

Stoke-on Trent and North Staffordshire

## **Collaborative Network**

## **Building a Movement**

Workshop 4

### **Output document v2**

Prepared by Glenn Handforth  
11 October 2019

★ **BRAND COMMUNICATIONS  
AND ENGAGEMENT**

★ **IDENTITY, STRATEGY  
AND CHANGE**

★ **WORK WINNING  
AND BID SUPPORT**

★ **CUSTOMER  
EXPERIENCE**

## Outline

### Context

This document has been prepared following Workshop 4 of the Stoke-on-Trent and North Staffordshire Collaborative Network, facilitated by Glenn Handforth of The Ideas Facility on Wednesday 25 September 2019 at YMCA North Staffordshire.

This document covers:

- ★ Record of the session outputs against the Agenda
- ★ Using the Creative Problem-Solving process as a framework to address Wicked Issues
- ★ Actions and next steps

### Objectives for the session

- ★ Update / report on progress against the Action Log
- ★ Explore approach to Wicked Issues

### Attendees

<b>Danny Flynn</b>	YMCA	<b>Karen Manuel</b>	Department for Work and Pensions
<b>Susan Barnes</b>	Collaborative Network	<b>Peter Tomlin</b>	Stoke-on-Trent CC
<b>David Williams</b>	YMCA	<b>Wendy Hocking</b>	The Gingerbread Centre
<b>Jeffry Moore</b>	Staffordshire Police	<b>Melanie Dunn</b>	Staffordshire Housing
<b>Adrian Roberts</b>	Staffordshire Police	<b>Paul Roberts</b>	GP Federation
<b>Andy Meakin</b>	Voices	<b>Peter Dartford</b>	North Staffordshire Clinical Commissioning Group
<b>Christina Harrison</b>	Stoke-on-Trent CC	<b>Peter Tomlin</b>	Stoke-on-Trent CC
<b>Cllr Randolph Conteh</b>	Stoke-on-Trent CC	<b>Jayne Thorpe</b>	Entrust
<b>Peta Curno</b>	Stoke-on-Trent CC	<b>Helena Evans</b>	Brighter Futures
		<b>Glenn Handforth</b>	The Ideas Facility (Facilitator)

## Output

### 1 Update / report on progress against the Action Log

Action Log No.	Activity	Owner
Action 10	<b>Meir Locality Plan</b> Update given: Work in progress	Chrissy Harrison
Action 11	<b>Work Plan</b> Update given: Work in progress	Danny Flynn / Susan Barnes
Action 12	<b>Network Questionnaire</b> Update given: Work in progress	Susan Barnes
Action 16	<b>Issues raised from ABCD Presentation</b> Update given: Work in progress	Susan Barnes
Action 18	<b>Social Prescribing T&amp;F group</b> Update given: Work in progress	Chris Bird / Susan Barnes

It was agreed that the Action Log will be managed through the Steering groups and that reporting would take place at every third meeting (quarterly) of the whole group, to ensure activity is on track.

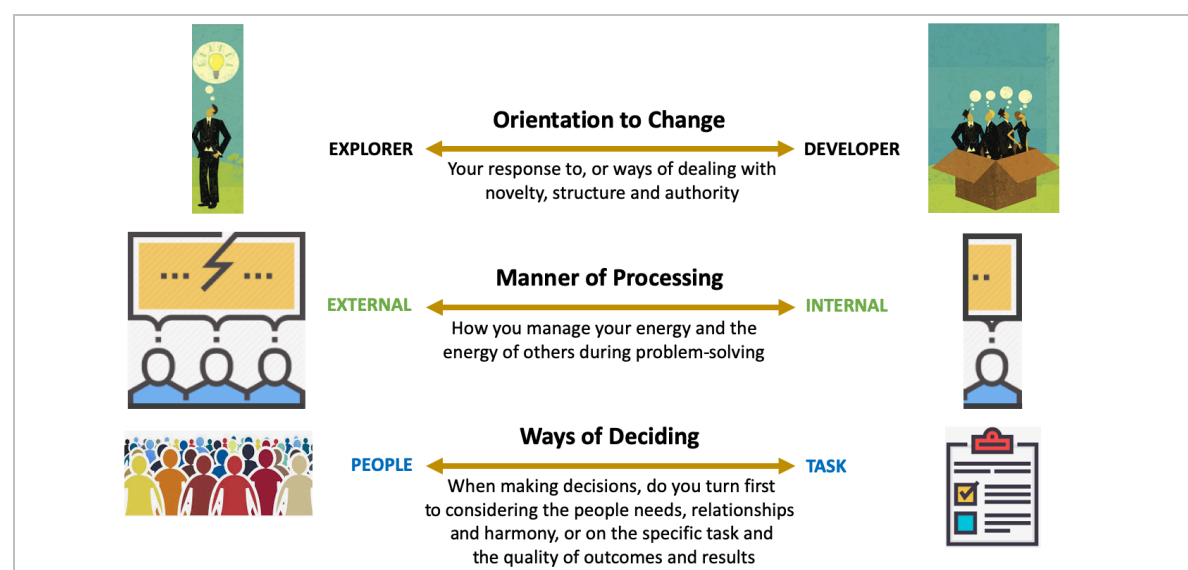
### 2 Explore approach to Wicked Issues

#### Problem-solving styles – ‘VIEW’

In a previous session, we had discussed the principles of an asset-based approach, which featured the conversation around a ‘glass half full / glass half empty’ - in terms of how our personality and behaviour has an impact on how we perceive the world. In a light-touch way, we made the link between this and how we might address and explore Wicked Issues.

In essence, we are aiming to adopt a methodology that will help us address issues in a constructive and consistent way. Creative Problem-Solving is one such methodology, which is a proven process with supporting tools, that will enable the group to explore wicked issues.

There are three dimensions to consider:



### Why these three factors?

When people are solving problems or managing change, these are the dimensions that:

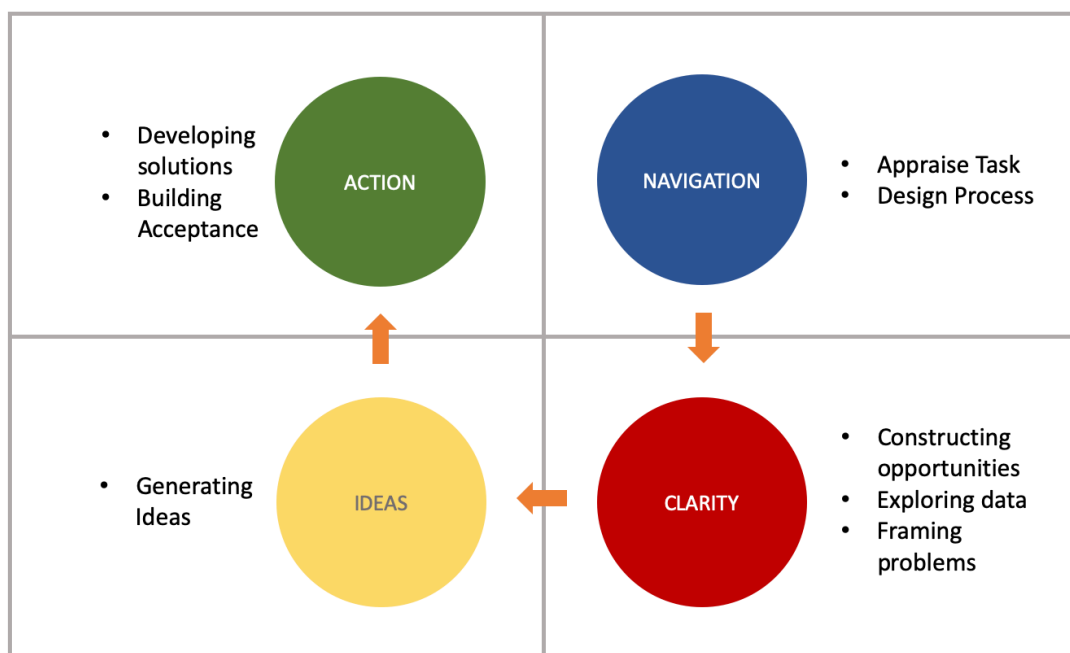
- ★ Influence directly the ways people perceive, process and make choices
- ★ People can deal with and act on
- ★ Our professional experiences validate as powerful influences on individual and group performance

### Approach to Wicked Issues - Creative Problem-Solving Framework

**“We fail more often because we solve the wrong problem than because we get the wrong solution to the right problem”**

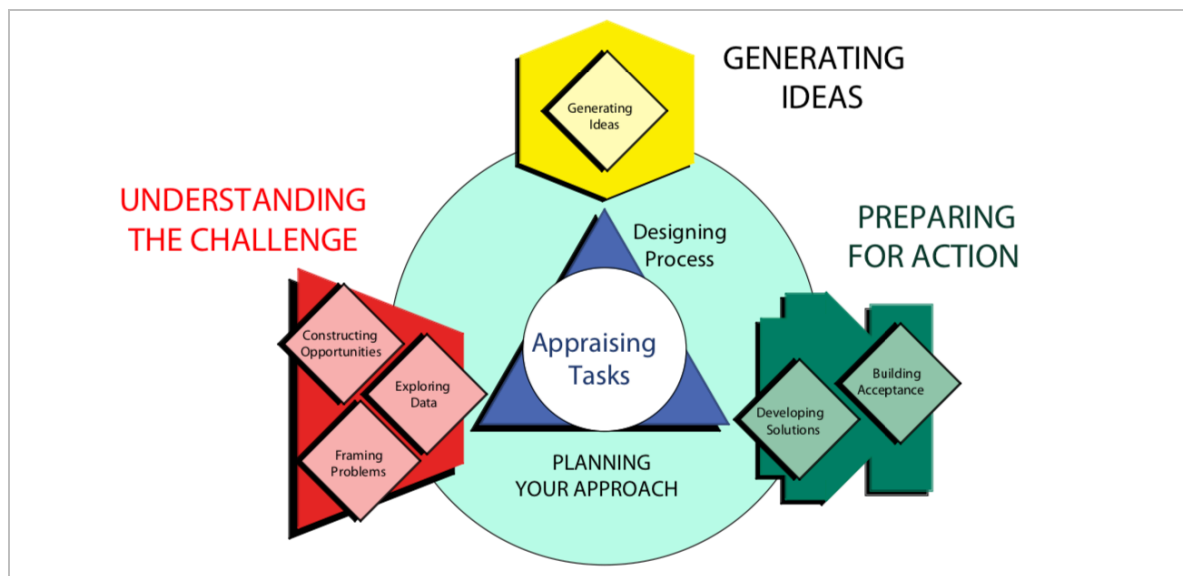
**Russell Ackoff**

We discussed using the CPS framework as follows:



The approaches to using the CPS Tools, will be developed at a later date.

## From Framework to Process



See CPS Version 6.1 document as Appendix.

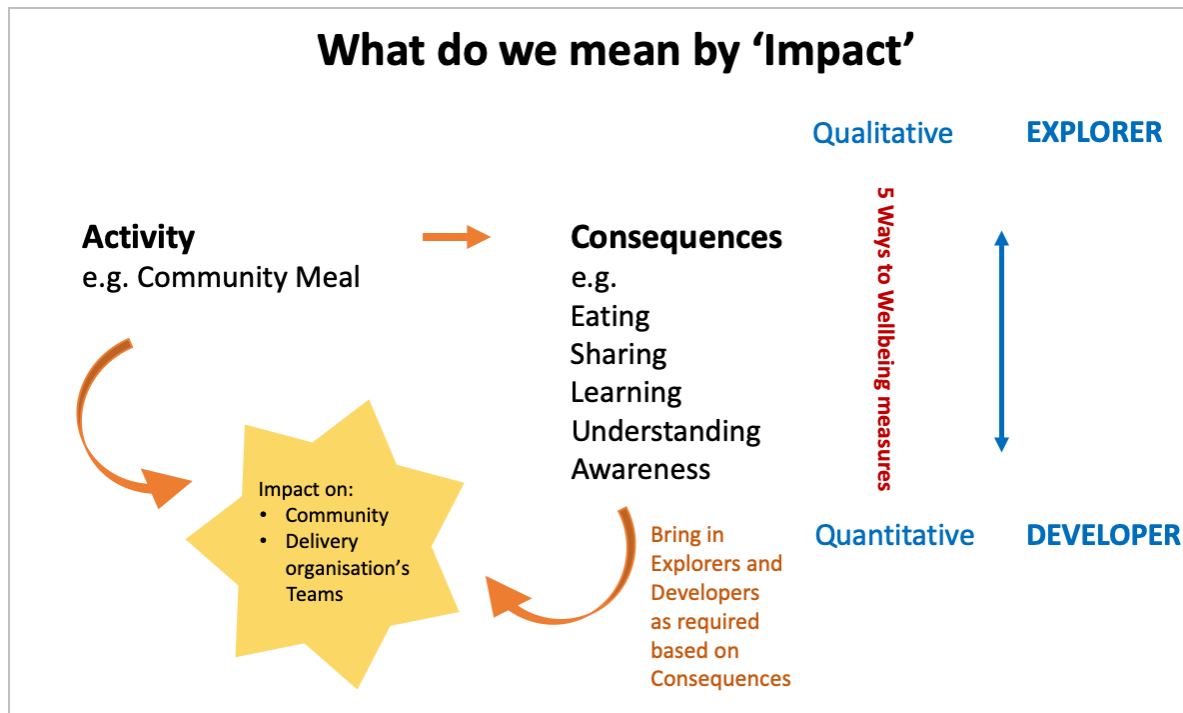
### 3 Wicked Issues for discussion

**The Agenda item was: 'Measuring the impact and tangible outcomes of our work'**

- 3.1 The discussion started with the challenge that centred around how can we measure the impact and tangible outcomes of our work, when we have not yet understood, or know what communities want.
- 3.2 Framed around the above challenge, we adopted the CPS language linked to positive asset development, by framing our language to consider 'How Might We' (HMW)
- 3.3 This posed further debate for the group to consider for development – and posed more questions than answers:
  - ★ HMW: get to understand what communities want?
  - ★ HMW: get to be the 'amplifier' by advocating the voice of the community?
  - ★ HMW: be a point of influence / get to and support the community Influencers?
  - ★ HMW: demonstrate clear understanding of that community's voice, and by what mechanisms?
  - ★ HMW facilitate the development of vibrant communities?
  - ★ HMW: identify the Influencers – how do we find and mobilise them and utilise them?
- 3.4 Again, before measuring impact, the debate revolved around the need to understand what we need to change, e.g. Community Meals could be one of the vehicles to better understand that, to identify:
  - ★ The challenges the particular communities face
  - ★ The problem we are then trying to address
  - ★ How we might prepare for action
- 3.5 The group agreed that emotional engagement is the way to proceed, in terms of creating influence and changing behaviour and perception, suggesting the rationale to drive for Qualitative measures, rather than a more traditional focus on Quantitative measures (although a blend of both is required.) Qualitative evidence gathering suggests an approach

centred on storytelling and a change narrative that is represented through media such as video / film.

- 3.6 There was collective agreement on the need for evidence gathering, e.g. if we are to champion 'Social Prescribing', where is the qualitative evidence (specific to the communities we are targeting,) and how do we represent that (Criteria) and direct it via the Influencers we need to engage with? The 'Criteria' will form the ways we choose to measure 'Impact.'
- 3.7 So, as an example of 'Impact', we chose a Community Meal:



#### Considerations: How Might We...

- ★ Develop opportunities to become more involved?
- ★ Be part of the community?
- ★ Not be reliant on funding (short-termism) – sustainable resourcing?
- ★ Use this approach to become the way we (culturally) do business?
- ★ Demonstrate this approach is better for communities, therefore, better for the organisations that deliver?
- ★ Get funders to work together to leverage the 'Stoke Pound (£)'?

#### 4 Summary / Actions

- ★ Consider other additions to the Collaborative Network – based on requirements, e.g. more ‘Developer’ problem solvers to build and deliver action plans
- ★ Define the Impacts
- ★ Understand the Development work required
- ★ Define ‘The Ask’
- ★ Understand the Community Leaders / Influencers (Christina Harrison with support from David Williams)
  - Identify and Map
  - Build connection and advocacy
- ★ Get an overview of ‘complex adaptive systems’ from organisations such as CSU, Keele University or Staffordshire University and apply to the regional context / numbers Susan Barnes/ Danny Flynn (Christina Harrison to introduce University contacts)

#### 5 Any Other Business

There was no other business.

**Glenn Handforth**

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## Appendix

# Creative Problem Solving (CPS Version 6.1TM) A Contemporary Framework for Managing Change



# Creative Problem Solving (CPS Version 6.1™) A Contemporary Framework for Managing Change

Donald J. Treffinger, Scott G. Isaksen, & K. Brian Dorval

## *Creative Problem Solving is...*

... a model to help you solve problems and manage change creatively. It gives you a set of easy-to-use tools to help translate your goals and dreams into reality. CPS Version 6.1™ is:

**Proven.** CPS has been used for more than 50 years by organizations throughout the world and is supported by research, with hundreds of published studies on its effectiveness and impact.

**Portable.** CPS links your natural creativity and problem-solving approaches. It is an easy-to-learn process that can be readily applied by individuals and groups of many ages, in many organizations, settings, and cultures.

**Powerful.** CPS can be integrated with many organizational activities, providing new or additional tools for making a real difference. It can stimulate important and lasting changes in your life and work.

**Practical.** CPS can be used for dealing with everyday problems as well as long-term challenges and opportunities.

**Positive.** CPS helps you to unleash your creative talent and to focus your thinking constructively. When applied by groups, CPS promotes teamwork, collaboration, and constructive diversity when dealing with complex opportunities and challenges.



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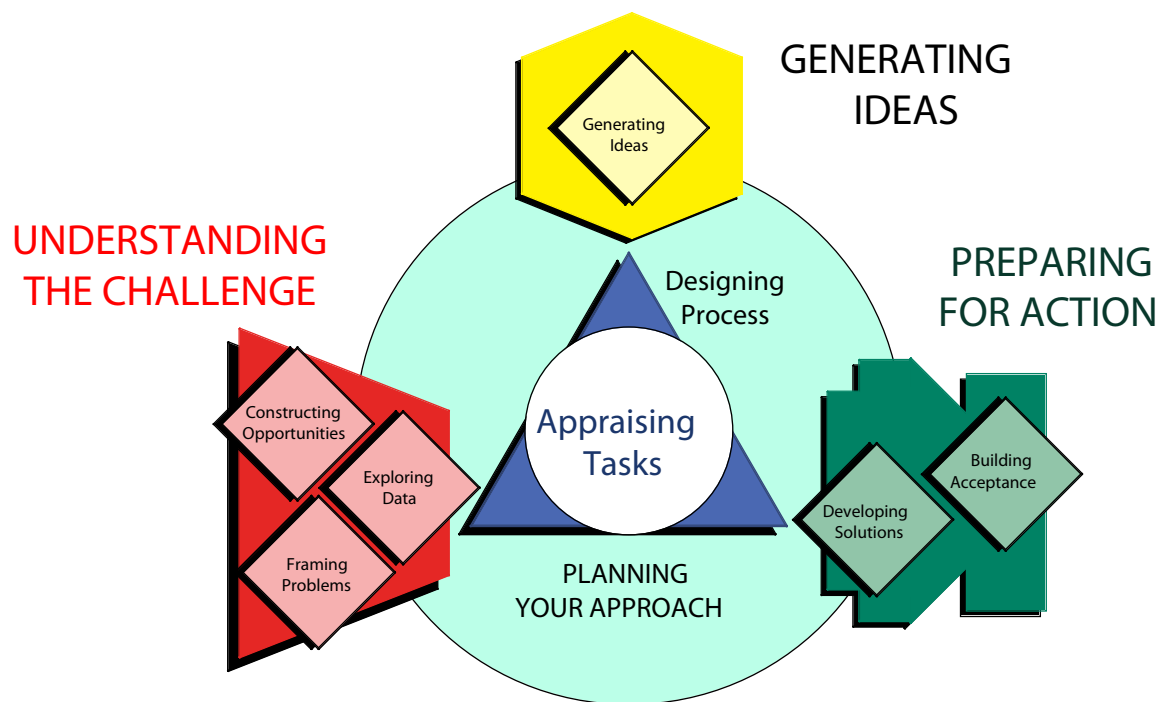
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# Creative Problem Solving (CPS)— Components and Stages

This pamphlet provides a concise summary of and guide to Creative Problem Solving (CPS Version 6.1™)— the latest version of our framework for solving problems and managing change. This summary of CPS Version 6.1™ includes our latest work and draws upon our texts *Creative Problem Solving: An Introduction, Third Edition* (Treffinger, Isaksen, & Dorval, 2000) and *Creative Approaches to Problem Solving, Second Edition* (Isaksen, Dorval, & Treffinger, 2000).

CPS Version 6.1™ guides you in using both your creative and critical thinking skills in harmony, on your own or in a group, to understand challenges and opportunities, generate ideas, and develop effective plans for solving problems and managing change. CPS Version 6.1™ includes the four main components and eight specific stages illustrated in the figure below and described on the following pages.



## The Creative Problem Solving Framework (CPS Version 6.1™)

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## Understanding the Challenge

Understanding the Challenge involves investigating a broad goal, opportunity, or challenge, and clarifying, formulating, or focusing your thinking to set the principal direction for your work. *Use one or more of the three stages in Understanding the Challenge when you need to explore and focus your thinking about your goals, objectives, or directions you hope to pursue.*

*Constructing Opportunities.* Stating broad, brief, and beneficial opportunities and goals. Considering possible opportunities and challenges, and identifying a constructive goal to pursue.

*Benefit for you:* Constructing Opportunities helps you focus your attention and energy on positive directions— goals that will help you move forward with confidence and enthusiasm!

*Exploring Data.* Examining many sources of data from different points of view, and focusing on the most important elements of the task or situation. Considering what you know about the situation and what you need or want to know, to get to the “heart” of the matter.

*Benefit for you:* Exploring Data helps you to locate the key elements in the current realities of your task— factors that help you understand the situation, instead of distracting you from your real goal!

*Framing Problems.* Generating many, varied, and unusual ways to pose the problem, and then focusing on a specific statement that will “open the door” for and invite creative ideas. It helps you to think about, “How might we...” rather than “We can’t because....”

*Benefit for you:* Framing Problems helps you to express your problems or challenges in ways that build motivation, excitement, and enthusiasm for discovering and constructing creative ideas!

## Generating Ideas

Generating Ideas, which has one stage, involves coming up with many new possibilities. Generating Ideas is viewed by many people as “creative,” and is sometimes (in error) equated with “brainstorming.” We view Generating Ideas as one important component and stage among several in CPS, and we use brainstorming as one specific tool (among many) for generating options. *Use this component and stage when you need to generate many, varied, and unusual ideas for a clearly stated problem, and then identify the promising possibilities.*

*Generating Ideas.* An open, exploration or search for ideas, in which you generate many ideas (fluency in thinking), varied ideas and new perspectives (flexibility), and unusual or novel ideas (originality), and then focus your thinking by identifying ideas with interesting or exciting potential to refine, develop, and put to use.

*Benefit for you:* Generating Ideas helps you to “stretch” your thinking, and to break away from the limitations or assumptions that might hold you back. CPS tools give you practical help for thinking that is “inside the box in new ways” as well as “outside the box.”

## Preparing for Action

Preparing for Action involves exploring ways to make promising options into workable solutions and preparing for successful implementation. It helps you to take promising solutions and develop them so they're as strong as you can possibly make them, and to consider ways to create the best possible chance of success. *Use one or more of the two stages in this component when you need to move promising new possibilities towards successful action or implementation.*

*Developing Solutions.* Applying deliberate strategies and tools to analyze, develop, and refine promising possibilities, and to transform them into promising solutions.

*Benefit for you: Developing Solutions helps you to use practical tools to turn “good ideas” into powerful new solutions.*

*Building Acceptance.* Considering ways to build support and to decrease or overcome resistance to possible solutions, and planning specific ways to carry out and evaluate your results and effectiveness.

*Benefit for you: Building Acceptance helps you to implement creative ideas successfully!*

## Planning Your Approach

Planning Your Approach involves keeping track of your thinking while it is happening, to insure that you're moving in the direction you want to go. It also guides you in “customizing” or personalizing your approach to applying CPS. *Use these stages when you need to decide whether to use CPS or to monitor, manage, and modify your activities as you apply CPS.*

*Appraising Tasks.* Determining whether CPS is a promising choice for dealing with a particular task, and taking stock of the commitments, constraints, and conditions you must consider to apply CPS effectively (the *people* involved, the *results* you desire, the *context* in which you are working, and the *methods* available).

*Benefit for you: Appraising Tasks helps you to get the best from people, resources, and methods—enabling you to decide wisely about applying the method and increasing your chances of success.*

*Designing Process.* Using your knowledge of the task and your needs to plan the CPS components, stages, or tools that will be best-suited to help you reach your goals.

*Benefit for you: Designing Process helps you choose and use the components, stages, or tools that you really need—increasing the relevance and efficiency of your efforts.*

## For More Information:

- Isaksen, S. G., Dorval, K. B., & Treffinger, D. J. (1998). *Toolbox for Creative Problem Solving: Basic Tools and Resources*. Williamsville, NY: Creative Problem Solving Group—Buffalo.
- Isaksen, S. G., Dorval, K. B., & Treffinger, D. J. (2011). *Creative approaches to problem solving*. (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Treffinger, D. J., Isaksen, S. G., & Dorval, K. B. (2006). *Creative problem solving: An introduction* (4th Ed.). Waco, TX: Prufrock Press.

# Versions of Creative Problem Solving

The following tables depict the emergence and development of our work on Creative Problem Solving, from our historical roots in the Osborn-Parnes tradition to our current work. CPS Version 6.1™ draws upon our history, but also builds on theory and research from the cognitive and behavioral sciences as well as our practical experience in businesses, education, and other organizational settings worldwide. In this summary, we review the essential stages of the development of our work using the familiar notation of computer software (since, in many ways, CPS is “software for the mind”). There have been six major versions of our framework, including our roots in the earlier Osborn-Parnes models; each version also included incremental updates and refinements. A change in the version number indicates a major advance, and a change in the decimal following the version number indicates a refinement of that version.

## Making the creative process explicit and deliberate

Version	Publication Date	Description
1.0	1952, 1953, 1957	Alex Osborn’s original description provided in <i>How to become more creative</i> and <i>Applied Imagination</i> outlined the seven-step CPS model
1.1	1963, 1967	Revised description provided in Alex Osborn’s <i>Applied Imagination</i> outlined the three major stages of CPS

## Preparing CPS for an instructional program

Version	Publication Date	Description
2.0	1966	Parnes’ Instructor’s <i>Manual for Institutes and Programs</i> outlined the Osborn-Parnes five-stage CPS process
2.1	1967	Parnes’ <i>Creative Behavior Workbook</i> illustrating the CPS spiral included the five specific stages of the Osborn-Parnes approach
2.2	1976, 1977	Noller, Parnes & Biondi’s <i>Creative Actionbook</i> outlined the horizontally framed series of diamonds
2.3	1982	Treffinger, Isaksen & Firestien’s <i>Handbook of Creative Learning</i> “rotated” the CPS graphic model to a vertical orientation and provide greater emphasis on the converging phases, introduced new converging tools
2.4	1988	Parnes’ <i>Visionizing</i> version presented a cycle with multiple series of five-stages each; linked CPS to imagery.

## Linking person to process

Version	Publication Date	Description
3.0	1985	Isaksen & Treffinger’s <i>Creative Problem Solving: The basic course</i> included a deliberate Mess-Finding stage on the front end of CPS

(listing outcomes and obstacles, personal orientation, situational outlook, and selecting messes on the basis of ownership), with specific guidelines for creative converging.

## Breaking up the process

Version	Publication Date	Description
4.0	1987, 1989, 1991, 1992	Isaksen & Treffinger broke the six stages into three major components in articles and chapters (emphasis on “user-friendliness;” moved away from “run through” of all stages!)

## Taking a descriptive approach and differentiating our approach from Osborn-Parnes

Version	Publication Date	Description
5.0	1993	Isaksen & Dorval’s articles and chapters broke the prescriptive view into a descriptive graphic and approach (provided different pathways through the process)
5.1	1994	Isaksen, Dorval & Treffinger’s <i>Creative Approaches to Problem Solving</i> and Treffinger, Isaksen, & Dorval’s <i>Creative Problem Solving: An Introduction</i> replaced prescriptive models with task appraisal and process planning to guide problem solvers in determining the appropriate approach and use of CPS
5.2	1994	Graphic depiction of CPS process altered to include specifics of task appraisal and process planning

## Integrating the model into a systemic framework

Version	Publication Date	Description
6.0	1998	A dynamic, open, flexible system at its core with a clear process planning mechanism. Clarified elements of the system (Isaksen, Dorval, & Treffinger, <i>Toolbox for Creative Problem Solving</i> ).
6.1	2000, 2006, 2011	Isaksen, Dorval, & Treffinger, <i>Creative Approaches to Problem Solving (3rd Ed.)</i> , Treffinger, Isaksen, & Dorval, <i>Introduction to Creative Problem Solving (4th Ed.)</i> . Used task appraisal and process planning to form the “Planning Your Approach” component as a management or metacognitive component with two specific stages (Appraising Tasks and Designing Process). The CPS Version 6.1™ system now includes four components and eight stages.

## References

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