

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Change, Challenge, and Creativity in the Workplace

#### Course Number:

HR 5133-101

#### Course Description:

This course examines ways to enhance creativity and the creative problem-solving process within the context of a rapidly changing workplace. The major changes occurring in today's workplace and the management of change at both the personal and organizational level will also be considered. Particular emphasis will be placed on examining the creative process, common barriers to creativity, and a variety of individual and group techniques that foster or facilitate the creative process.

#### Class Dates, Location and Hours:

Dates: January 27-29 & February 3-5, 2017

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: December 29, 2016

#### Site Director:

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

#### Professor Contact Information:

Course Professor: Jorge Mendoza Ph. D.

Mailing Address: Psychology Department  
University of Oklahoma  
Norman, OK 73019

Telephone Number: (405) 325-4568

E-mail Address: [jmendoza@ou.edu](mailto:jmendoza@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

#### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Berkun, S. (2010). *The myths of innovation*. Sebastopol, CA: O'Reilly Media. ISBN 9781449389628.
2. Kotter, J.P., & Cohen, D.S. (2012). *The heart of change: Real-life stories of how people change their organizations*. Cambridge, MA: Harvard Business School. ISBN 9781422187333.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

The objectives of the course are to:

- become acquainted with the principle writers and theorists in the fields of change and creativity;
- compare and contrast the major theories and approaches;
- examine the relationship between creativity and change;
- consider the implications of creativity and change theory with respect to individuals, organizations and society; and
- explore the development and utilization of both concepts in relation to real life situations.

### **Assignments, Grading and Due Dates:**

#### **Research Paper:**

Facilitating or developing creativity in a chosen setting (individual assignment): Describe various means or methods that can be used to encourage or facilitate the development of creativity in **one** of the following settings:

- a. with children at home (what can parents do to encourage their children to be creative, at all ages and stages of development?)
- b. at schools (what can school administrators and teachers do to encourage the development of creativity in their students, both within the school environment and within individual classrooms?)
- c. in businesses or organizations (what can managers do, both with the organizational environment and with individual employees, to encourage and support creativity in their businesses?)
- d. in one's personal life (what can we do to encourage and maintain creativity in our personal lives?)

This is to be a 4-5-page research paper (single spaced, not counting reference page), with a minimum of 4 references (only 2 of which can be from the internet). It is important to describe not only what can be done, but also to explain how or why the methods actually contribute to the development of creativity. The paper is due at the end of the course, but you are encouraged to work on it before the course begins; this is worth **40% of the final grade**.

#### **Group creativity project in class**

Everyone will be assigned to a group, and each group will be responsible for presenting certain chapters in the books and reporting on an innovative company or organization. **20% of final grade**

#### **Final test:**

The test will assess both comprehension and application of the textbook materials, as well as additional information presented throughout the course. **40% of the final grade**

#### **Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Jorge L. Mendoza, Ph.D.**

### Education

- 1970 BS in Psychology, University of Illinois
- 1970-1974 MS and Ph.D. in Psychology, University of Oklahoma, Norman, Oklahoma

### Current Positions

- Advanced Programs Professor since 1996
- Professor of Psychology and Director of the Industrial Psychology Program, University of Oklahoma

### Frequently Taught Advanced Programs Courses

- HR 5113 Organizational Behavior in Human Relations
- HR 5033 Leadership in Organizations
- HR 5023 Research in Human Relations: Major Areas of Teaching and Research Interest

### Representative Publications and Presentations

- Fife, D. A., Mendoza, J.L., and Terry, R. (2012) The Assessment of Reliability Under Range Restriction: A Comparison of  $\alpha$ ,  $\omega$ , and Test-retest Reliability for Dichotomous Data. *Educational and Psychological Measurement*, 72(5), 862-868.
- Fife, D. A., Mendoza, J.L., and Terry, R. (2013) Revisiting Case IV: A reassessment of bias and standard errors of Case IV Under Range Restriction. *British Journal of Mathematical and Statistical Psychology*. 66, 521-542.
- Tidwell JW., Dougherty MR., Chrabaszcz JR, Thomas RP, Mendoza JL (2014); What counts as evidence for working memory training? Problems with correlated gains and dichotomization. *Psychonomic Bulletin and Review*, 21, 620-628.
- Fife, D., Rodgers, J. L., Mendoza, J. L. (2014) Model conditioned data elasticity in path analysis: assessing the “confoundability” of model/data characteristics. *Multivariate Behavioral*
- Stauffer, J.M. & Mendoza, J.L. (2001). *The proper sequence for correcting correlation coefficients for range restriction and unreliability*. *Psychometrika*, 66, No. 1, 1-6.
- Mendoza, J.L. & Stafford, K.L. (2001). *Confidence intervals, power calculations, and sample size estimation for the squared multiple correlation coefficient under the fixed and random regression models*. *Applied Psychological Measurement*, 61, 650-667.
- Mendoza, J.L., Stafford, K.L., & Stauffer, J.M. (2000). *Large-sample confidence intervals for the validity and reliability coefficients*. *Psychological Methods*, 5, No. 3, 356-369.
- Carraher, S.M., Mendoza, J.L., Buckley, M.R., Schoenfeldt, L.F., & Carraher, C.E. (1998). *Validation of an instrument to measure service-orientation*. *Journal of Quality Management*, 2 (3), 211-224.
- Schoenfeldt, L.F., & Mendoza, J.L. (1994). “Developing and using factorially derived biographical scales.” In G.S. Stokes, M.D. Mumford, & W.A. Owens. (Eds). *The Biodata Handbook: Theory, Research, and Applications*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Mendoza, J.L. (1993). “Fisher transformations of correlations corrected for selection and missing data.” *Psychometrika*, 58, No. 4, 601-615.
- McBride, A.A., Mendoza, J.L., & Carraher, C.M. (1993). “The development of a biodata instrument to measure service-orientation.” *Proceedings of the Midwest Division of the Academy of Management*. 36, 8-13.
- Schoenfeldt, L.F., & Mendoza, J.L. (1990). “The role of computer in the practice of industrial and organizational psychology.” In Gutkin, T.B., & Wise, S. (Eds.). *The computer as adjunct in the decision-making process*. Hillsdale, NJ: Lawrence Erlbaum Associates.

### **Representative Honors and Awards Received**

- Chair, American Psychological Association, Division 5 Membership Committee (1994)
- President (1991) - Educational Statistician. (Special Interest Group of the American Educational Research Association)
- President - Southern Society for Multivariate Experimental Psychology, 1977-1978
- NIMH Grant Proposal Reviewer (Committee on violence and sexual assault) 1981-1985
- APA Committee on Psychological Tests and Assessment 1985-1987
- Proposal Reviewer NIH (Small Business Grants) 1987-1988
- NIH Special Reviewer (Behavioral Medicine Study Section) 1992

### **Major Areas of Teaching and Research**

- Psychological Measurements and Statistics (Validation, Structural Equations, Biodata, Selection Procedures)
- Organizational Behavior (Motivation, Leadership, Service Orientation)