingual training and organizational development specialist for Fisher–Price Toys North American and Mexican Operations. John has presented his work in 22 countries. John earned his Ph.D. in Organizational Psychology from the University of Manchester, England, and a M.S. in Creativity and Change Leadership from the State University of New York. He co-authored journal articles and book chapters in business, technology, engineering and creativity. He serves as an editorial board member of *Creatividad y Sociedad*, a creativity journal published at the University of Barcelona, Spain. In recognition for his work as an expert in the field of organizational creativity, he was accepted into the Fulbright Senior Specialist Program in Business.

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J. Michael Fox

J. Michael Fox, M.S., is a lecturer and the Undergraduate Program Coordinator at the ICSC. Additionally, he designs and delivers workshops on creativity and innovation for the public and private sectors as well as for inventors, designers, and educators. He has worked with a variety of companies and organizations including: the American Society of Landscape Architects, IBM, Fisher-Price Toys, Proctor & Gamble, and colleges and universities across the country. His textbook, *Exploring the Nature of Creativity*, examines the multifaceted nature of creativity and how to nurture it in yourself. Mike's diverse background includes experience as a corporate executive, landscape architect, prairie restoration consultant, author and airline pilot. Mr. Fox holds a Bachelor of Landscape Architecture from the University of Minnesota and an M.S. in Creative Studies from Buffalo State College.

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Sue Keller-Mathers

Dr. Keller-Mathers is an Associate Professor at the International Center for Studies in Creativity. She teaches graduate courses in creativity and change leadership, develops creativity curriculum for learners of all ages and facilitates teams and organizations to lead change. She co-authored two books on Creative Problem Solving for children, many articles on creativity and researched the lives of mature women of creative accomplishment. She works worldwide in Asia, the Americas, Africa and the Middle East to enhance creative performance and assist teachers, trainers and organizational leaders to nurture creativity in others. Dr. Keller-Mathers holds a B.S. in Elementary Education, a M.S. in Creativity and Innovation and an Ed.D in Curriculum and Instruction.

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Marie Mance

Marie Mance is Associate Director at the International Center for Studies in Creativity. Marie has taught undergraduate and graduate courses in creativity and Creative Problem Solving. She currently is teaching graduate courses in Creative Problem Solving: The Thinking Skills Model. She has presented Creative Problem Solving workshops in campus leadership programs. Marie has facilitated Creative Problem Solving sessions for campus organizational initiatives, campus committees and task forces, goal setting, team building. She Co-Developed Creative Problem Solving: Thinking Skills Model. She has also facilitated Creative Problem Solving sessions as an independent consultant. Her clients were: Buffalo Zoological Society, New York State Electric and Gas, Disney Corporation, Summit Educational Resources, Quebecor Printing, Center for Handicapped Children, Williamsville Schools. Marie has a M.S. Creativity, M.Ed.

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Guidance and Psychological Services/Student Personnel, and a B.S. in Speech Pathology.

Publications:

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Appendix B

Source: taken from the ICSC Website (<http://www.buffalostate.edu/creativity>)

Adjunct Staff at the International Center for Studies in Creativity

Dr. Roger Firestien: is faculty at the International Center for Studies in Creativity at the State University of New York College at Buffalo, and he is the author of over 80 articles, books, audio and video programs. His research focuses on how to help groups develop creative solutions more productively. Called “The Gold Standard” and the “Classic Cola” of creativity training by his clients, some of the organizations to benefit from his keynote presentations, training and facilitation include: AT&T, Disney, Los Angeles Times, Farmers Insurance, GE, General Mills, Merck, UBS, the American Hospital Association, Young Presidents Organization and the University of Illinois, as well as government groups from the Federal Executive Institute, the US Air Force, US Agency for International Development, NOAA, Department of the Treasury and NASA. Roger focuses his work on how to be personally creative and how to lead a team to produce creative results. His clients regularly report dramatic improvements in their innovation effectiveness and enhanced quality of work life. His books, *Leading on the Creative Edge* and his creative thinking fable, *Why Didn't I Think of That?* are essential reading that leaders regularly order for their teams to kick-start innovation. He is currently working on a much anticipated sequel to his creativity fable. Roger holds a Ph.D. in Communication and a M.S. in Creativity and Innovation, from the State University of New York. When he’s not traveling, he lives in Buffalo, NY, Cincinnati, OH, and regularly drives a tractor, although not too well, on the family farm near Greeley, CO.

Carolyn Brunner, M.S.: is the director of the International Graduate Programs for Educators at Buffalo State. Her publications appear in numerous journals including ASCD's *Educational Leadership*, *International Education*, and *Forum of Applied Educational Research*. Additionally, she is the principal author of *Guide to the Implementation of Learning Styles in Overseas Schools*.

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Marysia Czarski: is managing director of Velocity Partnership, a change management and creativity powerhouse that helps organizations improve performance and create the momentum to make innovation take hold across an organization.

Beth Donohue Templeton: Beth Donohue Templeton is a professional actor and arts learning leadership specialist. She received her masters of science in creativity studies from the International Center for Studies in Creativity at Buffalo State and a bachelor of fine arts in theater from San Francisco State University. Beth provides arts-centered consulting services through Rocket Sox Creative, a company focusing on creative educational leadership and currently serves as the Education Coordinator for the Buffalo Philharmonic Orchestra while she continues to research and write about the unique relationship between creative thinking, leadership and the arts.

Kristin Fields, M.S.: currently serves as the training director for the Management Leadership Institute at the Center for Development of Human Services (CDHS). In this role, she oversees training contracts with New York State focused on the development of management and supervisory skills, as well as trainer development, for staff employed by the Human Resources Administration (HRA) in New York City, a body of employees that is 14,000 strong. As part of this work, she has created an extensive Train-the-Trainer program that is utilized by both CDHS and HRA trainers. Kristin also coordinates professional development opportunities for all CDHS staff. She graduated with her master's in creativity and innovation from Buffalo State in 2002 and was the 2004 recipient of the Creative Studies Alumni Achievement Award.

Blair Miller, M.S.: is president of Blair Miller & Associates, a Chicago-based training and consulting firm that specializes in creativity, team building and problem solving for Fortune 500 clients. As a senior associate of the Niagara Institute, Blair specializes in creativity leadership development. He has co-authored "Creativity Unbound" and "Facilitation: A Door to Creative Leadership" and publishes the FourSight suite of creativity training materials.

Russ Schoen, M.S.: is a facilitator, speaker, and trainer in the areas of deliberate creativity, innovation, team-building and leadership. He has delivered programs worldwide including projects in Singapore, Italy, Australia, England, India, New Zealand, and South Africa. A

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sampling of organizations he has worked with T. Rowe Price, International Flavor & Fragrances, SC Johnson and the Chicago Symphony Orchestra. Russ is a contributing author to a number of innovation related materials including the Foursight suite of creativity materials. In addition to his work with corporations, Russ is the co-founder of the Creative Youth Leadership Academy, a holistic 5-day experience for enhancing leadership, communication and problem-solving skills among teens.

Russ Schoen, M.S. is a facilitator, speaker, and trainer in the areas of deliberate creativity, innovation, team-building and leadership. He has delivered programs worldwide including projects in Singapore, Italy, Australia, England, India, New Zealand, and South Africa. A sampling of organizations he has worked with include T. Rowe Price, International Flavor & Fragrances, SC Johnson and the Chicago Symphony Orchestra. Russ is a contributing author to a number of innovation related materials including the Foursight suite of creativity materials. In addition to his work with corporations, Russ is the co-founder of the Creative Youth Leadership Academy, a holistic 5-day experience for enhancing leadership, communication and problem-solving skills among teens.

John Sedgwick, M.ED: is a retired faculty member from Mohawk College in Hamilton, Ontario. John has vast experience in connecting creativity to organizational development and has provided creativity training to more than 100 organizations in Canada and around the world. John is currently a senior consultant with Thinkx intellectual capital and a director of Facilitators Without Borders.

Erica Swiatek, M.S.: is a lecturer at the ICSC. She is a Learning and Development Consultant who designs and delivers training courses and activities in creative problem solving, professional development, and team building. Erica is certified in DiSC and FourSight assessments and uses these assessments to help team's problem solve, communicate and understand each other better. She holds a M.S. in Creativity from Buffalo State, State University of New York.

Laura Barbero-Switalski, M.S.: is an adjunct lecturer at the ICSC. She is a partner of Darwin Associates, a consulting firm in Buffalo, New York, specializing in organizational growth, creativity and change leadership. She works with organizations across North America, Central

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America, and Europe to facilitate creativity and innovation, help manage change and transition, and enhance teamwork and leadership. Born and raised in Italy, Laura lives now in the United States, in Buffalo, NY, and has an extensive experience in working internationally and facilitating cross-cultural teams. She is a faculty member of the annual Creative Problem Solving Institute (CPSI), a founding member and organizer of CREA Conference and President of the Board of Directors of CREA Italia, the association that sponsors CREA Conference. She holds a M.S. in Creativity from Buffalo State, State University of New York.

Tim Switalski, M.S.: is president of Darwin Associates, a consulting firm in Buffalo, New York, specializing in organizational growth, creativity, and change leadership. He has worked with a broad variety of organizations throughout North, Central and South America and Europe in public, private, and not-for-profit sectors to help people develop their leadership potential, build cohesive teams, and enhance their creative thinking skills. He has developed expertise in a broad variety of fields, including: education, health care, behavioral health, financial services, consumer products, energy, nuclear services, telecommunications, publishing, retail, manufacturing, marketing, social services, youth services and community development. He is a founding member and organizer of CREA Conference and a long-time leader at the Creative Problem Solving Institute. He holds a M.S. in creativity from Buffalo State, State University of New York.

Johnathan Vehar, M.S.: is president and cofounder of New & Improved®, LLC, a training and development firm focused on the people skills necessary for innovation. Organizations that have benefited from his expertise include: Disney; GE; Johnson & Johnson; McDonalds; Pfizer; Texas Instruments, and the U.S. government. Fast Company calls him an "innovation thought leader," and Investor's Business Daily calls Jonathan an "innovation guru." He has written extensively about innovation and creative thinking including co-authoring "Creativity Unbound," and "CPS Facilitation: A Door to Creative Leadership." Jonathan has co-chaired the Innovation Network's annual conference multiple times and has taught at the Creative Problem Solving Institute since 1995. In addition to the International Center for Studies in Creativity, Jonathan is on the adjunct faculty of Northwestern University, Ithaca College, Lake Forest Graduate School of Management, and the Federal Executive Institute. Jonathan earned a master's degree in creativity

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and change leadership from Buffalo State.

Jo Yudess, Ed.D: She is owner/president of United Innovations, an organization development consulting firm primarily training people in Management Development, Creative Problem Solving and Facilitation Skills in the United States and Brazil. She has taught a variety of courses as an adjunct faculty member in other colleges in the Buffalo area. She is managing editor of the Journal of Creative Behavior, a publication of the Creative Education Foundation for which she is also an adjunct faculty member and colleague, and has received their Distinguished Leader Award. She holds a Bachelor of Science degree in secondary education, chemistry and mathematics; and a Master of Science degree in creative studies and personnel administration, both from Buffalo State.

Appendix C

Suggested Readings on the Creative Problem Solving Process

1. How to Think Up – by Alex Osborn
2. Creative Behavior Guidebook- by Sidney Parnes
3. Creative Behavior Workbook – by Sidney Parnes
4. Guide to Creative Action – by Ruth Noller, Sidney Parnes, Angelo Biondi
5. Scratching the Surface of Creative Problem Solving- by Ruth Noller
6. The Magic of your Mind – by Sidney Parnes
7. Creative Problem Solving: The Basic Course- by Scott Isaksen & Donald Treffinger
8. Visionizing: State of the Art Processes for Encouraging Innovation Excellence- by Sidney Parnes
9. Creative Approaches to Problem Solving- by Scott Isaksen, K. Brian Dorval, Donald Treffinger
10. Optimize the Magic of Your Mind- by Sidney Parnes