

2017.
Applying Chapter 4 technique: Due Date: September 30, 2017.

Reading Assignment #6: 101 Creative Problem Solving Techniques/ Higgins: (Read pages 129 to 205) – This is Chapter 5 in Higgins book and begins the *group techniques* for Creative Problem Solving. As you read these pages reflect on the content and write about one of these creative group techniques and how you applied the CPS technique in a past situation to solve a problem. Soon, just as you did with the individual techniques, I will ask you to apply some of these group techniques to a current, specific (new) problem. However, for this assignment I want you to focus on a past, team (group) problem. **Due Date: October 5, 2017.**

Reading Assignments Grading Rubric

During this semester each of the reading assignments will be worth 10 points. Please complete the assignment using Times New Roman, 12 pt. font, single space. *Here is the grading rubric (criteria) I will use to grade each of these assignments.*

9 or 10 points - To achieve a score of 9 or 10:

1. Your response to the assignment must be a minimum of four paragraphs.
2. Be sure you address the assignment, answering any questions and commenting on the general theme of the assignment.
3. You need to think about and carefully respond to the assignment. Please elaborate on your answers with thoughtful and insightful points that express your viewpoints.
4. Use bullet lists sparingly. Bullet lists do not provide enough information to show that you fully understand the assignment.
5. Support your statistical comments with references. Do some investigative work to learn more. You can provide a link, or information to support your comments. Be careful not to let these references be the primary focus of your response to the assignment.

7 or 8 points – To achieve a score of 7 or 8:

1. More than three but less than four paragraphs.
2. Complete items 2 – 5 above demonstrating your understanding and ability to address the issue at hand.

5 or 6 points – To achieve a score of 5 or 6:

1. More than two but less than three paragraphs.
2. Complete items 2 - 5 above demonstrating your understanding and ability to address the issue at hand.

3 or 4 points – To achieve a score of 3 or 4:

1. More than one but less than two paragraphs.
2. Complete items 2 – 5 above demonstrating little understanding and ability to address the issue at hand.

0, 1 or 2 points – To achieve a score of 0, 1 or 2:

1. Less than one paragraph.
2. Complete items 2 – 5 above demonstrating very little understanding and ability to address the issue at hand.

Please feel free to communicate with me if you want to talk more specifically about this grading rubric, jim.smallwood@indstate.edu or (812) 237-3462.

concepts. When problem solvers are too close to the problem to see the forest for the trees, they can only think of rife and obvious solutions, and fail to suggest creative ideas. And while several other techniques in this book can be used to overcome that problem, especially those that use associations, this technique is especially effective at bringing problem solvers "out of the woods."

The leader/facilitator describes the problem to the participants in decreasing levels of abstraction. Solutions are given at each level. As the description becomes more concrete and less abstract, more specific solutions, but not necessarily better ones, emerge. The solutions from the earlier levels of abstraction can be used to trigger new solutions as the problem becomes more concrete.

Suppose that the problem is how to eliminate personnel through staff reduction. The first level of abstraction might be "How can we make more money?" A second level of abstraction might be "How can we cut costs?" A third level might be "What options are available in cutting costs of personnel?" This technique requires a strong, flexible leader who can encourage and motivate members of a group to broaden their perspectives and think big.

76/12. IDEA BOARD

The idea board is an ongoing problem-solving exercise in which a problem is displayed on a board or wall where members of a group may add thoughts written on note cards.³¹ They may also rearrange the cards, provide columnar headings as necessary, and contribute through spontaneous or formally arranged group discussion. One person is responsible for writing problems on the board for members to respond to, keeping the idea cards orderly, and establishing a time deadline. The ideas collected in this way are summarized, and feedback is given to all involved. Non-group members may be allowed to contribute.

This is a useful mechanism if the problem isn't particularly pressing. It has the advantage of getting everyone involved and having a proprietary interest in the solutions that emerge.

77/13. IDEA TRIGGERS

Props or idea triggers are extremely useful for generating ideas. Give participants something tangible to work with that is somehow related to the problem. For example, when product development consultant Steve Kange was hired to help problem solvers invent new flavors of Life Savers, he gave them a list of 75 Baskin-Robbins ice cream flavors, samples of exotic fruits (kiwis, kumquats) and samples of perfumes. The result—the problem solvers came up with Life Savers' very successful "Fruit Juicers" line.³²

78/14. INNOVATION COMMITTEE

In this technique, managers, technical representatives, and other employees meet periodically to solve problems.³³ Employees bid for the job of coordinator by submitting proposals. The idea is that the better the proposal the more committed the employee, and the more committed the employee the more will get done. Intuit, the microcomputer software firm that makes Quicken, a program that allows consumers and small businesses to write checks and keep track of them on a personal computer, uses the innovation ideas committee to improve productivity and products.

79/15. INTERCOMPANY INNOVATION GROUPS

In the intercompany innovation group, top executives from various companies, led by an innovation consultant, meet for the purpose of solving company problems in innovative ways.³⁴ Other activities of the group may include seminars, study trips to other organizations, and forecasting trends in major environmental factors. Such groups are quite popular in Europe, especially Norway and Denmark, and are becoming more common in the United States.