

Fall 2024

Meeting days: ONLINE	Instructor title and name: Dr. Frank Marshall
Meeting times: ONLINE	Phone: 619-371-6148
Meeting location: ONLINE	E-mail: fmarshal@pointloma.edu
Final Exam: No Exam	Office location and hours:
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an understanding of the critical role of leaders in fostering a creative work environment to support innovation. Topics include developing innovative solutions, building an innovative culture, becoming a learning organization, and developing innovation capacity and capability. An emphasis is placed on driving organizational innovation.

COURSE LEARNING OUTCOMES

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

1. Explain innovation and creativity concepts and practices (PLO 1).
2. Exhibit an understanding of the role of leaders in integrating operations, innovations, creativity, and continuous change (PLO 1).
3. Assess an organization's innovation processes (PLO 2).
4. Analyze cultures of innovation that allow for future growth (PLO 2).
5. Collaborate in a team to evaluate innovation practices (PLO 5).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Govindarajan, V. (2016). *The Three-Box Solution: A Strategy for Leading Innovation*. United States: Harvard Business Review Press.
2. Van Geest, Y., Malone, M. S., Ismail, S. (2014). *Exponential Organizations: Why New Organizations Are Ten Times Better, Faster, and Cheaper Than Yours (and What To Do About It)*. United States: Diversion Books.

ASSESSMENT AND GRADING

Grading			Grade scale:	
Canvas Studio	140	20 pts for 7 weeks	A=93-100	C=73-76
Assignments	445	Wks 1, 2, 3, 4, 6, 7	A-=92-90	C-=70-72
Discussions	255	Wks 1, 2, 3, 4, 5, 6, 7,8	B+=87-89	D+=67-69
Final Assignment	150	Wk 8	B=83-86	D=63-66
Peer Review	10	Wk 2	B-=80-82	D-=60-62
			C+=77-79	F=0-59

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#)** offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - **Research Help Guide** to help you start your research
 - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **Grammarly**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[APA Style: How to Cite ChatGPT](#)

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are

a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification⊗

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Asynchronous Attendance/Participation Definition: A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

CASE STUDY Presentations

Case Study Outline:

Each student will develop a case study based upon a **professional organization** currently in operation and in the regional San Diego County area. You may choose to examine a small, medium or large-sized organization. You have the creative freedom to design the case study as you would like; however, your main objective will be to search for and evaluate innovative leaders and practices within the organization you examine.

This assignment will be delivered to your peers; with each student delivering one case study per semester. At least one or more case studies will be offered weekly, depending on the number of students in the course. Your case study should not be a personal story; therefore, your study will not include organizations owned or led by family members, any place you now or formerly worked, or any organization to which you have a personal connection.

Overview of your Case Study:

1. Using the framework of "leading innovation," search for an organization that interests you. Consider what elements of the organization draw your interest and why. Does this company have a captivating product? Is this a "tech forward" company? Does the company engage consumers or followers by intriguing social media posts? Is the organization literally or figuratively building something? What about this company suggests "innovation"?

2. Conduct research into the company via an internet search: look for indicators of forward-looking statements, innovative ideas/techniques, products or services. Read about and research the senior executives within the organization, if possible.
3. If desired (optional), arrange an interview with a leader within the company to dive into further research.
4. Find out the "why" behind the innovative characteristics or future plans of the organization.
5. Avoid using companies that engage in questionable, immoral practices or those that focus on selling addictive products (alcohol, tobacco, cannabis, etc.)

Read: Gather primary insight into the "culture of innovation" from the resource materials in this course.

Present your Case Study:

In a one-page overview, develop the reason why you chose your organization to study, how the company is practicing innovation, ways in which the leaders are tackling innovation, etc. Include your own observations about the company and whether or not you believe the organization will be successful in innovative attempts.

Engage your Peers (suggested questions follow or make up your own):

1. Do you believe this organization has leaders who lead innovation? Why/why not?
2. What might be a challenge for the company?
3. What type of evidence is there to suggest the company will be successful going forward with innovation?
4. What are some recommendations you would make for this organization?

Required Elements:

- A written 1-page Case Study to be submitted BEFORE to the instructor before your presentation
- Copies of your Case Study to distribute to students AFTER you offer the study.
- Facilitation of class discussion: You will lead in asking your questions of the class and provide a conclusion, as needed.
- Your presentation and discussion must be at least 20-25 minutes in length.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Week 1	Readings: Ch 1 3 Box Solution Introduction and Ch 1 of Exponential organizations. Discipline of Innovation The Science of Innovation: What Is Innovation	Assignment: (1) Assess an Organization (2) Canvas Studio

	<p>Video: (v) How to achieve your most ambitious goals</p>	<p>Discussion: (1) Innovation of assessed company</p>
Week 2	<p>Readings: Ch 2 3 Box Solution</p> <p>Ch 2 Exponential organizations</p> <p>Video: (v) Why Innovation Is All About People Rather Than Bright Ideas</p>	<p>Assignment: (1) Brainstorming (2) Canvas Studio</p> <p>Discussion: (3) Skills and Competencies</p>
Week 3	<p>Readings: Ch 3 3 Box Solution</p> <p>Ch 3 Exponential Organizations</p> <p>These Five Behaviors Can Create An Innovation Culture</p> <p>Videos: (v) Building an Innovation Culture</p> <p>(v) How can we create a culture of innovation? Peter Senge</p> <p>(v) Building a Culture of Innovation</p> <p>(v) What factors shape a culture of Innovation?</p>	<p>Assignment: (1) Culture (2) Canvas Studio</p> <p>Discussion: (3) Company Structure</p>
Week 4 Light Week	<p>Readings: Why Your Organization Isn't Seriously Ready About Innovation</p>	<p>Assignment: Why not innovate?</p>

Week 5	<p>Readings: Ch 4 3 Box Solution</p> <p>Ch 4, 5 Exponential Organization</p> <p>How Simplification Is The Key To Change</p> <p>Ideas For Change – Open Innovation</p>	<p>Assignment: (1) Bullet Points (2) Canvas Studio</p> <p>Discussion: (3) One More Bullet</p>
Week 6	<p>Readings: Ch 5 3 Box Solution</p> <p>Ch 7 Exponential Organizations</p>	<p>Assignment:</p>

	<p>Video</p> <p>(v) How can I change my company culture?</p>	<p>(1) Organizational Mission</p> <p>(2) Canvas Studio Discussion:</p> <p>(3) Comparing Gaps</p>
Week 7	<p>Readings: Ch 6 3 Box Solution</p> <p>Ch 8 Exponential Organization</p> <p>Video: Innovation is not Efficient</p> <p>Leading by Leveraging Culture</p>	<p>Assignment:</p> <p>(1) Best Practices</p> <p>(2) Canvas Studio Discussion:</p> <p>(3) Sharing Best Practices</p>
Week 8	<p>Readings: Chs 9, 10 Exponential Organization How to Effectively drive innovation.</p> <p>Creativity's Bottom Line: How Winning Companies Turn Creativity Into Business Value And Growth.</p> <p>Video: (v) How To Make A Cultural Transformation.</p>	<p>Assignment:</p> <p>(1) Final Paper</p> <p>Discussion:</p> <p>(2) Top 3 Lessons</p>