Course Description

Presents an in-depth study of creative thinking and problem-solving techniques that are essential for organizational leaders. Causal, deductive, and inductive arguments are described as well as the use of persuasion. Moral, legal, and aesthetic reasoning are also covered.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify the benefits of employing creative-thinking processes in an organization.
2. Apply creative-thinking and problem-solving theories to real-world situations.
3. Compare the values, behaviors, and outcomes of creative-thinking approaches with status quo patterns.
4. Develop strategies to overcome the barriers that inhibit creative thinking.
5. Identify leadership strategies for creating an organizational culture that embraces and sustains creative-thinking practices, both for problem solving and strategic innovation.
6. Identify leadership strategies for facilitating collaborative processes that innovate and solve complex problems.
7. Apply creative-thinking principles to develop persuasive arguments that employ legal, moral, and aesthetic reasoning.
8. Create a procedure to foster creative thinking in a real-world organization.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook and/or articles from the online library. Suggested Further Readings are listed in the unit study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Further Readings.
4. Unit Assignments: Students are required to submit for grading Unit Assignments in Units I - VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I - VIII Assignments. Specific information about accessing these rubrics is provided below.
5. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

6. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit I Essay**

**What is Creative Thinking?**

Develop a two-page essay that addresses the following:

- Create your own definition of creative thinking.
- Describe the criteria leaders should use to determine whether they are employing creative-thinking techniques.
- Explain the difference between creative and status quo behaviors.
- Briefly describe a professional situation you have been involved with that could have benefited from creative thinking. Discuss how the situation meets the criteria you established in your definition. Also, explain how a creative and innovative approach to the issue would have changed the outcome.

Please follow appropriate APA format. At least one outside source is required, and all sources used, including the textbook, must be cited and referenced.

See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the essay. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Project**

**Writing a Blog**

Write a blog post for a target audience of business executives that explains how innovative business leaders can use the concepts from Chapters 2 and 4 of your textbook to encourage employees to adopt innovative work behaviors.

Include the following components:

- Use specific examples to illustrate your points.
- Be sure to present advice that is most relevant to the specific target audience.
- Maximize the benefits available in the blog format.
- Your response should be at least 2 pages in length.
- Use a minimum of 3 outside sources, one of which may be your textbook.
For this assignment, you will not be creating a blog on a web page, but writing a blog post in a Word document, following the above criteria.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Project**

"How-to" Article

Write a "how-to" magazine article (written in third person) to appear in a business magazine geared toward organizational leaders. Advise readers on how they can encourage employees to avoid the behaviors and practices that might inhibit creative thinking.

The article must include the following components:

- The article should be a minimum of 2 pages.
- Use specific examples to illustrate your points and establish credibility with readers.
- The advice you offer should demonstrate your understanding of course concepts.
- All content in your written assignment must be original or attributed to an outside source following the journalistic style.
- Follow an inverted pyramid structure. See the Unit III Lesson for additional guidelines on this structure.
- Include at least one direct quote, and use a minimum of 2 outside sources. All sources used must be cited and referenced according to APA format.

*Please note:* If you are unfamiliar with the format of a “how-to” article, the Egbers & Schenck (2013) article, "Seven Enemies of Success for Newly Promoted Leaders," from *T+D* magazine, located in the Suggested Readings section of the Unit III Study Guide, might be a helpful resource. The article can serve as an example for format ONLY. The content guidelines are listed above.

Ensure that you do not plagiarize from an existing article. Cite and reference any paraphrased or quoted material according to APA format. (For more information about the consequences of plagiarism, please see CSU’s Academic Integrity Policy in the CSU Student Handbook, located at http://www.columbiasouthern.edu/Download-Catalog) The consequences of violating the Academic Integrity Policy are severe.

See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the magazine article. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit IV Project**

Campaign Speech

Read the following scenario, which is also Application 8.4 on page 146 of the course textbook.

"Alcohol and drug abuse are associated with crime on the streets, health problems, the breakdown of the family, and poor job performance. Identify and solve the problem..."

Create a campaign speech that employs creative, innovative strategies to both identify and solve the problem.

The following components should be included:

- Your response should be a minimum of 3 pages.
- Write the speech for a specific target audience and with a clear goal and purpose that is evident from the content.
- Present a clear opinion and position on the issue presented in Application 8.4.
- Use logical and sound evidence to support your viewpoints. Your evidence must come from at least one outside source and follow APA guidelines.
See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the speech. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V PowerPoint Presentation**

Chapter 5 of the course textbook proposes a four-stage creative process to resolve problems and issues (pages 99-101). Apply the four-stage process to the following scenario:

*Imagine you are the manager of the marketing department for a luxury-brand watch manufacturer. Sales have slowed in recent years, in the wake of the economic downturn.*

Develop a PowerPoint Presentation that includes the following:

- Use at least one source from the CSU Online Library.
- Identify the source of the problem for employees in your department.
- Employ creative-thinking strategies to present a solution to the problem.
- Persuade and motivate employees to fully support the plan.

Your presentation should be at least ten slides in length. All sources used must be cited and referenced according to APA format.

See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the presentation. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Remember to use APA Style to format your presentation.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Project**

Read the scenario described in Application 10.4 on page 176 of the course textbook. Create a document that responds to the issue presented in the scenario. Use a visual format (flyer, poster, brochure, pamphlet, web home page, or other visual format) to convey the primary ideas.

Include the following components:

- Present a clear goal and purpose in the content (e.g., to seek an increase in funding; to inform and raise awareness about the issue; to call for volunteers, donations).
- Gear the document toward a specific target audience (e.g., government officials, the public at large).
- Use logical and sound evidence to support your statements.

See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the project. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Project**

Read the scenario described in Application 14.1 on page 225 of the course textbook. You will use the information presented in Application 14.1 for the Unit VII Project. Select a persuasive format (white paper, newspaper Op-Ed piece, or blog post) to present your response.

The following components should be included:

- Your response should be a minimum of 3 pages.
- Write the document for a specific target audience and with a clear goal and purpose that is evident from the content.
- Present a clear opinion and position on the issue illustrated in Application 14.1.
- Use logical and sound evidence to support your viewpoints.
See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the opinion piece. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Final Project**

Create a six- to eight-page corporate policy to foster creative thinking in a real-world organization.

The policy must include the following components:

- Clearly identify the organization and target audience the plan is written for.
- Create sections based on the work activities that contribute to the overall corporate culture. The sections should be tailored to your specific organization and your target audience.
- Include specific procedures that will facilitate a creative work environment. Describe detailed procedures using a format that is easy to follow.
- Add any templates or worksheets that might be helpful for the leaders to use when implementing the policy.
- Use text enhancements and visuals for emphasis and for clarity. In addition to basic enhancements, such as bold, underline, italics, caps, font/font size, and color-coding, you can include graphs, illustrations, or other visual elements.
- Use at least one outside resource in your policy. You must relate your discussion of the policy to the outside source(s) use and cite them according to APA format.

Ensure that you do not plagiarize by using content from existing policies. (For more information about the consequences of plagiarism, please see CSU’s Academic Integrity Policy in the CSU Student Handbook, located at [http://www.columbiasouthern.edu/Download-Catalog](http://www.columbiasouthern.edu/Download-Catalog) The consequences for violating the Academic Integrity Policy are severe.

See the grading rubric for additional guidelines. It is recommended that you use the rubric as a checklist as you draft the policy. Refer to the rubric often, and be sure to fulfill the requirements for all criteria listed.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Journal, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Journal rubric can be found within Unit I’s Journal submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the
Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Journals, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<td>Projects (5 @ 10%)</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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### Unit I  
**Benefits of Creative Thinking**

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<th>Review:</th>
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<td><strong>Chapter 1</strong>: Developing Your Thinking: An Overview</td>
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<td><strong>Additional Reading</strong>: See Study Guide</td>
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**Notes/Goals:**

### Unit II  
**Theoretical Foundations**

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<td><strong>Chapter 2</strong>: Establish a Foundation</td>
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**Notes/Goals:**

### Unit III  
**Barriers to Creative Thinking**

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<td><strong>Chapter 6</strong>: Search for Challenges</td>
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