

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Creative Problem Solving

Course Number:

HR 5073-225

Course Description:

Challenges of living and working in the 21st century make it particularly important to develop adaptable and flexible thinking and adopt new ways of responding to complex problems. This course explores the nature of creativity and creative problem solving from a variety of perspectives. We will focus on a framework for Creative Problem Solving (CPS), blending theory and real-life, practical application for your personal and professional use. The approach assumes that we are all creative! I think you find the course useful as well as fun.

Class Dates, Location and Hours:

Dates: April 25 – 30, 2017

Location: Spangdahlem AB, Germany. Students should check with Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: March 27, 2017

Site Director:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: Melinda M. Howard, Ph.D.

Mailing Address: 6232 Olde Harwick Circle
Oklahoma City, OK 73162

Telephone Number: (405) 603-7703 (home)
(405) 820-0218 (cell)

E-mail Address: mhoward6232@gmail.com or melinda.howard-1@ou.edu

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

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. 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 4 p.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. Kelley, Tom and Kelley, David (2015). *Creative confidence: Unleashing the creative potential within us all*. London: William Collins. ISBN 9780385349369.
2. Higgins, James M. (2006). *101 Creative problem solving techniques: The handbook of new ideas for business* (Revised Edition). Winter Park, FL: New Management Publishing Company. ISBN 9781883629052
3. Myers-Briggs Type Indicator (MBTI) FORM M Interpretive Report for Organizations (IRO) Assessment. The assessment needs to be taken at least one week before class begins. Students can access the assessment using the link provided with the instructions on page 4 of this syllabus. **Note:** The \$25 fee for the assessment will be charged to the student's bursar account. If you have recently taken the MBTI, you may use those results. Please e-mail your four letter preference to me before class starts so that I can copy additional information for you.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

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:

During this class, we will:

1. Define creativity, creative problem solving, and divergent and convergent thinking.
2. Distinguish between creative and critical thinking.
3. Discuss how our personality preferences affect our own problem solving strategies.
4. Discuss how "systems thinking" affects problem solving effectiveness in organizations.
5. Practice using the Creative Problem Solving Process (CPS), techniques, and tools.
6. Practice facilitation techniques for effective problem solving in a group.
7. Define and discuss the consequences of "group think."
8. Apply the CPS framework (content/process) to your own problem or issue.

Instructional Strategies:

We will use a variety of methods to accomplish the objectives including class discussion, video, group work, and individual practice. The focus is on practical application to your personal and professional situations.

Assignments, Grading and Due Dates:

Pre-class Assignments:

Pre-class Assignment 1:

Read *Creative Confidence* and watch the TED talk by Sir Ken Robinson at https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en

Complete the "Barriers to Creative Thought" individual assessment and the "Group Creative Climate Questionnaire" about your current work group, both posted in Canvas in the folder "Pre-class Assessments."

Write an 8-10 page paper that includes:

- 1) A description of at least five insights you gained from the book and video, including how they are personally applicable.
- 2) A reflection about your own creativity, i.e. whether you perceive yourself as creative and how you have been encouraged and/or discouraged to be creative. Incorporate the results from your “Barriers to Creative Thought” assessment
- 3) An analysis of the encouragement and/or discouragement of creativity in your present and past work settings. Incorporate the results from the “Group Creative Climate Questionnaire.”
- 4) A description of your experience with the “30 Circles” exercise on p. 219 of *Creative Confidence*. You do not need to post your 30 circles but bring them to class to use as part of our introductions.

Post the paper on Canvas under ‘Pre-class Assignment 1’ in Drop Box under the Assignments Tab **before the first class session**. We will discuss this assignment in class so you may want to bring a copy or have it available electronically.

Pre-class Assignment 2:

Read Chapters 1 and 2 in *101 Creative Problem Solving Techniques*.

Skim the creative problem solving techniques in the rest of the book and also review the techniques at the website https://www.mycoted.com/Main_Page . Make a list of at least 20 that might be of use to you personally and/or professionally.

At least two weeks before the beginning of class, keep a journal of times you and/or a group you were working with were creative or could have been more creative. Identify any creative technique(s) you used and/or could have used.

Post the list and the journal on Canvas under “Pre-class Assignment 2” in Drop Box under the Assignments Tab **before the first class session**. We will discuss this assignment in class so you may want to bring a copy or have it available electronically.

Pre-class Assignment 3:

In Canvas go to the folder labeled “Documents for Pre-class Assignment 3.” Read five articles that are personally relevant or interesting. Write at least a half page description of each article and how it applies to you. Post the paper on Canvas under “Pre-class Assignment 3” in Drop Box under the Assignments Tab **before the first class session**. We will discuss this assignment in class so you may want to bring a copy or have it available electronically.

On-line Assessment:

At least one week before the first class, take the Myers-Briggs Type Indicator (MBTI) on-line FORM M Interpretive Report for Organizations (IRO) (see instructions below). I will e-mail you the results to print and bring to class. If you have taken it recently, you do not have to retake it but send me your four letter results so I can copy additional information for you.

Documents on Canvas:

Print the handouts in Canvas in the folder “Documents to Print for Class”

Post-class Assignment:

Select a personal or professional problem or issue to apply the concepts and techniques covered in the readings and class. In the last class session, you will informally share your problem or issue and how you intend to use the creative problem solving process and techniques to address it. Write a 5-6 page paper using the creative problem solving steps and techniques to address your problem or issue. This needs to be posted to Canvas under Post-class Assignment in Drop Box under the Assignments tab **no later than three weeks after the last class, May 21, 2017**.

Grading:

This is a letter-graded course: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Below 60. I do not give a grade to the assignments but will give you the opportunity to revise them, if needed, to receive an A.

Assignment	Due Date	Percent of Grade
Pre-class Assignment 1	Post on Canvas before the first class	25%
Pre-class Assignment 2	Post on Canvas before the first class	25%
Pre-class Assignment 3	Post on Canvas before the first class	15%
Post-Class Assignment	Post on Canvas by three weeks after the last class, May 21, 2017	25%
100% Class Attendance	If you notify me that extreme circumstances caused you to be absent, I will not deduct from your grade if you complete make-up work for the time missed.	10%

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

Instructions for taking the On-line Myers-Briggs Type Indicator

1. Using a web browser (i.e., Microsoft® Internet Explorer), access the assessment on the CPP Web Administration site with the following link:
<http://online.cpp.com/en/CPPLandingPage.aspx?projectId=f0fcdf22-a1c9-4b47-8be8-50b46283336b>
2. Provide the requested demographic information.
3. Click **Continue**
4. Follow all directions to complete your assessment.
5. Answer the questions as spontaneously as possible.
6. Respond to every item.
7. After completing the assessment, click **Done** at the bottom of the page.

If you cannot complete the assessment in one sitting:

1. If taking a break from an assessment, be sure to click **Done** so your responses will be saved and can be recovered when you resume. Write down your User ID number so you can resume taking the assessment using the same User ID. Click **Log Out** and close your browser session.
2. When you are ready to complete your assessment, go to <http://online.cpp.com> and enter the Login: “Boomer”, password: “Sooner” (both login and password are case sensitive) and your User ID to return to your assessment.

If you have any questions during the self-administration process, please contact debbieb@ou.edu.

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 making 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

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 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 INFORMATION

Melinda Millsap Howard, Ph.D.

Education

- Ph.D. Adult and Continuing Education, University of Oklahoma
- M.Ed. Counseling Psychology, University of Central Oklahoma
- B.A. Sociology, Oklahoma City University

Current Positions

- Owner, Howard Consulting
- Adjunct Associate Professor for University of Oklahoma Advanced Programs since 1985

Previous Experience

- Interim Director of Organization and Clinical Development, Saint Thomas Health in Nashville
- Manager of Learning and Development, University of Oklahoma Health Sciences Center
- Manager of Organization and Clinical Development, Deaconess Hospital
- Consultant for Personnel Decisions International (PDI)
- Director of Learning Resources, Integris Health
- Co-developer of a National Executive Leadership Institute for vocational rehabilitation administrators
- Senior Consultant for a management training and consulting organization for nonprofits
- Training Coordinator for the Oklahoma Office of Personnel Management
- Conducted workshops and classes for business, government, education, financial, and health care organizations for over thirty years.
- Experienced facilitator of team building, visioning, and strategic planning.
- Presented concurrent sessions at the 1983 and 1987 national conferences and the 1984, 1985, 1986, and 1990 regional conferences of the American Society for Training and Development.

Frequently Taught Advanced Programs Courses

- HR 5043 Seminar in Organization Change & Development
- HR 5073 Creative Problem Solving
- HR 5113 Stress Management
- HR 5153 Human Emotions

Major Areas of Teaching and Research Interest

- Organization behavior, change, and development;
- Human resource development
- Performance consulting
- Team building and facilitation skills
- Adult learning theory and training design
- Interpersonal and intrapersonal skills

Representative Honors and Awards Received

- Selected as Outstanding Board Member and Outstanding Chapter Member (twice) for the Central Oklahoma Chapter of the American Society for Training and Development
- Nominated for “Manager of the Year” three times at Integris Health

Major Professional Affiliations

- The American Society for Training and Development
- Senior Organization Development Association