

**Theme:**  
**Organizing and Disseminating Information About Creativity**  
**Initiative:**  
**Collecting and Communicating Work Conducted at International Center  
for Studies in Creativity**

**Project Title: Making the Torrance Incubation Model More Accessible and Useful in Organizational Training**

**Purpose and Questions:** The purpose of this project is to communicate and promote the use of the Torrance Incubation Model in an organizational setting rather than a traditional educational classroom setting. This project will provide data for training professionals on how to use the Torrance Incubation Model (TIM) to creatively enhance their training design process. The questions that will guide this project are:

- In what ways might the Torrance Incubation Model language, concepts, skills and examples be most useful in an organizational setting?
- Which Torrance Incubation Model language, concepts, skills and examples could trainers use readily in their training design process?
- What would a model training design look like?

**Rationale & Statement of Significance:** This project is part of an on-going initiative to aid in the collecting and communicating of work conducted at the International Center for Studies in Creativity (Murdock, 2001). Despite the fact that the Torrance Incubation Model (TIM) has been used successfully in educational settings (Clymer, 1969; see also Clymer, 1976; Plooster, 1972), the language, concepts and examples in the TIM do not make this teaching tool as accessible and/or useful to trainers in organizational settings as it could be.

Murdock and Keller-Mathers (2002) noted, “that the original purpose (of the TIM) is to provide a model for integrating creativity content into other disciplines and other content areas” (2002, p. 3). Murdock (personal communication) further makes the point that this same delivery approach is applicable but not explicit in training. Since the TIM uses creativity skills to either teach creativity itself or to teach creatively (Murdock and Keller-Mathers, 2002), its use in training seems appropriate. Taken together these points seem to suggest we can make the case for examining how much of the Torrance Incubation Model language, concepts, skills and examples would be most useful to organizational trainers in their training design process and how they could be conveyed most effectively.

**Description of Method or Process:** This project will involve the development of a product(s) that will introduce the Torrance Incubation Model (TIM), its framework, strategies and skills. The product(s) will show the value of using the TIM in organizational settings. For example, value could be shown through the creative application of the TIM to make a boring subject like a remedial safe driver’s course come alive. The product would literally recreate the course to show the dynamic outcome of using the TIM as a redesign tool. The project will include the development of a training

design process manual delivered in a workshop setting that will take the Incubation Model concepts and help trainers learn how and when to apply/employ the TIM skills and strategies in their training design process. This project will require (1) research into other scholarly work that has used the TIM in the development of their master's projects; (2) conducting interviews with training professionals to examine current training design methods; and (3) research into training subject areas that could be helped by the application of the TIM in the development of training designs.

**Personal Learning Goals:**

- Become functionally familiar with the Torrance Incubation Model;
- Learn more about myself as a trainer;
- Learn more about the training design process;
- Build on my research experience in CRS 580 in producing a more expansive research product;
- Develop my qualitative research skills; and
- Learn to be more capable of dealing the ambiguity of the concept paper design process.

**Outcomes:**

- One or more training products to support the accessibility and usability of the TIM;
- Suggestions for language modification to teach TIM to trainers;
- One executive summary for the ICSC web site; and
- Ten CBIR annotations including this project.

**Timeline:**

- September 2002      Divergent/Convergent CPS application on areas of interest  
Research articles and books  
Consult with advisors and continuing students  
Get organized
- October 2002      Select area of interest  
Create initial draft thoughts of concept paper  
Continue research of articles and books  
Determine if project requires human subjects form
- November 2002      Flesh out concept paper method or process and outcomes  
Maintain contact with advisor
- December 2002      Develop final revisions of concept paper
- January 2003      Research other scholarly work that used TIM
- February 2003      Investigate current training designs and training subject areas  
Develop a list of training professionals and training agencies for contact
- March 2003      Contact training professionals and agencies  
Conduct interviews  
Examine their training design processes

- April 2003                    Continue training professional interviews and design examination  
   Maintain contact with advisor
- May 2003                     Compile data and findings
- June 2003                    Begin drafting training design process manual
- July 2003                    Continue training manual draft
- August 2003                Continue training manual draft  
   Maintain contact with advisor
- September 2003            Create workshop format to pilot training manual
- October 2003              Finalize workshop format and schedule pilot  
   Continued contact with advisor
- November 2003            Pilot training process manual in workshop  
   Examine workshop feedback  
   Fine tune process manual, as necessary
- December 2003            Submit project for review
- January 2004                Final submission of project

**Principal Investigators:**

- Dr. Mary C. Murdock (advisor); John S. Michaels (candidate)

**Related Literature:**

Clymer, T., et.al. (1969). *Reading 360 program*. Lexington, MA: Ginn.

Clymer, T., et.al. (1976). *Reading 720 program*. Lexington, MA: Ginn.

Murdock, M.C. (2001). *CRS 690 project/thesis menu topics*. Unpublished instructional handout for CRS 690. Buffalo, NY: International Center for Studies in Creativity.

Murdock, M.C. & Keller-Mathers, S. (2002). Teaching creativity: where there's a will, there's a way. *Celebrate Creativity*, 8, (2), 3-4, 10-12.

Murdock, M.C. & Keller- Mathers, S. (2002). The foundation of the Torrance Incubation Model: Identifying and using creativity skill set. *Celebrate Creativity*, 8, (2), 5-6, 13.

Plooster, B. (1972). Pilot reading program (360). *Creative Teacher*, 4, (3), 4-5.

Torrance, E. P. & Safter, H. T. (1990). *The incubation model of teaching: Getting beyond the aha!* Buffalo, NY: Bearly Limited.

Torrance, E. P. & Safter, H.T. (1999). *Making the creative leap beyond*. Buffalo, NY: Creative Education Foundation Press.