

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

MGT6705.E1 Strategic Innovation and Leadership
Fall 2026

PROFESSOR INFORMATION:

Professor: Ron C. Darnell, Ph.D.
Amberton Extension: 972-279-6511 ext. 152
Amberton Email: rdarnell@Amberton.edu

COURSE INFORMATION:

MGT6705.E1 Strategic Innovation and Leadership

Level: Graduate

Beginning Date of Session: Saturday, September 12, 2026

Ending Date of Session: Thursday, November 20, 2026

Student access is available to the Student Portal: Saturday, September 12, 2026

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Innovation Management
Author: Goffin & Mitchell
Publisher: Bloomsbury Academic
Year Published: 2025
Edition: 4th
ISBN: 10: 135033796X or 13: 978-1350337961
Price: Available at <http://amberton.ecampus.com>

Title: Design Thinking: A Guide to Innovation
Author: Estes
Publisher: Twenty-First Century Books
Year Published: 2025
Edition: 1st
ISBN: 10: 876560800E or 13: 979-8765608005
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

APA REQUIREMENT:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES

This course examines the pivotal role of innovation in navigating today's rapidly evolving marketplace. Students explore core concepts, including disruptive and reverse innovation, social and ethical innovation, and the processes that transform ideas into impactful initiatives. Through case studies and discussions, students will develop the skills to strategically manage innovation, assess risk versus reward, and cultivate a culture that fosters creativity and adaptability. Key topics include innovation leadership, sustainability, and leveraging customer-centered innovation models to drive business growth. Students are equipped to lead innovation initiatives that address modern organizational challenges and promote long-term success.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating the importance of adapting to today's marketplace challenges and fostering an innovative organization.
2. Differentiating between various models and types of innovation.
3. Understanding the importance of brainstorming new innovative ideas.
4. Understanding the process of innovation implementation.
5. Appraising the role of innovation teams in driving organizational success.
6. Evaluating the concept and global impact of reverse innovation.
7. Understanding Design Thinking and Lean methodologies to develop innovative solutions that meet customer needs and drive business value.
8. Justifying the role of ethics in innovation processes and decision-making.
9. Evaluating the importance of sustainability in driving long-term innovation.
10. Analyzing how demographics and market forces drive innovation.
11. Understanding how innovation helps grow and sustain a business.
12. Formulating strategies to transform creative ideas into actionable initiatives.
13. Critiquing the concept of social innovation and its impact on society.
14. Examining how organizational culture influences innovation initiatives.
15. Synthesizing knowledge of disruptive innovation to predict its impact on industries.
16. Assessing the balance between risk and reward in innovation management.
17. Understanding the importance of leadership and communication during the innovative process.
18. Discussing lessons learned and issues to be addressed for future organizational success.
19. Applying artificial intelligence (AI) techniques and tools to enhance innovation processes and outcomes.

ACQUIRED SKILLS:

1. Strategic Innovation Adaptability
2. Cross-Functional Innovation Facilitation
3. Global Innovation Analysis
4. Innovation, Sustainability & Risk Balancing
5. AI-Driven Ideation

COURSE POLICIES:

Students are expected to complete and submit written assignments on the assigned due date. Any assignment submitted late (**regardless of circumstances**) will be assessed as a 10% penalty and a 10% penalty for each additional week the assignment is late. For example, if an assignment is submitted 1 week late, a 20% late penalty will be applied to the grade earned. Exceptions will be considered case-by-case only in the event of unexpected catastrophic events. Specific assignment due dates and other requirements are listed in the assignment details. There are no extra-credit assignments.

STUDENTS' RESPONSIBILITIES:

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

ATTENDANCE POLICY:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

PLAGIARISM POLICY:

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
<u>Week 1:</u> September 12, 2026 – September 20, 2026	Introduction to Innovation and its Importance	Reading: "Managing Innovation" by Tidd & Bessant - Chapters 1 & 2.	1,	
		Week 1 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 1</i>
		Discussion – Welcome and Introductions		<i>Initial post due Thursday of Week 1, replies due Sunday of Week 1</i>
		Discussion – Case studies of innovative companies and how they adapt to marketplace challenges.		<i>Initial post due Thursday of Week 1, replies due Sunday of Week 1</i>
		Course Expectations Acknowledgement		<i>Due Sunday of Week 1</i>
		Week 1 Knowledge Check		<i>Due Sunday of Week 1</i>
<u>Week 2:</u> September 21, 2026 – September 27, 2026	The Drivers of Innovation	Reading: "Managing Innovation" by Tidd & Bessant - Chapter 3	2, 4,	
		Week 2 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 2</i>
		Discussion – How demographics and the marketplace drive		<i>Initial post due Thursday of Week 2,</i>

		innovation.		<i>replies due Sunday of Week 1</i>
		Written Assignment: Analyzing market trends and demographics.		<i>Due Sunday of Week 2</i>
		Week 2 Knowledge Check		<i>Due Sunday of Week 2</i>
<u>Week 3:</u> September 28, 2026 – October 4, 2026	Models and Types of Innovation	Reading: "Managing Innovation" by Tidd & Bessant - Chapter 4.	2, 3	
		Week 3 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 3</i>
		Discussion – Analyzing Models of Innovation in Practice.		<i>Initial post due Thursday of Week 3, replies due Sunday of Week 3</i>
		Written Assignment: Classify various company innovations into different types.		<i>Due Sunday of Week 3</i>
		Week 3 Knowledge Check		<i>Due Sunday of Week 3</i>
<u>Week 4:</u> October 5, 2026 – October 11, 2026	From Ideas to Initiatives	Reading: "The Lean Startup" by Eric Ries - Part I (Start)	3, 5, 6, 7	
		Week 4 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 4</i>
		Discussion – Brainstorming innovative ideas and designing a roadmap for turning an idea into an initiative.		<i>Initial post due Thursday of Week 4, replies due Sunday of Week 4</i>
		Written Assignment: Create an implementation plan for an innovative idea.		<i>Due Sunday of Week 4</i>
		Week 4 Knowledge Check		<i>Due Sunday of Week 4</i>
<u>Week 5:</u>	Innovation in	Reading: "Managing	4, 8, 9, 10	

October 12, 2026 – October 18, 2026	Organizations	Innovation" by Tidd & Bessant - Chapters 5 & 6		
		Week 5 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 5</i>
		Discussion: Evaluate how an organization's culture may affect its ability to innovate		<i>Initial post due Thursday of Week 5, replies due Sunday of Week 5</i>
		Week 5 Knowledge Check		<i>Due Sunday of Week 5</i>
Week 6: October 19, 2026 – October 25, 2026	Disruptive and Reverse Innovation	Reading: "The Lean Startup" by Eric Ries - Part II (Steer) "Mastering Product Innovation: The Ultimate Guide for Successful Design" by Walter Herbst. Chapter 1	11, 12	
		Week 6 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 6</i>
		Discussion - Write a case study on a company that has employed disruptive or reverse innovation.		<i>Initial post due Thursday of Week 6, replies due Sunday of Week 6</i>
		Week 6 Knowledge Check		<i>Due Sunday of Week 6</i>
Week 7: October 26, 2026 – November 1, 2026	Customer-Centric Innovation and Risk Management	Reading: "Mastering Product Innovation: The Ultimate Guide for Successful Design" by Walter Herbst. Chapter 2	13, 14	
		Week 7 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 7</i>
		Discussion - Risk and Reward in Customer-Centric Innovation.		<i>Initial post due Thursday of Week 7, replies due Sunday of Week 7</i>
		Written Assignment:		<i>Due Sunday of</i>

		Applying Lean Startup and Design Thinking Methodologies .		<i>Week 7</i>
		Week 7 Knowledge Check		<i>Due Sunday of Week 7</i>
Week 8: November 2, 2026 – November 8, 2026	Ethics, Leadership, and Sustainability in Innovation	Reading: "Managing Innovation" by Tidd & Bessant - Chapters 7 & 8 Reading: "Mastering Product Innovation: The Ultimate Guide for Successful Design" by Walter Herbst. Chapter 2	15, 16, 17, 19	
		Week 8 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 8</i>
		Discussion - Ethical dilemmas in innovation, the role of leaders in promoting innovation, and the importance of sustainable innovation.		<i>Initial post due Thursday of Week 8, replies due Sunday of Week 8</i>
		Written Assignment: Analyze a scenario where leadership, ethics, or sustainability played a critical role in innovation.		<i>Due Sunday of Week 8</i>
		Week 8 Knowledge Check		<i>Due Sunday of Week 8</i>
Week 9: November 9, 2026 – November 15, 2026	Course Project: Executive Presentation	Reading: Note	1-19	
		Week 9 – Class Zoom Meeting.		<i>7:00 PM USCT Wednesday of Week 9</i>
		Assignment - Course Project		<i>Due Sunday of Week 9</i>
Week 10: November 16, 2026 – (<i>Thursday</i>) November 19, 2026	Reflections and Future Prospects	Reading: None	18	
		Discussion - Course Retrospective		<i>Due Thursday of Week 10 (last day of class)</i>
		Discussion - Final Project		<i>Due Thursday</i>

		peer-review		<i>of Week 10 (last day of class)</i>
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GRADING CRITERIA:

Assignment	% Of Grade
Class Zoom Sessions / Administrative Assignments	20%
Weekly Discussions	20%
Written Assignments	20%
Weekly Knowledge Checks	20%
Executive Presentation	20%
Total	100%

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES:

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE:

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.