

**Fall 2023 Quad 1**

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

**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	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

## 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

---

**Note:** Below are three sample artificial intelligence (AI) policy statements for your consideration. You may use, revise, or delete this section as needed for your course.

**Note:** Consider this statement if you will not permit the use of AI.

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

**Note:** Consider this statement if you will permit some use of AI.

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.

**Note:** Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. 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 Sexual Harassment, gender pay 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 [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.

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

## **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **SPIRITUAL CARE**

---

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. 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 for, desire to meet or share a prayer request please email [mvchaplain@pointloma.edu](mailto:mvchaplain@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.

## **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. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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 assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

## **PLNU 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.

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

<b>Week 5</b>	Readings: Ch 4 3 Box Solution	<b>Assignment:</b> <b>(1) Bullet Points</b>
---------------	----------------------------------	--



	<p>Ch 4, 5 Exponential Organization</p> <p>How Simplification Is The Key To Change</p> <p>Ideas For Change – Open Innovation</p>	<p><b>(2) Canvas Studio Discussion:</b></p> <p><b>(3) One More Bullet</b></p>
<b>Week 6</b>	<p>Readings: Ch 5 3 Box Solution</p> <p>Ch 7 Exponential Organizations</p> <p>Video</p> <p>(v) <a href="#">How can I change my company culture?</a></p>	<p><b>Assignment:</b></p> <p><b>(1) Organizational Mission</b></p> <p><b>(2) Canvas Studio Discussion:</b></p> <p><b>(3) Comparing Gaps</b></p>
<b>Week 7</b>	<p>Readings: Ch 6 3 Box Solution</p> <p>Ch 8 Exponential Organization</p> <p>Video: <a href="#">Innovation is not Efficient</a></p> <p>Leading by Leveraging Culture</p>	<p><b>Assignment:</b></p> <p><b>(1) Best Practices</b></p> <p><b>(2) Canvas Studio Discussion:</b></p> <p><b>(3) Sharing Best Practices</b></p>
<b>Week 8</b>	<p>Readings: Chs 9, 10 Exponential Organization</p> <p>How to Effectively drive innovation.</p> <p>Creativity's Bottom Line: How Winning Companies Turn Creativity Into Business Value And Growth.</p> <p>Video:</p> <p>(v) How To Make A Cultural Transformation.</p>	<p><b>Assignment:</b></p> <p><b>(1) Final Paper Discussion:</b></p> <p><b>(2) Top 3 Lessons</b></p>