Course Title: Creative Problem Solving

Course Number: HR 5073-221

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.

Class Dates, Location and Hours:

- Dates: March 27-April 1, 2012
- Location: Ansbach, Germany. Education Center.
- Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.
- Last day to enroll or drop without penalty: January 27, 2012

Site Director:

Carmelia Lowman. Assistant: Nathan Lucas. Phone DSN 467-3325, FAX DSN 467-2376, CIV 011-49-9802-83-3325. Email: apansbach@ou.edu

Professor Contact Information:

- Course Professor: Lynn W. Weber
- Mailing Address: 5 Pebblecreek Road
  Norman, Oklahoma 73072
- Telephone Number: 405-321-5878
- Fax Number: 405-321-5878
- E-mail Address: lynnwweber@att.net
- 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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


4. Bring 25 sheets white paper, 8 ½ x 11 First day of class

5. Bring 6” stack old newspapers + 1 roll masking tape for 3rd class session

6. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

**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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Bring 25 sheets white paper, 8 ½ x 11</td>
<td>1st class session</td>
<td>NA</td>
</tr>
<tr>
<td>Bring 6” stack newspaper and one roll masking tape</td>
<td>3rd class session</td>
<td>NA</td>
</tr>
<tr>
<td>I. Higgins Book</td>
<td>Prior to first class</td>
<td>NA</td>
</tr>
<tr>
<td>Creative Problem Solving Model/Technique</td>
<td></td>
<td></td>
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<tr>
<td>I. Part A – Two to four page paper</td>
<td>1st class session</td>
<td>13</td>
</tr>
<tr>
<td>I. Part B – Teach a Model/Technique</td>
<td>3rd class session</td>
<td>13</td>
</tr>
<tr>
<td>II. A Whole New Mind, The Six Senses Documentation of completed activities</td>
<td>1st class session</td>
<td>18</td>
</tr>
<tr>
<td>III. Team Presentation – Solving a Problem</td>
<td>During class</td>
<td>13</td>
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<tr>
<td>IV. Team Presentation – Peer Evaluations</td>
<td>During class</td>
<td>5</td>
</tr>
<tr>
<td>V. Final examination – Individual/Closed Book &amp; Notes</td>
<td>During class</td>
<td>20</td>
</tr>
<tr>
<td>VI. Participation – Class activities</td>
<td>During class</td>
<td>5</td>
</tr>
<tr>
<td>VII. PCS Project: Final Assignment applying roles from the Ten Faces of Innovation book</td>
<td>21 days from the last day of class Late papers = 0 points See note*</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>100</td>
</tr>
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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.)
Explanation of Assignments:

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.

Assignment I- Higgins: Creative Problem Solving Model or Technique

Part A: Using the Higgins book, and other research, write a paper on a Creative Problem Solving Model or Technique. Due the first class session.

1. The Higgins book is intended to be used as a reference and resource book. It is not necessary to read the Higgins book from cover to cover. Scan it to become familiar with the format and the information. Then select a creative problem solving model or technique from the book. To avoid duplications and to insure a variety of different models and techniques, e-mail your first 3 choices of models or techniques in order of preference not later than 2 weeks before the start of class. I will approve one of them and confirm the selection with you. Do this before you start writing your paper so that you do not waste time on something that does not get approved.

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)

   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 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 content/instructions and 7 points available for having the class do 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. 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

A. Read: *A Whole New Mind*, by Daniel Pink.

B. Complete the assigned activities listed below to apply and practice the Six Senses and Innovation Roles.

C. Document the outcome of each activity as described below. Label each item and compile in the order listed.

D. Activities:

1. Design/Invention (3 points)
   
   a) 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.
   
   b) 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.

2. Story – Write a mini-saga a 50 word story as described on page 117. (3 points)

3. Symphony - Draw your self-portrait using only five lines. (2 points)

   (The website [http://www.the5line.com](http://www.the5line.com) doesn’t work.)

4. 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)

5. Design + Story + Symphony + Empathy + Play + Meaning (7 points)

   a) Make a Shadow Box telling your story to practice and apply all of the Six Senses.

   b) 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!
c) Bring the Shadow Box to the 1st session to use to introduce yourself to the class as you tell us your Story.

d) 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 Examination – 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 D2L/learn.ou.edu Class Notes and from the book A Whole New Mind.

Assignment V

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 Final Assignment = Solve a Problem

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.

A. Read: The Ten Faces of Innovation by Tom Kelley.

B. 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.

C. Document each step and each technique and/or tool. Use the PCS Checklist and additional evidence to document.

D. 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.

E. Complete the PCS Project Debrief to document your experience in applying the 2 roles.

F. E-mail the documentation from items C and E above to lynnweber@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.

*Note-Due Date for Assignment VI: 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%

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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

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.

Copyright

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


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, 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