

**Project/Thesis Title: The Development of Manuals that Support the Facilitation of CPS in CRS 610—Facilitator Skill Areas: Logistics, CPS Knowledge, Communication Skills**

**Rationale and Questions:** The purpose of this team project is to develop a training manual for the facilitation of CPS. This manual will be used to support training/teaching at the Center for Studies in Creativity, primarily in facilitation training in CRS 610. This part of the project will focus on the development of three of the six skill areas needed in CPS facilitation. The questions that will guide this study are:

- What are the basic behaviors that demonstrate effective facilitation in the skill areas of Logistics, CPS Knowledge, and Communication Skills?
- What activities, support materials, etc. would most effectively illustrate these skills?
- What is the best way to present this information for easy application by CRS 610 students?
- What evaluation processes will strengthen the product?

**Statement of Significance:** There is a need for facilitation materials to aid the learning process for students who are pursuing course work at the Center for Studies in Creativity. One solution to this is to organize materials into a comprehensive, user-friendly manual. This manual will be used primarily to support facilitation training in the CRS 610 course, but its applications are much further reaching. While there are some worthy tools currently available (Vehar, Firestein, & Miller 1996; Isaksen, Dorval, & Treffinger 1994), they provide limited support. The creation of a training manual can help strengthen both the program and the students' abilities to facilitate. Creation of a manual would give the facilitator a concise, all-inclusive document, as well as fill a gap in the materials available for the facilitator. It will also strengthen the Creative Studies Department, as it would add more concrete resources to the curriculum.

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### **Description of the Method or Process:**

- Prep work for beginning research: facilitate the convergent tool card sort with the current CRS 610 students to help prioritize the skill areas that have a significant need for clarification. Students will also generate three wish statements (IWBGI...) about being a facilitator.
- Research to gather information that supports the three skill areas (Logistics, CPS Knowledge, and Communication Skills). Data collected should also suggest ways to enhance the individual sub-areas under each main skill area according to the form created by Dr. Gerard Puccio.
- Make necessary revisions to the draft. Research more if needed.
- Complete final draft for submission.

### **Learning Goals:**

- To learn more about the CPS process and the needs felt by facilitators.
- To internalize the CPS process, thereby gaining a firmer grasp of it.
- To successfully manage a large project over a long period of time.
- To incorporate the use of technology, i.e. Microsoft Power Point and CD-ROM creation into the final product.
- Gather, organize, and synthesize data about facilitation in a practical and applicable manner for future students that pursue a degree in Creative Studies.

### **Outcomes:**

- A manual that covers in-depth three of the six skill areas deemed necessary to facilitate a CPS session. Skill areas covered in the manual would include: (1) Logistics; (2) CPS Knowledge; and (3) Communication Skills.
- CBIR annotations (10 to 20) as topical, including this project.
- Prepare a 3 to 4 page Executive Summary of the project for the Creative Studies Department homepage.

### **Timeline:**

<u>April:</u>	Prep work—facilitating Card Sort to CRS 610 students and allowing them to generate three wish statements concerning facilitation. Compile results.
<u>May:</u>	Approval of Concept Paper. Meet with Dr. Puccio to review results and outline procedures.
<u>June/July:</u>	Researching as needed and begin drafts.
<u>August/September:</u>	Meet with Dr. Puccio as needed to continue revisions and research, as needed.

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October: Submit drafts to CRS 610/670 for evaluation.  
Complete final drafts of manual for evaluation by Dr. Puccio.

November: Submit final drafts in hard copy and on CD-ROM.  
Prepare Executive Summary.  
Complete annotations.  
Leave hard copies and disk copy (PC) for CBIR.

**Principal Investigators:** Kristopher Pendrak, Jennifer DiNunzio, and Dr. Gerard Puccio

**Related Literature:**

Firestein, R.L. (1996). Leading on the creative edge. Colorado Springs, CO: Pinon Press

Vehar, J., Firestein, R., & Miller, B. (1996). Creativity unbound. Williamsville, NY: Innovation Systems Group.

Vehar, J., Firestein, R., & Miller, B. (1996). CPS facilitation. Williamsville, NY: Innovation Systems Group.

Isaksen, S.G., Dorval, K.B., and Treffinger, D.J. (1994). Creative approaches to problem solving. Dubuque, IA: Kendall/Hunt.

Johnson, David W. & Johnson, Frank P. (2000). Joining together (7<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

Parnes, S.J. (1992). Sourcebook for creative problem solving. Buffalo, NY: Creative Education Foundation.

Parnes, S.J. & Noller, R.B. (1972). Applied Creativity: The creative studies project: Part I—the development. The Journal of Creative Behavior, 6(1), 11-22.

Parnes, S.J. & Noller, R.B. (1972). Applied Creativity: The creative studies project: Part II—results of the two-year program. The Journal of Creative Behavior, 6(3), 164-186.

Parnes, S.J. & Noller, R.B. (1972). Applied Creativity: The creative studies project: Part III—the curriculum. The Journal of Creative Behavior, 6(4), 275-294.

Parnes, S.J. & Noller, R.B. (1972). Applied Creativity: The creative studies project: Part IV—personality findings and conclusions. The Journal of Creative Behavior, 7(1), 15-36.

Schwarz, Roger M. (1994). The skilled facilitator. San Francisco, CA: Jossey-Bass Publishers.

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