



New Visions, New Relationships

Editorial By Dr. Don Treffinger

The Center for Creative Learning has existed, in varying organizational formats and in several different locations, for more than 25 years. We are now nearly halfway through our 13th year in Sarasota.

The nature of our work has changed, in relation to programs and services, as has the client base with whom we have worked. Our early program work consisted primarily of brief presentations at in-service or conference day programs for local or regional educational agencies. That work expanded into offering numerous “traveling,” open-enrollment one-day or two-day seminars in a variety of locations each year. The next stage of our efforts emphasized longer programs (from two days to two weeks in duration) at a smaller number of locations, and more recently evolved into extended programs offered collaboratively with an academic sponsor or host. Conversations with other colleagues in the field suggests that many of them have also experienced similar patterns in their work. The pattern of change in our consulting services has involved a shift from many “events” for a variety of clients to fewer, but more focused projects, with a smaller number of clients with whom we work on creating mutually beneficial, profession-

ally productive relationships over a sustained period of time. Our product development work has evolved from specific, “stand alone” items to coordinated sets of resources that support many aspects of learning, application, and evaluation.

It can be difficult to observe and analyze the changes that are taking place all around you when you are in the middle of a full schedule of activities and commitments; as the old adage says, “when you are up to your neck in alligators, it may be difficult to remember that your objective was to drain the swamp.” The Center’s board and core team members have attempted to create opportunities on a regular basis to check on our values, our vision, and our goals and objectives, respectful of our past, mindful of our present, but accepting the challenges of the future. Recently, we asked the question, “How is the Center unique?” We found that our responses to that question clustered into four main dimensions: our methods, our style, our values, and our results.

Our Methods. We believe that our methods and tools build on a solid research foundation. They are proven, powerful, practical, and continuously evolving. Our approach is flexible, with meth-

ods and tools that can be readily adapted to many settings.

Our Style. Our services are custom-planned. We listen, and work closely with our clients to determine their needs and develop solutions that are right for them, not just convenient for us. We learn with and from our clients as we work together, emphasizing substance, quality, and long-term benefits over slick, superficial, quick fixes.

Our Values. We care about our clients’ success. We build relationships and work as colleagues with our clients. We tell them the

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CCL Completes 10th Annual Networking Conference

By Don Treffinger

The Center for Creative Learning held its 10th Annual Networking Conference in Sarasota from May 1-3, 2003. The Networking Conference provides an opportunity for professionals who are interested in CPS, Talent Development, and Style to network in an informal, small-group setting. It also provides opportunities for our clients and colleagues to learn about the newest activities, projects, and products on CCL's research and development agenda, and for us to be able to look toward the future in relation to the needs in our field.

In this year's program, we began by working on an exercise that stimulated our thinking about our experiences with change and its consequences (positive and negative). We considered the implications of change for understanding our own problem solving style preferences as well as the preferences of others with whom we work. We discussed the implications and challenges of change for teaching and learning CPS and for recognizing personal strengths and talents.



The Holiday Inn at Lido Beach

CCL staff members led several presentations during the program, in which they shared new information and ideas based on the Center's current work in several areas, including: VIEW: An Assessment of Problem Solving Style; Self-Directed Learning; the Levels of Service (LoS) approach to talent development and its implementation; new resources for students to use independently to learn and apply CPS; new resources linking productive thinking and standards; and new resources on creativity assessment.



Grover Young shares information about LoS while Dave Noller, Ruth Noller, Ed Selby, and Don Treffinger listen attentively.

In addition, many of the Conference participants shared their current projects with the group, including:

- Initiatives on CPS in legal education, with a new project at the California Western School of Law;
- Projects on the role of style in preparing teachers to define and solve problems, through work at Fordham University;
- Efforts to demonstrate the important relationships among service learning, content standards, and problem solving in the Future Problem Solving program;
- Projects to apply CPS in planning for student instruction and developing IEPs for Special Education students, through work at Indiana State University;
- New resources for applying CPS in individualize identification of students in gifted education, through research and development at Grand Valley State University;
- Applications of style and CPS in the Destination ImagiNation program, both at the national level and at the state level through work at the University of Wisconsin at Stevens Point;
- Insights into the role of mentoring in creative productivity and talent development.

We "divided" our meeting room at the Holiday Inn at Lido Beach into two main areas: the westward view, for participants who wanted to gaze occasionally directly out to the Gulf of Mexico, and the eastward view for those



Dr. Ed Selby prepares the group to investigate Problem Solving Styles.

who chose to avoid the “distraction” of the view of the Gulf. A social highlight of the Conference took us all out onto the Gulf of Mexico, for a relaxing cruise on Sarasota Bay. The weather cooperated with a lovely, clear evening and we enjoyed a beautiful view of one of Florida’s spectacular sunsets. We networked at daily lunches in the Inn’s restaurant, with its panoramic view of Lido Beach, and at a relaxing, informal poolside barbeque on Friday evening.



Our poolside barbeque set the stage for a sunset cruise on Sarasota Bay.

We hope that you will plan to join us for the 2004 Networking Conference; look for the date and preliminary announcement in the next issue of *Creative Learning Today*. We are considering several new ideas that will add opportunities for personal and professional exploration and growth, including some special advanced learning opportunities focusing on “Training the Trainer” experiences. Our intent is to create networking, coaching, mentoring, and professional learning experiences that cannot be duplicated at any larger conferences where every participant is one face in a crowded room!

Ed. Note. Thanks to Dr. John Houtz for sharing the group photographs accompanying this article. The Holiday Inn aerial photo is from the hotel website.

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truth as we understand it, not just what will please them to hear from us. We don’t hesitate to deal with difficult issues. We respect their experience and expertise.

Our Results. We focus on results that add value and grow in impact over time. We help clients build confidence, ownership, and commitment, enabling them and their organization to deal effectively with future challenges and opportunities. We seek opportunities to be partners with our clients in presentations at conferences and projects for publication, in which we acknowledge their expertise and contributions.

We are now beginning to study the implications of our approach for our work in the next three to five years, and as part of that effort, considering the next stages of evolution and opportunity in our programs and services. I am sharing these ideas in this Editorial because we believe that, as readers of *Creative Learning Today*, you have valuable ideas for us— about what we are and what we should be doing, and about what needs and opportunities will be most important to you in the next three to five years. Please share with us your responses. Are we understanding and describing our approach accurately? Are we meeting those commitments in our work with you? How might we do a better job in any of those four main dimensions? In addition, please share with us your vision and the exciting future opportunities the Center might offer you. What would be most helpful to you? What emerging trends and issues relating to CPS, talent development, and style are you and your colleagues examining and discussing? What are the directions

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Linking Service-Learning and Problem Solving

By Jennine Jackson and Don Treffinger

Service-learning has been an element of American education for many years. Some sources, including the National Service-Learning Clearinghouse, trace the origins of service-learning back to 1903, when the Cooperative Education Movement was founded at the University of Cincinnati, or to the contributions of the same era of such pioneers as William James or John Dewey. The prominence of service learning grew considerably when, in 1993 the Association for Supervision and Curriculum Development (ASCD) endorsed the importance of linking service and learning and President Clinton signed the National and Community Service Trust Act. In April, 1997, General Colin Powell chaired the "President's Summit for America's Future," through which many national leaders recognized and supported the importance of service programs in meeting the needs of America's youth. Estimates from the National Center for Education Statistics (NCES), quoted by the National Service-Learning Clearinghouse (NSLC), suggest that in the 2000-2001 academic year, more than 13 million students across the country were involved in some kinds of community service or service-learning programs or projects.

The NSLC proposes that service-learning activities extend beyond providing worthwhile services in or for their school or community, adding a specific commitment to learning goals and objectives that accompany the actual service activities. Cleaning up a stream, or picking up trash in a neighborhood area, are examples of providing worthwhile and valuable volunteer community service. If the students not only clean up the stream, but analyze water quality,

identify specific pollutants and their probable sources, share their results, and help the community to work toward reducing the pollution, they are adding important elements to their work, and moving from providing services to engaging in service-learning (NSLC, 2003). Service-learning, therefore, combines *service* and *learning* in intentional ways.

Service-learning is "a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities."

We might distinguish, then, as Bohnenberger and Terry (2002, 2003) proposed, between *service activities*, or simple actions that students might take to benefit a school or community agency, and *community action*, the more complex dimensions of service-learning that require problem-solving efforts by the students. In the first level (service activities), the students' efforts (such as fund-raising in behalf of a worthy cause or organization, or volunteering their time) are valuable and worthwhile, but may not require any new learning or any deliberate creative thinking, critical analysis, or CPS. The students' success can be determined simply by observing them taking action, and perhaps tallying the number of hours they serve, the tons of litter they move, or the amount of money they raise. As valuable as those services and their results may be, service-learning may also challenge the students to become engaged and growing in more complex ways. The second level, community action, represents a

level of service in which learning, thinking, and problem solving must also play a prominent role. This challenge is reflected in many discussions of the goals and potential benefits of service learning.

The Learn and Serve program of the Corporation for National and Community Service, drawing on

the National and Community Service Trust Act of 1993, proposes that service-learning is "a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities." Learn and Serve America proposed that "effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis." We haven't reviewed the literature to check whether there is research that confirms the positive effects of service-learning on that entire array of lofty goals, but we are at least willing to accept those as plausible hypotheses in search of evidence.

The “Learning-in-Deed” organization emphasized the principle that in service-learning, “the service itself should address a genuine community need, as determined by existing or student-led community assessments. The service should be thoughtfully organized to solve, or make a positive contribution toward solving, a problem.”

Quite clearly, then, there should be congruence between many of the goals of service-learning advocates and our goals as educators concerned with helping students learn and apply creative and critical thinking and CPS. Service-learning appears to be an excellent vehicle through which students can apply CPS to real problems and challenges (e.g., Treffinger & Feldhusen, 2000). This is especially true if we accept the NSLC distinction between providing service and service-learning. Part of the significant learning that characterizes service-learning involves the processes of identifying opportunities and challenges, generating ideas for possible service, and moving from ideas to action; the tools of CPS should contribute in important ways to service-learning’s goals for students.

Let’s look more closely at how CPS might provide important and useful tools for service-learning.

Understanding the Challenge.

The CPS stages of Constructing Opportunities, Exploring Data, and Framing Problems, can help students to identify opportunities and challenges that will serve as the foundation for their service-learning activities.

Constructing Opportunities.

This CPS stage will help students who begin with a broad challenge task, or area of concern to identify a constructive direction or an opportunity that will help people to move from the concerns of

their current reality to an exciting and worthwhile future possibility. This stage emphasizes the need for service-learning to look toward the future and to make changes that benefit people. This stage guides students in viewing service-learning as a commitment to improving or enhancing places, products, processes, events, or relationships.

Exploring Data. When students are working to find the central part of their service-learning challenge—the dimension of service that goes beyond routine tasks and clarifies the “heart of the matter” and the tasks for which their creative ideas will most be needed—this stage of CPS can help them set the direction they need. Exploring Data helps students to be certain that their service-learning challenges are essential and worthy of sustained effort and involvement.

Framing Problems. In this stage, students can pose their service-learning goals and commitments as problem statements that will be open-ended and free from unnecessary or premature evaluation and criticism that limit ideas, and that will invite the person (or a group) to think of many, varied, and original ideas for service activities. If, as has often been said, defining the problem effectively is more than half the challenge of solving it, Framing Problems will help students express their service-learning challenge as effectively and creatively as possible.

Generating Ideas. This CPS component and stage involves thinking of many, varied, and original possibilities. It challenges students to go beyond their initial ideas for providing services that will contribute to solving a community problem, and to search for new options they might never have considered before. This stage helps students to under-

stand that there are many ways to respond to service-learning tasks and challenges, and that they should not simply accept and adopt the first solution or the first service activities that may come to their mind. For any complex, important personal or community challenge, there is not just one kind of service or solution to consider, but many (and often quite varied or unique possibilities) that might be worthwhile, effective, and efficient. Generating Ideas gives individuals and groups the “creative stretch” they will need to go beyond the ordinary or the solutions they have always tried before.

Preparing for Action. Just because a person or a group feels a desire to serve (or may be required to serve to satisfy the rules and demands of a class or a school program), it is not necessarily true that they will have the skills and knowledge they will need to in to carry out their service effectively and accurately.

Developing Solutions. This CPS stage will help students to look closely at their proposed service-learning plans and activities, and to maximize their chances of successful service projects and learning. By using deliberate tools and strategies to examine their anticipated services and actions very closely, students will be able to develop a realistic and accurate assessment of the help they may need, the resistance they the might encounter, and their likelihood of success in carrying out their service-learning activities.

Building Acceptance. Students need a carefully designed, complete Plan of Action to guide them in carrying out their service-learning projects. Building Acceptance will help them to plan and track their short-, medium-, and long-term action commitments.

An Example

Using the CPS components of CPS in a Community Problem Solving (CmPS) project from the Future Problem Solving Program illustrates the relationships among problem solving, community action, and service-learning.

Understanding the Challenge

Constructing Opportunities. The 7th and 8th grade Student Council students at West Sedona School, Sedona, Arizona identified a need within their school. The junior high school's bathrooms needed an overhaul because of neglect, misuse, and vandalism. The school district, however, had no money for this project.

Exploring Data. The students examined data in several key areas: the cost of vandalism within the District, the less than successful means that had been used to prevent or lessen vandalism; the amount of money the District was getting from the state of Arizona for capital improvements; the students' realization that there was a decrease in student leadership, school pride, and student involvement in school affairs.

Framing Problems. Along with reducing vandalism, the students wanted to help beautify their campus as part of an ongoing program. They hoped to leave a lasting addition to benefit their school. After considering several possible problem statements, they chose this one to use in their search for solutions: "How might we, as the West Sedona School Community Problem Solvers, beautify our middle school bathrooms working collaboratively with students to build school pride and reduce future vandalism?"

Generating Ideas

The team generated fifteen ideas, one of which was to turn over the leadership of the group to the Student Council so that both 7th and 8th graders would be become involved. From the ideas they generated, three important clusters or "hot spots" emerged. These were: cleaning up the bathrooms both physical labor and ideas for beautification; educating the student body on vandalism, beautification and commitment; and, fundraising activities

Preparing for Action

Developing Solutions.

The planning group decided on five main points as their focus of their total solution. These were:

1. Remodeling of girl's and boy's bathrooms
2. Ongoing student-managed fundraisers to pay for the project
3. A "Beautification B.A.N.O Fest 2003" with B.A.N.O. as the theme.
4. The seventh- and eighth-grade students jointly involved in every step of the process.
5. Creating a how-to-guide and multimedia presentation to share at the fall regional Student Council conference so that other groups will have a guide for CmPS projects and service learning.

Building Acceptance. The students organized committees to oversee the competition of the project. Each group worked within the Student Council and school structure. A special committee met regularly with the Principal to keep informed and involved with the project.

By moving outside the school community, the students were able to complete the project. The

Parent/Teacher group became the sponsor of the B.A.N.O. Fest. A local artist assisted the student group with the mural and artistic areas. Local trade professionals assisted and also donated time and materials to the actual physical work completed. When the school year was over, the West Sedona School community could take pride in their new remodeled bathrooms knowing that the project was student-led and completed.

We believe that CPS can provide a powerful and practical set of tools to guide and support individuals or groups of students in defining a service-learning project, generating and selecting creative ideas for their project, and carrying out their service-learning plans successfully and efficiently.

References

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- West Sedona Community Problem Solving Team. (2003, April). *Project report: Project B.A.N.O.* Tuscon, AZ: Arizona Future Problem Solving Program, Inc..



Some Useful Websites On Service Learning

<http://www.servicelearning.org/>
This is the website of the National Service-Learning Clearinghouse. It includes material on defining service-learning, the history of service-learning, a glossary, and links to many other resources and websites.

<http://csf.colorado.edu/sl/> This website describes itself as: "Service Learning: The home of service-learning on the world wide web." Based at the University of Colorado, and operated in conjunction with the "Communications for a Sustainable Future" organization.

<http://learningindeed.org/>
Learning in Deed is a national initiative created in 1998 with support from the Kellogg Foundation. Learning in Deed supports and disseminates a variety of resources about service-learning and advocates for service-learning in all schools,

<http://www.learnandserve.org/>
This site is operated by the Corporation for National and Community Service. It offers information and resources on service-learning and links to a variety of publications, programs, organizations, and websites.

<http://www.nslexchange.org/>
The National Service Learning Exchange is sponsored by the National Youth Leadership Council in Minnesota. The site also offers a variety of service-learning resources and information on training and technical assistance.

Levels of Service Pilot Project Begins in Indiana



We are very pleased that, working with the Indiana Department of Education (IDOE), we are beginning a new pilot project, in which we will be working with educational leaders in nine school corporations throughout the state on implementing the Levels of Service (LoS) approach to talent development. We have been engaged in preliminary discussions and pre-planning for this project for more than a year, and we were excited to begin moving forward this spring.

We conducted the project's initial training sessions in Indianapolis from June 15-18, with two key representatives from each of the nine pilot sites, along with members of the IDOE staff, representation from Indiana's Shared Information Services (SIS) statewide program, and Ms. Valerie Buchanan, the project liaison. The highly motivated, hard-working group accomplished a great deal in three days of intensive work sessions, and left with detailed Action Plans to guide them in the initial planning and development. The group will meet again in September, and we hope to be able to provide continuing leadership development, consultation, and support for each site as they progress in their implementation.

Although we have worked with many districts around the U. S. and Canada on the LoS approach, including our longstanding collaborative efforts with the Williamsville, NY schools (the "pioneering" district in which LoS and our earlier IPPM model had their roots), this is the most extensive, multi-district pilot project with which we have had the opportunity to work. We are very enthusiastic about this project for several other reasons. First, the participants represent schools in which, from the information we have received thus far, there is readiness and enthusiasm for a contemporary approach. Second, the IDOE leadership has been highly supportive and encouraging of the schools' efforts to move in innovative directions. Third, the state's policies and regulations provide the flexibility that is essential, not only for LoS, but for pilot work with any innovative approach, to develop and receive the support that will be required for progress. IDOE, the districts, and the CCL staff will be studying the pilot sites' progress and activities carefully, in order to learn as much as possible about the conditions under which LoS may be most (or least) effective and to gather data that will guide decision making about programming for the future. We plan to provide reports about this project, and what we are learning from it, in future issues of *Creative Learning Today*.

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for which new initiatives from the Center would have a powerful impact?

One area that we are considering involves offering professional development, coaching, and mentoring for experienced professionals, on a non-credit, personalized basis for individuals and groups, drawing on today's technology to minimize the need for expensive travel and time away from the job. Would such advanced opportunities be of interest?

Another area we are considering deals with structured opportunities for collaborative research and field-testing of new programs, resources, and instruments, on a "cost-sharing" basis. It may be possible to plan projects on a shred-investment basis, which would be clearly consistent with our values and commitments. Are there opportunities in which you would be interested in participating? What areas would be relevant to our expertise and interests and your professional needs?

Are there ways in which you might be interested in active participation in the leadership of the Center's future? Our core leadership team of well-trained, experienced professionals, with extensive preparation in CPS, VIEW, and the LoS approach to talent development can always grow. In the next three to five years, there may be opportunities for colleagues who share our core values and commitments, know our work well, and are highly motivated to be partners in productivity to provide leadership for the Center for future decades. Remember that "the future does not just happen; we create it." How might you join us in that process?

Creativity Assessment Instrument Descriptions and Reviews Now Available



Have you ever heard anyone say that "there aren't any tests that measure creativity"? Or perhaps you've heard someone assert that creativity tests are "not any good." Unfortunately, those opinions are generally based on incomplete or even incorrect information. There are, in fact, many instruments that assess some facets of creativity, and rather than making sweeping judgments about the quality of any of them, prospective users are well-advised to study the evidence for themselves.

Until now, however, locating detailed information about creativity tests, rating scales, check lists, or inventories has required diligent and time-consuming searching in many different resources (including some sources that may only be available in print editions at high-level research library collections). Assistance is now much more readily available. You can access descriptions and reviews of more than 70 creativity assessment instruments at the Center's website. Simply go to www.creativelearning.com, and from the "books" on the left side of the screen, scroll down to the book labeled "Assessing Creativity." Clicking that book will take you to a new page where you will find information about our creativity assessment project and the link to the index of all instrument titles. You can read each description and review on screen, and print the files for any instruments that are of particular interest to you.

The instrument file is coordinated with our full report, "Assessing Creativity: A Guide for Educators." This report is available from the National Research Center on the Gifted and Talented at the University of Connecticut. You can download or print an abstract of the report, or order the full text version, by visiting the NRC website (www.gifted.uconn.edu) or by following the direct link from our website.

Although copyright and commercial restrictions of test publishers do not permit us to post copies of the actual instruments on the web, we have assembled an extensive collection of creativity assessment resources at the Center. Our collection does not circulate (and, because of the same restrictions, cannot be photocopied). However, if you are interested in learning more about these instruments, for practical use in school or organizational settings or for research or evaluation projects, we can arrange for you to visit the Center to learn more about them. We can arrange for Dr. Treffinger or another Center team member to meet with you to discuss your goals and needs, examine relevant resources, and design a specific plan with you. We can also assist you in locating published resources, arranging permission for the use of limited resources, or creating new custom-designed resources to meet your specific needs.

We are also developing new creativity and talent development assessment and profiling resources. Contact us for additional details about pilot testing as information becomes available in the next two to three months.

Different Paths for Engaging and Persuading Explorers and Developers

By Don Treffinger

Our work with *VIEW: An Assessment of Problem Solving Styles* has helped us, and many of our clients and colleagues, to understand “individual differences” in new and better ways. We have long been told by professors and consultants that teachers and trainers need to recognize and respect individual differences among our students. We haven’t always been too certain about just how to translate that wise advice into practical action, however. The Orientation to Change dimension of VIEW, and its two styles, the Explorer and the Developer, have proven useful in team building and group development among Creative Problem Solving groups in both business and educational settings.

Awareness of one’s own preference, as well as the preferences of other group members, can be valuable in several additional ways. For example, it can provide a common language or vocabulary for describing differences in constructive ways, and it can enhance understanding of both the strengths and the potential limitations or “blind spots” of each preference for effective problem solving.

It has also helped many people to become aware of the contributions they can make to the creative accomplishment of a team, building increased understanding of the concept that accomplishments can be valued for either exploratory (finding new or different ways to do things) or developmental (finding ways to do things better and to work within existing structures to improve them) creativity—helping us to look beyond simple slogans such as “creativity is thinking out of the box.”

Both Explorers and Developers can be creative and productive, although they will do so in different ways and by following different paths. Understanding style preferences has also helped us, then, to understand “creativity in the person” in richer and more inclusive ways.

This also raises another interesting challenge. How might you best communicate with, or seek to persuade, others, whose styles might be the same— or opposite— from your own?

We often tend to present ideas to others as if they will always be attracted to and support new ideas for the same reasons we do. However, if the styles of the “sender” and “receiver” of the message are not the same, but opposite, there is certainly the risk that the approach and arguments that appeal most to one will have the opposite effect on the other. Thus, it might be wise to look for ways to present an idea or communication with the other person’s style and prefer-

ences in mind. This does not imply dishonesty or trickery in communication, or merely telling someone whatever we believe they might want to hear. Instead, think of it an honest effort to highlight those aspects of the idea that will engage the person’s strengths and interests, creating an opportunity for the person to feel comfortable in analyzing and considering a new proposal.

What seem to be the most important considerations, then, when attempting to communicate effectively with, or to persuade, a person who prefers the Explorer orientation to change, on the one hand, or a person with a preference for the Developer style, on the other? What might be the elements or dimensions of a new idea or proposal that will be most intriguing to individuals from the vantage point of their personal style preferences .

The table below suggests some probable “points of engagement”

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When Attempting To Engage and Persuade Explorers:	When Attempting To Engage and Persuade Developers:
<ul style="list-style-type: none"> • Give the “big picture;” • Show new directions, benefits, and opportunities; • Identify opportunities for novelty and being at the cutting edge of the field; • Identify future trends and directions— show how the idea or proposal anticipates or sets the pace; • Provide a broad structure and emphasize action possibilities; • Recognize “breakthrough” aspects of their thinking, provide opportunities for continued brainstorming and idea generation; • Relate the idea or proposal to emerging issues that are unique and exciting; • Emphasize the possibility of significant new contributions, exciting opportunities, new possibilities to lead the way for others; • Clarify opportunities for autonomy and self-direction. 	<ul style="list-style-type: none"> • Give details; • Show how the idea or proposal builds upon existing structures, procedures, or ways operating; • Be well-organized and give a precise, concise presentation • Provide checkpoints, an evaluation plan, and consider a gradual or incremental approach to implementation; • Provide information in advance— don’t “spring” things and then expect immediate commitment or support; • Do your homework and make clear your planning and preparation; • Stress the dimensions of the idea or proposal that are steady, build on a solid foundation, and have the support of key leaders— seek ways to minimize perceived risk; • Emphasize orderliness, efficiency, “fitting in.”

New Funding Opportunities

We provide information about funding resources to help our readers identify possible sources of support for projects or programs relating to Creative Problem Solving, talent development, or learning styles. The Center's staff is not eligible to apply for many grants that are limited to applications from schools or other 501-c(3) non-profit organizations. However, we can assist you in preparing an application for your school or organization, in which you will work with the Center in carrying out a project. We know that many of you would be interested in carrying out projects dealing with CPS, talent development, or style, but have limited funding to do so. Our hope is that you may be able to pursue funding through these grant sources in ways that will be "win/win" opportunities for you, your students, and for us! Please review these sources, check the websites, and let us know if you are interested in working with us to submit an inquiry or proposal.

7-Eleven, Inc. Community Outreach Program

<http://www.7-eleven.com/about/outreachprograms.asp>
The Community Outreach Program is focused on specific areas of interest so that the 7-Eleven company's participation will make a difference. Education is the company's signature cause, with an emphasis specifically on programs that assist adolescents and adults (ages 14 and above) with workforce development. The grants are usually small (between \$1,000 and \$2,500). Applications are accepted on an ongoing basis; see the website for more information and specific application instructions.

The Corning Inc. Foundation

http://www.corning.com/inside_corning/foundation.asp
The Corning Foundation supports educational programs that promote student community service, curriculum enrichment, and staff development for elementary and secondary schools, community colleges, universities, and colleges. Applications are accepted on an ongoing basis. **Contact:** Ms. Karen C. Martin, Associate Director, Corning Incorporated Foundation MP-LB-02 Corning, New York 14831, or visit the website for more information.

The Lawrence Foundation

<http://www.thelawrencefoundation.org/grant/guidelines.html>
The mission of the Lawrence Foundation is to make a difference in the world by providing contributions and grants to organizations that are working to solve pressing educational, environmental, and health issues. Letters of inquiry are due by August 1 for the December funding cycle.

American Eagle Outfitters Foundation

<http://www.ae.com/corp/foundation.htm>
The American Eagle Outfitters Foundation supports nonprofit organizations that strive to improve the quality of life where company associates and customers live, work, and play. The company has stores throughout the U.S., with the exception of Alaska and Hawaii. The Foundation funds teen and college student programs that contain one or more of a set of values ("foster civic engagement; render safe and nourishing places for teens; embrace diversity; encourage youth/teen development").

Share Your Experience With CLT Readers

We invite all Creative Learning Today readers to consider contributing an article for a future issue. Our goals for CLT are to provide readers with current information about the Center's activities and resources, to share new information from our ongoing research, development, and field experiences, and to establish a forum for readers to share and exchange promising ideas and practices relating to CPS, talent development, and style.

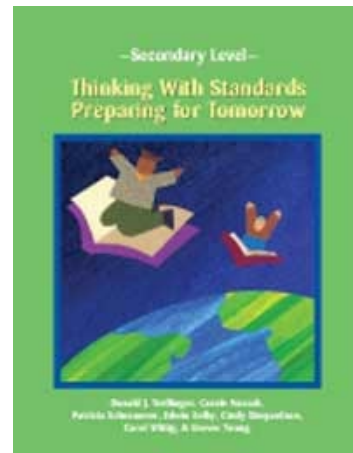
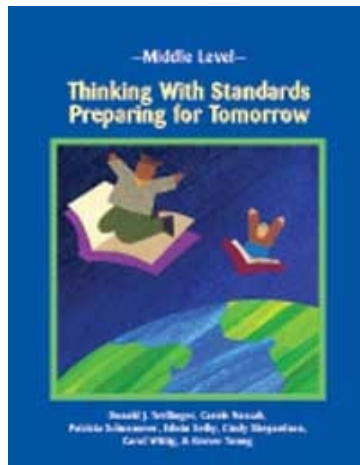
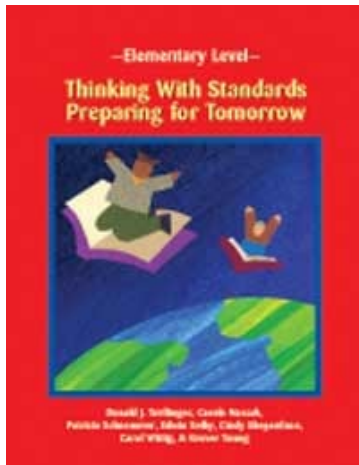
Although all manuscripts we received do go through a review process, its purpose is to help strengthen promising articles to prepare them for publication, not simply to "accept or reject" them. We are particularly interested in articles that share research findings in a non-technical format, emphasizing the implications for practice. We also welcome articles that share successful applications of CPS, the LoS approach to talent development, or applications of learning styles models (with particular emphasis on the Dunn and Dunn model or on our VIEW instrument for assessing problem solving style).

Most articles for CLT range between 400 and 2000 words. You may send your manuscript as a Word document attached to an email message. We are usually able to use manuscripts within one or two issues after their acceptance.

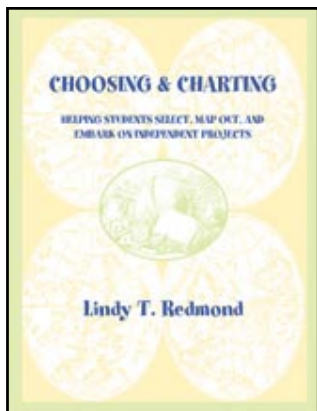
If you have an idea for an article you might like to do, but need help in developing it or deciding how best to structure it, send us an email, and we will work with you to prepare it for publication. Let us hear from you soon!

New Publications Now Available!

Thinking With Standards... Preparing for Tomorrow



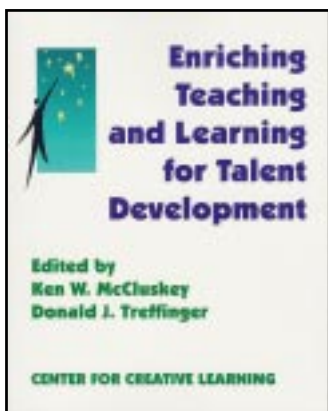
By Don Treffinger, Carole Nassab, Pat Schoonover, Ed Selby, Cindy Shepardson, Carol Wittig, and Grover Young. Engage your students' creative and critical thinking at the same time you help them to meet the content or curriculum standards in your subject area. This series of books is filled with activities that help students apply creative and critical thinking to traditional subject area content. Order Catalog #3034 (Elementary), #3035 (Middle), or #3036 (Secondary); each Volume is \$19.95, plus shipping.



Choosing and Charting:

Helping Students Select, Map Out, and Embark on Independent Projects

By Lindy T. Redmond. Lindy Redmond helps students find their way through the journey of independent research. *Choosing and Charting* guides students step-by-step through the process of choosing a topic, finding information, taking and keeping track of notes, conducting interviews, developing an appropriate product, and finding an audience. Reproducible pages help students discover their interests and work-style preferences and present hundreds of topic ideas and product suggestions to help students focus in on projects that they find relevant and engaging. *Choosing and Charting* also includes teacher guidelines and forms to help teachers assess and understand students' interests. 94 pages, ISBN: 0-936386-91-6. Catalog #3301. **\$19.95**



Enriching Teaching and Learning for Talent Development

K. W. McCluskey & D. J. Treffinger (Editors)

All education must draw upon many powerful methods, tools, and resources to enable individuals to discover and apply their strengths, to think creatively and critically, to solve problems, to manage change, to make sound decisions, and to conduct themselves with both passion and principle. In order to remain relevant in a rapidly changing social context, gifted education must adapt, evolve, and reinvent itself. The goals of this book are to contribute to that evolution, expand our view of enrichment, and help plan for total school improvement. The contributors to this volume drew upon the wisdom of researchers and practitioners to engage readers in learning and applying "21st Century methods and tools" to advance programming, equity, and appropriate, challenging instruction. 2002. 70 pp., paper. ISBN #1-882511-34-4. Catalog #1039. **\$19.95**

Engaging and Persuading Explorers and Developers— *Continued from p. 9*

for Explorers and Developers. These points address the unique strengths of each style, and may help you to look for features and benefits of new ideas or proposals beyond those that appeal naturally to you through your own style preferences. Considering these points may also have the benefit, then, of prompting you to examine the idea carefully and comprehensively before moving forward. You might discover additional strengths that you hadn't considered before, or concerns and "gaps" in the idea that you must work on to strengthen it before proceeding. (It can also be helpful to ask someone whose style differ from yours to list the strengths, features, or benefits of a new idea or proposal independently; compare that person's list to your own, and look carefully at the similarities and differences. Use these points to think carefully about ways to make a balanced presentation of a new idea or proposal. By doing so, you will be able to use your knowledge of problem solving style to achieve the best results possible in your persuasive efforts.

Forthcoming Events On the CCL Calendar

July 6-11	Don Treffinger: Basic and Advanced CPS Strands at Confratute 2003, Storrs, CT.
July 12	Don Treffinger Presentation at Dunn and Dunn Learning Style Institute, New York
July 15-17	Ed Selby, VIEW User Qualification Program, New York
July 29-30	Scott Isaksen, VIEW User Qualification Program, Buffalo
July 28- Aug. 1	Don Treffinger, Presentations at Edufest 2003, Boise, Idaho
Sept. 25-26	Don Treffinger, Ed Selby, VIEW User Qualification Program, Sarasota

Purpose and Subscriptions

Editor: Dr. Don Treffinger

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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Powerful Young Problem Solvers: A Continuing Story

By Don Treffinger

This year, I was delighted to be able to return to the 2003 Future Problem Solving International Conference in Connecticut, and the Destination ImagiNation® 2003 Global Finals in Knoxville, Tennessee. Throughout both events, spirits were high among students and adults alike, as thousands of young creative thinkers and problem solvers assembled to put their thinking skills to the test. These international, not-for-profit programs offer young people a variety of outstanding opportunities to apply creative and critical thinking, CPS, teamwork, and collaborative skills. It was invigorating and energizing to see so many young people immersed and excited about challenges on which they were working. As an evaluator for six senior high school Community Problem Solving teams at FPS, I enjoyed conversing with these capable, eager young problem solvers who were excited about serving their community and solving problems that will make life better for many people. At the Destination ImagiNation Global Finals, my role was somewhat different, but I still had many opportunities for informal conversations with teams that I met at a variety of events on the program. They shared their excitement about the months of creative effort they invested in their Team Challenges, and about the opportunity to compete at Global Finals. Many of us also enjoyed an opportunity to meet with Adrian Fisher, one of the world's foremost maze designers. If you would like to have more information about these events, or either of these two major programs for promoting creativity and CPS among young people, visit their websites; you will find links to both programs at the CCL website (www.creativelearning.com).