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CREATIVITY : PROCESS AND PERSONALITY
SIX CASE-STUDIES OF EMINENT PSYCHOLOGISTS

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II Structure of investigation: (This section will be greatly expanded)

Before proceeding with the actual case-study data, it seems to me that it would be suitable to explain the method by which the data was gathered. The interviews were structured through the use of an outline consisting of topic headings which was given to the subject, and which he was asked to respond to in a free, self-determined and open-ended manner. Each topic-heading was meant to suggest an area of potential interest, those which the subject felt to be relevant he would discuss. The outline also contained possible specific responses, but here, also, the suggestion was that the subject might indicate only those which he felt to be applicable. It was inevitable, in such an interview, that there would be overlapping areas, but, by and large, the topics tended to remain discrete. Naturally not all the subjects responded to all of the headings and not in the same detail. For

one thing, due to external circumstances, the interviews varied in length from over 4 hours to 1 hour. For this reason, some of the interviews are more complete in one aspect, others in another aspect. On the whole, however, they cover the full range to a fair extent. The actual outline, as it was presented to the subjects (except in the case of Herbert Simon, that interview having been more of a pilot study), is as follows:

I. Social Environment

- A. Family background. Family constellation. General Family information
Religion. Family influences -- personal, intellectual, professional.
Feelings of apartness? Isolation? Difference? Persecution? Superiority?
- B. Education -- training
School -- teachers, peers, influences.
College -- teachers, influences, changes of direction.
- C. Teachers and Mentors
Related to intellectual development and specialization, choosing field, choosing problems. Restructuring, questioning. Learning specific things from specific people? Widening horizons? Acceptance of new ideas? Rejection of ideas? Conflicts with teachers? Collaborations?
- D. Peers
"Invisible colleges", discussion groups, effects of peers on intellectual life. Widening horizons? Acceptance, rejection of ideas? Collaboration? Conferences? Seminars? Criticism, feedback? Support? Extension. Revision. Attack? Limitation?
- E. Students
Teaching. Assistants. Carry out ideas? Contribute ideas? Expand? Refine? Critique?
- F. Organizational Context
University environment -- as student, teacher. Cross-disciplinary influence? Isolation from reality? Ivory tower? Relations with official duties, administrators? Official pressures?

II. Motivation and Personality Factors

- A. Achievement motivation?
Conscious of n-ach? Sense of destiny? Crusader's zeal? Messianic fervor? Prophetic voice?
Related to home background, schooling?
Organizational pressures (publish or perish)?

- B. Independence
Weighing of information. Accepting the suitable, rejecting the unsuitable? Deliberately, reluctantly, defiantly?
Enjoyment of iconoclastic role (being right and different)?
- C. Self-actualization
Are security needs satisfied? Love needs? Belonging? Power needs?
When not?
Would you call yourself self-actualized?
Creativity -- would you call yourself creative? Effortless? Tough?
- D. Peak experiences?
Related to what? When? Effects? Frequency? Nature?
Ecstasy? Joy? Bliss? Enthusiasm? Excitement?
- E. Life Goals
Fulfilled? Unfulfilled?
Secret desires? 3 wishes? (Day-dreams?)
What would you most like to be doing?

III. Preparation

- A. Formulation of significant (paradigmatic?) questions? Goals?
Sub-paradigms, sub-problems, sub-goals?
Re-formulations?
- B. Acquisition of information
Before formulation? After?
Recall of information? Gathering new information?
Design, execution of surveys, experiments?
New methods to gather information?
- C. Information found
Answers found?
Satisfactory? Why not?
Reformulations in light of information?

IV. Production

- A. Movement of information? Storage? Retrieval?
- B. Analysis of information?
Reduction? Factoring? Combination?
Accept, reject, previous ideas? Theories? Heuristics? Models?
Formulate sub-problems?
Structure information in light of sub-problems?
- C. Synthesis of information?
Generation of novel ideas? Theories? Belief systems? Heuristics?
Models?
Combination, recombination of old and/or new ideas, theories, etc.?
Structuring information in light of new systems?
Formalizing solutions? Labelling?

- D. Evaluation, testing, validation
Intuitive? Rational? Logical? Experimental?
Criticism? Feedback? Collaboration?
Revision?
- E. Definition of product
Elements of distinctness, uniqueness?
Elements of similarity?

V. Communication-Distribution

- A. Writing
Organizing for communication?
Labelling?
Relating to field? Discipline? Other disciplines?
- B. Marketing
Articles? Books?
- C. Feedback
Acceptance? Support? Confirmation? Extension?
Rejection? Attack? Contradiction?
Rewards? Social? Personal?
Further work? Directly related? Influence of feedback?