



Dr. Min Basadur

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and two weeks later at work. The trained participants were significantly higher in preference for ideation in problem solving, practice of ideation in both problem finding and problem solving, and performance in problem finding. The data give rise to speculation that there may exist differing "optimum ideation-evaluation ratios" for each of the problem finding, problem solving, and solution implementation stages. These ratios may also differ by field of endeavor.



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1. Basadur, M.S., Pringle, P.F., and Kirkland, D. (in press). **Crossing Cultures: Training effects on the divergent thinking attitudes of Spanish speaking South American managers.** *Creativity Research Journal*.

Abstract

A field experiment made a preliminary investigation of the effects of training Spanish speaking South American managers in creative thinking and problem solving. The Spanish translations of measures of two attitudes associated with divergent thinking practice (an important aspect of creative thinking and problem solving) were established. The two attitudes were measured before and after training. The results indicated that the paradigms and methods of similar training provided in previous Japanese and North American research are applicable to Spanish speaking South American managers. The experimental group (n = 149) showed significant gains on both measures versus a placebo control group. Future directions for research include increasing the reliability of the Spanish versions of the two attitudinal measures and extending the training effect investigation beyond attitude changes to include behavior changes and long term persistence and portability to the job.

2. Basadur, M.S. and Head, M. (2001). **Team Performance and Satisfaction: A link to cognitive style within a process framework.** *Journal of Creative Behavior*, Volume 35, No. 4, 227-248.

Abstract

Effective teamwork is becoming increasingly important to organizational success. Advances in network and communication technology have allowed companies to widen their potential team member base, however we still need to better understand how to structure top-performing teams. This paper proposes forming teams based on their cognitive style, rather than personality, within a process framework. An experiment was conducted to investigate the innovative performance of problem solving groups with three different blends of cognitive styles. As predicted, groups with a heterogeneous blend of styles outperformed groups with completely or partially homogeneous blends. On the other hand, team members' satisfaction scores were lower for heterogeneous teams than either the completely or partially homogeneous teams. There was preliminary evidence that among groups with heterogeneous blends, those with smaller style dispersions might be expected to outperform those with larger style

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The empirical support for each of the hypotheses is reviewed. The two tested in this research are those which have not previously been empirically tested either in the laboratory or the field. This work is important in view of the rapidly growing interest in training to increase organizational creativity (Grossman, 1982; Abend, 1979). The literature on such training is fragmentary and incomplete (Basadur, Graen & Green, 1982).

27. Basadur, M.S., and Finkbeiner, C.T. (1985). **Measuring preference for ideation in creative problem solving training.** *Journal of Applied Behavioral Science*, Vol. 21, No. 1, 37-49.

Abstract

Creativity, problem solving, and innovation are of increasing concern to organizations in these times of accelerating change. This article seeks to deepen readers' understanding of the specific attitudes and thinking processes associated with creative behavior in organizations. The authors report on two empirical studies that developed a reliable, valid measure of "preference for ideation," an important attitude identified in previous creative problem solving training research. They also identify three additional, distinct ideation-related attitudes: the tendency to make premature critical evaluations of ideas, the valuing of new ideas, and the belief that creative thinking is bizarre. The article presents a speculative model that differentiates "ideation" and "deferral of judgment" attitudinally and cognitively, categorizing Osborn's brainstorming rules accordingly.

28. Basadur, M.S., Graen, G.B. and Green, S.G. (1982). **Training in creative problem solving: Effects on ideation and problem finding in an applied research organization.** *Organizational Behavior and Human Performance*, 30, 41-70.

Abstract

The effects of training in a multistage "complete process of creative problem solving" on attitudes and behaviors of individuals were assessed both immediately after training and return to work. A controlled field "true" experiment was conducted within an engineering department doing applied research in a large industrial organization. Multiple methods and measures were employed on trained (n = 16), placebo (n = 16), and nonplacebo (n = 13) groups. The process trained addressed three critical stages: problem finding, problem solving, and solution implementation, each containing a fundamental diverging-converging two-step process called "ideation-evaluation." The main findings strongly suggest the training resulted in significant, systematically measurable effects both immediately after training

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much more to do with leading people to think more innovatively and collaboratively than with new technology itself.

5. Basadur, M.S., Runco, M.A. and Vega, L.A. (2000) **Understanding how creative thinking skills, attitudes and behaviors work together: A causal process model.** *Journal of Creative Behavior, Vol. 34, No. 2, 77-100.*

Abstract

Managers (n= 112) from a large international consumer goods manufacturer participated in a field experiment in which they learned and applied the Simplex process of creative thinking to solve real management problems. The interrelationships among six attitudinal and behavioral skill variables learned during the training were measured to improve understanding of how these variables contribute to the process. Predicted relationships were tested and a best-fit causal model was developed. Behavioral skill in generating quantity of options was the most important variable overall: it was directly associated with behavioral skill in both generating quality options and evaluating options. The key attitudinal skill and the second most important variable overall was the preference for avoiding premature evaluation of options (deferral of judgment). The other attitude measured, the preference for active divergence, played only an indirect role in the process.

6. Basadur, M.S., Pringle, P.F., Speranzini, G. and Bacot, M. (2000) **Collaborative problem solving through creativity in problem definition: Expanding the pie.** *Creativity and Innovation Management, Vol. 9, No. 1, 54-76.*

Abstract

The classic models of two party problem solving in situations of potential conflict are reviewed and the growing impetus for a process that would encourage collaborative win-win solutions is summarized. It is demonstrated that win-win collaboration requires innovative thinking, and that a four stage process of deliberate creativity with a track record of success is described. The process, called Simplex, emphasizes 'out of the box' thinking in problem defining (before solving) as the key to making a perceived 'fixed pie' larger, moving beyond the shackles of zero-sum, win-lose, compromise thinking. If a problem can be conceptualized from a new angle in such a way that each party believes its resolution would provide a high level of satisfaction, then the parties will be more likely to work together collaboratively. This process uses four specific creative thinking skills. A case study is described in which the Simplex process was used in union management bargaining. In the case study, when the creative process was deliberately applied, success was

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least as strong in Japanese business and industry as in North America. Also the Japanese translations of the two measures developed and used for the first time in this study appear to be good replicas of the English language versions. Some interesting differences between the two attitudes in gains after training and between the groups before training are identified as opportunities for future research. Potential mediators include Japanese cultural factors, profit versus non-profit organizational contexts, and different levels of responsibility.

24. Basadur, M.S. (1987). **Needed research in creativity for business and industrial applications. In Frontiers of creativity research: Beyond the basics.** (Editor: Isaksen, S.G.) Chapter 13. Buffalo, N.Y.: Bearly.

Abstract

In an article entitled "Research in Creative Problem Solving Training in Business and Industry" (Basadur, 1982), I described both how I had learned to apply creative problem solving methodology on an ongoing basis in a large industrial organization and the research that work had spawned. As the application of processes and techniques of creative problem solving penetrated throughout this organization, opportunities for further research began to emerge. The organization became a laboratory of its own, consisting of real people learning to apply creative processes in ongoing everyday business and technical situations. Since that time, my "laboratory" has grown much larger, extending to many varied organizations. New knowledge has been gained and many new questions raised.

A trained practitioner can be of great help to any organization in a variety of creative problem solving applications. The design of each application opportunity must be developed uniquely and creatively. A thorough consulting diagnosis involving the client(s) and the practitioner is required to develop an appropriate creative plan. The plan includes the selection, development and sequence of creativity techniques to be used. It may include pre-meeting work. It always includes provisions for post meeting action planning and follow-up. The first part of this paper describes some aspects of implementing and consulting in small group creativity. Specific different types of applications and techniques that I have found successful are identified. Also described is an original piece of research that provides evidence that creativity training does work. It also provides some theoretical models of how it may work in an organization. The research is a field experiment indicating that training in a complete process of creative problem solving can improve attitudes and behaviors associated with creativity.



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The second part of this chapter reviews six broad issues relating to practical concerns of using creative problem solving in organizations. Some research findings are shared and directions for future research are suggested.

25. Basadur, M.S., Graen, G.B. and Scandura, T.A. (1986). **Training effects on attitudes toward divergent thinking among manufacturing engineers.** *Journal of Applied Psychology*, Vol. 71, No. 4, 612-617.

Abstract

In a field experiment, we tested the effects of training on attitudes of 112 manufacturing engineers toward divergent thinking in problem solving. The second group (n = 47) served as the control for the first group (n = 65) in the first part of the experiment, and vice versa in the second part. Measurements of attitudes toward divergent thinking were taken at three points in time (baseline, following the training of the first group, and following the training of the second group). Results showed that the training positively affected engineers' attitudes toward divergent thinking in problem solving. Specifically, the training with intact work groups demonstrated consistent results, whereas training with those from diffuse locations produced mixed results. Implications are discussed.

26. Basadur, M.S. & Thompson, R. (1986). **Usefulness of the ideation principle of extended effort in real world professional and managerial problem solving.** *Journal of Creative Behavior*, Vol. 20, No. 1, 23-34.

Abstract

In this study, the usefulness of the ideation principle of extended effort is field-tested on meaningful managerial and technical problems. Most previous testing has been in the laboratory on non-real world problems. Specifically tested and supported is the hypothesis that the best (most preferred) idea is more likely to occur after, rather than during, the chronological earliest ideas (first third) so generated. Also tested, but not supported, is a more stringent hypothesis, that the best (most preferred) idea is more likely to occur among the chronologically latest (last third) so generated.

Also in this study, a system of five hypotheses is put together from the literature including the two hypotheses above. The purpose is to explain several different interpretations of benefits theoretically expected from the extended effort technique.

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dispersions. There was also room for some speculation that a curvilinear relationship might exist for team members' satisfaction as a function of diversity in team member cognitive style. Implications of these findings are discussed.

3. Basadur, M.S. (2001). **The economic, social and psychological outcomes of implementing a deliberate process of organizational creativity. Chapter in Decision Making: Social and creative dimensions.** Editors: Allwood, C.M., and Selart, M. Dordrecht: Kluwer Press.

Abstract

In an era of rapid change, thriving organizations are not merely efficient but adaptable, that is, innovative. They act as open Systems, that is, they are sensitive to their environment and transform continuously changing inputs into continuously changing outputs. Organizational innovation is modeled as a continuous creative process of deliberately generating and formulating new problems and opportunities and creating and implementing new solutions. Success in this four stage process depends on four creative thinking skills: active diverging, active converging, and horizontal and vertical deferral of judgment. By deliberately encouraging people to develop skills in applying such a creative process to their work daily, an organization can simultaneously achieve both the economic outputs they crave and also the people outputs they must provide to assure motivation and continued economic success in the long run. The continuous creative process is integrated into an open system model that features both economic and people inputs and outputs and also features two environments – internal and external - through which the people and economic inputs/outputs must filter.

4. Basadur, M.S., Potworowski, J.A., Pollice, N., and Fedorowicz, J. (2001). **Increasing understanding of technology management through challenge mapping.** *Creativity and Innovation Management*, Vol. 9, No. 4, 245-258.

Abstract

The authors seek to clarify what is understood by the management of technology by involving a group of managers in a workshop to identify specifically what they believe to be their critical difficulties and challenges in managing technology. The approach is shown to be a means of enhancing creativity, designed not so much for creating good answers and solutions, but rather for discovering good questions and challenges and for conceptualizing complex issues. Virtually all of the challenges selected as most important had

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incorporating interventions as tools. Under the new approach, organizations can learn to mainstream adaptability by doing two things: encouraging employees to master new thinking skills which increases their creativity, motivation, and commitment; and creating an infrastructure that ensures that these skills will be used regularly. Research is reviewed supporting the new approach, and future research directions are suggested.

9. Basadur, M.S. and Hausdorf, P.A. (1996) . **Measuring divergent thinking attitudes related to creative problem solving and innovation management.** *Creativity Research Journal*, Volume 9, No. 1, 21-32.

Abstract

In an increasingly complex and changing business environment, creativity is becoming recognized as a critical success factor for organizations. The identification of attitudes toward creativity and the subsequent development of creative thinking are important mechanisms for organizations to encourage creativity across all employees. Employee attitudes toward creativity can indicate their potential for behaving in a creative manner, and organizations that can incorporate creativity into their organizational culture can further encourage creative thinking. This research extended previous research that had identified two divergent thinking attitudes related to organizational creativity. Three additional attitudes were identified as "valuing new ideas," "creative individual stereotypes," and "too busy for new ideas," using various psychometric and substantive analyses with two large samples including both business students and employees of industrial organizations. Basic scales were established to measure all three attitudes and future work to finalize the scales was laid out. This research also provided a psychometric methodology for identifying and developing measures of variables associated with creativity attitudes and behaviors. This framework may be useful to other researchers.

10. Basadur, M.S. (1995). **Optimal ideation-evaluation ratios.** *Creativity Research Journal*, Vol. 8, No. 1, 63-75.

Abstract

The theory that different ideation-evaluation (I-E) ratios are optimal for creative problem solving in different fields of endeavor in organizations is presented. Preliminary field data ($n = 622$), which support the theory, are reported. As predicted, higher I-E ratios were found for work classified as more problem finding in nature, such as research; lower ratios were found for work

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($n = 60$) showed significant gains on both measures versus two control groups. Compared to North American managers from similar studies, the Japanese managers appear to make at least equal gains after training. Future directions for research include extending the training effect investigation beyond attitude changes to include behavior changes and longer term persistence and portability to the job.

20. Basadur, M.S., Graen, G.B., and Wakabayashi, M. (1990). **Identifying individual differences in creative problem solving style.** *Journal of Creative Behavior*, Vol. 24, No. 2, 111-131.

Abstract

In this article, an instrument to describe one's own unique style of creative problem solving is introduced. It identifies the portions of a "complete process of creative problem solving" for which one has a relatively greater or lesser inclination. Theoretical foundations built upon the basic Osborn-Parnes CPS model are presented. The instrument is still in the development stage, but encouraging preliminary reliability and validity test results are reported. Additional research underway is described. Applications at the individual, group and organizational levels and future opportunities for research are suggested.

21. Basadur, M.S., Wakabayashi, M. and Graen, G.B. (1990). **Attitudes towards divergent thinking before and after training: Focusing upon the effect of individual problem solving styles.** *Creativity Research Journal*, Vol. 3, No. 1, 22-32.

Abstract

A field experiment was conducted to examine the mediating effect of individual creative problem solving style on the impact of training in creative thinking. This intensive hands-on training emphasized a specific three-phase process which synchronizes divergence and convergence in problem finding, problem solving, and implementation. Two attitudes associated with divergent thinking were measured before and after training. The sample was comprised of a mixture of organizational members representing both managers ($n = 90$) and non-managers ($n = 66$) and a variety of functional specialities, hierarchical levels, and types of business organizations. The most significant finding was that the optimizer style of creative problem solving improved more than the other three styles (generator, conceptualizer, and implementer) on measures of both creative thinking attitudes.

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22. Basadur, M.S., Graen, G.B., Takai, J. and Wakabayashi, M. (1989). **Comparing attitudes toward divergent thinking of managers and non-managers before and after training.** (In Japanese.) *Japanese Journal of Administrative Behavior*, Vol. 4, No. 1, 19-27.

Abstract

A field experiment compared managers' (n=90) and non-managers' (n=66) attitudes toward divergent thinking before and after training in a three phase process of creative thinking emphasizing problem finding as well as solving and implementing. The mediating effect of personal creative problem solving style was also measured. The sample was comprised of a variety of functional specialties, hierarchical levels and organizations. Before training, managers were lower in tendency for premature convergence but non-managers were higher in preference for active divergence. After training, both groups had improved both attitudes and between-group differences were no longer statistically significant. The manager and non-manager groups were found to have different distributions of creative problem solving style. For managers, the dominant style was conceptualizer and for non-managers it was generator. Among both groups, training benefitted participants with the optimizer style the most in improving the two divergent thinking attitudes.

23. Basadur, M.S., Wakabayashi, M., and Takai, J. (1989). **Receptivity of Japanese managers to creative problem solving experiential training.** (In Japanese.) *Japanese Journal of Administrative Behavior*, Vol. 4, No. 2, 75-82.

Abstract

A field experiment investigated the effects of training on Japanese managers' attitudes toward divergent thinking. An experimental group (n =60) of managers underwent practice-oriented experiential training in creative problem solving. Two control groups underwent placebo treatments. The first (n = 15) was comprised of Japanese university faculty and graduate students who participated in an abstract discussion. The second (n=47) was comprised of Japanese assistant managers who experienced training in an unrelated subject. The three groups were measured before and after training on attitudes toward two aspects of divergent thinking: active divergence and premature convergence. The experimental group showed significant gains on both measures versus both placebo control groups. Compared to North American managers from similar studies, the Japanese managers appear to be at least equal on both attitudes in mean score and in gains made after training. This research indicates that applicability and receptivity of paradigms and methods of training in creativity and innovation may be at

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achieved in building trust and developing expanded pies and new solutions. However, when the process was abandoned, the trust was lost, no creative solutions were developed, and a sub-optimal lose-lose situation resulted. A two-dimensional diagnostic model which shows the relationship between skill level in the process and motivation to use it is provided. This model defines four modes of pure and mixed distributive and integrative bargaining.

7. Basadur, M.S., Pringle, P.F. and Taggar, S. (1999). **Improving the reliability of three new scales which measure three new divergent thinking attitudes related to organizational creativity.** *Journal of Creative Behavior*, Volume 33, No. 2.

Abstract

Three new improved scales measuring three independent divergent thinking attitudes were developed in field research with managers and were labeled "Valuing New Ideas," "Belief that Creativity is Not for Only a Select Few," and "Not Feeling Too Busy for New Ideas." These three scales represent an improvement over three scales initially identified by Basadur and Hausdorf (1996). Two studies were done. The first was a reliability study in which higher internal consistencies and improved understanding and labeling were achieved. The second was a field experiment in which preliminary evidence of external validity of the three scales was established. The scales effectively measured the changes in these attitudes that were expected after training. Opportunities for future research are identified.

8. Basadur, M.S. (1997). **Organizational development interventions for enhancing creativity in the workplace.** *Journal of Creative Behavior*, Volume 31, No. 1, 59-72.

Abstract

In an era of rapidly accelerating change, many organizations which developed during a more stable era that demanded bureaucratic efficiency find themselves in a crisis of adaptability and commitment. Effective organizations are those which can mainstream both adaptability and efficiency and strike an appropriate balance between the two. This paper evaluates traditional organizational development (OD) approaches to this problem, then presents a new approach to OD based on organizational creativity. Organizational creativity is defined as a deliberate and continuous change-making process of problem generation and formulation, problem solving, and solution implementation, and as synonymous with adaptability and innovation. Unlike traditional OD approaches that lack a strategic perspective and that rely on single interventions, OD should be employed as an innovation process requiring thinking skills in change-making and

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13. Basadur, M.S. (1993). *Impacts and outcomes of creativity in organizational settings. In The emergence of a discipline: Nurturing and developing creativity, Volume II. (Editors: Isaksen, S.G., Murdock, M.C., Firestein, R.L., and Treffinger, D.J.) Chapter 12. New York: Ablex.*

Abstract

Creativity can be developed, increased, and managed by organizations. Increased creativity can improve virtually every kind of organization. Specific results from organizational creativity can be identified, including new products and methods, increased efficiency, greater motivation, job satisfaction, teamwork, focus on customer satisfaction, and more strategic thinking at all levels. Commitment is needed from senior management to do what is necessary to plan and implement increased creativity. The organization must determine the results it intends to achieve through creativity, and understand that success will not come overnight. A long term commitment must be made in order to develop creative behavior and reap the benefits that will result.

14. Basadur, M.S. and Robinson, S.J. (1993). *The new creative thinking skills needed for total quality management to become fact, not just philosophy. American Behavioral Scientist, 37 (1), 121-138.*

Abstract

This article models the change-making process for organizations, summarizes research on the model, and shows the fundamental connection between change-making skills and the concept called total quality management (TQM). Further, the article models the change-making process as a disciplined multistage, circular creative thinking process and links creative thinking directly to organizational effectiveness. Three key creative thinking skills for organizations are identified: deferral of judgment, active divergence, and active convergence. How these skills form the basis of TQM success is described and training research is summarized. Change-making skills and continuous improvement are identified as the fundamentals of TQM. As North American industries continue to experience the effects of constantly changing markets and global competition, the need to implement TQM will increasingly emerge. The move beyond the tendency to superficially implement the latest "fad" organizations need to increase their understanding of change-making as the foundation of TQM. Organizational members starting with top management need to learn fundamental creative thinking skills to participate in the change-making process.

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15. Runco, M.A. and Basadur, M.S. (1993). *Assessing ideational and evaluative skills and creative styles and attitudes. Creativity and Innovation Management, Vol. 2, No. 3, 166-173.*

Abstract

This article describes the rationale for the multiphase creative problem solving process, and reports the findings from an empirical investigation conducted to facilitate the problem solving of managers. The ideational skills of the managers were assessed before and after training in a complete process of creative problem solving, along with their ideational attitudes, creative problem solving style (i.e., generator, conceptualizer, optimizer, or implementer), and evaluative skill (i.e., ability to recognize original ideas). The most important findings indicated that the training had a significant impact on the evaluative accuracy of the managers. They were significantly more accurate in their judgments about original ideas after training, both in their identification of original ideas and their recognition of unoriginal ideas. After training, the managers also gave more solutions and more original solutions to problems. Finally, several variables (e.g. the "preference for active divergence" attitude, and the conceptualizer process style) seemed to moderate the impact of training. Training was therefore effective, with specific effects that can be predicted from pre-training individual differences in attitudes and process style.

16. Basadur, M.S., and Paton, B.R. (1993). *Creativity boosts profits in recessionary times - broadening the playing field. Industrial Management, Vol. 35, No. 1, 14-19.*

Abstract

Imagine a consumer goods business with 5 to 7 percent annual market growth, a high-quality product with near mystique status, growing market share and world class profit margins - what could go wrong with a business with attributes such as these? Unfortunately, a multi-year recession could come along and flatten that market growth; a deep-pocketed competitor could decide to invest heavily in a successful new product launch; a difficult crop year could sharply raise the cost of a key raw material; and profit growth, so important to growing shareholder value, could begin to look anything but world class. One such manufacturing company, faced with exactly this dilemma, responded not with the typical external consultant approach to reduce costs with employee cut-backs, but instead turned to its employees for help in reducing internal waste.

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17. Basadur, M.S. (1992). *Managing Creativity: A Japanese model*. *Academy of Management Executive*, Vol. 6, No. 2, 29-42.

Abstract

Dr. Min Basadur visited several major companies in Japan to conduct comparative research on organizational creativity. Unexpected insights emerged during interviews with Japanese managers and are the basis for this article. These managers knew a great deal about North American motivational theory and how to implement it. Employee creativity is managed through deliberate structural means, not to effect direct economic outcomes but to develop motivation, job satisfaction, and teamwork. Contrasts to North American suggestion systems are made.

18. Basadur, M.S., Graen, G.B., and Wakabayashi, M. (1992). *Identifying differences in creative problem solving style*. In *Source book for creative problem-solving*. (Editor: Parnes, S.J) Chapter 18. Buffalo, N.Y.: Creative Education Foundation Press.

Abstract

In this article, an instrument to describe one's own unique style of creative problem solving is introduced. It identifies the portions of a "complete process of creative problem solving" for which one has a relatively greater or lesser inclination. Theoretical foundations built upon the basic Osborn-Parnes CPS model are presented. The instrument is still in the development stage, but encouraging preliminary reliability and validity test results are reported. Additional research underway is described. Applications at the individual, group and organizational levels and future opportunities for research are suggested.

19. Basadur, M.S., Wakabayashi, M., and Takai, J. (1992). *Training effects on the divergent thinking attitudes of Japanese managers*. *International Journal of Intercultural Relations*, Vol. 16, 329-345.

Abstract

A field experiment made a preliminary investigation of the effects of training Japanese managers in creative problem solving. Two attitudes associated with divergent thinking practice (an important aspect of creative problem solving) were measured before and after training. This research establishes the Japanese translations of the two attitudinal measures. It also indicates that the applicability and receptivity of the paradigms and methods of the training provided may be at least as strong in Japanese business and industry as found in previous North American research. The experimental group

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classified as more solution implementation in nature, such as manufacturing; moderate ratios inbetween were found for work classified as more problem solving in nature, such as nonprofit organization administration. Implications for training and for increasing the understanding of innovation in organizations are discussed.

11. Basadur, M.S. (1994). *Managing the creative process in organizations*. In *Problem finding, problem solving, and creativity*. (Editor: M.A. Runco.) Chapter 12. New York: Ablex.

Abstract

This article discusses how creative behavior can be increased and managed in organizations. Variables associated with nurturing creative activity are identified. The article first presents a theoretical model of organizational creativity, and then discusses empirical research on the model as it is applied. Finally, the article discusses future applications and tests of the model.

12. Basadur, M.S., Ellspermann, S.J., and Evans, G.W. (1994). *A new methodology for formulating ill-structured problems*. *OMEGA, The International Journal of Management Science*, Vol. 22, No. 6, 627-645.

Abstract

A four phase model is presented in which problem generation and problem formulation precede problem solving and solution implementation. A relatively new heuristic for formulating ill-structured problems is described. The methodology is a systematic thinking process which combines analytical precision with structured imagination, and is called the 'why-what's stopping' analysis. Current techniques for defining problems are positioned as inadequate because they do not always fit the problems faced in day-to-day work and because they ignore human behavioral deficiencies. Deferral of judgment, active divergence and active convergence are identified as three behavioral skills which underly the successful application of the 'why-what's stopping' analysis. Several examples of the application of this process in real world situations are provided. Directions for future research are discussed.