

Summer 2025 Quad 1 Online

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

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	14 0	20 pts for 7 weeks	A=93-100	C=73-76
Assignments	44 5	Wks 1, 2, 3, 4, 6, 7	A-=92-90	C-=70-72
Discussions	25 5	Wks 1, 2, 3, 4, 5, 6, 7,8	B+=87-89	D+=67-69
Final Assignment	15 0	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

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, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite

ChatGPT including the version number, year, month and day of the query and the statement
“Generated using OpenAI. <https://chat.openai.com/>”

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 Leading Innovation, we will cover a variety of topics, some of which you may find triggering. Topics include gender equality, and conflict. 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 Innovation and Entrepreneurship, 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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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

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.

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. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the Chaplain's Page via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

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

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 ACADEMIC HONESTY POLICY

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [ADC Academic Policies in the Graduate and Professional Studies Catalog](#).

Online Asynchronous Attendance/Participation Definition: Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

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.

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.

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

Assess the innovation process for (1) of the companies listed below: AirBnB, Dollar Shave Club, Peloton, or REI. Look online at the company website to see if the company has any new products coming to market and how the company is adapting its current product to new offerings. The linked web pages give you some relevant background information on the company's innovations.

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 - Airbnb – Expanding into experiences: [ExperiencesLinks to an external site.](#)
 - Dollar Shave Club – Direct to your door: [Dollar Shave ClubLinks to an external site.](#)
 - Peloton – bringing the gym into the home: [PelotonLinks to an external site.](#)
 - REI – closing their stores on the busiest shopping day: [closing its doors on Black FridayLinks to an external site.](#)

IMPORTANT NOTE: Choose carefully: you will use the same company for all assignments throughout the rest of the course, unless otherwise stated.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Week 1 Light Week	Readings: Why Your Organization Isn't Seriously Ready About Innovation	Assignment: Why not innovate? (1) Assess an Organization (2) Canvas Studio Discussion: (1) Launching a New Idea
Week 2	Readings: Ch 1 3 Box Solution Introduction and Ch 1 of Exponential organizations. Discipline of Innovation The Science of Innovation: What Is Innovation Video: (v) How to achieve your most ambitious goals	Assignment: (1) Assess an Organization (2) Canvas Studio Discussion: (3) Launching a New Idea
Week 3	Readings: Ch 2 3 Box Solution Ch 2 Exponential organizations Video: (v) Why Innovation Is All About People Rather Than Bright Ideas	Assignment: (4) Brainstorming (5) Canvas Studio Discussion: Skills and Competencies
Week 4	Readings: Why Your Organization Isn't Seriously Ready About Innovation Readings: Ch 3 3 Box Solution Ch 3 Exponential Organizations	Assignment: (1) Culture (2) Canvas Studio

	These Five Behaviors Can Create An Innovation Culture Videos: (v) Building an Innovation Culture (v) How can we create a culture of innovation? Peter Senge (v) Building a Culture of Innovation (v) What factors shape a culture of Innovation?	Discussion: (3) Company Structure
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Week 5	Readings: Ch 4 3 Box Solution Ch 4, 5 Exponential Organization How Simplification Is The Key To Change Ideas For Change – Open Innovation	Assignment: (1) Bullet Points (2) Canvas Studio Discussion: (3) One More Bullet
Week 6	Readings: Ch 5 3 Box Solution Ch 7 Exponential Organizations Video (v) How can I change my company culture?	Assignment: (1) Organizational Mission (2) Canvas Studio Discussion: (3) Comparing Gaps
Week 7	Readings: Ch 6 3 Box Solution Ch 8 Exponential Organization Video: Innovation is not Efficient Leading by Leveraging Culture	Assignment: (1) Best Practices (2) Canvas Studio Discussion: (3) Sharing Best Practices

Week 8	Readings: Chs 9, 10 Exponential Organization How to Effectively drive innovation. Creativity's Bottom Line: How Winning Companies Turn Creativity Into Business Value And Growth. Video: (v) How To Make A Cultural Transformation.	Assignment: (1) Final Paper Discussion: (2) Top 3 Lessons