State University of New York College at Buffalo - Buffalo State College
Digital Commons at Buffalo State

Creative Studies Graduate Student Master's Projects   International Center for Studies in Creativity

5-2011

Explanatory Audiovisual About CPS Process

Ainhoa Otaegui Ainhoa
ainhoaotaegi@gmail.com

First Reader
Dr. Cyndi Burnett

To learn more about the International Center for Studies in Creativity and its educational programs, research, and resources, go to http://creativity.buffalostate.edu/.

Explanatory Audiovisual about CPS Process

by

Ainhoa Otaegui

An Abstract of a Project

in

Creative Studies

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May, 2011

Buffalo State College

State University of New York

Department of Creative Studies

ABSTRACT OF PROJECT

Explanatory Audiovisual about CPS Process

With this Master's Project, my aim is to create a medium to help raise awareness of "Creative Problem Solving". To this end, I believe that the creation of audiovisual material could provide an excellent medium to be used as a support for explanation sessions, and that it will facilitate understanding, specially for the Spanish and Basque Country's market, where the CPS process is still very unknown.

The idea behind creating this material, or the necessity to do so, arose from several educational, facilitation and training sessions that I have run. When working with groups of students, company workers or organizations, I had the feeling that it was difficult for the participants to put what they learned into practice. I had the impression that they understood the underlying concepts, but it was difficult for them to get a specific idea of how they could be applied. For the purpose of this project, I have created this material to accompany an explanation, or to be used as an introduction to CPS.

Keywords: CPS Process, media, examples, training.

_____

Ainhoa Otaegui

Date

Buffalo State College

State University of New York

Department of Creative Studies

Explanatory Audiovisual about CPS Process

A Project in

Creative Studies

by

Ainhoa Otaegui

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May, 2011

Buffalo State College

State University of New York

Department of Creative Studies

Explanatory Audiovisual about CPS Process

A Project in

Creative Studies

by

Ainhoa Otaegui

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Science

May, 2011

Dates of Approval:

_____   _____

                                        Dr. Cyndi Burnett

                                        Assistant Professor

_____   _____

                                        Ainhoa Otaegui

                                        Student

List of Photos and Tables	**Page**

Photos: Groups

Tables:

ACKNOWLEDGEMENTS

For everyone who has offered me their support,.... during my two years of Master's studies. They have offered me their comprehension,... although they didn't know what I was doing. They have accepted me as I am,..., even though it may have been difficult to understand me. They have supported me with their smiles, their energy, their happiness, their glances and just by being there,... although I couldn't reciprocate as much as they deserved.

To everyone,... Thank you with all my heart!!!!! I couldn't have done it without you.

And special thanks go out to my parents for offering me unwavering support for my journey through life.

SECTION ONE: BACKGROUND TO THE PROJECT

Purpose and Description

My aim with this Master's Project was to create a medium to help raise awareness of "Creative Problem Solving" (CPS). To this end, I felt that the creation of audiovisual material could provide an excellent medium to be used as a support for explanation sessions, and that it could facilitate understanding.

The idea behind creating this material, or the necessity to do so, arose from several educational, facilitation and training sessions that I have run. When working with groups of students, company workers or organizations, I had the feeling that it was difficult for the participants to put what they learned into practice. I got the impression that they understand the underlying concepts, but it was difficult for them to get a specific idea of how it could be applied.

I felt that I could develop and use audiovisual material to offer people a way to see how concepts could be applied to operations. In this case "operations" are thought of as how the CPS process could be applied to real cases. I think of the audiovisual presentation described here as a first step in the creation of audiovisual media to help spread knowledge about creativity; for example through the development of themed audiovisual material that discusses the variables that affected the creative process, such as people, groups, products, the environment and results.

This project presented me with two challenges. The first was the planning, coordination and filming of the video, and the second was the creation of the explanatory media required for recording the images needed for the video.

The aim of this document is to explain the process I went through to create the audiovisual material; including the theoretical approach, the preliminary planning stage, the film-making process and my key learnings.

Rationale for Selection:

I have the desire to force myself to move outside my "comfort zone" and experience new ways of working were I am might not feel comfortable. I think that this project will help me to experience this feeling. The challenge for this project is to generate an audiovisual that might help me to explain the Creative Problem Solving process, specially for the Spanish and Basque Country's market, where the CPS process is still very unknown.

I am very enthusiastic about this project, as I see it as a great tool to help explain the process in a more visual manner, and I think it adds clarity to the conceptual explanations. I envisage myself using this video to support explanatory sessions about the CPS process, as well as in introductory sessions, training sessions or facilitating sessions.

I believe that having this video support available will allow me to explain the process with greater clarity. It might make it easier to understand, apply and integrate this new knowledge. By making them easier to understand, the people attending the courses, presentations or talks will feel more comfortable, which will help them to integrate the process more effectively. I would like to share the CPS process with as many people as I can, as I am quite certain that it adds tremendous value to the management of problems, both on a personal and professional level.

SECTION TWO: LITERATURE REVIEW

Introduction

I would like to place an emphasis on the following references from among the literature that helped me to create this project:

Process

Osborn, A.F. (1963). *Applied imagination: Principles and procedures of Creative Problem Solving.* New York, NY: Scribners.*.* I turn to this book whenever I tackle a project related to creativity. It is the book *par excellence*; it explains the origin of the process, its basic principles and methods for their implementation. It also provides specific examples of applications. It gives me new information every time I read it.

Davis, G. A. (2004). *Creativity is forever* (5th ed.). Dubuque, IA: Kendall/Hunt Publishing Company. I obtained fuller descriptions of different processes such as: creative process proposed by Wallas, with the following phases: Preparation, Incubation, Illumination and Verification; The Simplex process, in which Basadur proposes three phases: Problem Finding Activity, Problem Solving Activity, Solution Implementation; and The Two-Stages model, proposed by Oech, in which he explains two phases: firstly "the big ideas stage", and secondly the "elaboration" stage. I found it very rich to read how diverse authors propose options around "The Process".

MC Person, J.H (1968). *The people, the problems and the problem-solving methods*. Creativity Sourcebook (Parnes, Ed). Reprinted from: Journal of Creative Behavior. *63-68. It* helped me to understand the evolution of various problem-solving processes. . In this article, he provides a comprehensive survey of major problem-solving methods and processes. His goals with this particular selection were twofold:

First, 'an integration of a wide variety of problem-solving/creative process methods'.

Second, 'an initial relationship between the personality attributes of individuals and various aspects of the problem-solving/creative process'. (p.63)

He proposes a summary, in very few words, of the stages and steps of each of the eighteen analyzed methods.

Brown, T. (2009). *Change by design.* New York, NY:Harper Collins. Explains how Design Thinking can be applied to solve many problems. In a clear way, he presents how to apply the Design Thinking process to real situations. For example,in companies, social innovation, as well as for designing our lives for tomorrow. I discovered many common concepts with the CPS process and Design Thinking. Later in this document (page 21) I explain in a more detailed way the Design Thinking Process.

CPS process

Parnes, S.J. (1981). *The magic of your mind*. Buffalo, NY: Creative Education Foundation. This is a book that explains the CPS process in a clear and simple manner. I loved how he focused on the beginner, on the practitioner and the facilitator/mentor/leader. And I would like to share that I have a special attachment to this book. In 2006, I went to CPSI in Chicago, and Sid Parnes, handwrote this message, *"To Ainhoa, all the best as you do, this book. All the best, Sid Parnes"*

Isaksen, S & Treffinger,D. (1985). *Creative Problem Solving: The basic course*. (pp. 3-10). Buffalo, NY: Bearly limited, explores the contributions made by several authors, listed below in chronological order: 1953 Osborn- 1961 Upon- - 1967 Parnes - 1966 Gordon - 1970 Prince - 1972 Roweton - 1972 Torrance - 1977 Noller, Parnes&Biondi - 1978 Upon, Sampson&Framer - 1979 Basadur - 1980 Treffinger - 1981 Parnes, Noller&Biondi- 1982,1983 Treffinger, Isaksen and Firestien. Each of these authors have made contributions to the CPS process, and have proposed the main aspects to be taken into account and the skills to develop. It is not my intention to go into the details of the contributions made by each author, but I found very interesting to have this historic overview.

Isaksen, S & Treffinger,D. (2004) *Celebrating 50 years of reflective practice: Versions of Creative Problem Solving*. This article explores the 50 years of history of the process, through which we can see its evolution. Learning about the history of the CPS process has allowed me to gain a better understanding of each contribution, as well as of the current thinking in the field.

In terms of the current situation, or the most up-to-date version of the process, the book by Puccio, G. J., Murdock, M. C. & Mance, M. (2007). *Creative leadership: Skills that drive change.* Thousand Oaks, CA: Sage Publications*,* has allowed me to explore the most recent version, of the CPS process. This version includes: A new way of visualizing the process. A definition of four phases, which are defined as: "Assessing the situation", "Clarification", "Transformation", "Implementation". Once the "assessing the situation" phase is complete, there is an additional step for "exploring the vision". I believe that this phase is extremely interesting, as I have observed that a lot of added value provided by groups that "share their visions". The other significant contribution has been the skill-based focus.

Techniques

Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. Berkeley, CA: Ten Speed Press. Michalko provides a detailed explanation of many techniques used in the process. I believe that the practicality of his approach, as well as his proposed exercises, is a very interesting format. I enjoyed the practical exercise and how he proposes some new habits in order to activate the awareness of life.

Selected Bibliography

Brown, T. (2009). *Change by design.* New York, NY:Harper Collins.

Buzan, T. & Buzan, B. (1993). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. New York, NY: Penguin.

Davis, G. A. (2004). *Creativity is forever* (5th ed.). Dubuque, IA: Kendall/Hunt Publishing

    Company

MC Person, J.H (1968). *The people, the problems and the problem-solving methods*.

    Creativity Sourcebook (Parnes, Ed). Reprinted from: Journal of Creative Behavior.

    63-68.

Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. Berkeley,

    CA: Ten Speed Press.

Miller, B., Vehar, J., & Firestien, R. (2001). *Creativity unbound: An introduction to creative*

    process (3rd ed.). Williamsville, NY: Innovation Resources.

Miller, B., Vehar, J., & Firestien, R. (2001). *Facilitation: A door to creative leadership* (3rd

    ed.). Williamsville, NY: Innovation Resources.

Fox, J.M. & Lea, Fox, R. (2000). *Exploring the nature of creativity*. (2nd ed.). Dubuque,

    Iowa; Kendall/Hunt.

Isaksen, S & Treffinger,D. (1985). *Creative Problem Solving: The basic course*. (pp. 3-10).

Buffalo, NY: Bearly limited,

Osborn, A.F. (1963). *Applied imagination: Principles and procedures of Creative Problem*

    Solving. New York, NY: Scribners.

Parnes, S.J. (1981). *The magic of your mind*. Buffalo, NY: Creative Education Foundation.

Puccio, G. J., Murdock, M. C. & Mance, M. (2007). *Creative leadership: Skills that drive*

    change. Thousand Oaks, CA: Sage Publications.

Puccio G.J, Creative Thinking and Problem Solving: An Essential Skill for the New

    Millennium. Gerard J. Puccio. NJIT Campus Center Ballroom. September 27, 2006;

    3:00 – 4:30 P.M.(http://tsf.njit.edu/2006/fall/puccio.php)

Torrance, P. E., & Safter, H. T. (1999). *Making the creative leap beyond.* Amherst, MA:

    Creative Education Foundation Press.

Videos: http://www.buffalostate.edu/creativity/x1184.xml

SECTION THREE: PROCESS PLAN

Introduction

The main outcome of this Master's project was the creation of a CPS audiovisual support (in Spanish).

My first step was to define the video's main objective. My aim was to create a video to explain the process, but which did not go into too many details about each of the phases. I have tried to create material to accompany an explanation, or to be used as an introduction. I do not intend this to be a self-explanatory video. It contains explanations of the three main phases with some images in each of them.

I looked at several options for obtaining the images that I needed:

1. Reaching an agreement with actors and having them represent the phases of the process.

2. Holding the pertinent training and facilitation sessions and recording the images that represented each phase of the process.

During this planning I saw that, in order to get the more authentic images of a real CPS session, I needed to shoot them during working sessions. Therefore, I had to design sample sessions and explanations. The work process involved recording the images from the five different groups:

Group 1: CPS Process - Chamber of Commerce - Gipuzkoa. 20 people. 24 hours.

Group 2: CPS Process - Personal organization. 4 people. 12 hours.

Group 3: Training - Facilitation with CPS- Legazpia's Local Government. 24 people.2 hours.

Group 4: Training - Facilitation with CPS-Matia Foundation. 12 people. 8 hours.

Group 5: Mind Maps - Chamber of Commerce - Gipuzkoa. 6 people. 8 hours.

In three cases I used working sessions, and in the other two, I organized sessions specifically to shoot the images that I needed.

1. Explanatory course; CPS process and techniques. The format was: 6 sessions, with each session lasting 3 hours. Run on Tuesdays and Thursdays from 3pm to 6pm, three weeks, plus 6 hours of introduction. Participants came from different organizations. Chamber of Commerce of Gipuzkoa.

2. Working sessions using the CPS process and techniques: we are creating a networking team for our company, called Mamikin. Mondays, from 10am to 2pm. With 4 people.

3. The Legazpia Local Government wanted to generate ideas for the better use of bins in the city. There is group of citizen volunteers that meet once a month to help the City Hall come up with ideas to improve the city. This time, I explained the steps of the CPS process, and we applied three idea generation tools: Brainstorming, Brainwriting and SCAMPER.

4. Training and Facilitation session; working with a group of 12 people - the management team of the foundation. Full day session. The Matia Foundation is an organization "whose main activity is the provision of geriatric care to the elderly and disabled, and especially those who are most in need, physically, mentally and socially". Can you cite that website?

5. Mind mapping session. Full day session. 6 people. Chamber of Commerce of Gipuzkoa.

I needed to provide real explanations in the working sessions, so I had to work on the documents and the presentations in order to offer the explanations.

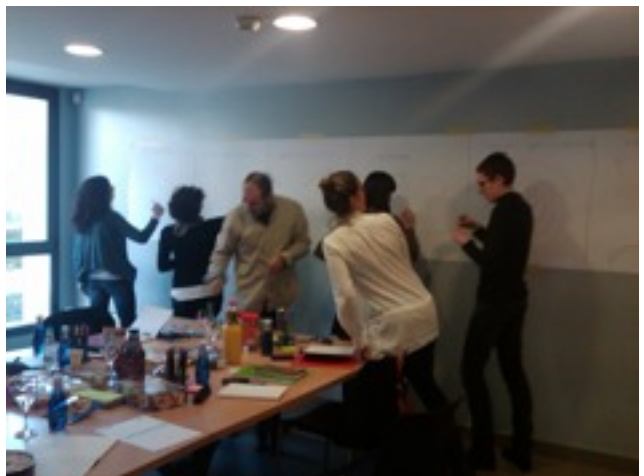Those are the groups that I organized in order to film the images that I needed: I attach some photos:

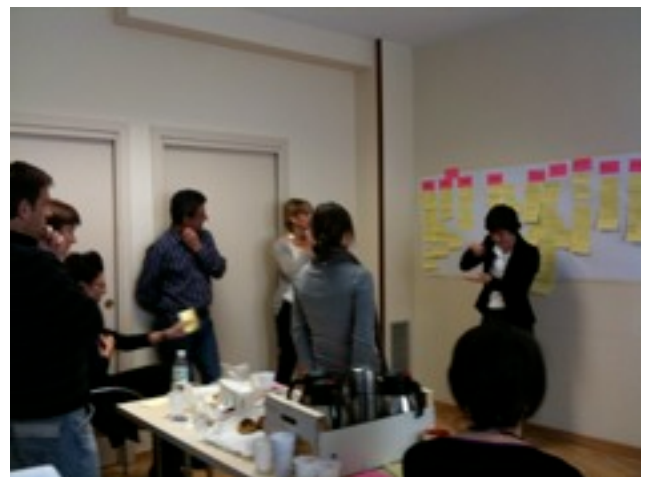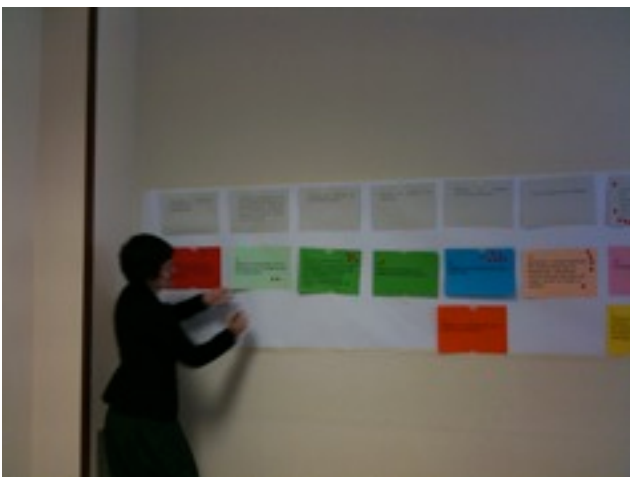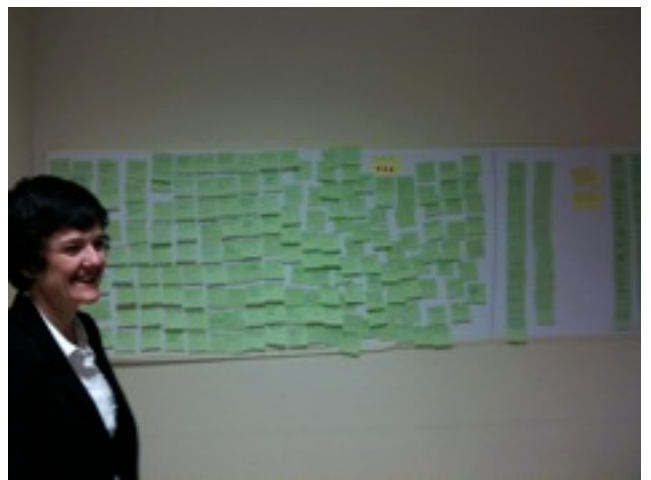Group 1: CPS Process - Chamber of Commerce - Gipuzkoa. 20 people
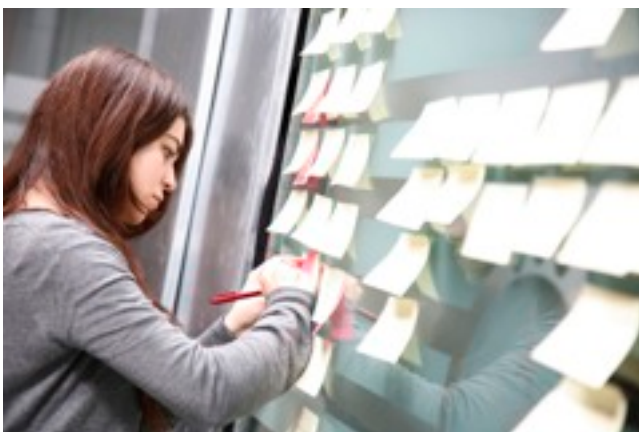
Group 2: CPS Process - Personal organization. 4 people

Group 3: Training - Facilitation with CPS- Legazpia's Local Goverment. 24 people

Group 4: Training - Facilitation with CPS-Matia Foundation. 12 people

Group 5: Mind Maps - Chamber of Commerce - Gipuzkoa. 6 people

Finally, I struggled with the format. What should I transmit and how? First, I decided to create a video that focused on explaining the phases of the process, but once the video had been edited I realized that I wasn't pleased with the "approach". As a result, I requested an extension. During this extra time, I changed the focus of the video.

The first version focused on explaining the process. In the second version, I tried to provide a vision that was more orientated towards the use of the process. As I didn't have the examples that I needed to show its use, I decided to take a broader approach. In other words, the video starts with the question, "How are ideas generated?" Innovative products and services are shown (the top 10 from Fast Company magazine). Then, it is said that a Creative Process has been applied in all of these cases. After, the divergence and convergence key points are listed. Finally, each of the step of the CPS process are detailed and explained with many images and short videos.

My aim with this new approach was to help people to focus on specific aspects and to see the usefulness and applicability of the CPS process.

Project Final Timeline

Table 1; Difference between what I have planned and what I have finally done

Month	Week	Tasks	Hours Planned	Real Hours
February	Week 1	Prepare Concept Paper. Send it to my sounding board partners.	5	5
	Week 2	•Receive feedback from the concept paper. •Send the Concept Paper to Cyndi.	3	3
	Week 3	•Receive Cyndi's feedback. •CPS history documentation.	15	10
	Week 4	Find examples. Receive feedback.	5	8
March	Week 1	•Write the theatrical script for the video. •Decide on the examples. •Contact the Theatre Company. •Select the location for recording. •Recreate the workspace.	35	No Theatre Company
	Week 2	Choose actors and actresses.	15	0
	Week 3	Coordinate the recording cameras, prepare the space, coordinate with actors and actresses.	10	5
	Week 4	•Coordinate editing. Editing program. •Select music.	15	15
April	Week 1	Translate the key concepts to English.	10	5
	Week 2	Incorporate language translations into the audiovisual material as subtitles.	5	5
	Week 3	Incorporate language translations into the audiovisual material as subtitles.	5	5
	Week 4	Split the video up into process phases.	12	15
May	Week 1	Write an explanation of the project.	10	20
	Week 2	Write an explanation of the project.	10	No Final May, but first week
	Week 3	Presentation and delivery of the document.	20	
	Week 4	Presentation and delivery of the document.	25	
New: Not included in the Concept Paper		Coordinate 5 groups		30
		Workshops		54
		Create the documents for the workshops		30
		Total	200	210

People involved in the project:

1. Mamikin, www.mamikin.es This is a company that I created with two other people. We offer training, facilitation and consultation on CPS processes. The other two people helped me by providing their opinion and support.

    a. Virginia Amilibia: Psychologist.

    b. Odon Elorza: Holder of a diploma in tourism and marketing.

2. Marian Allende: She is a journalism graduate working for a producer who is also part of a theater group. She is trained in the CPS process, mind maps, forced relationships and analogies. We worked together on the processes of scriptwriting and monitoring the recording, and on all the details related to editing.

3. Bostnan. Communication agency. I worked on the recording and editing with this company .

    I am looking forward to forming a network in order to create new material to explain how the process works. This piece is intended to be the first step in the long-term creation of several pieces of audiovisual material.

SECTION FOUR: OUTCOMES

Introduction

The main result of this project is the audiovisual material that will help me to explain the process, as well as to spread knowledge about the ideas generation process.

In addition to the explanatory video and documents necessary for recording the images that I needed, some other outcomes that arose during this process are shown below:

1. CPS explanatory audiovisual. http://www.youtube.com/watch?v=JnfmDdFwaE0

2. I designed the following support material for the sessions: (in Spanish)

Group 1: CPS Process - Chamber of Commerce - Gipuzkoa. 20 people. 24 hours.

Group 2: CPS Process - Personal organization. 4 people. 12 hours.

Group 3: Training - Facilitation with CPS - Legazpia's Local Government. 24 people.2 h.

Group 4: Training - Facilitation with CPS - Matia Foundation. 12 people. 8 hours.

Group 5: Mind Maps - Chamber of Commerce - Gipuzkoa. 6 people. 8 hours.

Table 2: Support material for the sessions

Subject	More information	Outcome
1. CPS Process	7-11-13-18-20-25-27 January Chamber of Commerce - Gipuzkoa	Keynotes explaining the CPS process and techniques. 9 documents:477 slides
2. CPS Process	14-21-28 February Mamikin Space	
3. Training - Facilitation with CPS	24 February Legazpia Local Government - Ideas for the better use of bins in the city.	Brief introduction to CPS. and techniques. 95 slides
4. Training - Facilitation with CPS	22 Mars Matia Foundation	Keynotes explaining the CPS process and techniques. 75 slides
5. Mind Maps	15 Mars Chamber of Commerce of Gipuzkoa	Mind maps explanation keynotes 190 slides
	Total number of slides:	837 slides

Note for the reader: Those slides are in Spanish, but I will be more than happy to share them if you are interested, just let me know.

3. Nonprofit organization, "Creativity for all": My goal is to spread knowledge about the process and idea generation techniques to as many people as possible. Therefore, I proposed the creation of a nonprofit organization for this process. I believe that this kind of organization can help us to combine efforts and financial resources to spread the knowledge of the process and idea generation techniques. I believe in combining the interests of universities with those of public and private organizations. Now I am developing the strategic plan and I intend to start the registration process during the month of June. I contacted a graduate student to help me with the necessary processing tasks.

4. Imagine Project: On the week of the 10th of April I have been in touch with some Spanish entrepreneurs who are working in Palo Alto (California). I went with a *"Learning Expedition Program"*, and we visited some of the most innovative companies in Silicon Valley, for example IDEO, BitTorrent, Disney and Mobile.

   Being in Silicon Valley, I met those Spanish entrepreneurs, and they explained that they have developed a program to bring together 12 people and 4 business projects. During the moth of July they will try to generate new and useful ideas for these projects proposed by companies. I talked to them, and they proposed a possible collaboration. We have exchanged some emails and we are working on this development. Once I have the explanatory video available, I think it will be very useful and that it will probably help us to take the next step in our collaboration.

SECTION FIVE: KEY LEARNINGS

Introduction

This project has had an ambitious objective right from the start. I have been thinking for a while about creating visual material that would help me with working sessions. Some of the difficulties involve the need to define the objective of the video and its style, and to source the required images of accompanying elements.

First of all, I weighed up several options related to the images that it would be possible to obtain, and thought about who would participate in the sessions. This working process helped me reach the final objective and can be explained through the steps of the "Creative Problem Solving: Thinking Skills Model" (Puccio, Murdock & Mance, 2007):

Table 3: My own CPS Process to create the audiovisual support with my learnings and things that I could have done differently.

Step	What I did	My learnings. (ML) What I could have done differently. (D)
Assessing the Situation.		
Gather Data.	Collecting options. The definition of the elements required for the video. Reading. Watching many videos. Speaking to possible participants.	My Learnings (ML): The point of view of the camera's (person who records) helped me a lot, in terms of where and what to shoot. Different (D): I could have spoken to the camera (the person recording) in more detail.
Decide	I decided to make an explanatory video. At first, I wanted to cover everything; the phases, the techniques…Then, I realized that it might be too much for a video. So, I focused on the global CPS explanation.	ML: Focus more on the objective; be more specific. D: Write the script using a scriptwriter format: one side showing what needs to be recorded and the other describing the scene. I could have got more support from my friend Marian.
Clarification:		
Exploring the vision. Formulating challenges	I imagined a video with a broader scope. I didn't go into the smallest details in the script.	ML: Deciding on the script and going into greater detail. : Sharing with more people.
Transformation:		

Step	What I did	My learnings. (ML) What I could have done differently. (D)
Exploring ideas Formulating Solutions	During the process I modified the idea, experimenting with the recordings and incorporating videos and images.	ML: I think that sharing my ideas with more people would have helped me to define them better. D: In this case, I think that I dealt very well with flexibility when modifying the approach and the recordings.
Implementation:		
Exploring Acceptance Formulating a Plan	I sent the documents to Cyndi and my Sounding Board partners. I drew up a work plan.	ML: I considered all of the month of May in the work plan. I thought that I would have to hand it at the end of May, not at the beginning of May. Therefore, in the end I was three weeks short. D: I should have checked this information with Cyndi or with my sounding board partners.

Other learnings

CPS content: After reading more articles and a few books about the CPS process, I feel that I have expanded my knowledge about the process and the evolution of the different versions.

Teamwork: I felt I was given a lot of support by teamwork, the Mamikin team, the person who shot the images and the person who helped with the editing.

Shooting:I learned a bit more about how to shoot using cameras, angles, light.

Editing program: Final Cut, Apple's program. This is a video-editing program. A person helped me a lot with the editing. I learnt that it would have been better to have a more defined idea, but I also understand that this lesson is a result of the process. The editing process also took much more time than I had planned.

Time: at the moment, I feel that I would have got a better result if I had had one more week. In any case, next week I will be working with the content to obtain a satisfactory final result.

Acquiring more knowledge about CPS made me take a closer look at the specialist area of *Design thinking*. On 04.18.2011 I attended a course held by IDEO in San Francisco. It turned out to be very interesting, for several reasons: a) Format: 40 people with 2 facilitators. b) Organization of the participants: In groups from the start. c) Explanation-practice: they gave a brief practical explanation, followed by a lot of practice. d) Conceptual development: I was able to identify a lot of similarities related to process phases: the divergent phase and the convergent phase. I also identified similarities in the "assessing the situation", "clarification", "transformation" and "implementation" phases. They use a different terminology, but in essence the steps are similar. The only big difference that I identified was in the prototyping phase. For Design Thinking, this is a phase that has to be included in all of the processes, whereas it can be included in CPS, but it is not obligatory. e) Confirmation: I felt more confident after attending this course, as it allowed me to see that CPS is a very good process and that Buffalo State University provides a complete training. It has given me confidence to see how one of the most innovative companies in the world work with training. It made me see that we are well prepared, and I was pleased with this.

What has worked and why?

Before embarking on this project, one of my objectives was to "move outside my comfort zone". I confirm that I have achieved this objective. Normally, before starting a project I like to visualize the work, do the planning and stick to it. In this case, I followed the same process, but added a piece that was new to me. I had to modify my idea during the process. I think that two key elements for the implementation of this project were the ability to make changes and the subsequent adaptation to these changes.

In the initial project I planned to record the images using a group of actors. The idea was for the actors to interpret a situation in which ideas were generated. When thinking about the scenes, we were in doubt whether this model would help us transmit a real

situation, because the actors would be acting. After thinking, talking, sharing and

rethinking the situation, I talked with the coordinator of the actors and evaluated how "real"

the process would look. Ultimately, we decided to change it.

Furthermore, at the beginning we thought about shooting the whole process to show

how the group reached a final result. In order to add value to the process, we thought that

the result should be decisive; that is to say, that the product generated should be

surprising.

We thought that it was very difficult to apply the process to a specific product to make

the result surprising. In other words, if we wanted to do something spectacular to show the

usefulness and value of the process, we should have created a group with the necessary

knowledge and put them to work in a real way. This was very difficult.

We changed the format due to the difficulties we had with identifying people, booking

their time, training them and shooting them.

Finally, I made a video explaining each of the steps, using the most useful images

that might help viewers to understand the whole process. To this end, recordings were

made during different sessions and we collected images of various situations.

To set a goal with a deadline: Even if it may seem obvious, the fact that I set a goal to

perform the video was a clear reason to push the project. It was a goal that I had had in

mind for some time and, thanks to this course, I finally achieved it.

The implementation of the recordings: we combined professional recording and

home video recording. As part of this learning process it helped me to decide in which

cases I could use one quality or another.

Editing: I got a lot of help by working with a communication agency that used

professional cameras for the recording. The editing process was particularly difficult. Once

the images were selected, we made adjustments to the entire video. Then, we added

effects, sounds, texts, etc. Many hours were devoted to identification, selection and

assembly.

SECTION SIX: CONCLUSION

In conclusion, I am very pleased to have been able to create an explanatory video for the purpose of my Master's project. I believe that the result of the video is a very important step, although it is still the first of many. I think that the images are recorded in high quality, that the script makes sense and that its rhythm is breezy. For now, I think that the video should be accompanied by explanations given by a facilitator. The creation process included several intense phases and a lot of conversation. I would have liked to have had the flexibility to turn it around when it was almost finished. I think that the "sales" focus of the process is very good, given the benefits that it provides. I believe that some improvements could still be incorporated, so I am getting onto that task right away.

In order to create the working sessions, I held conversations with groups, organizations and business leaders. I designed the sessions and talked about the objective behind the recording. I received help from the participants. This project has helped me feel more secure about proposing sessions to various groups. Explaining the purpose has given meaning to the organization and execution of some of the proposed sessions.

During this project, I was surprised to find myself investigating other models, especially "Design Thinking,"as I explained in the page ADD.

In terms of formalities, I learned that it is very important to use a document in which the participants agree to their "image usage rights". I created a document for image transfer and confidentiality.

In terms of potentials, I think that this video will help open doors to some clients for us. We are designing our offer, and having this video will give us an element that we can focus on much more.

During the creation process, I had the opportunity to work with the communication company Bostnan. I arranged filming a session with them, and after that we started to talk

a lot more. We spoke about the process, its techniques and benefits, etc. Now they have reserved 6 training days for the Bostnan management team. In addition, alongside this we are going to offer a consultancy service. Bostnan is a communication agency with 40 employees that looks after the communication strategies of a wide-ranging portfolio of clients. After learning about the methodology, the manager wants to boost the consultancy division of the organization. As a result, Mamikin is going to offer them the CPS method and they are going to contribute the market-marketing approach.

Furthermore, using this medium for the creative process helped me to incorporate awareness of the creation of visual material in the organization that we set up two years ago (Mamikin). It also helped me with work that we do with our collaborators. Now, thanks to this Master's course, I am more aware about photographing the sessions and I can take things another step further. I can now move on to working with video.

In terms of Concerns, I can identify some of them,....How might I explain techniques in a more detailed way? How can I get more images? How might I show success stories about where the process has been applied? How can I show examples of educational, facilitation and training activities?

What I see myself doing…

I see myself recording the next working sessions using both pictures and video. I see that we could use this material in various ways, both for making a new explanatory video using real images, as well as for use on the website. They could also be used as a summary that we could provide to our clients as a post-session document. For example, in two weeks, we will start a project with a company based in Gipuzkoa (although with an international presence), which manufactures lighting equipment. It is currently considering how to integrate new technologies into its product range. We plan to initiate an ideation process with a group. Now I have completed this video, I will propose recording the working sessions. Since the process will be carried out over several sessions, we could

use the video as a reminder before beginning a new session, or to review what was done in the previous session.

Also, I requested feedback from some of the clients with whom we work. My goal is to create a feedback video to be used on the website, as well as when we present a proposal to a new client or a new project.

The following is a detailed list of some specific actions:

1. Developing scripts to explain the techniques.

2. Getting in touch with Andy Burnett to reach a partnership agreement. He is in charge of the online program. "Putting Ideas Into Action is a four week course, taught - entirely online - by faculty at the Center.". I think that it might be very interesting to contact him. We already had a conversation last summer. I feel that now, it might be the "right" moment.

3. Recording a video of all the sessions that we hold.

4. Creating a "case study" of each of the clients with whom we work. Examining the process in more detail. Creating a post-session document. Taking into account the index provided by IDEO, 4 hours of office work should be planned for each hour of field work.

Appendix A: Concept Paper

Title of Project: CPS Audiovisual

Name: Ainhoa Otaegui   **Submitted:** 2011.02.11

Project Type: Use a Skill/Talent to Improve the Quality of Life for Others.

Section One

Purpose and Description of Project:

The objective of this project focuses on the creation of an audiovisual that might serve as an aid to the explanation of the CPS process, both training programs and for the facilitation sessions.

I might create a video where people might be talking in spanish and I will add explanations in english.

CPS is a form of deliberate creativity which focuses on idea generation. This is a structured process for solving challenges and seeking opportunities to be used when one wants to go beyond conventional thinking and arrive at creative solutions that bring novelty and value. As a source of new ideas and solutions, CPS is an essential part of any initiative for change and innovation process.

We can, of course, choose to solve the problems in a conventional manner. In fact, most problems are solved using known solutions. Creativity involves solving challenges in a new and different way. And this is the way through which organizations become innovative.

 The CPS process is different from other models because it focuses on the creative outcome. The approach which is unique to CPS and has been tested and proven for over 50 years in the U.S, is based on the intended application of divergent and convergent thinking in each stage of the process. CPS is the ideal process when seeking a new way of thinking, ideas and solutions. It is a great option to employ when stuck and unable to resolve a particular problem for lack of options.

CPS provides a structured way to harness and enhance the creative thinking of people in the organization. It can lead the way towards innovative solutions to help envision the desired future, and to determine how to get there.

The choice of the development of these skills is associated with my desire to oblige myself to move out of my "comfort zone" and experience new ways of working. The challenge for this project is to generate an audiovisual that might help me to explain the process. This is a practical application of CPS process, as well as an opportunity to propose a new way to explain the process.

I will be working on the concepts involved in the process; divergent thinking, convergent thinking, taking distance, random links, playful experimentation,

About the abilities (skills) to develop; I plan to work on; dreaming, playfulness and tolerance for risk, create a teamwork, and a professionals networking.

Rationale for Selection:

   The choice of the development of these skills is associated with my desire to oblige myself to move out of my "comfort zone" and experience new ways of working. The challenge for this project is to generate an audiovisual that might help me to explain the process. This is a practical application of CPS process, as well as an opportunity to propose a new way to explain the process.

   I am very enthused about this project, as I see it as a great tool to help explain the process in a more visual manner, and I think it adds clarity to the conceptual explanations.   I visualize myself using this video to support an explanatory session about the CPS process, in an introduction session, in a training session or in facilitating sessions.

   I believe that by having this video support, the clarity with which I explain the process, will increase. It might make it easier to understand, apply and integrate this new knowledge. Making the understanding easier, the people attending the courses, presentations or talks will be better able to feel more comfortable, which will help them integrate the process more effectively. I would like to share the CPS process with as many people as I can. I am quite certain that this process provides tremendous value for the management of problems both professionally as well as personally.

Section Two

Identify Pertinent Literature or Resources:

Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. Berkeley, CA: Ten

   Speed Pres

Miller, B., Vehar, J., & Firestien, R. (2001). *Creativity unbound: An introduction to creative process* (3rd

   ed.). Williamsville, NY: Innovation Resources.

Miller, B., Vehar, J., & Firestien, R. (2001). *Facilitation: A door to creative leadership* (3rd ed.).

   Williamsville, NY: Innovation Resources.

Michael Fox, J&Lea Fox,R (2000). *Exploring the Nature of Creativity*. Second Edition. Dubuque, Iowa;

   Kendall/Hunt.

Osborn, A.F. (1963). *Applied imagination: Principles and procedures of Creative Problem Solving*.

   New York, NY: Scribners.

Parnes, S.J. (1981). *The magic of your mind*. Buffalo, NY: Creative Education Foundation.

Puccio, G. J., Murdock, M. C. & Mance, M. (2007). *Creative leadership: Skills that drive change*.

   Thousand Oaks, CA: Sage Publications.

Puccio G.J, Creative Thinking and Problem Solving: An Essential Skill for the New Millennium.

Gerard J. Puccio. NJIT Campus Center Ballroom. September 27, 2006; 3:00 – 4:30 P.M.(http://

tsf.njit.edu/2006/fall/puccio.php)

Torrance, P. E., Ph.D. & Safter, H. T., Ph.D. (1999) *Making the creative leap beyond*. Amherst, MA:

Creative Education Foundation Press.

Videos: http://www.buffalostate.edu/creativity/x1184.xml

<u>Section Three</u>
How Do You Plan to Achieve Your Goals and Outcomes?
To carry out this project, I have planned four main step:
1. to write a a theatrical script taking the audience through the CPS process,
2. to contact a group of actors for the implementation of the simulation,
3. to coordinate communication with an agency for recording and
4. to edit it.

In a more detailed way, those are the tasks that I think I will need to complete, in order to achieve my final goal.
- Prepare Concept Paper. Send it to my sounding board partners.
- Receive feedback from the concept paper.
- Send the Concept Paper to Cindy.
- Receive Cindy's feedback.
- Search sources for CPS history documentation.
- Find examples. Receive feedback.
- Write the theatrical script for the video. Choose the examples.
- Contact with the Theatre Company.
- Select the location for recording.
- Recreate the workspace.
- Choose actors and actresses.
- Coordinate the recording cameras, prepare the space, coordinate with actors and actresses.
- Coordinate editing. Editing program. Select music.
- Translate the key concepts to english.
- Incorporate to the audiovisual support, language translations as subtitles.
- Split the video into the phases of the process.
- Write an explanation of the project.
- Presentation and delivery of the document.

People involved in the project:
1. Mamikin, www.mamikin.es This is a company that I created with two other people. We offer training, facilitation and consulting in CPS processes. The other two people will help me to provide their opinion and support.
   a. Virginia Amilibia: Psychologist.
   b. Odon Elorza: Diplomate in tourism and marketing.
2. Marian Allende: She is a journalism graduate and she is working for a producer. She is also part of a theater group. She is trained in the CPS process, in mind maps, forced relationships and analogies as well. We will collaborate in the process of writing the script, monitoring the recording and in all the details linked to the editing.
3. Bostnan. Communication agency. I will work with this company in the recording and the editing.

I am looking forward to creating a networking in order to create new supports to explain how the process works. This piece is intended to be the first step of a long creation of several audiovisual supports.

Prepare Project Timeline:

Month	Week	What do?	Hours
February	Week 1	Prepare Concept Paper. Send it to my sounding board partners.	5
	Week 2	•Receive feedback from the concept paper. •Send the Concept Paper to Cindy.	3
	Week 3	•Receive Cindy's feedback. •CPS history documentation.	15
	Week 4	Find examples. Receive feedback.	5
Mars	Week 1	•Write the theatrical script for the video. •Decide the examples. •Contact with the Theatre Company. •Select the location for recording. •Recreate the workspace.	35
	Week 2	Choose actors and actresses.	15
	Week 3	Coordinate the recording cameras, prepare the space, coordinate with actors and actresses.	10
	Week 4	•Coordinate editing. Editing program. •Select music.	15
	Week 1	Translate the key concepts to english.	10
	Week 2	Incorporate to the audiovisual support, language translations as subtitles.	5
	Week 3	Incorporate to the audiovisual support, language translations as subtitles.	5
	Week 4	Split the video into the phases of the process.	12
May	Week 1	Write an explanation of the project.	10
	Week 2	Write an explanation of the project.	10
	Week 3	Presentation and delivery of the document.	20
	Week 4	Presentation and delivery of the document.	25
		Total	200

Section Four

What Will be the Tangible Product(s) or Outcomes?

The end result of the work: An audiovisual explanation of the CPS process. The video is supposed to be 10-15 minutes long.

Section Five

Personal Learning Goals:
- o Push myself "out of my comfort zone". I am used to explaining the CPS process in my own way, and creating this video might be an opportunity to change it.
- o Obtain a deeper knowledge about the CPS history.
- o Learn about staging.
- o Work on the drafting of a script.
- o Discover techniques and ways of acting.
- o Learn to coordinate people from specialties that I'm not used to working with.
- o Familiarize myself in the use of programs for recording and editing.

What Criteria Will You Use To Measure The Effectiveness Of Your Achievement?
- o Create a video that the "feedback group" would love and that their evaluation might be 9 from 10.
- o Check it with people attending a course and receive positive feedback from them. 9 from 10.

Evaluation:
I will receive feedback from: 2 people from Mamikin (Virginia Amilibia y Odón Elorza), 2 friends (Tamara Garrido and Karmen Marko),   2 professional from creativity field (Leire Cancio and Juan Rodrigo), 2 people from different companies (Beissier: Juan Mari Iraola y Ikusi: Alex Rojo)

I plan to have a personal interview with whom? to check each of the steps; the idea development, the audiovisual preparation, the recording, and after the first editing.

I will have 3 meetings with each of the people mentioned above. 1: the idea development and the audiovisual preparation 2. the recording 3. After the first editing

In terms of knowing how I have developed my skills, I plan to do it with a written checklist, in order to make them feel more "free" to share their thoughts.