



## Course Syllabus

**Course Title:** Creativity, Innovation, and Influence **Term and Year:** Summer 2023

**Course and Section Number:** LDR 403  
**Number of Credit Hours:** 3

**Time and Place:** Asynchronous, Online  
**Office Location/Hours:** TBD

**Instructor:** TBD

**Office Phone:** TBD

**Email:** TBD

### Course Description:

This course empowers leaders to envision and develop new ideas from inception through implementation. Readings and activities engage students in defining and building creativity, critical thinking, and collaboration skills. These skills can be used to facilitate innovation in individuals, groups, organizations, and communities.

**Learning Outcomes:** Upon completion of this course, the student should be able to:

- Experiment with a creativity framework to develop ideas that help solve a problem. **(LO1)**
- Evaluate the skills needed to produce or sustain innovation in an organization. **(LO2)**
- Combine perspectives in idea generation and decision-making processes to facilitate innovation. **(LO3)**
- Research strategies that influential leaders use to gain support for innovative ideas. **(LO4)**
- Solve challenges using creativity, innovation, and/or influence. **(LO5)**

**Prerequisites:** None

**Required Text:** This course utilizes OER (Open Educational Resources) materials at no cost to learners. All required reading is available in the online course room.

### Attendance/Participation:

Students are expected to log in to their courses throughout the week to receive instruction, materials, and updates from Moodle. It is the student responsibility to submit assignments, complete discussion forum postings, and finish assessments by the due date. Students who do not participate in these activities **each week** will be counted absent. Instructors are required to submit attendance the Monday following each week of class. Absences are reported to the Financial Aid Department and may result in the loss of a financial aid refund due to lack of attendance.

Completing the following actions will **not count** as present for this class:

- Logging into Moodle
- Reviewing Course Materials
- Any email or phone contact with the Instructor
- Submitting work early. One assignment must be submitted during each week to be counted present.

### Grading/Evaluation:

Grading will be based on discussion forum entries, creation assignments, and review assignments.

Please see the written assignment rubric and discussion forum rubrics found in the course information page for grading criteria and assignment expectations. A point breakdown is provided below.

Discussion Forums (50 points each) .....	400 points
Creation Assignments (100 points each) .....	800 points
Review Assignments (20 points each) .....	60 points
Total Points.....	1260 points

Note: Initial discussion forum posts are due on Wednesdays at 11:59PM EST. Two discussion forum replies and other assignments are due on Sundays at 11:59PM EST. Assignments for the final week of class will be due on Saturday at 11:59PM EST.

Final grades follow the Trine grading system.

Grade	Grade %
<b>A</b>	90 - 100
<b>B+</b>	87 - 89
<b>B</b>	80 - 86
<b>C+</b>	77 - 79
<b>C</b>	70 - 76
<b>D+</b>	67 - 69
<b>D</b>	60 - 66
<b>F</b>	0 - 59

**Late Policy:**

Late work will not be accepted.

**Academic Misconduct:**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

**Plagiarism:**

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

**Student Resources:**

Please visit the Student Resources tab in our course to find resources including technical support, tutoring, library resources, accommodations, accessibility, technology requirements, counseling services and many other resources.

**Course Calendar/Schedule:** Please see “Course Schedule” in course information tab.

### References

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## Course Mapping:

Week and Title	Weekly Learning Outcome Alignment	Learning Activities and Materials (LO alignment)	Assessments (LO alignment)
<b>Week One: Pick Your Problem</b>	<ul style="list-style-type: none"> <li>Experiment with a creativity framework to develop ideas that help solve a problem. <b>(LO1)</b></li> <li>Evaluate the skills needed to produce or sustain innovation in an organization. <b>(LO2)</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><a href="#">How in the World Do You Create?</a> (7 pages) <b>(LO1) (LO2)</b></li> <li><a href="#">Creative Problem Solving as Overcoming a Misunderstanding</a> (10 pages) <b>(LO2)</b></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li><a href="#">Creative Problem-Solving in the Face of Extreme Limits</a> (16:30) <b>(LO1)</b></li> <li><a href="#">Design Thinking: Solving Life's Problems</a> (6:42) <b>(LO1)</b></li> </ul>	<p><b>Introduction Forum Review Assessment:</b></p> <ul style="list-style-type: none"> <li>Crossword reviewing the readings <b>(LO1) (LO2)</b></li> </ul> <p><b>Discussion Forum:</b></p> <ul style="list-style-type: none"> <li>Evaluate the skills needed to produce innovation or creativity in a professional environment. How do these skills differ from a personal situation? Compare and contrast a professional and personal example</li> </ul>
		<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li><a href="#">Getting Started with Strategic Planning</a> (27:56) <b>(LO1) (LO2)</b></li> </ul> <p>o Transcripts <a href="#">here</a></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Example framework and skills infographic <b>(LO1) (LO2)</b></li> <li>Rubrics for assignments <b>(LO1) (LO2)</b></li> </ul>	<p>from your life and support your post with at least one APA-cited source.</p> <ul style="list-style-type: none"> <li>Finish your post by posing a relevant question to your classmates <b>OR</b> by responding two other classmates' questions.</li> <li>The initial post should be a minimum of 300 words; replies to classmates should be a minimum of 100 words.</li> </ul> <p><b>(LO2) Creation Assessment:</b></p> <ul style="list-style-type: none"> <li>Select a problem, challenge, or potential innovation relevant to you. This can be personal, professional, or academic. <b>Note:</b> This will be the focus of subsequent assignments, so pick</li> </ul>

			<p>something that inspires you.</p> <ul style="list-style-type: none"> <li>• Then, evaluate the potential skills needed to produce or sustain the development of this innovation.</li> <li>• In an infographic, detail a minimum of <b>five</b> skills required and a potential framework for solving the problem or promoting the innovation. Support your skills and framework with a minimum of <b>three</b> resources, citing them in APA format. <b>(LO1)</b> <b>(LO2)</b></li> </ul>
<p><b>Week Two: Conduct Research</b></p>	<ul style="list-style-type: none"> <li>• Combine perspectives in idea generation and decision-making processes to facilitate innovation. <b>(LO3)</b></li> <li>• Research strategies that influential leaders use to gain support for innovative ideas. <b>(LO4)</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 6: Build Your Creativity Muscles</a> (35 pages) <b>(LO3)</b> <b>(LO4)</b></li> <li>• Responsible Leadership Fuels Innovative Behavior (11 pages) <b>(LO3)</b></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Give Yourself Permission to be Creative</a> (9:16) <b>(LO3)</b> <b>(LO4)</b></li> </ul>	<p><b>Discussion Forum:</b></p> <ul style="list-style-type: none"> <li>• Select one of the exercises from Chapter 6 and apply it to something in your life. How can you creatively solve that problem? Research strategies that could support your innovative ideas. <b>(LO4)</b> Support your post with at least one APA cited source.</li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Creativity builds nations</a> (11:56) <b>(LO3) (LO4)</b></li> <li>• <a href="#">The surprising habits of original thinkers</a> (15:15) <b>(LO3) (LO4) Review:</b></li> <li>• Infographic of influential leaders of innovation and their strategies (1 page) <b>(LO4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Finish your post by posing a relevant question to your classmates <b>OR</b> by responding to two other classmates' questions.</li> <li>• The initial post should be a minimum of 300 words; replies to classmates should be a minimum of 100 words.</li> </ul> <p><b>(LO4) Creation Assessment:</b></p> <ul style="list-style-type: none"> <li>• After reading "Responsible Leadership" refer to the graphic on how leadership fuels innovation. Create your own graphic that demonstrates your perspective on idea generation, decision-making processes, and innovation. Identify the key players in the process; the roles they play, the position you would like to play in implementing innovation. <b>(LO3)</b></li> </ul>
<p><b>Week Three: Identify Solutions</b></p>	<ul style="list-style-type: none"> <li>• Evaluate the skills needed to produce or sustain innovation in an organization.</li> <li>• <b>(LO2)</b> Combine perspectives in idea generation and decision-making processes to facilitate innovation. <b>(LO3)</b> Research strategies that influential leaders use to gain support for</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What Scholars Know About Creativity</a> (34 pages) <b>(LO3)</b></li> <li>• <a href="#">How to our foster innovation-related skills?</a> <b>(LO2) (LO4) Watch:</b></li> <li>• <a href="#">It's not manipulation, it's strategic communication</a> (10:56) <b>(LO2)</b></li> <li>• <a href="#">The single biggest reason start-ups succeed</a> (6:40) <b>(LO3) (LO4) Review:</b></li> <li>• <a href="#">Innovation and Entrepreneurship</a> <b>(LO2)</b></li> <li>• Sample innovation formula <b>(LO3) (LO4)</b></li> </ul>	<p><b>Review Assessment:</b></p> <ul style="list-style-type: none"> <li>• Crossword over 12 elements of innovation <b>(LO2) Discussion Forum:</b></li> <li>• Using the problem, challenge, or innovation identified in Week 1, research and evaluate potential solutions. Identify three potential options. <b>(LO2) (LO3) (LO4)</b> Then answer the following: <ul style="list-style-type: none"> <li>○ How are they relevant to your problem?</li> <li>○ Describe the pros and cons of</li> </ul> </li> </ul>

	innovative ideas. <b>(LO4)</b>		each option and the skills needed to execute each option.
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			<ul style="list-style-type: none"> <li>○ Do you currently have the skills? What will you need to learn in order to solve the problem?</li> <li>• Support your response with at least one APA cited source; respond to two peers, evaluating their response in at least 100 words.</li> </ul> <p><b>Creation Assignment:</b></p> <ul style="list-style-type: none"> <li>• Create an innovation formula. Share your personal formula for innovation in the form of a graphic, 1-2 minute video, or 1-2 pages, double-spaced. Explain why each element of your formula is important or contributes to the end result. <b>(LO2) (LO3) (LO4)</b></li> <li>• Cite at least one source, in APA Style Format.</li> </ul>
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<b>Week Four: Make a Decision</b>	<p>Experiment with a creativity framework to develop ideas that help solve a problem. <b>(LO1)</b></p> <p>Combine perspectives in idea generation and decision-making processes to facilitate innovation. <b>(LO3)</b></p> <p>Research strategies that influential leaders use to gain support for innovative ideas. <b>(LO4)</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Barriers to Individual Decision Making</a> <b>(LO1) (LO3)</b></li> <li>• <a href="#">Rational Decision vs. Other Types of Decision Making</a> <b>(LO1) (LO3)</b></li> <li>• <a href="#">Evidence-based Decision Making</a> <b>(LO1) (LO3) (LO4)</b></li> <li>• <a href="#">Using a Decision Tree</a> <b>(LO1) (LO3)</b></li> </ul> <p><b>O4)</b></p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to Make Faster Decisions</a> (5:07) <b>(LO3) (LO4)</b></li> </ul>	<p><b>Discussion Forum:</b></p> <ul style="list-style-type: none"> <li>• Using the decision tree from the reading as inspiration, create your own decision tree and share it with the class. Summarize the decision tree in at least 5-7 sentences.</li> <li>• Evaluate two peers, providing perspective and feedback on their decision trees. Replies must be at least 100 words. <b>(LO3) Creation Assessment:</b></li> <li>• After reviewing comments on your decision tree, revise</li> </ul>
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		<ul style="list-style-type: none"> <li>• <a href="#">The Power of Decision Making</a> (17:26) <b>(LO3) (LO4)</b></li> <li>• <a href="#">Before You Decide: 3 Steps to Better Decision Making</a> (12:52) <b>(LO3) (LO4)</b></li> </ul>	<p>your decision tree as needed and resubmit.</p> <ul style="list-style-type: none"> <li>• In a summary of three to five paragraphs (paragraphs should be a minimum of five sentences), decide your course of action,</li> </ul>
			<p>including the preparation required to execute the decision. Support your decision with at least two sources, cited in APA format. <b>(LO1) (LO3) (LO4)</b></p>
<p><b>Week Five: Determine the Outcome, then Evaluate</b></p>	<ul style="list-style-type: none"> <li>• Experiment with a creativity framework to develop ideas that help solve a problem. <b>(LO1)</b></li> <li>• Evaluate the skills needed to produce or sustain innovation in an organization. <b>(LO2)</b></li> <li>• Combine perspectives in idea generation and decision-making processes to facilitate innovation. <b>(LO3)</b></li> <li>• Solve challenges using creativity, innovation, and/or influence. <b>(LO5)</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">8 Key Steps to Prevent Failure in Implementing Decision Making or in Managing Projects or Processes</a> <b>(LO3) (LO5)</b></li> <li>• <a href="#">Awareness of Strategy Execution Barriers in Decision-Making Process: Moderated Mediation Analysis</a> (18 pages) <b>(LO3) (LO5)</b></li> <li>• <a href="#">Optimizing Decision Making Process in Times of COVID-19: Using Reflexivity to Counteract Information Processing Failures</a> (14 pages) <b>(LO1) (LO2)</b></li> <li>• <a href="#">Appropriate Criteria: Key to Effective Rubrics</a> (12 pages) <b>(LO1) (LO2)</b></li> <li>• <a href="#">Rubrics enhance accuracy and reduce cognitive load in selfassessment</a> (24 pages) <b>(LO1)</b></li> </ul>	<p><b>Review Assessment:</b></p> <ul style="list-style-type: none"> <li>• Sort the Paragraphs activity on how to build a rubric. <b>(LO1) (LO2)</b></li> <li>• <b>Discussion Forum 1:</b></li> <li>• Select one of the example videos and evaluate their plans and answer the following: <ul style="list-style-type: none"> <li>○ How does the presenter solve challenges with creativity, innovation, or influence?</li> <li>○ Critique their plan: what could be improved and what seems feasible?</li> </ul> </li> <li>• The initial post should be a minimum of 300 words; Respond to a peer in at least 100 words; select someone who chose a different video than you. <b>(LO3) (LO5)</b></li> </ul>

		<p><b>(LO2)</b>  <b>Watch these example plans:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A 13 year old's Plan for Removing Plastic from the Ocean</a> (7:00) <b>(LO3) (LO5)</b></li> <li>• <a href="#">SpaceX's Plan to Fly You Across the Globe in 30 Minutes</a> (20:14) <b>(LO3) (LO5)</b></li> <li>• <a href="#">A 3-part Plan To Take On Extreme Heat Waves</a> (13:29) <b>(LO3) (LO5)</b></li> </ul> <p><b>Listen:</b></p>	<p><b>Discussion Forum 2:</b></p> <ul style="list-style-type: none"> <li>• Create a rubric that you would use to evaluate the outcome of decision.              Share your rubric in the forum. Evaluate two peers with a minimum of 100 words. <b>(LO1) (LO2)</b></li> </ul> <p><b>Creation Assessment 1:</b></p> <ul style="list-style-type: none"> <li>• Create a scenario where you have solved your problem, challenge, or innovation, using the decision you made in Week 4.</li> <li>• You decide the fate of your decision.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <a href="#">Delivering on Your Purpose: Executing the Basic Fundamentals</a> (37:19) <b>(LO3) (LO5)</b></li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Designing a Rubric</a> <b>(LO2)</b></li> <li>• Sample Rubrics <b>(LO2)</b></li> </ul>	<p><b>Creation Assessment 2:</b></p> <ul style="list-style-type: none"> <li>• Using the feedback provided in the forum, adjust your rubric. Submit a final rubric <b>and</b> evaluate the theoretical outcome of your decision from Week 5. <b>(LO1) (LO2)</b></li> <li>• <b>What grade would you give yourself and why?</b></li> </ul> <p>Support your decision with APA Style references as needed.</p> <ul style="list-style-type: none"> <li>• Create your scenario either as a short comic (minimum of six frames) <b>OR</b> a minimum 2-page, double-spaced paper. Cite any sources used in APA Style Format. <b>(LO3) (LO5)</b></li> </ul>
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<p><b>Week Six: Determine Failure or Success; Continuous Improvement</b></p>	<ul style="list-style-type: none"> <li>• Experiment with a creativity framework to develop ideas that help solve a problem. <b>(LO1)</b> Evaluate the skills needed to</li> <li>• produce or sustain innovation in an organization. <b>(LO2)</b> Research strategies that influential leaders use to gain support for innovative ideas. <b>(LO4)</b> Solve challenges using creativity, innovation, and/or influence. <b>(LO5)</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Shadow of Your Former Self</a> (21 pages) <b>(LO5)</b></li> <li>• <a href="#">5 Ways Organizations Can Lean Into Failure and Transform it Into Success</a> <b>(LO1) (LO4) (LO5)</b></li> <li>• <a href="#">The Impact of Failures and Successes on Affect and Self-Esteem in Younger and Older Adults</a> (10 pages) <b>(LO5)</b></li> <li>• <a href="#">Continuous Improvement</a> <b>(LO1) (LO2) (LO5)</b></li> <li>• <a href="#">Continuous Improvement in Practice</a> (26 pages) <b>(LO2) (LO5)</b></li> <li>• <a href="#">A Framework for Continuous Improvement of OER</a> <b>(LO1) (LO2) (LO5)</b></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Secret to Success: It's Not What You Think</a> (13:31) <b>(LO1) (LO4) (LO5)</b></li> </ul>	<p><b>Discussion Forum 1:</b></p> <ul style="list-style-type: none"> <li>• Create a personal definition of failure and of success. Compare and contrast the two:       <ul style="list-style-type: none"> <li>○ What is similar and what is different?</li> <li>○ Which concept is more motivating? More challenging? How do the terms inspire individuals to continue to solve challenges using creativity, innovation, and/or influence? <b>(LO5)</b></li> </ul> </li> <li>• The initial post should be a minimum of 300 words. Respond to at least two peers in 100-word minimum replies.</li> </ul> <p><b>Discussion Forum 2:</b></p> <ul style="list-style-type: none"> <li>• Find an organization that focuses on continuous improvement. Evaluate the skills needed and the</li> </ul>
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