

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Creative Problem Solving

Course Number:

HR 5073-103

Course Description:

This course will provide a variety of tools and techniques to solve problems. This course covers problem solving models along with idea generating techniques. It explores the need to expand thinking abilities to combine both right and left brain approaches to develop innovative ideas and solutions to meet the challenges of a global economy. Creative team activities will give students an opportunity to apply the concepts, models and techniques, along with lectures, discussions and videos.

Class Dates, Location and Hours:

Dates: August 4 – 6 & 11 – 13, 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 9:00 a.m. - 1 p.m.

Last day to enroll or drop without penalty: July 6, 2017

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Lynn W. Weber

Mailing Address: 5 Pebblecreek Road
Norman, Oklahoma 73072

Telephone Number: (405) 321-5878

Email Address: lynnwweber@att.net

Professor availability: The professor will be available via email 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@fhcg.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. Kelley, T., & Littman, J. (2005). *The ten faces of innovation: Ideo's strategies for beating the devil's advocate and driving creativity throughout your organization*. New York: Knopf Doubleday. ISBN 9780385512077.
2. Pink, D. (2006). *A whole new mind: Why right brainers will rule the future*. New York: Penguin. ISBN 9781594481710.

3. Bring 25 sheets white paper, 8 ½ x 11 to the first day of class.
4. Bring 6” stack old newspapers and 1 roll of masking tape for 3rd class session.
5. Materials posted on the OU Canvas 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. Go to the Content Section to print materials for the Syllabus, Canvas Student Notes Power Point CPS, PCS Checklist, Persuasion Video Notes, Team Presentation Assignment and PCS Project Final Assignment. Print these in advance of class to use for note-taking during class. Details of how and what to print are included in the Course Home page News, Welcome & Directions information.

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:

- Learn and apply problem-solving models.
- Differentiate between convergent and divergent thinking.
- Understand the creative process and learn how to enhance creative thinking.
- Apply idea-generating techniques.
- Practice creativity and problem solving through individual and team activities.
- Explore the challenges of a global economy.
- Develop whole brain thinking for the Conceptual Age.

Assignments, Grading and Due Dates:

Any questions regarding attendance or assignments due the first day of class should be clarified by e-mail prior to the first class session.

Follow syllabus directions exactly to insure you receive all available points. All written assignments should be **double-spaced, typed, Arial 12-point font**, and stapled. No cover page, binder or folder is necessary. Be sure your name is on each page in the header block right justified, along with the course name, course number, and date. Retain a copy for yourself of everything you submit.

All written materials must be appropriate to that expected of upper-division students. Do not rely exclusively on the spell check feature of your work processor, which will not pick up errors such as homonyms, such as “principle” and “principal,” or homophones such as the correct use of “its” and “it’s.” Spelling, grammar, and punctuation will be taken into consideration in grading. Use APA format for correct citations both within the body of the paper and listing references at the end.

Late assignments will receive a deduction of 1/3 the total points for each day late. See Note for Assignment VI, late paper receives 0 points.

Course grades will be based on the quality of oral and written assignments, the Team Presentation along with Peer Evaluations, the Final Examination, participation in Class Activities, and Attendance.

Note: Proper use of APA format to cite references and quotations from other sources makes it clear what is other’s work and ideas and what is your original work, therefore, be sure to use APA format appropriately.

Assignment I- Creativity and Innovation Techniques –an A to Z: Creative Problem Solving Model or Technique

Part A:

Using Creativity and Innovation Techniques – An A to Z at www.mycoted.com and other research, write a paper on a Creative Problem Solving Model or Technique. **Due the first class session.**

1. The website is intended to be used as a reference and resource. Select the section **Creativity Techniques** which will take you to **Creativity and Innovation Techniques- an A to Z**. Read

the basics about creativity and then scan to become familiar with the format and the information. Then select a mycoted.com creative problem solving model or technique from the list below – **Do not select one that has been selected by another student.** Notify me and all of the students enrolled in the class of your mycoted.com selection above **not later than 1 week prior to the start of class.** This is to avoid duplicate selections. Do this by using the email function in Canvas. Go to the Roster Tab, find the email icon, and check the box to the left for Select All Rows. Then compose and send an email listing the creativity technique you have selected from the list above. Do this before you start writing your paper so that you do not waste time on a selection that another student has chosen. Be sure to read all of the instructions for Assignment I: Parts A and B before you make your selection so that you are comfortable with a technique that you will not only write about as required in Part A but will also lead the class as described in Part B.

- a. Analogies
 - b. Attribute Listings
 - c. Browsing
 - d. Bullet Proofing
 - e. Card Story Board
 - f. Chunking
 - g. Circle of Opportunity
 - h. Collective Notebook
 - i. Comparison Tables
 - j. Concept Fan
 - k. Free Association
 - l. Fresh Eye
 - m. Five W's and H
 - n. Gallery Method
 - o. Greeting Cards
 - p. Help-Hinder
 - q. Lateral Thinking
 - r. Listing Pros and Cons
 - s. Mind Mapping
 - t. Morphological Analysis
 - u. PMI
 - v. Random Stimuli
 - w. Reversals
 - x. Role Storming
 - y. Sculptures
 - z. Six Thinking Hats
 - aa. Slice and Dice
 - bb. Wishing
 - cc. Snowball Technique
 - dd. Super Heroes
 - ee. Talking Pictures
 - ff. Why, Why, Why
 - gg. Other People's Viewpoints
 - hh. Similarities & Differences
2. Research the model or technique. Find a total of 3 sources for the technique that you select.

3. Write a two (at least 2 full pages) to four page paper to include the following elements:
 - a. Cite at least 3 references (1 point) for your model/technique using proper APA format both within the body of the text and as a list of references (1 point) at the end. (This does not count as one of the pages.) According to the APA Publication Manual 6th edition (2010) “Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source. To avoid charges of plagiarism, take careful notes as you research to keep track of your sources and cite those sources...” (p. 170) APA Style format requires the author’s last name, year of publication, page number for direct quotations in the text, and encourages providing a page or paragraph number when paraphrasing, along with a complete reference in the reference list. (APA, 2010, p. 171) “Each reference cited in text must appear in the reference list, and each entry in the reference list must be cited in text.” (p. 174) If using an electronic source, cite appropriately and provide the link in the citation and the reference list according to APA format. See <http://blog.apastyle.org/files/how-to-cite-something-you-found-on-a-website-in-apa-style---table-1.pdf> . Here is an example website citation: Gallery Method (2005) Retrieved November 3, 2014, from http://www.mycoted.com/Gallery_method
 - b. Explain the model/technique in enough detail for someone else to apply it and use it. (5 points)
 - c. Pick a simple example of your own (not an example from the research) and apply the model/ technique. (4 points)
 - d. Tell the advantages of this model/technique. (1 point)
 - e. Tell the disadvantages of this model/technique. (1 point)

Part B:

Lead the class in your Creative Problem Solving Model or Technique

Before class:

Plan a creative method (not more than 10 minutes) to lead the class in how to use/apply your model /technique. This is **not** a lecture. The talking about and explaining the technique should be minimal because rather than tell about it you must show and have them do it. You must have the class actually apply and do the technique. Use props, examples, diagrams, activities, games, toys, video, music, simulations or any other approach to leading the class in doing your model/technique. Have fun with this! It should be **creative**. Bring a one page handout of your model/technique for distribution to each student so that when we are finished each student will have a useful reference book of models and techniques. You will actually lead the class on your technique during the 3rd or 4th class session. This will be graded based on 4 points available for explanation of technique/content/instructions and 7 points available for having the class do/participate/ interaction /experience the technique and 2 points for quality of delivery.

See below before you finalize your presentation and handout.

During class:

1. During the 1st class session, we will expand our thinking about the paper you wrote in Part A. To accomplish this, students will swap papers. This is not an evaluation, grade or correction of your paper. This is to obtain observations, input and insights to learn more about the application and benefits of the model/technique. This applies the “2 heads are better than 1” philosophy.
2. For the swap you will provide observations and input about the model/technique: What are the strengths of this model? What are the downsides of this model? When would you find it useful? What did you learn from this model/technique?
3. What ideas do you have for teaching the class this method?
4. Your paper will be returned to you so that you can incorporate the input into Part B.

Assignment II - Practice the Six Senses from the book *A Whole New Mind*.

Due the 1st class session - 18 points

1. Read: *A Whole New Mind*, by Daniel Pink.
2. Complete the assigned activities listed below to apply and practice the Six Senses and Innovation Roles.
3. Document the outcome of each activity as described below. Label each item and compile in the order listed.
4. Activities:
 - a. Design/Invention (3 points)
 - i. Design something, anything; it can be a product or a service. A good way to get started is to think of something that bugs you, a pet peeve, and design a fix or solution for it.
 - ii. Document your design/invention. Later in class we will share your design/inventions. You may, but don't have to, make a simple prototype to demonstrate your invention to the class.
 - b. Story – Write a mini-saga a 50 word story as described on page 117. (3 points)
 - c. Symphony - Draw your self-portrait using only five lines. (2 points) (The website <http://www.the5line.com> doesn't work.)
 - d. Meaning - Conduct a Gratitude Visit as described on page 225. Write one page on who you visited, what they did for you and what happened during the Gratitude Visit. (3 points)
 - e. Design + Story + Symphony + Empathy + Play + Meaning (7 points)
 - i. Make a Shadow Box telling your story to practice and apply all of the Six Senses.
 - ii. A Shadow Box is often made with a deep picture frame. This is **not** what I mean. Take a box of any size, shape or kind to make your Shadow Box. Then tell your story with objects, drawings, shapes that are mounted and/or displayed in the box that represents who you are. Be creative in what you design and make! Have fun!
 - iii. Bring the Shadow Box to the 1st session to use to introduce yourself to the class as you tell us your Story.
 - iv. Be prepared to describe how you applied or incorporated each of the Six Senses to make your shadow box.

Assignment III - Team Presentation

During class, in a team, you will apply, solve and present a problem using a problem solving model and creative techniques. During the last session of class you will deliver a creative presentation on the problem, solution and the steps you used to solve the problem. The creative presentation will be 10 minutes followed by a 5 minute question and answer period led by the team. You will be asked for feedback on both the intellectual and work contributions of the other team members in your group as the Peer Evaluations.

Assignment IV – Final Exam

The final examination will be given in class as an individual, closed book, closed notes objective test. It will include material covered in class from the Canvas/learn.ou.edu Class Notes and from the book *A Whole New Mind*.

Assignment V - Participation

Participation will be measured in Class Activities: Informal team discussions and reports will be a significant part of the class. Each student is expected to be the spokesperson for a minimum of one of these activities; this will be the basis Class Activities measurement.

Assignment VI – PCS Project

PCS Project Final Assignment: Solve a Problem - Download from Canvas > Forms for assignment.

Practice the PCS Model Checklist, Creative Techniques and Tools and apply 2 roles from *The Ten Faces of Innovation* - 13 points

Due 21 days from the last day of class. Late paper receives 0 points

1. Read: *The Ten Faces of Innovation* by Tom Kelley.
2. Select a real problem. Apply the PCS Model to the problem using the steps from the PCS Checklist. We will learn the steps and how to use the PCS Checklist in class.
3. Document each step and each technique and/or tool. Use the PCS Checklist and additional evidence to document.
4. Identify two roles from *The Ten Faces of Innovation* which are not your strengths, but ones you want to develop. Apply and practice both roles with the PCS Project. The purpose is to practice the new tools to improve your skills applying the Learning Cycle.
5. Complete the PCS Project Debrief to document your experience in applying the 2 roles.
6. Complete the Team Feedback Sheet if you have completed the assignment with a group.
7. E-mail the documentation from items 3, 5, and 6 above to lynnwweber@att.net. Documentation may be in word, power point or you can scan in your handwritten steps. Be sure if you chose to scan that it is legible and dark enough to be read. I will reply upon receipt of the assignment. If you do not receive a reply then I have not received the assignment. You will need to make alternate arrangements to deliver to me. Allow adequate time to meet the due date even if there is a problem with e-mail. You will receive feedback and the grade by return email.

Note:-Due Date for Assignment VI: 21 days from the last day of class, September 3, 2017. Failure to meet this deadline will result in 0 points. Late assignments will not be accepted. Exceptions to this due date requirement are not anticipated except under rare, extreme circumstances negotiated with me **in advance**.

Attendance Policy:

Attendance is important because much of the learning comes from class discussions and interactions with other students. It is expected that you will attend all class sessions, arrive on time, and remain until class ends. Do not schedule conflicts with class time for any reason. Also insure that your cell phone is silenced. Absences for university –sponsored or legally required activities must be discussed in advance to make alternate arrangements. Any deviations from this attendance requirement must be discussed in advance with the professor and absence from any session or part of a session or repeated tardiness will result in a deduction of up to 10 points per session.

Grading:

This is a letter-graded course: A, B, C, D, or F, according to the following scale: A = 90% to 100%; B = 80% to 89%; C = 70% to 79%; D = 60% to 69%; F = below 60%

Assignment	Due Date	Points
Bring 25 sheets white paper, 8 ½ x 11	1 st class session	NA
Bring 6” stack newspaper and one roll masking tape	3 rd class session	NA
www.mycoted.com - Creative Problem Solving Model/ Technique	Prior to first class	NA
Part A – Two to four page paper	1 st class session	13
Part B – Teach a Model/Technique	3 rd class session	13

Assignment	Due Date	Points
A Whole New Mind, The Six Senses; Documentation of completed activities	1 st class session	18
Team Presentation - Solving a Problem Team Presentation – Peer Evaluations	During class	18
Final examination–Individual/Closed Book& Notes	During class	20
Participation - Class activities	During class	5
PCS Project: Final Assignment applying roles from the Ten Faces of Innovation book	21 days from last day of class, September 3, 2017 Late papers = 0 points	13
Total	NA	100

Late Work:

Late assignments will receive a deduction of 1/3 for each day late.

Absences:

Deduction of up to 10 points for each session or portion of a session late or missed. (8 total sessions: Session is a module of 3-5 hour time periods per day or half day.)

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 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 VITA

Lynn W. Weber, H.H.R., SPHR

Education

- 2000 M. H. R., University of Oklahoma, Norman, Oklahoma
- 1998 Training and Development Certificate, University of Oklahoma
- 1990 Professional Accreditation, Senior Professional in Human Resources - Lifetime Certification, Society for Human Resource Management
- 1988 Advanced Management Program, University of Oklahoma
- 1974 B.S., Mathematics, University of Oklahoma, Norman, Oklahoma

Current Positions

- Owner, Weber Consulting: Specializing in management, human resources, organizational development, training, facilitation and executive coaching
- Adjunct Professor, Department of Human Relations, University of Oklahoma, Norman, Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5073 Creative Problem Solving
- HR 5113 Supervision for the Workplace

Major Areas of Teaching and Research Interest

- Performance Management
- Management Development
- Staffing/Placement
- Organizational Change
- Labor Relations/Grievance Handling
- Leadership
- Positive Discipline
- Supervision

Representative Publications and Presentations

“Performance and measurements for recruiting and staffing non-exempt employees,” National Conference of the International Quality and Productivity Center, Chicago, July 18, 1996.

Representative Honors and Awards Received

- Phi Beta Kappa
- University of Oklahoma, University Scholar, President’s Leadership Class
- Leadership Norman
- Special Recognition Award, Individual Performance Award, SBC

Major Professional Affiliations

- Society for Human Resource Management
- American Society for Training and Development
- American Management Association
- City of Norman - Search Committee – City Manager
- Norman Chamber of Commerce – Chair - Tomorrow’s Leaders, Chair - Beautification Committee
- Oklahoma Museum of Natural History – Chair -Norman Campaign, Recording Secretary – Museum Friends
- United Way of Oklahoma City - Personnel Committee

- Cleveland County Family YMCA - Board of Directors
- Chair - Personnel Committee, Executive Search Committee, Scholarship Committee
- Partnership for a Drug Free Workplace
- Norman Regional Hospital Foundation - Board of Directors, Awards & Grants Chair, Scholarship, Author Cancer Comfort Kit
- American Cancer Society – Chair - Corporate Sponsorships
- Susan G. Komen Foundation - Board of Directors, Oklahoma City
- University Women’s Association – Scholarship Fundraising Events