

# Creative Learning Today



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## Let's Work on Some New Technology!

Editorial by Dr. Don Treffinger

We think that the time is right to invite CLT readers to join us in a new adventure, in which we put contemporary technology to work in some creative ways. We know that many of you put our CPS tools to use effectively, on a regular basis, with groups of many ages (from primary grades through adult) and in varied settings. We always welcome articles about successful applications for publication in CLT (and we'd still like to hear from more of you with those). Now we also invite you to participate in a new way, so we are inviting you to send us digital video clips of CPS in action.

Send us video clips of up to three minutes in length. These can be in any digital video format we can open and play on a Macintosh system (including Quick Time video or Windows Media Player files in .wmv format). Your clip must illustrate any one of the following:

- Any generating tool being applied by a group
- Any focusing tool being applied by a group
- Any CPS component or stage being applied by a group.

Your clip should close with a brief statement, by you or by the group members, relating the effectiveness or benefits of using the tool shown in the clip.

In addition to the video clip, send an attached Word document that includes: your name; the school or agency; your full mailing address; the age or grade level of all group members; the nature of the group (e.g., DI or FPS team, regular classroom, G/T program); name the tool you're applying in the clip, and explain briefly the project or activity in which it's being applied, with a sample of any handout or worksheet that the group is using in the video. Refer to participants in the video only by their first (given) names, please, and include a statement verifying that you have permission from any students' parents or guardians to share the video clip with us (or send PDF or scanned copies of such permission slips). Contact us if you need a sample permission slip.

Your video must highlight the group applying one specific process component, stage, or tool. There is no deadline; the invitation will remain open until we have gathered a collection of "exemplary samples" of CPS in action. We may request edited or modified clips if we identify ways to enhance your group's presentation. You may submit as many video clips as you wish, but submit each one (with the required supporting material) separately, please. We hope to obtain samples that illustrate all CPS stages and all ten of our basic generating and focusing tools being applied success-

fully in different settings (ages, places, programs, and content or real problem areas).

If your clip is selected for inclusion in our collection, you will receive a copy of a CD or DVD containing all selected video clips upon its completion, a \$20 certificate that can be applied to: books or materials from CCL website or catalog, or as a credit towards CPSE or CCL workshop registration (good for 1 year), and a Certificate of Recognition for your group. We will notify you by email if your clip has been selected.

### Where To Find It

Editorial .....	1
The Canada-Russia Talent Development Project .....	2
Grants, Contests, Awards.....	5
Programming for Talent Development: Guidelines for Successful Implementation .....	6
Problem-Solving Style and Attributions for Success or Failure .....	8
Creativity Development in Korea .....	10
New Book: Meeting the Innovation Challenge .....	11
2007 CPS in Education Summer Professional Development Institute.....	12

# The Canada-Russia Talent Development Project in a Nutshell: From an Acorn to an Oak

By Mike Bergsgaard & Ken W. McCluskey  
The University of Winnipeg

Over several years, faculty at our institution have had the opportunity to collaborate with Russian educators to help develop the talents of at-risk students in their country. Once the partnership between the University of Winnipeg and the Russian Academy for Advanced Professional Standards was firmed up, and funding secured from CIDA (Canadian International Development Agency), the three-phase project was launched under the direction of Dr. Louesa Polyzoï. It had a shaky beginning.

## The Project

Phase I involved seminars conducted in Moscow by the authors of this piece. When we arrived in Moscow the two of us – seasoned veterans that we are – felt quite secure in our mission and approach. The plan was for us to lay the theoretical foundation for working with children and youth at risk, and to introduce some materials and approaches to nurture their abilities and talents. It goes without saying that we planned to borrow heavily from earlier work on the *Lost Prizes Project*, in which Creative Problem Solving, mentoring, career awareness, and other interventions were employed to reclaim talented high school dropouts (McCluskey, Baker, O'Hagan, & Treffinger, 1995, 1998). In Phase II, a dozen Russian teachers and administrators were to visit Winnipeg to observe, firsthand, Canadian programs that had been designed to reach out directly to this population. It remained for our University of Winnipeg colleagues, in their Phase III visit back to Moscow, to arm the Russian educators with pragmatic, in-the-trenches skills and tools to engage hitherto marginalized young people within their systems. As part of the process, our intent was to prepare the Rus-

sian participants to train their at-risk students to use CPS to learn to make more reasoned educational, career, and life choices.

Our confidence was shaken rather abruptly when our kick-off session got underway in Moscow. Indeed, several challenges threatened to put the entire project at-risk before it really even began. The initial unanticipated impasse arose the first morning, when we both were informed by several Russian participants that there were no at-risk children in Russia—a circumstance which, although wonderful if true, we deemed highly dubious (and, of course, if true, would render the entire venture superfluous). Proceeding, then, on the assumption that the remark may not have been entirely accurate, we moved on into our respective afternoon sessions. Soon we both became uncomfortably aware that we were doing all the talking and, while the participants were dutifully listening, there was no dialogue other than a complete non sequitur from one curiously irate participant who pronounced that “Behavior Modification was dead in Russia.” The end of the first day left us wondering whether there was any point in showing up for the second, and what to do if we did.

Fortuitously, a new direction was offered to us by one of the interpreters, who explained that the source of difficulty on the first day was a lack of trust. According to this very insightful graduate student, many Russians had learned during the Soviet era that it could prove unwise to acknowledge, even amongst colleagues, that any problems ever existed; it was best to keep one's own counsel on such matters. That explained the proclamation that there were no at-risk children in the country and also helped us to under-

stand the participants' unwillingness to share their experiences. Our interpreter added that our audience was also puzzled by our solicitation for their ideas since they were more familiar with lecture formats where the expert spoke and the listener took notes (which our participants did so well that most wrote down the first author's request that they stop taking notes). With the benefit of our young sage's observations, we began to reflect upon the importance of setting the stage and, in CPS terms, of Appraising Tasks and Planning (or Re-planning) Your Approach.

After doing precisely that, we began the next day by sitting rather than standing, and talking about ourselves and our respective homelands rather than our theories and techniques. We invited everyone else (including our intrepid interpreters) to share as well. When the first author mentioned that, as a child in an American school during the 1950s, he had learned to fear a Soviet nuclear attack, one Russian participant retorted without malice, “So how do you think we felt in Russia? It was your country that dropped two atomic bombs.” During the second author's session, his wife and co-presenter, Andrea, described some of the daunting problems on Canadian Native reservations. In response to a query on how we might begin to address these problems, one female participant proposed boldly, “Send Russian women!” By the beginning of that afternoon session, we had begun to develop a trust. Our new Russian colleagues had reminded us that our theories and techniques have limited utility until a relationship of trust and honesty is established. Suddenly, we had a base on which to build. Before the close of the day, it was agreed that

there were many children in Russia who were in fact at risk, and that the problem was escalating and urgent. We moved forward from there.

After a very successful second Phase of the Project, in which Russian participants attended seminars and visited project-sites for at-risk youth in Manitoba, we returned to the planning table to face the question of what very specific strategies our follow-up team could offer to the Russian participants in the third Phase. Some of our team members planned to share information about *Life Space Crisis Intervention* (a therapeutic technique to help educators move from “crisis management” to “crisis teaching,” treat disrespectful students respectfully, and rethink the conflict cycle) and comprehensive guidance programs to address real-life issues (such as peer relationships, substance abuse, and anger management) in the classroom.

However, we were still unclear about how to give more precise and context-specific maps for participants to follow upon their return to the schools and institutions where they would resume their work with children. We also were concerned that, although we had amassed copious amounts of empirical and anecdotal data on the previous sessions and phases, we still did not have a reliable and valid method for assessing the long-term impact of the project.

Just as answers had invariably presented themselves whenever a problem had arisen during the course of the project, a solution appeared when another member of our team, Phil Baker, suggested, “Rather than simply training the Russian educators to ‘impart’ CPS to their students, why don’t we *use* it to help those participants themselves identify the key problems in their schools? We could then generate Action Plans for each problem in each building based on all of the sessions, and also chart outcomes that we can use for evaluation.” The room seemed sud-

denly brighter, the burden lighter. In Phase III in Moscow, Phil Baker worked through many of the key elements of CPS training with the participants. We had already introduced CPS and done some work on Appraising Tasks and Preparing for Action, and introduced several basic CPS tools.

In Phase III, we sought to connect all the training components together and work with the participants to create practical, cohesive action plans for their programs, schools, or institutions. Choosing CPS as a flexible, participative vehicle to drive this initiative to its final destination allowed our Russian partners to decide for themselves which program components they wished to incorporate into their own local plan for improvement. Our intent was not to make assumptions or tell our partners what to do; it was up to the end-users to determine what components would work best in their particular settings and circumstances.

Thus, on the first day of the project’s final training session, participants completed VIEW (Selby, Treffinger, Isaksen, & Lauer, 2002), an instrument designed to provide information about problem solving styles. Once participants understood the differences among the styles and the value of each, we began a more intensive involvement in CPS. Although CPS approach was very different from anything they had previously encountered, the Russian educators embraced the method with energy and excitement. It allowed them to work on “real problems,” not just hypothetical ones. It motivated and freed them to see new combinations and possibilities, and it fostered productive thinking and developed hitherto dormant skills of teamwork and collaboration. The educators divided themselves naturally into six groups. In an effort to understand more fully the challenges facing their particular school or institution, participants in each group spent considerable time brainstorming and generating ideas

from many different points of view and arriving at a specific problem statement, working diligently to pose these problem statements in a positive way.

As the day progressed, each group identified its own goals for improving the lives of at-risk children in their care. They focused on the challenge by assessing every objective in relation to three criteria: (1) Can we act on it? (2) Do we want to? (3) Do we need new ideas? A “yes” was required to all three questions before a goal was accepted. The participants used these questions to “sort” their challenges and focus their thinking. How important is this challenge? How large is it? How soon must we act on it? How will it change? Discussion surrounding these questions helped determine which objectives needed to be addressed and in what order. Soon, our partners warmed to the process (and became enthusiastic in sharing their points of view). It became clear that educators, be they from Russia or Canada, have a common bond – the welfare of their students. The challenge was similar in both countries: Using best educational practices, how might we provide optimal service delivery and support for at-risk young people?

On the second CPS training day, participants worked through the exercise, *Comparing Current Reality with Desired Futures*. Each group’s first concern was to identify its current reality at that time and in their context. Since participants came from various institutions in different parts of Russia (e.g., schools, orphanages, and diagnostic centers), the issues varied markedly from group to group. These included the need for additional funding, changing staff perceptions of at-risk-students, and specific skill building. As they moved through the activity, many participants with a Developer style contributed very meaningfully by focusing on how to make the current reality better. After considering the current reality, discussion shifted in a more Explorer-like direction

as participants strove for improvement by envisioning their desired future.

Intense idea generation led to many possibilities, and participants with very different creative styles worked in concert to map out specific “pathways for change.” They were encouraged to question, to probe, and explore the data. Gradually, for example, each group began to look at who might be involved. They considered people who were positioned to make decisions that might either facilitate or derail programs, people who could make things happen in the trenches, and still others, such as members of the business community, who might play a vital role in providing financial and other support. The Russian educators examined what must take place to effect change, and in what sequence, the essentials of timing, and key locations for action. (In our Canadian experience, we found that at-risk programs for students often worked best at an alternative, off-site location where there was an opportunity for a fresh start.) By the end of the second day, each group had considered many concrete alternatives for improving the lot of their at-risk young people and used the ALoU tool to examine their ideas in more depth.

### Russian Action Plans

On the final day of the sessions, the groups concentrated on creating specific Plans of Action for their own unique settings. When generating options for *Building Acceptance*, participants considered how they might best implement their promising plans for institutional improvement and identified potential “assistors and resisters.” Developing the six action plans was important, for it was incumbent upon all the participants to return to their respective school or agency, make the necessary adaptations, and implement the recommendations. Bergsgaard (2004) presented and discussed in depth all six plans. For illustrative purposes, we will end this report

by including brief portions of a Plan of Action developed by the first group (comprised of a boarding school principal and vice-principal, an orphanage’s vice-principal and psychologist, and a principal of another orphanage).

#### *Group 1 – General Plan of Action:*

#### *To Increase the Quality of Education of At-Risk Children Using Evaluation and Monitoring*

Within 6 months, the goal is to:

- Conduct evaluations (individual students and groups)
- Involve parents in the process
- Encourage children’s participation
- Develop communication skills
- Create the conditions for acceptance of every child.

After 2 years, the goal is to have in place:

- On-going evaluations
- Regular council meetings of specialists
- Student participation in the city and regional academic competitions and contests
- Children’s participation in various academic/social activities
- Programs to develop student creativity
- Effective communication/social skills development among students.

Success indicators will be:

- Positive personality/behavioral changes of students
- Positive dynamics of quality education
- Successful socialization of students
- Students choosing desired careers.

An excerpt from one evaluation report (prepared by boarding school administrators) is representative of the feedback we have received in other reports and interviews from participants in all six groups.

“The joint project of the University of Winnipeg and the Academy (Russian Federation) has helped the team of teachers of the Boarding School #39 to build a system to work with children at-risk. As a result of attending the training for Creative Problem Solving (CPS), we came up with a plan of school improvement. According to our plan to ‘improve the quality of education for at-risk children through diagnosis and monitoring,’ we have composed a team of like-minded specialists that includes teachers, tutors, psychologists, social pedagogues, and doctors. Also we have had classes on CPS.

More specifically, during the last 6 months:

- We have continued to use the CPS tools and materials.
- We have attempted to diagnose the reasons for the disruptive behavior of every at-risk child and determine suitable correctional strategies.
- We have developed a plan for teachers to work with at-risk groups.
- We have conducted a seminar for creating a positive psychological environment for children and youth.
- For every at-risk child we prepared an individual plan for development, education, and correction to create a positive behavior system in the classroom and in the boarding school.
- Teachers have visited the families of at-risk children to offer positive help, and to involve all of the extended family in the child’s rehabilitation process.
- Children at-risk are involved in various clubs and extracurricular activities. In the musical school and in the sport clubs they develop their strengths, abilities, and talents.
- We continue to create conditions for at-risk children to succeed, encouraging talent development and creating a climate of justice.

The results:

- All the at-risk students have successfully finished the first semester (and some are no longer considered to be at risk).
- Substance abuse has decreased.
- The students set realistic goals, yet they have high standards; they know their weaknesses and strengths; they believe in the success of their work; they determine specific behavior patterns that help them achieve their goals; and they take responsibility for their actions and the consequences. The students develop their self-reflection, which not only results in self-actualization, but also builds student self-image and stimulates an interest in learning."

We believe that CPS provided an important and valuable set of tools for a successful project in a complex and challenging international context. For more information, see Bergsgaard (2004) and Polyzoi, Bergsgaard, McCluskey, and Olifirovych (2005).

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## Grants, Contests, and Awards

In each issue of CLT, we provide information about current announcements of grants, contests, or awards for teachers or students. We seek opportunities that may help you or your students find support for innovative projects relating to creative learning, talent development, or style. The information we share is compiled from several sources, and we have only the information that we present here.

### Ayn Rand The Fountainhead Essay Contest

The Ayn Rand Institute sponsors this contest for 11th and 12th grade students in the United States. 11th and 12th grade students choose from one of three topics on which to write a 800 - 1,600 word essay. Essays are judged on both content and style. The First Prize: \$10,000 Cash Award; Second Prize (5): \$2,000 Cash Award; Third Prize (10): \$1,000 Cash Award; Finalist Prize (35): \$100; Semifinalist Prize (200): \$50. The application deadline is April 25, 2007. Contact: Fountainhead Essay Contest, Dept. W, The Ayn Rand Institute, P. O. Box 6099, Inglewood, CA 90312. e-mail: [tf-essay@aynrand.org](mailto:tf-essay@aynrand.org) Web: <http://www.aynrand.org/>

### Lemelson-MIT Program's InvenTeam Grants

The Lemelson-MIT Program announces grants to high school science, mathematics, or technology teachers in the United States. InventTeams are formed by high school students (small groups or entire classes), their teachers, and an industry mentor for the purpose of inventing something of use to the school or community. Teams selected will represent a wide range of school settings, student populations, and project ideas. Up to 18 grants of \$10,000 each will be awarded. The application deadline is April 27, 2007. Contact: The Lemelson-MIT Program, Massachusetts Institute of Technology, 77 Massachusetts Ave., Room E60-215, Cambridge, MA 02139. Telephone: 617-253-3352. [web.mit.edu/invent/www/InvenTeam/](http://web.mit.edu/invent/www/InvenTeam/)

### ThinkQuest International

Oracle's Help Us Help Foundation sponsors this student contest for teams of up to 30 students, open to U. S. and international participants. Division 1: grades 3-5; division 2: grades 6-8; division 3: grades 9-12. ThinkQuest encourages students to work together in teams to create educational tools on the Internet while enhancing their ability to communicate and cooperate in a global, interconnected environment. Details about the contest and the ThinkQuest Library of Entries with hundreds of student-produced educational resources are all available at the ThinkQuest web site. Awards include laptops and \$1,000 school grants for the top ten teams in each age division, travel to the annual ThinkQuest Live event for the top three teams in each division, and digital cameras for the team that receives the Global Perspectives Award. The application deadline is April 16, 2007. Contact must be through the web site. [www.thinkquest.org/](http://www.thinkquest.org/)

### Gloria Barron Prize for Young Heroes

T.A. Barron sponsors this contest for students (ages 8 - 18) in the United States. This prize recognizes young people who have shown

Continued on Page 7

# Programming for Talent Development: Guidelines for Successful Implementation

By Don Treffinger and Ed Selby

*Note.* This article is an abbreviated excerpt of the authors' chapter, "Levels of Service (LoS): A Contemporary Approach to Programming for Talent Development." This chapter will appear in the 2nd Edition of Joseph S. Renzulli's *Systems and Models for Developing Programs for the Gifted and Talented*, to be published this year by Creative Learning Press.

Through the combination of experience in many school settings, observation, interviews, evaluation projects, and action research, we can now identify a number of "keys to success," or considerations that contribute to success in implementing the Levels of Service (LoS) approach to talent development. Keep in mind that the LoS approach involves levels of *services*, not level levels of *students*. It is a framework for organizing and delivering programming; it is **not** a description of different groups or categories of students or levels of "giftedness." In implementing LoS programming, our 13 guidelines for success are:

**1. Build and sustain commitment to the vision.** Commitment to the vision of flexible, inclusive, individualized programming to nurture students' diverse and varied strengths and talents is one of the most important factors contributing to success. The entire framework is built upon assumptions and values about students' strengths and talents that must be recognized and embraced by the school, not merely given lip service.

**2. Set an explicit Plan of Action.** Effective programming does not

fall into place by luck or accident; it is the result of very deliberate, extensive planning. Schools or districts that are successful in blending regular education and talent development programming have invested years of effort in developing and implementing their plans (usually at *least* a three- to five-year period).

**3. Ensure that there is a healthy regular program.** Programming for talent development cannot take the place of all the quality educational work that should be taking place in any school. It cannot successfully bear the sole responsibility of striving for excellence or attaining more responsive and stimulating instruction for all children, even though it will contribute to such goals. The healthier the regular program, the easier it is to initiate LoS programming and the more successfully LoS programming can be integrated with the total program.

**4. Conduct and use effective needs assessment.** A structured deliberate needs assessment effort should not be overlooked in program development. This must be more than a personal opinion poll, and may build on a structured program of reading, study, discussion, and observation. There must also be a commitment to act on the results of the needs assessment study.

**5. Establish and sustain a core support group.** Successful programming requires a nucleus of supportive, actively involved professionals with whom program

design and implementation can begin. These core participants can also help to build support and involvement in the program among other staff members.

**6. Conduct ongoing, professionally sound in-service.** Build your staff's confidence and expertise in recognizing and responding to the strengths and talents of students, differentiating instruction, assessing learning styles, or nurturing thinking skills. Use needs-assessment data to involve staff in setting goals and planning activities. Encourage staff members to develop and evaluate collaborative projects that will be directly useful and applicable in instruction.

**7. Administrative leadership is essential.** To implement the LoS approach, it is essential to have administrative leadership and support, both at the central office and the individual building levels.

**8. The individual building is the critical unit of intervention.** Although district-wide planning and coordination of policies, activities, and resources are important and valuable, the individual building is the most important arena in which programming occurs. The principal and staff of a building can create and maintain a favorable climate, develop and implement a wide range of options and alternatives, and promote effective programming.

**9. Specialized professional services are needed.** There must be a strong, well-trained, well-accepted professional who has responsibility and time to devote to LoS programming. This does not merely mean time to provide direct services to children; this person provides a variety of services that strengthen the school's ability to plan and carry out programming. There may well be a full-time specialist in each building.

**10. You must be willing to deal with "squigginess."** Along the way, many problems and challenges will inevitably arise that will require patience, tolerance of ambiguity, the ability to cope with difficulties, the strength to deal with change, and the tools to facilitate effective problem solving. It may not always operate smoothly, especially during the early stages. It will be necessary to

make changes and adjustments and to adapt to unusual situations and challenges that will always arise.

**11. Success will require persistence and hard work.** It is not easy to achieve a comprehensive school program in which the strengths and talents of students are recognized and nurtured in many different ways. There may be resistance or opposition from unexpected sources and for unanticipated reasons, or unevenness of support and participation by staff members for a variety of reasons. But there will also be benefits and victories with the students and with the staff that will make the job worthwhile.

**12. Collaboration and communication are essential.** LoS programming may vary among students and across buildings within a district, and may involve many people in a variety of locations in

the community. The activities provided through LoS programming can be as diverse as the students, teachers, administrators and communities involved. Thus, collaboration and effective, ongoing communication are essential.

**13. Document, evaluate, and be ready to modify your programming.** The LoS approach involves programming that is dynamic and varied, rather than uniform and static. Over time, LoS programming evolves, grows, changes, and becomes stronger through both continuous improvement and commitment to innovation. This calls for carefully planned evaluation efforts, involving a variety of different sources of data and stakeholders to sustain, modify, and strengthen programming.

## Grants, Contests, and Awards (from page 5)

extraordinary leadership in making the world better through protecting the environment, halting violence, or other service work. The award is \$2000 to be applied to the student's higher education or their service project. The application deadline is April 30, 2007. Contact: The Barron Prize, P.O. Box 17, Boulder, CO 80306-0017. Telephone (970) 875-1448; email [ba\\_richman@barronprize.org](mailto:ba_richman@barronprize.org). Web: [www.barronprize.org/](http://www.barronprize.org/)

### Unsung Heroes Awards

ING Financial Services sponsors this contest for full-time K-12 educators at accredited public or private schools in the United States. Awards are made to applicants who are trying new methods and techniques to improve student learning. Applications may be for projects that have been implemented or that the educator would like to implement. 100 finalists each receive \$2000. Of these, three are selected for additional financial awards: First Place an additional \$25,000; 2nd Place an additional \$10,000; and 3rd Place an additional \$5,000. The application deadline is April 30, 2007. Contact: Education's Unsung Heroes Awards Sponsored by ING, c/o Scholarship America, One Scholarship Way, P.O. Box 297, St. Peter, MN 56082. Phone: (507) 931-1682 or (800) 537-4180. Email: [ing@csfa.org](mailto:ing@csfa.org). Web: [www.ing-usa.com/us/about/connect/education/unsung\\_heroes.html](http://www.ing-usa.com/us/about/connect/education/unsung_heroes.html)

### All-USA Teacher Team

*USA Today* sponsors this contest for individuals or teams of up to four K-12 public or private school teachers with at least four years experience, from the United States, its territories, or overseas Department of Defense schools. Each year *USA Today* recognizes 20 outstanding teachers. These teachers represent a variety of grade levels and types of schools. Each teacher receives a \$500 award and his or her school receives \$2000. They are also recognized in *USA Today*. Runners up are mentioned in *USA Today* and receive certificates. The deadline is April 30, 2007. Contact: Carol Skalski, c/o USA TODAY, 7950 Jones Branch Dr. McLean, VA, 22108-9995 [www.usatoday.com/news/education/allstars/front.htm?Loc=vanity](http://www.usatoday.com/news/education/allstars/front.htm?Loc=vanity)

Continued on Page 12

# Problem Solving Style and Attributions for Success and Failure

By Edwin Selby, Haifa Matos, Susan Park, Jennifer Scheinholtz, and John C. Houtz  
Fordham University

Our study of style takes our focus away from the amount of information processed and, instead, looks at the ways individuals perceive, encode, process and use information, (Dunn & Dunn, 1978; Isaksen & Dorval, 1993; Jonassen & Grabowski, 1993; Sternberg & Grigorenko, 1997). In a similar way, motivation researchers have looked at the attributions and experiences that affect performance and the manner in which individuals process their thoughts (Ames & Ames, 1984). Among these is Weiner (1980) whose theory explains that attributions for success and/or failure may be influenced by factors that the individual views as uncontrollable, such as the difficulty of the task or random chance. Individuals often base the reasons for their success or failure on these uncontrollable factors instead of level of ability.

This study examined the relationship between motivational attributions and individual problem solving styles. An underlying assumption of this study was that all individuals experience problems and likely have both successes and failures, and that these successes and failures lead to the development of certain attributions. Our basic question asked: is there a relationship between the formation of these attributions and an individual's scores on the three dimensions of VIEW: An Assessment of Problem Solving Style (Selby, Treffinger, & Isaksen, 2002)?

VIEW provides respondents with information about their preferences when solving problems or managing change in three areas: Orientation to Change, Manner

of Processing, and Ways of Deciding. It draws on theories and research in the areas of personality, cognitive style, learning style, psychological type, and Creative Problem Solving. Individuals are encouraged to use their results to understand their own strengths and possible areas for improvement as they work alone or with groups to solve problems and manage change (Selby, Treffinger, & Isaksen, 2007a; Selby, Treffinger, & Isaksen, 2007b).

In their Orientation to Change, some individuals may prefer working within existing rules or structures. These Developers may be interested in details and proceeding at a careful and deliberate pace make the system work better, enhance its value, leading to many benefits. Others may feel constrained and uncomfortable with the current organization and its strictures. These are Explorers who may want to approach problems by ignoring the rules rather than simply bending them. They enjoy going off in new directions and breaking new ground. Their ideas may change an old system dramatically or create a completely new system.

When Processing information, Internals may prefer to formulate their ideas and think them through on their own and before soliciting feedback and input from others, and before becoming actively engaged. On the other hand, Externals want and need early input from others. They push for early active engagement. For Ways of Deciding, once a choice or decision among different ideas is required, Task-Oriented Deciders will tend to make

choices based initially on criteria involving the most efficient logical approach to the problem or task. In contrast, Person-Oriented Deciders will initially consider the impact of a choice on individuals and relationships, and how they may be affected by a particular choice.

We asked 52 women enrolled as graduate students in introductory educational psychology classes to respond to VIEW's 34 items. Their ages ranged from 21 to 31 with an average of 25. In addition, their attributions for success or failure were assessed with a simple two-page questionnaire that asked them to think of a relatively recent and important experience. They were to estimate the role, in percentage terms, each of four factors played in their success. On a second page they were asked to estimate the role the four factors played in their failure. The four factors were: "your skill or ability (innate or learned)", "how easy or difficult the task was for you", "how hard (or not) you worked at the task", and "random chance (unplanned or unpredictable things that may have occurred)". The Participants were allowed to supply "another factor" on the pages, as long as the percentages on each page added to 100%. The entire activity, completion of the VIEW instrument and the attributions assessment, took approximately 20 minutes.

A t-test revealed significant differences between Explorers and Developers on their failure attributions to uncontrollable factors. As compared to Explorers, Developers attributed a significantly greater percentage of their failure

to “uncontrollable” factors (task difficulty or chance). There were no significant differences involving attributions for success with the Manner of Processing or Ways of Deciding dimensions.

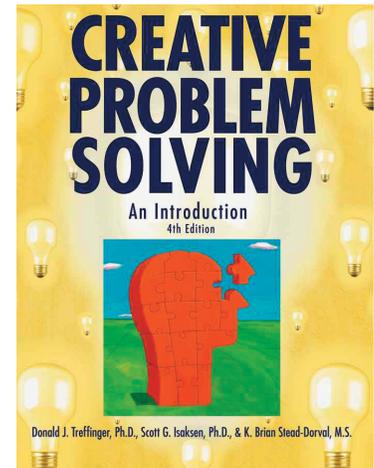
We concluded that Developers, who are generally more cautious or rule-oriented plan their problem-solving approach more carefully and may be somewhat surprised by their failures. As a result, they are more likely to attribute their failures to unexpected, uncontrollable factors.

There were no observed differences in terms of attributions for success. A simple explanation may be that success is expected equally by all. Perhaps, our failures make more of an impression, providing more information on which to act than are provided by our successes. Certainly, Piaget (1952) and Ausubel (1968) would agree that we would need to modify our existing schema to accommodate new information that did not fit our existing mental organization.

Finally, Explorers often seem eager to engage with new challenges early on, and have less patience with rules or task strictures. It may not be surprising that when they fail at a task, they realize that they should have considered some factors that would have been available or within their control had they exercised more caution and restraint. However, even though, in this study the mean differences were in a direction consistent with this hypothesis, this comparison was not statistically significant. Hopefully, additional research will provide more light on this question.

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Used by thousands of group leaders seeking a friendly introduction to using Creative Problem Solving (CPS) this book is a classic. If you're new to CPS, use this book for a concise but complete introduction to the basics of the process. If you're an experienced Creative Problem Solver, use this book as an update of newest advances and developments.

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# Creativity Development in Korea

By Dr. Yung Che Kim

Korea is a small country, political-ly divided into North and South, but it is no longer a small country economically, having grown now to the world's 11th largest economy. Korea has sometimes been described as "Morning Calm," but in recent years it has shown dramatic, turmoil-like experimentation not only politically, but also in other areas, such as education and training.

We often hear that one constant in this world is change. There is continual change in every aspect of our lives, including technology, economics, cultures, the arts, and many fields of knowledge—involving challenges, complexity, competition, and coping. It is possible that the basis of change might be the stimulating power of new ideas; whenever change is crucial and wherever changes are managed or challenged, "creativity" might abruptly stand out in front of us.

Responding to global change, many nations more than ever encourage young people to become creative, and Korea certainly falls in that category. In this article, I will survey briefly the present development of creativity in Korea, with special attention to work on CPS, Future Problem Solving, VIEW, and creativity assessment using the Torrance Tests of Creative Thinking (TTCT).

Although the work of Osborn and others on CPS has been briefly and sporadically referred to in several books on creativity in Korea, an initial effort to introduce CPS as a complete system arose from my translation of *Creative Problem Solving: An Introduction* (by Treffinger, Isaksen, and Dorval) into Korean. The Future Problem Solving Program (FPSP) was introduced to Korean students in 2002. The Korean FPSP

program was the first international affiliate among non-English-speaking countries, and in 2002, winning teams in the Korean FPSP competition began to participate in the FPSP International Competition. The primary division team surprised many by attaining fifth place at IC in 2006. In 2006, the Korean version of Selby, Treffinger, and Isaksen's VIEW problem-solving style assessment was also completed.

Five principal observations might summarize the present status of creativity development efforts in Korea.

1. As the country has industrialized rapidly, and given its people's strong educational enthusiasm, demands for creativity in education as well as in industrial sectors are high and broad. Many programs with varied contents have emerged. However, most of them teach divergent thinking tools such as Brainstorming or SCAMPER, and may employ only selected components or stages of CPS. The variety of programs also deal, at least in limited and similarly unsystematic ways, with several approaches, such as deBono's PMI tool or "Six Thinking Hats," the Russian TRIZ approach based on Altshuller's work, or others.
2. Although many FPSP coaches have been trained, and considerable amounts of money and efforts have been expended purposely to develop students' higher-level thinking skills, few schools run special creativity or thinking-related classes independent of regular subject teaching. Most instruction still seems to be generally lecture-based, and creativity in learning does not appear to be highly valued beyond

the scholastic performance that is most appreciated in the traditional school framework. Strong emphasis persists on valuing knowledge acquisition, traditional methods, and intensive competition in college entrance examinations.

3. Many eye-catching words or phrases about innovation will be found frequently in the industrial sphere, and there has been a strong emphasis on creativity training for employees. Programs such as Kepner-Tregoe (KT), the Six Sigma method, leadership training, or sensitivity training have been widely promoted. Unfortunately, the CPS framework, as a complete system, has not been part of the early introduction and training. The reason for that gap is not clear; it may be associated with the observation we often hear that Koreans are impetuous in disposition, with a preference for the "quick fix." CPS is practical, but the system requires time and patience to learn and apply effectively. Nevertheless, it is encouraging to note that some CPS workshops have been conducted and met with interest and positive responses from large Korean industrial corporations.
4. FPSP educational activities in Korea are very popular and active. FPSP coach training is officially recognized as a teacher training program, and FPSP workshops are held frequently. Action-based problem solving for children is more popular than team problem solving, and for the past five years many primary and middle school teachers have participated training for FPSP coaches. In spite of that, few schools conduct special school classes for creativity. Teams for FPSP's team problem-solving competition are rarely made from a single school, and instead are usually formed by bringing

Continued on Page 11

## Meeting the Innovation Challenge: Leadership for Transformation and Growth

By Scott Isaksen and Joe Tidd

*Meeting the Innovation Challenge*, co-authored by CCL partner Dr. Scott Isaksen and Joe Tidd of the University of Sussex in the UK, and published by John Wiley (2006), offers a new way to look at creative leadership that integrates both leadership and management. The authors also provide valuable insights into a new and more systematic way to manage transformation and change, incorporating CPS Version 6.1™ and other structured tools. This book will help you to understand and attain successful outcomes across a variety of change efforts, from incremental improvements to radical new-to-the-world transformation. Although the authors focus on research and applications in businesses and large organizations, you will find that the book's ideas and resources will be equally valuable for readers in educational and non-profit settings.



Today's leaders and managers in all organizations are confronted with a broad array of methods and techniques for dealing with change. This book offers practical advice on how to select and manage a variety of change methods, as well as a helpful list of many of the methods available from which to choose. An example is drawn and explained from the area of new product or service development.

Since people are at the heart of any issues relating to transformation and change, *Meeting the Innovation Challenge* includes helpful information on various roles required to initiate and sustain change efforts. Many change initiatives also involve teams, so specific tools are outlined to create and manage teamwork for transformation. The authors draw on research and theory on problem-solving style, and will also help you to understand connections with our work on the VIEW instrument as well. In addition, the book also addresses an often-overlooked element that contributes to understanding and managing transformation and change: climate and context. Successful innovation, change, and transformation require an environment in which people are ready, willing, and able to initiate and sustain change. In *Meeting the Innovation Challenge*, the authors clarify the differences between culture and climate and offer practical ways to understand and create the climate for transformation and innovation.

This 418-page paperback (ISBN 978-0-470-01499-8) sells for \$60.00 (US); for more information, go to: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470014997.html>.

### Creativity in Korea (from page 10)

together students from different schools as a result of applications by enthusiastic parents to the Korean FPSP office. We feel rewarded by the knowledge that FPSP is growing and permeating education steadily as a foundation for creativity in education from Kindergarten through high school.

- VIEW assessment is relatively new in Korea. Through frequent workshops and training programs, it has attracted surprising attention from many sectors, including industrial corporations, churches, and schools. The unique features of VIEW, including its specific and practical information compared with other inventories, have contributed to increasing interest in its application. The Korean versions of the TTCT (Torrance Tests of Creative Thinking), which were completed in 1998 are now also being used widely and with considerable value in many settings.

In all, we are pleased that CPS and its derivatives are increasingly expanding in attention and use, and contributing to the development of a sound theoretical and practical foundation for education and training in creativity in Korea. We Koreans hope to be better able to cope with the rapid and complex change confronting us more than ever through more serious and well-founded approaches to creativity assessment and development.

Note. Dr. Kim is a Professor Emeritus of Psychology at the Keimyung University of Korea, editor of the Korean Journal of Thinking and Problem Solving, and Affiliate Director of the Korean FPSP. His email address is [kimyung@kmu.ac.kr](mailto:kimyung@kmu.ac.kr).

## Grants, Contests, and Awards (from page 7)

### Immigration Curriculum Project Grants

The American Immigration Law Foundation announces grants for educators teaching in public or private primary, intermediate, and secondary level schools in the United States. This grant funds K-12 grade level projects that provide education about immigrants and immigration. Proposals that are classroom-based will receive strong consideration. The Foundation encourages proposals that can be replicated in other classrooms across the nation. The award is \$500-\$1000, and the deadline is April 6, 2007. Contact: American Immigration Law Foundation, 918 F Street, NW, 6th Floor, Washington, DC 20004 Telephone: 202-742-5600. Fax: 202-742-5619. E-mail: [info@aifl.org](mailto:info@aifl.org). Web: [www.aifl.org/pubed/tc\\_index.asp](http://www.aifl.org/pubed/tc_index.asp)

### Yoshiyama Award for Exemplary Service to the Community

The Hitachi Foundation sponsors this contest for high school seniors in the United States. This award recognizes students for service to their communities. Students must be nominated by an educator, community leader or other practitioner to receive this award. Self-nominations and nominations made by family members are disqualified. Ten high school seniors will receive \$5000, dispensed over two years. The application deadline is April 2, 2007. Contact: The Yoshiyama Award, PO Box 19247, Washington, DC 20036-9247. Web: [www.hitachifoundation.org/yoshiyama/index.html](http://www.hitachifoundation.org/yoshiyama/index.html)

### Outdoor Classroom Grant Program

Lowe's Charitable and Educational Foundation, International Paper and National Geographic Explorer! offer grants to K-12 schools and school districts in the United States. This outdoor classroom grant program provides schools with additional resources to improve their science curriculum by engaging students in hands-on experiences outside the traditional classroom. The award is \$20,000 (to districts or schools with major outdoor classroom projects), or \$2000 to individual schools. The application deadlines are: April 30, August 31, or December 31, 2007. Contact: Outdoor Classroom Grant Program, P.O. Box 3292, Memphis, TN 38173-0292  
[www.lowes.com/lowes/lkn?action=pg&p>AboutLowes/outdoor](http://www.lowes.com/lowes/lkn?action=pg&p>AboutLowes/outdoor)

### CAPCO Science Class Challenge

The Consumer Aerosol Products Council sponsors this contest for public or private school teachers of grades 4-9 in the U. S. The purpose of the competition is to encourage students and teachers to learn about the Earth's protective upper ozone layer, CFCs and CFC-free propellants in aerosol products, and the environment by using the provided activities or their own creative methods. Award: All qualifying entries will be included in the random drawings to win \$250 and a pizza party for the class. There are also 12 'Most Creative' awards of \$1000 (10) and \$5000 (2). The application deadline is May 14, 2007. Contact: CAPCO - SCC, 99 Canal Center Plaza, Suite 310, Alexandria, VA 22314. Fax (703) 740-1777 <http://nocfcs.org/scc/rulesregs.htm>

### 2007 CCL Summer CPS in Education Institute

This year's Summer Professional Development Institute on CPS in Education will be held in Sarasota, July 11-13, 2007. Contact the center, check our website (<http://www.creativelearning.com>), or watch for details in our next mailing to CLT readers.

## Purpose of CLT

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**Purpose:** To share new ideas and practical strategies for productive thinking, and talent development, and learning style; information about and reviews of new resources; and opportunities for networking among our readers.

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### Reminder: "Live" Links in CLT

Keep in mind that if you are using the most recent version of Adobe's Acrobat Reader, any website references (URL addresses) in this newsletter are "live" links. Assuming you are connected to the Internet, clicking on those links (even though they are not highlighted and underlined, as such links usually appear) will take you directly to the sites that are mentioned. You can test your version by simply passing your cursor over any of the addresses; if it changes to a "pointing finger" over the address, the link is working. If not, you can update your version of Reader for your computer's operating system, by visiting [www.adobe.com](http://www.adobe.com).