RUTGERS–CAMDEN
School of Business

Intro to Syllabi

Leading Innovation and Creativity
53:533:527:90 INDEX #21658
Term: Fall 2025
Online/Asynchronous Mode of Delivery

Professor: Monica R. McClintock, MAODL, SHRM-SCP, SPHR
Contact Information: Canvas inbox message or email preferred – monica.mcclintock@rutgers.edu
Office Hours: Via zoom by appointment; weekly open class zoom sessions for Q&A will be scheduled and communicated weekly through Canvas announcements

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Key Fall 2025 Dates

Fall 2025 classes begin	Tuesday, September 2
Last day to withdraw with a "W"	Monday, November 10
Thanksgiving recess	Thursday, November 27 – Sunday, November 30
Last day of class	Monday, December 10
Reading days	Thursday, December 11 – Friday, December 12
Final exam period	Monday, December 15 - December 22

Course Description

This course examines how people can create value through creativity and innovation in their companies. It is targeted to those interested in working in high or low technology firms, as well as those interested in consulting. The course objectives are to build familiarity with creativity and innovation concepts and terms, develop skills in creative strategic thinking, build skills in persuasively communicating creative ideas, and develop skills necessary for implementing creative ideas. Through interactive exercises, the emphasis is on helping students develop their own knowledge and skills and build their capacity as current or future managers to influence the creativity and innovation process in organizations.

Course Learning Objectives

After completing this course, students should be able to:
1. Define key course concepts and terms (creativity, innovation, etc.).
2. Identify the potential for product, service, process, and business model innovation within an organization.
3. Generate and persuasively communicate ideas.
4. Weigh multiple criteria to select promising ideas.
5. Compare and contrast different models of implementing ideas.
6. Identify the organizational factors that support and constrain creativity and innovation.
7. Compare and contrast strengths and weaknesses of an organization in terms of its innovation management and performance.

School of Business-Camden Program Learning Goals

- Critical Thinking: Students will be able to critically use information and data to analyze, interpret, and solve business problems.
- Teamwork and Interpersonal Relations: Students will develop interpersonal skills and demonstrate the ability to work effectively in teams.
- Communication Impact and Effectiveness: Students will demonstrate effective written language skills.
- Ethical Reasoning: Students will realize that organizations and their actions affect different stakeholders; they will demonstrate the ability to identify and weigh the ethical implications of these actions.
- Technology Fluency and IT Literacy: Students will demonstrate conceptual knowledge and practical application of information technology.

Course Materials

TEXTBOOK:

Goffin, K., & Mitchell, R. (2017). Innovation Management: Effective Strategy and Implementation (3rd Ed.), Palgrave. ISBN: 978–1137373434.

Print and eBook copies are available. Can be purchased to own (new or used) or to rent via the Rutgers-Camden Barnes & Noble bookstore - https://universitydistrict.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=65132 - You may also purchase directly via www.barnesandnoble.com and www.amazon.com.

OTHER:

- Narrated lectures, readings, videos, and other posted material made available on Canvas.
- This course may use various periodicals and websites (Sage, Wall Street Journal, etc.) as a supplement.

COPYRIGHT OF COURSE MATERIALS:

All original course materials posted on Canvas, including presentation slides, handouts, and assignments, are intellectual property belonging to the professor or indicated sources. These materials are provided to students for their own personal use only. Students are not permitted to buy, sell, or distribute any course materials without the express written permission of the professor. Such unauthorized behavior constitutes academic misconduct.

How to Succeed in this Course

- Read all text material assigned for each class.
- Follow instructions in all assignments.
- Start assignments early and get feedback from the professor.
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas, zoom, specific software, etc.) ensure that you can access and use it appropriately.
- Ensure that your technology, including audio/video functionality, is in full operational condition.

Diversity Statement

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

Pronouns

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name)

If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know.

Communication and Use of Canvas

EMAIL

USE YOUR RUTGERS EMAIL ADDRESS. All communications to students will be done using Canvas Inbox messaging, and/or the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. **Not checking your Rutgers email is not an excuse for missing any communications.** Periodically, check your spam or junk email for emails not arriving at your inbox.

CANVAS

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, PowerPoint lectures/slides, announcements, guides, inbox messages, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard. For technical support 833-648-4357 or help@camden.rutgers.edu.

Class Materials
In addition to the textbook, all class materials can be obtained via Canvas. You are strongly encouraged to access this course via Canvas several times a week. **Note that the class seamlessly "runs" from day 1 (Monday) to day 7 (Sunday).**

Class Communication
Since class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers email, Canvas Inbox, zoom, discussion forums, and other Canvas tools. You are expected to check your Rutgers email or Canvas Announcements at least two or three times every week (also check your spam folder). All class announcements can be accessed via the 'Announcement' tab in Canvas.

Professor Communication
From Monday through Friday, I will reply to all emails or Canvas Inbox messages within 48 hours or sooner. At times, I may be on email on weekends, however, that may not be regular practice. Indicate 'urgent' in the subject line if your matter is of a pressing matter. So that I recognize that your email pertains to this class, please start the subject line with the course name followed by a dash and then the subject matter of your issue or question.

Classroom Policies

For Assistance
If you find that you are having trouble completing coursework or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the final weeks of class to ask for help. I am available to meet throughout the entire semester if you need help.

Exam, Quizzes, Assignment Make-up Work Policy
If, for a university-approved reason, you cannot complete a quiz, assignment, or exam during the scheduled time, **you must provide a written notice via email or Canvas inbox message at least one week in advance** so that other arrangements can be made. If the situation does not allow for advance notification (i.e.: emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for a non-university approved reason is not guaranteed. The professor reserves the right to request written documentation to support the absence (such as a doctor's note, an obituary, military orders).

Team Project Policy
This course involves substantial collaboration. It is imperative that all students coordinate and participate in good faith with their team members. As a default, team projects will be graded such that all team members receive the same grade. However, in the event that a member fails to adequately participate, I reserve the right to adjust an individual member's grade down, up to and including receiving zero points.

Late Work Policy
All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Work Policy above). Any unapproved work submitted after the due date and time will receive a reduction of 20% off the total assignment grade per day late (i.e.: an assignment worth 100 points would lose 20 points per day that it is late). **Note that late Discussion (DQ) posts and late Final Project (Parts 1-4) will not be accepted and, therefore, will not qualify for this late policy**. Any technical issues with Canvas will not be a valid excuse for late work. Contact the professor which may result in emailing the assignment directly. **For technical assistance, reach out to Camden Technical Support: web**: https://it.rutgers.edu/help-support**, phone: 833-OIT-HELP, email:** help@camden.rutgers.edu.

Incompletes
"Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F": https://registrar.camden.rutgers.edu/gradeinstruction#incomplete.

Assessments

(note: additional details about these assignments may be added into Canvas)

Grading Challenges

If you have a question or concern about a grade, you may submit it in writing (to canvas inbox or email) within 5 calendar days after the assignment or exam grade has been released. You must make a case in writing, why you believe your grade is incorrect, providing a detailed account of how your submitted work merits a better grade. If you decide to challenge your grade, and I am convinced by your reasoning, your entire assignment or exam will be regraded, and you should be aware that your grade may go either up or down. Please note that I will not consider end-of semester requests to regrade work from earlier in the semester if it falls outside of the 5-day grade release period.

Class Participation

Class participation will be related to the quality of participation demonstrated through inquiry, comments, discussion, teamwork, and contributions providing value to the class as a whole. Students are expected to collaborate and work together individually and in groups throughout this course and each student must demonstrate both individual and group-based achievement.

Examinations

There will be two (2) open-book, timed exams consisting of multiple-choice questions to be completed in Canvas. The exams will cover concepts covered in the text, weekly lectures, assignments, and other materials covered in this course. Each exam is worth up to 15% of the total grade. The exam start/ending dates/times are noted in the Course Outline below and in Canvas.

Weekly Reading Comprehension Quizzes

Each week in Canvas, students will be quizzed on the content from the lectures and textbook readings. Five (5) multiple-choice questions will be randomly selected to reinforce each weekly chapter reading and/or lecture. A total of ten (10) timed quizzes will be administered, representing up to 10% of the total grade.

Discussions Board Questions (DQs)

There will be ten (10) specific discussion board questions in this course called DQs. DQs may involve any combination of prepared materials, journal articles, videos, textbook readings, mini-cases, problems, or other resources. For ten (10) weeks, one (1) DQ per week in Canvas will be posted and each are worth up to 15 points each. Each will require an initial post and two (2) responses and will be substantive to further the discussion of the noted topic.

DQs posts must reflect student's reading and comprehension of the assigned readings and/or related discussion activity, and reflect the ability to synthesize concepts presented through writing at a college level so grammar/ punctuation/spelling will be evaluated. If research is used in your post, you must cite and provide references. Your initial post should be a minimum of apx. 200 words, not including required citations/references and **completed by each Friday at 11:59pm** (worth up to 8 of the 15 points). You must also comment with a minimum of 100 words each, not including citations/references, to a **minimum of two other discussion posts by each Sunday 11:59pm** (worth up to 7 of the 15 points). Since DQs serve as our virtual classroom discussions, no credit will be considered for late posts and responses.

Future Self Innovation Letter (Video Reflection) – Due 12/10/25

Purpose: This assignment invites you to engage in meaningful reflection on your personal and professional growth through the lens of innovation and creativity. You will craft a video reflection in the form of a letter from your future self, looking back on the journey you've taken, the achievements you've made, and the innovative mindset you've developed along the way.

Instructions: Imagine yourself 5–10 years from now. Visualize where you are in your career, your life, and your thinking. What role are you in? What kind of leader have you become? What type of work inspires and energizes you today? Now, take the perspective of your future self and reflect backward. Share the journey that led you to where you are, highlighting moments of growth, creativity, courage, innovation, and transformation. In your reflection, consider: How your understanding of innovation and creativity has evolved over time, key milestones, turning points, or breakthroughs (real or aspirational), the values and practices that helped shape your leadership identity. This assignment is a personal and reflective video letter to your present-day self. Speak authentically and thoughtfully. While the tone should be introspective, please avoid sharing highly personal or sensitive information that may feel uncomfortable to disclose in a class setting.

Guidelines: Keep your video to approximately 5-8 minutes. Submit your video as an .mp4 or other widely supported format that can be easily viewed in Canvas without technical issues. Note that a detailed rubric will be provided to help you prepare. This is your opportunity to creatively envision your leadership future and reflect on how innovation and creativity will shape your path.

Group Project

Title: Reverse Mentoring for Innovation

Introduction: Reverse mentoring is a strategic organizational practice in which junior employees, or those with less tenure, share their knowledge, skills, and fresh perspectives with senior leaders or members of older generations. Unlike traditional mentoring, where experience flows from the top down, reverse mentoring flips the dynamic, creating a two-way exchange that promotes mutual learning, sparks curiosity, and strengthens intergenerational relationships. This approach helps organizations become more adaptive, innovative, and future-focused.

Originally pioneered by GE's former CEO, Jack Welch, to bridge generational gaps around digital fluency, reverse mentoring has evolved to address a wide range of organizational needs such as enhancing leadership empathy and inclusivity that's critical for fast-changing/innovative environments, breaking down hierarchical barriers to innovation enriching decision-making and sparking innovative thinking, encouraging leaders to reconsider outdated assumptions and processes, and understanding emerging technologies and digital innovation. By enabling senior leaders, or those of a more senior generation, to learn from rising talent, reverse mentoring drives not just individual growth, but also organizational innovation, adaptability, retention, and inclusion. Also, when less senior employees feel heard and valued, their engagement increases, leading to greater creativity and initiative; they also develop skills and self-confidence. When such a program is implemented thoughtfully, it can reshape corporate culture and create competitive advantage in rapidly changing business environments.

Project Overview:

Students will investigate the strategic value of reverse mentoring as a catalyst for innovation within organizations. Working in groups, you will design a reverse mentoring program tailored to a specific industry, audience, or organizational context. Your program should thoughtfully incorporate principles from innovation and creativity frameworks explored throughout the course. Your model may focus on generational dynamics (ie:, Gen Z mentoring a Baby Boomer) or emphasize organizational hierarchy (ie:, a junior-level employees mentoring a senior leader). The goal is to create a program that not only facilitates knowledge exchange but also enhances adaptability, creativity, and forward-thinking leadership within the organization.

Learning Objectives:

- Understand the role of reverse mentoring in promoting creativity and innovation.
- Develop a strategic proposal and program outline for implementing reverse mentoring within an organization.
- Integrate relevant innovation frameworks to ensure the program's success.
- Create a compelling and research-supported program to communicate the program's value.

DELIVERABLES	POINT VALUE
Week 4: Part 1 - Topic Proposal	Up to 25 points
Week 8: Part 2 - Program Outline	Up to 75 points
Week 12: Part 3 - Written Program Proposal	Up to 200 points
Week 14: Part 4 - Group Debrief Video & Peer Review	Up to 50 points

PROJECT MILESTONES

Week 4: Part 1 - Group Formation and Topic Proposal

1) Groups (3-4 students) will be assigned within the People/Project Groups tab of Canvas. All members are expected to fully participate and share equal workload. A team charter is recommended (will not be collected) to establish roles, ground rules, communication plans, responsibilities, and commitments that will ensure the group's success of this project.

2) Proposal Submission Guidelines: As a group, you will submit a brief written proposal (minimum 6 paragraphs) defining the key elements of your reverse mentoring project. At minimum, your proposal should include: 1) Project Title, 2) A description of the fabricated industry, organization, or target audience for which your reverse mentoring

program is designed, 3) Clear project objectives and intended outcomes, 4) An explanation of how the project will align with themes of innovation, creativity, and organizational impact, 5) A summary of expected deliverables, key milestones, and timelines, 6) A brief description of each group member's role and responsibilities (i.e., team leader, researcher, writer, editor, etc.). Format your proposal using 12-point font and 1-inch margins. Citations are not required for this assignment. Only one member per group should upload the final version to Canvas.

Week 8: Part 2 - Program Outline
One group member should post in canvas an 'outline' of the reverse mentor program to include, at minimum, the following topics (not in any specific order - include additional subjects as appropriate) along with a brief description of each topic. This outline will guide Part 4 of this project. The document should be a maximum of 4-5 pages and submitted using 12-point font with 1" margins around. Citations are not needed for this outline and only one member of each group should post in canvas.

- Program overview and goals
- Business case for reverse mentor program and how it supports innovation, culture change, and organizational impact, etc.
- Development of SMART project goals
- Incorporation of coursework frameworks and materials
- Key features of highly effective mentoring relationships
- Matching process and key qualities of the mentor/mentee
- Program structure and logistics (duration of the program, roles/responsibilities of both mentor and mentee, frequency and format of meetings, the group or organization/industry that you will be focused on)
- Suggested conversation topics
- Potential obstacles or barriers
- Expected outcomes using both qualitative and quantitative ROI metrics, and key innovation and creativity frameworks covered in course
- The training and support needed
- Planned program monitoring and evaluation
- Kickoff and closing celebration events

Week 12: Part 3 - Reverse Mentor Program Proposal
Using the data from your outline and research, develop a strategic proposal that presents a comprehensive Reverse Mentoring Program with a clear emphasis on driving innovation within an organization. This proposal should be actionable and formatted for real-world use, whether to gain leadership buy-in or to launch a pilot initiative. At a minimum, your submission must include the following:

- Strategic Program Description: Define the purpose and objectives of the Reverse Mentoring Program and explain how the program supports innovation, creativity, and organizational impact
- Target Audience and Context: Identify the organization, industry, or group you are tailoring the program to and explain the specific innovation challenges or opportunities this program addresses
- Key Components of the Program: Mentor and mentee roles, the selection criteria and matching process, and duration of the program, format (virtual/in-person), and frequency of meetings. Utilize course terminology, frameworks, and other materials.
- Implementation Plan: Step-by-step guide for launching the program to include timelines, required resources, and stakeholder engagement strategies; describe training or onboarding necessary for participants
- Discussion Questions: Include at least 10 guiding questions that could be used during mentor-mentee sessions to spark innovation-related dialogue
- Measurement and Evaluation: Outline how success will be measured (ie:,KPIs, metrics, employee feedback); suggest ways to capture and share outcomes
- Use Cases and Applications - Describe how this proposal can be used for: Gaining leadership approval, launching a pilot program, supporting communications or training efforts.

Formatting Guidelines: Minimum 10 pages (excluding references and appendices). Professional proposal format (not an academic term paper). Use title page, table of contents, headings, bullet points, and tables as appropriate. Include APA or another professional citation style should be used for any citations/references.

Week 13: Part 4 – Group Debrief Video & Peer Review
1. Group Video Debrief (Required from All Members): As a team, submit a 5-minute video debrief (in .mp4 or another widely accepted format) summarizing your group's experience with the project. All group members must participate,

together, in the video. At a minimum, your debrief should address the following: 1) Key takeaways from your overall project experience, 2) Evaluation of the proposed program: Should it be implemented in a current or future workplace? Why or why not? 3) Personal and team insights: What did you learn about yourself and your teammates through this collaboration? 4) Team performance reflection: What aspects of your team dynamics and project execution were effective, and what could be improved if you were to do the project again?

2. Individual Peer Review (Private Submission): Each student is required to complete a confidential peer evaluation reflecting on both their own contributions and those of their teammates. This evaluation must be submitted individually through Canvas. As a private assignment, your feedback will not be shared with your group members. Please note that your responses may impact individual project grades.

Course Grading

GRADING STRUCTURE

GRADING CRITERIA	WEIGHTED PERCENTAGE OF FINAL GRADE	POINTS
Midterm Exam	15%	150
Final Exam	15%	150
Discussion Board Participation (10)	15%	150
Weekly Reading Comprehension Quizzes (10)	10%	100
Future Self Innovation Letter (video)	10%	100
Group Project: Part 1: 25 Points Part 2: 75 Points Part 3:200 Points Part 4: 50 Points (video 40 points, peer review 10 points)	35%	350
TOTAL STUDENT SCORE	**100%**	**1000**

GRADE RANGES

A	90% - 100%
B+	85% - 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70%

Policy Statements

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodation, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services. Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately

• treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary to ensure that:

•everyone is given proper credit for their ideas, words, results, and other scholarly accomplishments
•all student work is fairly evaluated, and no student has an inappropriate advantage over others
•the academic and ethical development of all students is fostered
•the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students.

Artificial Intelligence Use

Although it's expected that all work students submit for this course will be own their own, or collaboratively with your group, you are welcome to use AI/GAI tools as long as doing so aligns with the course learning goals. You are responsible for the information you submit based on an AI/GAI query (for instance, it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI/GAI must be properly documented and cited to stay within university policies on academic Integrity. Any assignment that is found to have used AI/GAI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask your professor for clarification. See Rutgers University Academic Integrity Policy for more details: http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Other uses of AI/GAI are also permitted with references as appropriate:

- Brainstorming and refining ideas
- Fine tuning research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style
- The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Any use of AI/GAI without proper citation:
  How to cite the use of AI/GAI:
  - Any text generated using AI/GAI should be cited within the sentence in which it was used.
    - Example: *Another way to say citing a text is "referencing a source" (phrase in quotes was generated using ChatGPT).*
  - For any use of AI/GAI other than generating text (see acceptable uses above), a disclaimer at the end of the assignment should be added that specifies exactly how AI/GAI was used.
    - Example: *"ChatGPT was used in the early stages of this project to generate a list of ideas and to aid in the author's understanding of some of the references."*

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including classroom space. As a student at the University, you are expected to adhere to the Code of Student Conduct. To review the code, go to the Office of Community Standards: https://deanofstudents.camden.rutgers.edu/student-conduct. Note: The conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)

(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and

respect. (In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor). I will be prepared and timely with the requirements of this course and in communicating with you. I will also always respect you and your opinions. You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in a zero grade, a failing grade for the course, and/or referral to your dean. Refer to the Rutgers University Academic Integrity policy for more details: **http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/.** Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. At all times, all students will be expected to always show respect for individual differences and viewpoints.

Schedule

FALL 2025 - Leading Innovating and Creativity **COURSE OUTLINE, CLASS TOPICS, ASSIGNMENTS** *(updates or modifications will be posted/announced via Canvas inbox and/or email)*		
DATES	**READINGS/ACTIVITIES/ASSIGNMENTS**	**TOPICS/CHAPTERS/OTHER**
1 Wk of 9/2	Syllabus, Welcome Video, Course Navigation Chapter & Lecture 1 Discussion 1 (DQ1) Quiz 1	1: The Nature of Innovation
2 Wk of 9/8	Chapter & Lecture 2 DQ2 Quiz 2	2: The Macro Context of Innovation
3 Wk of 9/15	Chapter & Lecture 3 DQ3 Quiz 3	3: Innovation Across Sectors
4 Wk of 9/22	Chapter & Lecture 4 DQ4 Quiz 4 Project Part 1 Due 9/28	4: Innovation Strategy Reverse Mentor Program Topic Proposal
5 Wk of 9/29	Chapter & Lecture 5 DQ5 Quiz 5	5: Generating Ideas
6 Wk of 10/6	Chapter & Lecture 6 DQ6 Quiz 6	6: Selecting Ideas
7 Wk of 10/13	Midterm (timed) Exam	Topics 1-6 Exam opens Wed. 10/15, 7:00 am Exam closes Sat. 10/18, 11:59pm
8 Wk of 10/20	Chapter & Lecture 7 DQ7 Quiz 7 Project Part 2 Due 10/26	7: Implementing Ideas Reverse Mentor Program Outline
9 Wk of 10/27	Chapter & Lecture 8 DQ8 Quiz 8	8.1: Building a Culture of Innovation
10 Wk of 11/3	Chapter 8 & Lecture 9 DQ9 Quiz 9	8.2: Leading and Managing for Innovation
11 Wk of 11/10	Lecture 10 (no text reading) DQ10	10: Innovation and Society

	Quiz 10	
12 Wk of 11/17	Project Part 3 Due 11/23	Reverse Mentor Program Proposal
13 Wk of 11/24	Thanksgiving Recess	Recess 11/27-30
14 Wk of 12/1	Project Parts 4 Due 12/7	Video Debrief and Peer Review
15 Wk of 12/8	Future Self Innovation Letter (video) Due 12/10	Reading Days 12/11-12 Regular Classes End 12/10
16 Final Exam	Final (timed) Exam	Topics 7, 8.1, 9/8.2, 10 Exam opens Wed. 12/17, 7:00am Exam closes Sat. 12/20, 11:59pm