TIMizing Springboard: Teaching Creativity to Adults Creatively Using the Torrance Incubation Model

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TIMizing Springboard: Teaching Creativity to Adults Creatively

Using the Torrance Incubation Model

A Project in
Creative Studies
by
Kristen L. Peterson

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
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Abstract

This project describes the ways in which the Torrance Incubation Model (TIM) was used to enhance the Springboard into Creative Problem Solving (CPS) course. Springboard is the introductory course that has been taught at the Creative Problem Solving Institute (CPSI) for over sixty years. The finished project includes development of a turnkey Springboard program that includes instructional design, course materials, and a communication campaign that overlays the Torrance Incubation Model (TIM) on how the Springboard program was taught and delivered at the CPSI 2014 Conference.

Keywords: Sidney J. Parnes, E. Paul Torrance, Torrance Incubation Model, creative problem solving, Creative Problem Solving Institute, experiential learning
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My thanks to my parents who offer their unconditional love and support, always.

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To my creativity mentors Jean Bysteadt, Suzanne Chamberlain, the late Jim Denyes, Kitty Heusner, Tim Hurson, Hedria Lunkin, Siri Lynn, Deb Potts, Doug Reid, John Sedgwick, Walt Stevenson, and Liz-Monroe Cook who inspired me to walk in your footsteps.

My gratitude to Susan Keller-Mathers and Cyndi Burnett for introducing me to the work of E. Paul Torrance and for demonstrating through their course design and delivery the gift of teaching creativity creatively.

To my Master’s project advisor, Cyndi Burnett. Thank you for encouraging me to “date” many project ideas before marrying one and for being such a great coach.

Finally, to all of the Springboard leaders past and present, my thanks to each and every one of you for joyously and generously sharing your knowledge, talent and passion to the next generation of creative leaders.
# Table of Contents

Abstract .......................................................................................................................... i

Copyright Notice ........................................................................................................ii

Acknowledgements ..................................................................................................... iii

Table of Contents ....................................................................................................... iv

Table of Figures .......................................................................................................... v

Table of Tables ............................................................................................................. vi

Section One: Background to the Project ........................................................................ 1

  Purpose and Description ......................................................................................... 1

  The Opportunity .................................................................................................... 1

  Background ........................................................................................................... 1

  Rationale for Selection ......................................................................................... 3

Section Two: Pertinent Literature .............................................................................. 5

  Introduction .......................................................................................................... 5

  Parnes .................................................................................................................. 5

  Torrance Incubation Model .................................................................................. 9

  CPS Model and Curriculum ................................................................................ 11

  Selected Bibliography ......................................................................................... 12

Section Three: Process Plan ....................................................................................... 15

  Introduction .......................................................................................................... 15

  Table 1: Project Timeline ..................................................................................... 15

Section Four: Outcomes ............................................................................................. 19

  Introduction .......................................................................................................... 19
Table of Figures

Figure 1. CPSI Image .......................................................... 19
Figure 2. CPS Model taught at CPSI 2014 ........................................... 20
Figure 3. Facilitator Power Point Slide Deck Images ................................ 21
Figure 4. Participant Campaign to Heighten Anticipation E-mail Pre-CPSI .......... 22
Figure 5. CPS Poster Series .......................................................... 23
Figure 6. CPS Tip Sheet .................................................................. 24
Figure 7. Participant Campaign to Extend the Learning .................................. 24
Table of Tables

Table 1. Project Timeline ........................................................................................................15
Table 2. Participant Evaluations .............................................................................................45
Table 2. Participant Survey ....................................................................................................47
TIMizing Springboard: Teaching Creativity to Adults Creatively

Using the Torrance Incubation Model

The purpose of my Master’s project is two-fold. First, I wanted to use my talents by leading a change initiative that fosters a culture of excellence in teaching creativity more creatively. The start of this change focused on how the Springboard into Creative Problem Solving (CPS) course is taught at the Creative Problem Solving Institute (CPSI). Second, I created new products that leveraged the Torrance Incubation Model (TIM) in the development of Springboard instructional design, materials and communications, so as an Institute, we teach creativity more creatively.

The Opportunity

Springboard is often the first that course participants new to Creative Problem Solving take when they attend CPSI. How do we create a Springboard experience that 1) creates the motivation and ability to use CPS in their personal and professional lives; 2) creates motivation to return to CPSI in subsequent years?

Background

Current teaching at Creative Problem Solving Institute is based on and has evolved from the teaching philosophies of our founders and historical pioneers Alex Osborn and Sid Parnes. Osborn founded the Creative Education Foundation (CEF) in 1954 and launched the Creative Problem Solving Institute (CPSI). Parnes joined him the next year and became a guiding force for both CEF and CPSI. Parnes was named director of the CPSI in 1956. With Ruth Noller, he also established what is now called the International Center for Studies in Creativity at SUNY Buffalo State paving the way for its Master’s Degree Program in Creative Studies and this Master’s project. After Osborn
TIMIZING SPRINGBOARD

died in 1966, Parnes published the *Creative Behavior Guidebook* (Parnes, 1967a) and the *Creative Behavior Workbook* (Parnes, 1967b). These works encapsulated the many years of learning by Osborn, Parnes, and their many associates.

In parallel, one of their colleagues, E. Paul Torrance, a prolific creativity researcher and author, conceived what has become known as the Torrance Incubation Model (TIM) (Torrance, 1979). Torrance’s Model served as a guideline to develop instructional materials and learning activities for teachers that would facilitate creative thinking before, during, and after a lesson (Torrance, 1979). TIM consists of three interactive stages: (1) Heightening Anticipation, (2) Deepening Expectations, and (3) Keeping it Going (Torrance & Shafter 1990). Alternatively, the third phase has evolved to be called Extending the Learning (Keller-Mathers & Murdock, 2002).

The introductory course at CPSI—Springboard—as it was named in 1979, evolved over time. From the 1980’s until 2005, there was no established instructional design. Rather, leaders assigned to teach the course were matched up into teaching teams when they arrived at CPSI. These leaders then spent the next few days developing their course design. The participant experience during these years varied depending on the knowledge, skill and dynamics of the leader teams. Since 2005, efforts have been made to ensure greater consistency in the creativity content taught and how the learning experience is delivered. This project will take it to the next level.

This project is a marriage of the teaching philosophies of Parnes and Torrance. TIM was used to enhance the experiential nature of the Springboard course that took place during CPSI. The Heightening the Anticipation stage was to help participants come ready, prepared and motivated to learn. The Deepening Expectations stage was to deliver
a more deliberate participatory immersion into the exploration of CPS. The Extending the Learning stage was to motivate participants to keep on learning both during and after the Springboard program (Keller-Mathers & Murdock, 2002).

**Rationale for Selection**

My personal motivation and passion for this project stemmed from my own experience as a Springboard participant in June 2000. My aunt, a long-time CPSI leader, persuaded me to attend. Quite bluntly, my Springboard experience was a train wreck. I was in a class being taught by four first-time leaders as part of an experimental program called SpringLab. I can still vividly recall our first CPS process run-through using the challenge “How might I enter my fat dachshund in the dog Olympics.” Somehow despite this disappointing course, I connected to the broader CPSI experience, and my desire to learn more was kindled. I continued to take courses at CPSI at both the winter and summer conferences and upon completing the required courses was invited to be a Springboard leader in 2004. Though I’d completed all of the required courses, I really didn’t begin to know how to teach CPS to others. Fortunately, I was teamed with two exceptional, experienced leaders who trained me on the job.

Never forgetting my own train wreck experience, I’ve made it my personal mission to ensure greater quality in how and what we teach. However, what was still missing from my Springboard teaching experience was the ability to make the learning stick.

In May 2013, an envelope arrived at my home with an assortment of brightly colored 5 x 7 sheets of paper with timelines. This was part of a Heighten Anticipation activity for the upcoming course in 560 Foundations of Creative Learning, a graduate
course at the International Center for Studies in Creativity (ICSC). This was the start of my introduction to E. Paul Torrance and the Torrance Incubation Model of teaching creativity. Like many graduate students before me, I quickly fell in love with Torrance and TIM. This course was a transformational experience for me in how to teach creatively. I immediately started to think about ways to apply this new learning to how we teach at CPSI.

The heart of the project was the desire to foster a culture and environment of excellence in teaching creativity creatively, which involved measures to:

- Take the teaching of Springboard to a new level in order to dramatically increase the stickiness factor of the learning for participants and increase the desire to return to CPSI for additional training.
- Facilitate the learning process at CPSI so we guide learners to independently discover and more deeply explore creativity and CPS.
- Better support CPSI leaders so they can adapt and enhance how they teach.
Section Two: Pertinent Literature Resources

In his *Creative Manifesto*, Torrance (1983) advised on the importance of falling in love with something. Perhaps the greatest joy of this project has been the opportunity to immerse myself and fall in love with the writings and teachings of Parnes and Torrance.

The following annotated bibliography focuses on the works relating to the Torrance Incubation Model, which is the backbone of this project and selected works by Sid Parnes whose instructional design provides the heart of how we teach CPS in the Springboard. Also included are works that have influenced the CPS model and course materials currently taught in the Springboard program at the CPSI. In honor of Torrance, I’ve “highlighted the essence” (Torrance, 1990) by clustering the works included by focus area, summarizing the scope of the book or article and have noted how they have informed and inspired my project.

**Parnes**


This source book is an edited collection of twenty-nine articles and addresses, as well as numerous research summaries that explore many facets of creativity. It’s basically a who’s who of the leading creativity theorists and scholars of the 1950’s and 1960’s, including legends such as Guilford, Maslow, Osborn, Stein, Torrance, and many more. Parnes and Harding state in their preface that the purpose of this sourcebook was to “urge educators to recognize creative thinking as at least equal in importance to any other subject” by providing “what one must know and what one should know to claim a knowledge of the field” (Parnes & Harding, 1962, p. v). They note needing to exclude all but the most “highly relevant.”

...
Of particular interest for my project was the article written by Parnes, “The Creative Problem-Solving Course and Institute at the University of Buffalo” (pp. 307-323), in which he explains the nature of the course. He also cautions the reader:

At first, because of the nature of your previous education and experience, you may find this quite difficult; but as time goes on, you will become accustomed to exercising your creative imagination more fully—and you should begin to find it not only enjoyable, but actually exciting. (p. 309)

The article continues to explain the workshop nature of the course, which involved a great deal of participation demonstrating and applying creative problem solving. Also included is the “Report of Proceedings of the Seventh Annual Creative Problem Solving Institute”. He noted that these printed proceedings report the tangibles of the Institute, however “can neither nor transmit that quality of enthusiasm, that subtle catalyst which transform a program into an experience” (p. 311).


In the preface to the Guidebook, Parnes wrote:

This Creative Guidebook is written for the creative educator in schools or in industry, for the leader who desires to see blossom in others this trait he holds most valuable: the ability to perform effectively by bringing to any task a part of one’s unique self… The teaching manual is the culmination of eighteen years of research and development with creative problem-solving courses and institutes of the State University of New York at Buffalo. (p. v)

The Guidebook is a wonderful synthesis of how to experientially teach creativity and creative problem solving. Part I provides the framework for understanding context,
objectives, underlying principles, and research. Part II provides sixteen detailed session-by-session instructional designs for teaching a creative problem-solving course or using as self-instruction.

In collaboration with Noller and Biondi, Parnes produced further enhanced volumes republished as the *Creative ActionBook* in 1976 and the *Guide to Creative Action* in 1977. The experiential instructional design Parnes shared in the Guidebook is to this day central in how creative problem solving is taught at the CPSI Conference.


In rediscovering the early work of Parnes, perhaps most important is to appreciate and applaud his generosity in sharing knowledge, experience, research, tools, and techniques. In his 1967 presentation to the American Psychological Association, Parnes described the theories and principles underlying educational programs for developing ‘creative productivity.’ Parnes envisioned an educational process where people are ‘accustomed to tapping their own resources’ from ‘cradle to grave’ (p. 14).

Attending a lecture on physical education is not the same as attending a program for physical education. Likewise, studying creative behavior to understand it is quite a different matter from practicing it. Hence, almost any program designed to nurture creative behavior will of necessity provide practice in applying the principles I have discussed. (p. 12)

His talk gives insight into his experiential learning philosophy. His various books, articles and publications are an amazing synthesis of how to experientially teach...
creativity and creative problem solving.

In reading and re-reading his various works I sought to uncover what led Parnes to develop his experiential style of teaching. My specific exploration was more about HOW Parnes taught versus WHAT he taught. Whose work did he read? Who mentored him? Who influenced him? I was unsuccessful in finding anything written by Parnes this.

In this quest I spoke with some of his associates and early students including Roger Firestien, Dorie Shallcross, Bill Shephard, Joette Field, John Frederick and Dee Young. And finally, reached out to Bea Parnes, Parnes’ wife, whom he credited for assisting him in his lifelong research and development work. “She’s my indispensible colleague, my life companion, and dearest friend.” (Parnes, 1992)

I asked Bea Parnes if she could share her insights into the origins of Parnes’ experiential learning style of teaching.

This was her response:

_As for Sid's teaching. He always felt that college was a waste of time - as you read the material, and then the professor reads the same stuff at class. When he was working on his doctorate, he did study John Dewey and was influenced by his writings. He didn't finish College until he came back from the Army although he had a four-year scholarship at the University of Pittsburgh. He gave that up when he and his family moved to Syracuse. After he had got his degree, he worked at Kaufmann's Department Store in the Training Department. He taught courses there and probably also was influenced by his superior, Dr. Greenberger, a psychologist. At one of the CPSI's, his friend George Frack told him about a course called Distributive Education. I think it was run by the State. Anyway, Sid_
taught Retailing. The course was Job Relations Training. I know that he was also influenced by that course. So I think with all this experience, and his philosophy of learning, became his style of teaching. (B. Parnes, personal communication, November 6, 2014).

In the end, it was not surprising to learn that Parnes’ style of teaching evolved from his own life experience. I still hope to discover more about the origins of Parnes’ teaching style, though this is a research project in itself.


This “mini-encyclopedia of 55 articles shows the history of the creativity movement from the 1950’s to the 1990’s and includes what Parnes considered the best contributions to the field. And like his earlier Source book for Creative Thinking, it reads like a who’s who of the scholars, theorists, and practitioners in the field of creativity, including scholars such as Davis, Gordon, Gowan, Isaksen, Noller, Osborn, Prince, Stein, Treffinger, and Torrance. I strongly agree with Walter Landor, who wrote the foreword that “what gives the book its richness and panache is the textural wit and wisdom of Dr. Parnes” (p. vii).

Of particular value to me for my project, was Part Seven, which focused on curriculum planning and instructional objectives. The articles by Noller, Isaksen, Parnes and Treffinger all lend support and validity to the facilitative style of teaching creativity.

**Torrance Incubation Model**

Murdock, M. & Keller-Mathers, S. (2008). Teaching and learning creatively with the

This article provides a detailed overview of the Torrance Incubation Model, a three-stage instructional model for weaving creativity into any content of learning. Of particular value are the detailed explanations of how to weave the various creativity skills through each of the three stages of the model to ensure effective delivery in the classroom. The model and methods can be used in virtually any educational setting and allows for creativity to be nurtured in any subject. This article was a primary source of reference throughout my project.


The book serves as a how-to guide for teaching creatively and motivating a student’s desire to learn using the Incubation Model which consists of three interactive stages: Heightening Anticipation (stage 1); Deepening Expectations (stage 2); and Keeping it Going (stage 3). The guide provides a menu of classroom strategies for teachers to use when designing lesson plans using the model. Though this book was primarily written for teachers, it can be applied to any subject, for any age and with any kind of instruction from a workshop, classroom lesson to a sales presentation.


*Making the Creative Leap Beyond* is a revised and greatly enhanced edition of Torrance’s *The Search for Satori and Creativity* that was published in 1979. This book is
a comprehensive guide in how to enhance and motivate creativity. Of particular value are the activities provided to practice and reinforce each of Torrance’s eighteen creativity “leap skills” such as “Elaborate – but Not Excessively.” I found the “leap skills” and the activities to reinforce them valuable for enhancing the experiential aspect of the Springboard program.

**CPS Model and Curriculum**


This workbook introduced the “Plain Language Creative Problem Solving Model,” which is an evolution of the Osborn-Parnes model designed to make it easier to teach others. The authors, Miller, Vehar, and Firestien were also contributors to the evolving materials used to teach CPS at the annual CPSI Conference. The workbook is as user friendly as is the simplicity and clarity of the language used in the model itself. The Osborn-Parnes “Fact Finding” step is more simply called “Gather Data.” This version of the model was adopted by the International Center for Studies in Creativity at SUNY Buffalo State. The CPSI Conference continued to teach the 6-step, Osborn-Parnes model, though shifted the visual representation to a circular model, incorporating Osborn’s 3-phases, and borrowing the language of Plain Language CPS.


This edition of *Creativity Unbound* introduces the FourSight CPS Model developed by Dorte Nielsen and Sarah Thurber. This version is based on a combination the Plain Language CPS Model (Miller, Vehar & Firestien, 2001) and the Thinking Skills
CPS Model (Puccio, Mance & Murdock, 2007) within the framework of the four stages—Clarify, Ideate, Develop, and Implement—of the FourSight Thinking Profile developed by Gerard Puccio in 1990.


This book explores the nature of creativity and why it is a core leadership competency. The book is a resource filled with practical advice, exercises to apply the learning, and useful case studies. Central to the book is the authors’ introduction of a new CPS model called the Thinking Skills Model. This model incorporated affective and thinking skills associated with each step of CPS with an over-arching phase called “assess the situation.” The Thinking Skills model was adopted at ICSC in 2007.

**Selected Bibliography**

The following list are books that have also influenced my project and that I recommend for anyone looking to more deeply explore the work of Parnes, Torrance, and the subjects of creativity problem solving and creativity.


Section Three: Process Plan

Introduction

I used the CPS process, tools and principles as I created and developed the products for my Master’s project. My plan started with the concept roadmap for the project and our class requirements. Underpinning the entire project was the deliberate use of the cognitive and affective skills of creative leadership (Puccio, Mance & Murdock, 2011). A challenge with the development and implementation of my products and vision was reliance on colleagues and their own time limitations that did not always align with the timing of my plan.

Following the advice of my advisor Dr. Cynthia Burnett, I tried to schedule time each day to work on my project. Though a worthy goal, this was not always realistic.

**Final Project Timeline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Detail</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heightening Anticipation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2013</td>
<td>• Started “dating” my Master’s project after being exposed and falling in love with TIM during the 560 course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Began reading more about Torrance.</td>
<td></td>
</tr>
<tr>
<td>October - December 2013</td>
<td>• Proposed TIMizing CPSI Core Programs to CEF Board and key CPSI leaders to gain acceptance and commitment.</td>
<td>10 hours</td>
</tr>
<tr>
<td></td>
<td>• Created TIM concept communication for CPSI website leader portal as part of CPSI submission process.</td>
<td></td>
</tr>
<tr>
<td>January - March 2014</td>
<td>• Worked with Paul Reali to develop and deliver TIM Guide for CPSI Leaders.</td>
<td>80 hours</td>
</tr>
<tr>
<td></td>
<td>• Hosted TIM workshop at CPSI Mid-Year meeting led by Susan Keller-Mathers.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
<td>Hours</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>April 2014</td>
<td>• Led refinement of CPS Model to be used in Springboard and Advanced Facilitation Courses based on an amalgamation of Plain Language CPS, the Thinking Skills Model, and the FourSight CPS Model.</td>
<td></td>
</tr>
</tbody>
</table>
|              | • Solicited feedback from CEF Board members, program team members, and key CPSI leaders on revised CPS model and Springboard materials.  
  • Delivered draft materials to Springboard Leaders so they could begin their team planning.                                           | 20    |
| May 2014     | • Worked with Suzie Nussel and The Martin Group / Brand Fuel, a Buffalo based advertising agency, on material design and production. 
  • Developed and launched Heightening Anticipation materials for Springboard participants.  
  • Held a 60-minute welcome to CPSI session hosted by Gert Garman and Jay Aquilanti for Springboard participants that focused on key creative behaviors to Heighten Anticipation. | 40    |
| June 2014    | • Oversaw delivery of 18-hour Springboard course during CPSI conference.  
  • Guided the delivery of Springboard Leader orientation, coaching, and assessment including classroom observations and leader pulse checks.  
  • Had casual conversations with Springboard participants to learn about their experiences during CPSI. 
  • Implemented Springboard participant evaluations.                                                                       | 20    |
| July – August 2014 | • Conducted post CPSI survey.  
  • Solicited Springboard Leader feedback, PPCO.  
  • Consolidated and analyzed results from participant evaluation, survey, and leader feedback. 
  • Launched Springboard Extend the Learning Campaign for Springboard participants; series of monthly e-blasts designed to reinforce key learning and maintain momentum. | 20    |
| September 2014 | • Researched historical evolution of experiential teaching at CPSI as envisioned by Sid Parnes.  
  • Immersed myself in selected articles, studies, and books authored by or written about the work of Sid Parnes and E. Paul Torrance.  
  • Had conversations with Sid Parnes’ colleagues and associates to further research the evolution of the experience. | 30    |

**Deepening the Experience**
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
<th>Hours</th>
</tr>
</thead>
</table>
| October 2014 | • Continued to immerse myself in selected articles, studies and books authored by or written about the work of Sid Parnes and E. Paul Torrance.  
• Conducted qualitative conversations with Springboard participants and leaders to better understand their ongoing support needs.  
• Delivered recommendations for Springboard material and CPS Model revisions based on leader and participant feedback.  
• Delivered core program recommendation for CPSI 2015.  
• Developed refined instructional design for Springboard 2015 including TIM overlay.  
• Continued Springboard Extend the Learning Campaign. | 30 hours |
| November 2014 | • Refined CPSI website including TIM instructions for leader portal and Springboard program description.  
• Edited Springboard materials and CPS model language to incorporate leader and participant feedback.  
• Continued Springboard Extend the Learning Campaign.  
• Created Springboard participant online survey to gauge effectiveness and stickiness of learning six months post course.  
• Conducted follow-up qualitative conversations with Springboard participants.  
• Analyzed survey responses and refined course design, materials campaigns as needed.  
• Launched CPSI Leader submissions for CPSI 2015 | 30 hours |
| December 2014 | • Develop TIM Heightening Anticipation campaign for Springboard 2015 including webinar, e-blast campaign, and pre-work.  
• Continue Springboard Extend the Learning Campaign.  
• Deliver refined instructional design for Springboard 2015 including TIM package. | 30 hours |

Estimated 310 hours

**Extending the Learning**
| 2015 | • Launch CPSI 2015 registration.  
• Track return rate of Springboard 2014 participants.  
• Develop New Springboard Leader training support.  
• Share results of Master’s Project with CEF Board and CPSI Springboard Leaders.  
• Extend TIM to CPSI core programs: Tools & Techniques, Facilitating CPS, and Training CPS.  
• Incorporate TIM into my own practice when delivering creativity training.  
• Host CPSI 2015 at University at Buffalo June 17 – 21, 2015.  
• Conduct ongoing evaluation and refinement of TIMizing how we teach at CPSI. |
Section Four: Outcomes

This project was the development of a turnkey Springboard program that included instructional design, course materials and a communication campaign that overlaid the Torrance Incubation Model (TIM) on the Springboard program at the CPSI 2014 Conference.

The Springboard program and supporting materials build upon the sixty years of experimentation since CPSI was founded in 1954 and can trace their origins to materials produced by Parnes and Noller (Parnes, 1967a). The ongoing evolution of the program and materials is due to the dedication and the extensive experience of many CPSI leaders and volunteers. Key individuals who were instrumental in the development of the current Springboard program are recognized in the acknowledgment section of this paper.

As the CPSI 2014 Program Director, my role was leading the change initiative to teach creativity more creatively:

- Proposed TIMizing the CPSI core programs to CEF Board and key CPSI leaders to gain acceptance and commitment.
- Created TIM concept communications for CPSI leaders.
- Led development of Springboard materials and the refined 18-hour course design, including the refinement of the CPS model.
The TIMized Springboard product(s) detailed below were developed to be a sustainable and repeatable program that is transferable to other CPSI courses and my own practice. Products of this project include:

1. **TIM Overlay Leader Communications**

   Central to the success of this project was enlisting the buy-in, support and enthusiasm of the many leaders and volunteers involved in delivering the CPSI programs. CPSI leader communication expressed the commitment to delivering exceptional learning opportunities for participants. As part of this commitment CPSI announced the goal of incorporating TIM in the design and delivery of all core programs, encouraging presenters and leaders to adopt TIM in the design of their sessions.

   a. **CPSI Leader Website.** The leader and presenter submission site included a section called “Adoption to TIM” that introduced TIM and how it would be incorporated in core workshops. (Appendix A)

   b. **Come Play with TIM” Workshop.** Dr. Susan Keller-Mathers delivered this engaging, hands-on workshop at the CPSI Mid-Year meeting in March 2014. The eighteen leaders and program team members attending learned and applied TIM on their respective CPSI programs. Dr. Keller-Mathers and Dr. Cyndi Burnett also delivered versions of this workshop at CPSI 2013 and 2014.

2. **Refined CPS Model**

   The CPS Model taught at CPSI 2014 has its origins in the groundbreaking work of Alex Osborn, Sid Parnes, and Ruth Noller

---

**The Learner’s Model**

![The Learner's Model](image-url)
and is based on the more recent work of Puccio, Mance, and Murdock (2011) as expressed in *Creative Leadership: Skills That Drive Change* and Miller, Vehar, Firestien, Thurber, and Nielsen (2011) as expressed in *Creativity Unbound: An Introduction to Creative Process*. In this iteration of the CPS model, there are four stages with six explicit steps. Each step has a divergent and convergent thinking phase.

### 3. Springboard Leader Support

Central to the success of the Springboard Program are the very dedicated leaders who generously donate their time, talent and passion in teaching Springboard. An ongoing goal has been to develop a standardized curriculum for Springboard to ensure consistent delivery of content and participant experience.

a. **Instructional Design and Facilitator Guide.** The Facilitator's Guide provided all of the information needed to lead an 18-hour introduction to CPS. The guide included detailed instructional design using a varying combination of do-show-tell to deliver a highly interactive and experiential learning experience. The guide was organized and well structured with an easy to follow format, agenda, recommended timing, facilitator tips, notes, explanations, debriefing scripts, and examples. It is also packed with activities, games, and exercises to ensure a fun, interactive learning environment. (Appendix B)

b. **Facilitator Power Point Slide Deck.** An engaging power point slide deck (70 slides) designed with strong visuals and synchronized with the Facilitator Guide for easy delivery.
c. **Springboard Leader On-Boarding Support:** Though well intended, this was a weakness in the project, as the production of the materials and slides ran late and leaders did not have as much preparation time with the final materials as desired, though draft versions were supplied. Leader on-boarding was primarily provided via email communications.

4. **Participant Campaign to Heighten Anticipation**

The goal was for participants to arrive ready and excited to learn by moving some of the learning and preparation to the weeks leading up to CPSI. During that time, we heightened anticipation by involving participants to engage in personal reflection and goal setting.

a. **E-mail Pre-CPSI.** Pre-work was sent via email two weeks before CPSI. Participants were encouraged to 1) bring two challenges to work on during their Springboard; 2) go on a creative adventure in the form of a one-hour excursion and bring a picture they drew of their excursion to class; 3) find a small object (a piece of art, a toy) that represents themselves. In other words, if they had to describe themselves with one object, what would that object be? Then they needed to bring the object with them to class.

b. **Welcome to CPSI session.** Hosted a fun and highly interactive welcome to CPSI session the afternoon before the Springboard program began. This session was designed to help first-time participants connect and create the
foundations of creative climate.

5. **Springboard Course Materials**

The course materials made use of color and vivid imagery, using the Torrance leap skill, Visualize Richly & Colorfully (Torrance & Safter, 1990). Great care was made to develop materials that would also be useful resources for participants when they returned home to make the learning stick.

a. **Resource Guide.** A 35-page 4-color brochure, which includes the history of CPS, Core Principles, CPS process guide, and divergent and convergent thinking tools. (Appendix C)

b. **CPS Poster Series.** Eight 4-color posters reinforcing the CPS process overview, the four process stages, invitational language stems, as well as divergent and convergent thinking guidelines served as job aids and decorated the Springboard rooms.

c. **Participant Workbook.** Designed as an active learning guide synchronized with the course design. It included space for interactive note-taking, fill in the blanks to stimulate learning and prompts for personal reflection and incubation. It included a case study using the story of the Big Bad Wolf, from the *Little Red Riding Hood* folktale, working through a personal challenge to illustrate the CPS process. Also included were a CPS Script and CPS Worksheets for each step of the CPS process. (Appendix D)
d. **CPS Tip Sheet.** A 2-sided 4-color quick reference guide showed the four stages and six steps of CPS each with the divergent and convergent thinking phase. Each step began with its purpose, divergent phase steps, key questions and tools, followed by convergent steps and tools. It also included the guidelines for divergence and convergence.

### 6. Participant Campaign to Extend the Learning

a. **Bringing it Home.** As one of the last activities of the Springboard course, participants were encouraged to reflect on their entire CPSI experience and develop their personal action plan on how they will incorporate CPS into their personal and professional lives.

b. **E-mail Campaign post-CPSI.** A series of emails providing tips, techniques and encouragement to help participants integrate CPS back home.

### 7. Participant and Leader Evaluations, Surveys and Feedback

Program evaluations and surveys were to designed to 1) support an environment of continuous improvement that is responsive to feedback provided by participants and leaders, 2) support leaders in their own professional
development, and 3) demonstrate program effectiveness to the CEF Board of Trustees. (Appendix E)

Participant evaluations were conducted on the last day of Springboard, Sunday, June 22, 2104. There were 85 participants in total across five classes with seventeen participants and three leaders per class. 65 participants out of 85 completed evaluations. The last day of the class was scheduled as a 90-minute wrap-up on Sunday morning. Across the board, the classes experienced attrition as people left early to travel home. The average rating was 9.06 on a 10-point scale (1=poor, 10=excellent)

Below are a few examples that reflect the positive participant feedback in response to an open-ended question: How effectively did CPSI meet your expectations?

“I was sent for the training and got back with much much more. Loved the feel, the vibe, the people. I felt young, challenged, LOVED everything!!!! Thank you”

“I learned the process of creative problem solving and was able to connect with others just like me who were already in professional careers that I had only thought of but didn't know existed. CPSI opened up a world of possibilities for me and gave me an incredible tool that I will be able to use in every aspect of my life!”

“I wasn't prepared for what I was walking into. Coming from academia, I was expecting a regular conference where people go on and on about their research, their experiences, what's wrong, etc. NOT AT CPSI. The positivity, the community, learning the process, meeting new people—everything about it exceeded my expectations.”

“I'm impressed how instructors and many participants have absorbed the CPS model into their DNA—makes every action an example of how creative breakthroughs are accomplished. The Springboard course is structured for maximum learning absorption—I left already putting the learnings into place.”
“My springboard experience was about as positive an experience I've ever had. The planets seemed to align with great participants and facilitators. Everyone rolled their sleeves up, and we got things done.”

“A phenomenal, transformative experience! I had no idea how remarkable a community I was joining when I signed up for CPSI. The CPS process, the people, the sessions, the conversations, the fun—all exceeded my expectations. I came away feeling full of energy and with a vision (and a plan) for addressing challenges in my professional and personal life in creative ways!”

Feedback was solicited from the fifteen leaders who taught in the Springboard Program in the form of a PPCO (Pluses, Potentials, Concerns, Opportunities). Overall the feedback was very positive and included constructive recommendations for further improvement of the course and materials as we plan for 2015. A summary is provided in Appendix 11. Most meaningful for me personally was an email sent by a 20-year CPSI veteran leader who validated the many hours of effort invested in enhancing and improving the Springboard experience. His comments speak to the heart of why I chose this Master’s project, harkening back to my own less than positive experience as a first-time participant at CPSI in a Springboard course.

“I'm feeling like this Springboard crew is just exceptional and I'd like to state that for the record. It was not so long ago when leaders arrived and made it up on the fly. And that was fun. And, inconsistent. We're delivering an incredible value now and with a very high standard. I'm wishing all of you a smooth re-entry.”

A more pragmatic goal for CPSI 2015 is for 50% of the Springboard 2014 participants to return. As registration for CPSI 2015 will not open until January 2015, it is too soon to say whether this result will come true. Encouragingly, many participants noted into their evaluations that they plan to come back. (Appendix E) In the post-CPSI survey, which was completed by 32 of the 86 Springboard
participants, the question “How likely are you to attend CPSI 2015?” (1=Not at All, 10=Absolutely!) received an average response of 8.5. We would expect to receive a higher positive response immediately following CPSI and before the onset of the realities of everyday life. Historically the average return rate is 20-30%. I am optimistic that our continued efforts to Extend the Learning will improve this average.

The pre-work used to Heighten Anticipation in Springboard received mixed results due to 1) not all participants completed the pre-work or did not receive the pre-work due to last minute switching into the program, and 2) varying rates of leveraging the pre-work during the actual class by the Springboard leaders. Participants who had completed the pre-work, and were able to use the pre-work during their Springboard class, overall responded favorably according to leader anecdotal feedback. Positive mention of the pre-work, aside from working on a personal challenge, was not reported in class evaluations or the participant survey. Disappointment from not fully using the pre-work was reported three times in one class’s evaluations.

8. Adoption of TIM in how all core programs are taught at CPSI

Though not to the same degree as Springboard in 2014, the Heighten Anticipation and Extend the Learning stages were voluntarily applied by leaders in ten out of eighteen Pre-Conference Workshops, five out of six Immersion Workshops, and the other six core CPS related workshops. I believe greater organizational support and resources will need to be available for full adoption of TIM. I also need to recruit more TIM advocates to aid me in this mission.
Section Five: Key Learnings

In my concept paper, I developed the following personal learning goals that are in some cases aspirational in nature. I suspect these will remain learning goals for many years to come. Specific responses follow each goal:

**Become Consciously Competent Applying TIM to Instructional Design**

I believe I can now claim conscious competence in applying TIM as it relates specifically to the design and delivery of the Springboard Program and creativity training. I’ve become a passionate advocate of the value in applying TIM in all aspects on my work from the design of a workshop to delivering a client proposal.

**Increase My Historical and Scholarly Knowledge of the Evolution of How CPS Has Been Taught**

During this project, I spent many hours lost in the stacks at Butler Library at SUNY Buffalo State. This time has been both a great joy and also a distraction in the completion of my project. The biggest challenge was staying focused on the topic of this project. One of the primary reasons I applied for the Master’s program was to deepen and enrich the academic underpinnings of my creativity practice through more advanced study of my craft. This project in particular has extended my understanding of the teaching and theories of E. Paul Torrance, Sid Parnes, and Ruth Noller. I have only begun to scratch the surface. There is still so much more to read, learn and explore.

**Prioritize Daily Discipline, Flow, and Intrinsic Motivation**

Working on my project every day, if only for 30 minutes was excellent advice that I received from my advisor, Dr. Cyndi Burnett, at the onset of my project. I took this advice to heart and scheduled an 8am daily meeting with myself. This morning meeting
was invaluable when I had a large pile of reading to work through, especially in the early
days of the project. The challenge was stopping work on my project and moving on to
other commitments. This daily discipline created a state of flow. As described by
Csikszentmihalyi (1990), flow is a time when one feels full of purpose or in the zone.
During flow, people typically experience deep enjoyment, creativity, and total
involvement with life. Torrance (1999) described these people as “Beyonders” or
“anyone who goes beyond what is expected” (p. 15). For some, this flow state may come
naturally; for others, it needs to be fostered and nurtured. For me, it needs to be
prioritized.

A series of other projects and priorities would frequently interrupt this daily
discipline such as traveling for business, answering the phone during project time,
dealing with client projects, working on plans for CPSI 2015, or getting tempted by a
visit to the dog park on a sunny day. Trips to Buffalo State’s Butler Library and the
Creative Studies book shelves were both valuable and also became a serious distraction.
I’d frequently discover another tempting book written by Parnes, Torrance or one of their
many colleagues that would entice me down rabbit holes of exploration beyond the scope
of my project. Staying motivated and focused was an ongoing battle.

Amabile (1997) wrote that loving what you do and doing what you love is the
first part of maintaining intrinsic motivation. She advised finding a work environment to
help retain this focus. Additionally, Amabile (1997) stressed the importance of
supervisory encouragement from a role model. Clearly, the daily discipline encouraged
by Dr. Burnett was key to creating this work environment. And more importantly, Dr.
Burnett herself fulfills the critical position of role model, mentor, and coach.
Recognizing when I needed a pep talk was key for staying motivated and more importantly, focused. If I could start over in addition to scheduling daily time to work on my project, I would also schedule more regular meetings or check-ins with Dr. Burnett.

The analogy that comes to mind is being on a diet to lose weight. The occasional food binge does not have to derail my diet. 1) Set realistic goals. Rather than daily time schedule project time blocks three days a week. 2) Expect setbacks. When I slip up, forgive myself then forget about it and move on. 3) Have a buddy system. When my willpower wavers, call my sounding board partner or an Uncorked cohort colleague for support and encouragement. And finally, 4) schedule regular weigh-ins with Dr. Burnett.

Leading Change

A key goal of this project was to lead a change initiative that fosters a culture of excellence in teaching creativity more creatively. I found it exciting to have a mission I truly believe in. For me, this project was energizing and deeply personal. It was also not without its challenges.

As typical extrovert, my natural tendency was to share my mission and vision with recruiting like-minded people to join me. I quickly came to appreciate for my vision to be broadly adopted; it had to be our vision, not just my vision. People adopt and adapt to change at varying paces. I was fortunate to gain acceptance from a central core of leaders. So what happened when others were less inclined to embrace my vision? First, I had to accept and recognize that not everyone thinks like I do or are as quick to embrace change. Hard to believe, I know, but really, they don’t. Any change will have its assisters and its resisters. Leading change includes not only generating enthusiasm for the change and working with the early adopters and assisters, but being prepared to challenge and
win-over the resisters. The resisters usually offered useful insights. And more often than not, their greatest obstacle was the lack of time, training, and resources.

Key to success was recognizing what I needed to change about myself – lack of patience. Change takes time. We need to celebrate the success of the 2014 Springboard program and communicate and leverage these wins to maintain momentum and motivate more leaders to join the cause.
Section 6: Conclusion

Overall the Springboard program was a very great success; it delivered a transformational experience for participants so that CPS becomes a part of their everyday professional and personal lives. Key to this success was the delivery across a comprehensive and consistent experience throughout five of the classes. Application of the Torrance Incubation Model overlay was a solid first-year effort, and it created a foundation for further enhancement in how we teach creativity more creatively in the Springboard program and across all CPSI programs.

How might TIM be central in the way learning is delivered at CPSI? My passion alone cannot drive this change. I need to be more realistic in setting expectations, keeping in mind the resources available both in terms of money and time. I will strive to be more patient and persistent in fostering greater buy-in by CPSI leaders. For the adoption of TIM to be sustainable, it must be meaningful and seen as important. I believe this vision is attainable. The Springboard program is a step forward and a step closer to this goal.

I now see teaching and training through a TIM lens. I have also valued exploring applications for TIM beyond training. I have already found TIM valuable in developing a proposal, writing a short speech, and creating a marketing campaign. I am excited to inspire others to share my TIM-colored spectacles.

Next Steps

Springboard Program and Materials 2015

Feedback from Springboard leaders and participants will be incorporated in recommendations for changes in the Springboard course design and material revisions.
• Change the name of the model to CPS Model from CPS Learners Model.

• Provide stronger Springboard leader support and continue to standardize and refresh curriculum to ensure consistent delivery of content and exceptional participant experience.

1) Instructional Design and Facilitator Guide: Revisions to the Facilitator Guide will take into account leader feedback on overall flow and timing, such as ending the class on Saturday to minimize travel based attrition. We will explore what activities need to be added, expanded upon, shortened or even eliminated. An example of an activity that should be added for all classes is time for a final Q & A.

2) Facilitator Power Point Slide Deck: Add more high impact visuals and multimedia for 2015.

3) Springboard Leader On-Boarding Support: Vital to success are opportunities for the entire Springboard leadership team to connect, collaborate, and share best practices and experiences. We will host a series of monthly Springboard calls beginning in March 2014. The revised Facilitator Guide and support materials will be for the first leader call. A half-day Springboard leader orientation will be held to provide leaders an opportunity to connect in person, share best practices and build cohesive teams.

• Participant TIM Campaigns—Before and After CPSI

1) Heighten Anticipation Pre-work: Simplify the pre-work and include more detailed readings about CPS and core concepts to improve participants’ foundational knowledge. Ensure consistency of how the pre-work is
incorporated across all of the Springboard classes.

2) Extend the Learning: Enhance the campaign to include more resources to create and sustain the motivation to use CPS back home and keep on learning; such coaching, access to case studies, sharing of best practices.

- Springboard Course Materials Revisions
  1) Resource Guide, CPS Poster Series and CPS Tip Sheet: Make revisions to ensure the materials have broader functionality for all CPSI programs teaching CPS.
  2) Participant Workbook: Consistent adoption of the workbook by Springboard leaders needs to be encouraged and re-enforced. Will explore addition of “real” CPS case studies as the Big Bad Wolf illustration received mixed reviews. Improved adoption may also be addressed by providing leaders with stronger talking points and better direction for introducing the example.

- Participant and Leader Evaluation & Feedback Process: Solicit qualitative and quantitative experts to improve the design and content of the evaluation process to better balance our information and feedback requirements and respective participants’ time.

More fully expand TIM to all CPSI programs

- Recruit TIM advocates in supporting the broader roll out.
- Celebrate Paul Torrance’s 100th birthday at CPSI 2015.
- Use TIM to Heighten Anticipation for everyone attending CPSI.

Adopting TIM in my client projects
I recently pitched my first client proposal for a workshop design incorporating TIM. The client quickly bought into the value of Heightening Anticipation and Extending the Learning; offering a Deep Experience was already an expectation. The workshop is scheduled for January 2015. I’m looking forward to applying TIM in my own work where I will have greater influence on consistently tying together the three stages and delivering a stickier learning experience.

References


Parnes, Sidney J. “Creative Potential and the Educational Experience.” Seventy-Fifth Annual Convention of the American Psychological Association. Washington,
D.C. September 1, 1967.


Appendix A *

**CPSI Leader Website.** The leader and presenter submission site included a section called “Adoption to TIM” that introduced TIM and how it would be incorporated in core workshops.

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Appendix B

**Instructional Design and Facilitator Guide.** The Facilitator's Guide provided all of the information needed to lead an 18-hour introduction to CPS. The guide included detailed instructional design using a varying combination of do-show-tell to deliver a highly interactive and experiential learning experience.

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**Table of Contents**

- Learning Objectives, Agenda Overview ..... 4
- Applying TIM to Springboard.................. 5
- Program Design & Timing Outline .......... 7
  - Day 1.................................. 8
  - Day 2.................................. 14
  - Day 3.................................. 20
  - Day 4.................................. 23
- Appendix ................................ 24
- Debriefing ................................ 25
- Problem Solving Activities................. 26
- Ice-Breakers................................ 30
- Creative Stretches......................... 31
- Closings................................ 36
Welcome to Springboard 2014

The Creative Education Foundation is committed to delivering exceptional learning opportunities for our CPSI participants. This year we have updated the Springboard Materials to include the latest research, including the integration of the Learner’s Creative Solving Model. Our goal is to provide “world-class” materials, training, and learning experiences, so that all participants leave with a solid foundation in CPS.

As part of this commitment, we have:
- Provided this leader guide to ensure we deliver a consistent learning experience for all of our participants.
- Developed new, user-friendly participant materials:
  - CPS Resource Guide
  - Participant Learner’s Journal
  - CPS Cheat Sheet
  - CPS Posters
  - Illustrated CPS – Little Red Riding Hood
  - Facilitator Slides – match new agenda
- Springboard is designed to teach creativity creatively by adopting TIM (Torrance Incubation Model) a general-purpose teaching model that integrates creativity skills with content and knowledge. Learning experiences designed with the TIM have three stages:
  1) Heightening Anticipation
  2) Deepening Expectations
  3) Extending the Learning.
- These stages can be thought of as corresponding to before, during, and after the primary content delivery. That is, the learning design includes deliberate activities in how you prepare learners at the beginning of the session, how you deliver the content during the heart of the session, and how you help them use what they’ve learned after the session.
- Making just this change—adding designed activities at the beginning and at the end of the primary course—greatly increases learning and learner engagement.

Without you there would be no Springboard...we know that many of the Springboard participants’ lives will be changed because of you.

We look forward to seeing all of you in few weeks.

Dan & Gert
Applying TIM to Springboard

Step 1: Heightening Anticipation

Create the desire to know - Arouse curiosity - Tickle the imagination - Give purpose and motivation - Heighten anticipation & expectation - Get attention

How might learners mentally and emotionally prepare before they arrive at CPSI?

- We will send participants some provocative, thought-provoking stimuli prior to CPSI to prepare them for what’s to come in the Springboard class and send a Coat-of-Arms pre-work exercise.

What will the learners experience in the room/space as they arrive? (Consider all the senses.)

- The space should be appealing to all the thinking styles, so have visuals, materials, and toys.

What will the learners do while they are waiting for the session to begin?

- For example, placing some interesting challenge statements around the room for learners to answer while getting them in the effective brain state for learning.

What will you do first? How will you open the session? What will you say? (Tip: be deliberate about this.)

- Why you? Explain to the learners why you are in the front of the room. Talk about what the next three days look like and how they’ll walk away with a new skill set.

What opening activity might you have them do? (Consider different modes: visual, aural, physical, etc.)

- Beginning with an activity such as a name game will change the energy, cover introductions and get the learners to focus.

Step 2: Deepening Expectations

CPSI is an experiential, participatory conference. Springboard is designed to be highly interactive, engaging, and provide a meaningful experience.

During Springboard, learners will experience:

- Plenty of interaction with the leaders, with each other, and with the content
- Hands-on activities
- Opportunities to learn from each other
- Ways to make meaning from the content and connect it to their work and life
- Learning with multiple senses

What ways will the content be presented orally? (Consider alternatives to straight speaking/lecturing.)

- Take turns presenting content to keep it interesting and mix it up with two of you presenting at once or the three of you at once.
How will the content be presented visually? (Consider multiple modes.)

- Using different visual cues can be helpful for the learners. Consider slides, flipchart drawings, videos and handouts.

What activities or exercises will the learners do, and how will they do them? (Consider multiple methods and groupings: cognitive and physical, pairs and triads, etc.)

- Continually changing the groups gives various perspectives while they are solving for their challenges and allows for unplanned collaboration.

How will the learners interact with you? How will they interact with each other?

- Consider agreements on day one so that the learners will behave with each other to get the most from the experience. Position yourselves as the facilitators/guides so they can look to you for direction and to ask clarifying questions.

**Step 3. Extending the Learning**

The closing activity brings Springboard full-circle for the learners, and helps them answer the question: *what do I do now?* We’ve also designed post CPSI communications and activities to continue and support their learning and heighten anticipation for CPSI 2015...

How might you close up the session in a way that helps learners make sense of what they have learned, and plan for how to apply what they learned, and continue to keep learning after they leave CPSI?

**How might they make meaning of their learning?**

- Ask the learners to use their new skill set as quickly and as often as they can after CPSI. They need to practice it as much as possible.

**What physical materials might you provide for them to take away?**


**How might they make a plan for what they’ll do?**

- Assist them in making some short-term and long-term goals to embed CPS in their solution finding.

**What might you provide for them after they have gone home? (Consider web content, downloads, email, webinars, ways to connect with each other, and other options.**

- Creating a group on LinkedIn or Facebook where each class can go since they had a shared experience and can post best practices.
Appendix C

Resource Guide. A 35-page 4-color brochure, which includes the history of CPS, Core Principles, CPS process guide, and divergent and convergent thinking tools.
## Table of Contents

- Setting the Stage: 5
- Definition of Creativity: 5
- Barrier and Bridges to Creativity: 6
- What is Creative Problem Solving?: 8
- Core Principles of Creative Problem Solving: 10
- Divergent and Convergent Thinking: The Dynamic Balance of Creativity: 11
- Roles in Group Facilitation and Ownership: 14

### CPS Process & Model:
- Clarify – Step 1. Explore the Vision: 17
- Clarify – Step 2. Gather Data: 18
- Clarify – Step 3. Formulate Challenges: 19
- Ideate – Step 4. Explore Ideas: 20
- Develop – Step 5. Formulate Solutions: 21
- Implement – Step 6. Formulate a Plan: 22

### Divergent Tools:
- Brainstorming: 25
- Brainwriting: 26
- Stick ‘Em Up Brainstorming: 27
- Forced Connections: 28
- Invitational Language Stencil: 29
- SCAMPER: 30
- Word Dance: 31
- Why, What’s Stepping You?: 32
- 5 “W”s and an H: 33
- Action Plan: 34

### Convergent Tools:
- Dot Voting (HIts): 35
- Evaluation Matrix: 36
- Highlighting: 37
- 3 “T”s: 38
- PPC0 (Pluses, Potentials, Concerns, Overcoming concerns): 39

### Resources:
- Origins of Creative Problem Solving: 40
- About the Creative Education Foundation: 41
- References: 50
Appendix D

Participant Workbook. A 32-page active learning guide synchronized with the Springboard curriculum design. It included space for interactive note-taking, fill in the blanks to stimulate learning and prompts for personal reflection and incubation.

Springboard Participant Workbook

ILLUSTRATION OF CPS IN ACTION THROUGH THE FOLKTALE
"LITTLE RED RIDING HOOD"

CPS WORKSHEETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Threethings I带来的Springboard that will make this a great experience for myself and everyone else</th>
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CPS WORKSHEETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Threethings I want to take away from Springboard:</th>
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My definition of creativity?

Notes:

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Appendix E

Participant Evaluations – Last Day of Class, Sunday, June 22, 2104

85 participants in total across five classes, seventeen participants with three leaders per class. Evaluations were completed by 65 participants out of 85.

<table>
<thead>
<tr>
<th>Rate Overall Quality of the Program</th>
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<tr>
<td>Class A</td>
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<td>Class B</td>
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<td>Class C</td>
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<td>Class D</td>
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<tr>
<td>Class E</td>
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<tr>
<td>Total</td>
</tr>
</tbody>
</table>

10-point scale (1=poor, 10=excellent)

Open-Ended Responses about the Course

What do you feel were the most valuable aspects of this course?

1. Switching partners kept me engaged and allowed me to learn from and collaborate with many people.
2. Playful, open, energetic leaders. Supportive, interactive group – we had such a great mix of people, and I felt I had a chance to connect with each person.
3. That I was able to use the process almost immediately in my own personal life problems.
4. Applying this method to my personal issue was great. The other students were for the most part inspiring.
5. Thinking in broader ways and divergent and convergent principles.
6. Learning the tools and how they play into the overall process. Seeing the tools being used. I like that I could apply this process to a personal problem.
7. Fun environment, following the process with personal challenges. Visiting the CPS model multiple times. (LRR, Group Challenge, Individual Challenge, and facilitate with a partner.)
8. Overall structure of learning the steps and then practicing all the way through on specific challenges. Working on a challenge important to us individually and receiving feedback from others.
9. Extensive training. Good learning materials followed by broad example followed by personal execution.
10. Teach back was very helpful to reinforce content.
11. Safe, comfortable environment to unleash our creativity. Ease of flexibility to individual style and personality. Tools, training, positive energy and constructive feedback.
12. The leaders tips. The leaders experience and their knowledge and practice with creative process.
13. One-page tip sheet, knowledgeable instructors, and workbook.
14. The interactive way of teaching the participatory aspect.
15. I now have the means-tools-to effectively reconcile my intellect and intuition so that I can actualize my plans specifically; I can lead my organization now, and fulfill our needs.
16. Going through the entire process. Opportunity to work on a challenge that is important to me. Other’s perspectives.
17. All of it! (I hate it when people say this, but it is true.)
18. Positive practice of concepts with other students. Instructors’ openness about their views, perspective and tendencies.
19. The mixture of process, fun, and reflection. The focus on learning the process, not focusing on tools.
20. The facilitators. I could read a book and understand the process, but the leaders managed to band 17 strangers together, which made the content unforgettable.

What recommendations do you have for enhancing this course?

1. I would like to have done more real examples.
2. Spend more time on implement phase.
3. I would have liked another full day. I felt like I learned everything I needed. I’d just like for it to not be over yet.
4. I would have liked an optional Springboard-like session at the 4pm & 8pm sessions to practice/re-cap/hear more. I felt overwhelmed at times and hesitant to participate.
5. Another day. Of course, I have to do home to apply what I’ve learned - so it will be like I’m still here.
6. It would be great to show some successful cases from CPS program.
7. Pre-assessment to have different levels of Springboard (e.g. For basic beginners, advances people even within the springboard framework)
8. More media engagement (youtube, TEDtalks, videos, etc)
9. Send pre-work to level set some of the concepts or terms, 3-5 page intros.
10. A heads up how long “clarify” lasts but let us know that there will be magic in it.
11. Need more time for practice and reflection
12. More time to incubate, process, and reflect (but I understand it’s a constraint of the schedule).
13. There needs to be a beginners first-time course and an intermediate first-time course.
14. Get more college kids/next young generations to carry the torch.

*Is there anything else you would like to tell us?*

1. Great experience! Will be back. :)
2. Merci beaucoup
3. The time here was better than most of the vacations I’ve taken.
4. Keep going. It is valuable stuff!!
5. Great job!!!!! Transformational!
6. COFFEE AVAILABLE AT ALL TIMES.
7. Absolutely great! I was sent to this course and didn’t know what to expect, but I loved it!
8. Extend the course one more day to give time for more practice and reflection.
9. Can there be a CPS level 200 to dive deeper and practice?
10. I can’t want to come back for Tools and Techniques.
11. I am forever changed.

**Participant Survey**

Post CPSI Survey sent to all 538 participants on July 2, 2014 (10 days post CPSI).

Of this 31 Springboard participants responded to the survey.

<table>
<thead>
<tr>
<th>31 Springboard Participants</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of your experience?</td>
<td>8.9</td>
</tr>
<tr>
<td>Success in providing new tools, techniques &amp; knowledge in creativity, innovation, and leading change?</td>
<td>9.0</td>
</tr>
<tr>
<td>Quality of CPSI Leaders / Presenters?</td>
<td>9.1</td>
</tr>
<tr>
<td>Conference Environment &amp; Vibe?</td>
<td>9.0</td>
</tr>
<tr>
<td>How likely are you to attend CPSI 2015?</td>
<td>8.0</td>
</tr>
<tr>
<td>How likely are you to recommend this conference to a colleague or friend?</td>
<td>9.2</td>
</tr>
</tbody>
</table>

10-point scale (1=poor, 10=excellent)

<table>
<thead>
<tr>
<th>Rate ability to use the model:</th>
<th>Very Easy</th>
<th>Somewhat Easy</th>
<th>Easy</th>
<th>Somewhat Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
Program Feedback – Leader PPCO

Feedback was solicited from the 15 leaders who taught in the Springboard Program in the form of a PPCO (Pluses, Potentials, Concerns, Opportunities). Overall the feedback was very positive and included constructive recommendations for further improvement of the course and materials as we plan for 2015. A summary is provided:

Positives:

• Great supporting materials
• Great work plan
• A truly standard and high-quality CPS course
• Overall course was great.
• The new materials look wonderful and very professional.
• The class was very engaged and easy to teach.
• We worked well together.
• We made really good connections to the springboard participants.
• CPSI team making the effort to engage Springboarders in advance of CPSI

Potentials:

• Springboard as a brand becomes a de facto standard for problem solving training.
• Many, If not all, of the participants really “got it”. I foresee them coming back to engage with CPSI in the future and to make an impact in their respective organizations.
• The Springboard Leaders are regarded, even outside the CPSI camp, as elite trainers.
• Keep evolving standardized curriculum, which will free leaders to do better work.
• The ability for Springboard to become a powerful tool for spreading the word on CPS
• Now that the materials (Guide Book and slides) are “ready” leaders can have them earlier

Concerns:

• IWWMW get materials to leaders soon enough to plan without panic?
• HMW leverage the Springboard brand in new ways?
• HMW get more communication going among the entire Springboard Leader cohort?
• HMW adjust the Springboard schedule to allow for a minimum full hour of “Q&A” at
the end of the session?
  • HMW continue to work with leaders we have worked with in the past to benefit from the continuity?

Opportunities
  • If we were to do this again together, we could have an even better experience.
  • Let’s keep on keeping on with the great work that was done for CPSI 2104!