

# Introduction to Innovation, Leadership, and Engineering Entrepreneurship

## SYLLABUS

**The purpose of this course is to enhance your innovation leadership skills.**

### Course Questions

1. What is innovation, leadership, and *innovation leadership*?
2. Who are some innovation leaders and what are some of their defining attributes?
3. What skills do you want to develop to enhance *your* innovation leadership and why?
4. What is your *plan* to become a more effective innovation leader and how will you do that?

**Course Objectives** - As a result of this course, you will be able to

1. Define innovation, leadership, entrepreneurship, and innovation leadership.
2. Identify several innovation leaders, past and present, and identify their defining attributes or skills. Determine which skills are most important to you. Select one or more innovation leaders as role model(s) and, as possible, mentor(s).
3. Create and use a plan for your personal development as an innovation leader. Develop your own life as an *innovation leader*.
4. Identify problems and opportunities around which you can practice innovation leadership.
5. Innovate, and use a model for innovation.
6. Lead, and use a model for leadership.
7. Complete a team project to identify and pitch a compelling problem, reframed as an opportunity, with a wide range of innovative solution directions.

### Course Description

You will learn about innovation, including how to have world-changing ideas and bring them to be, and about leadership, including seeing what needs to be done and initiating action. You will learn about innovation leaders past and present, and you will select role models and mentors that inspire your own growth as an innovation leader. You will learn about entrepreneurship and how it may be a path for innovation. You will create a personal development plan to help guide your academic, professional, and extracurricular experiences in the years ahead. And you will work as a team with your classmates identifying candidate problems for innovation and pitching the problems, reframed as opportunities, to the rest of the class.

### Course Philosophy

This course advocates for your development of vital skills that can be enhanced by learning. You enhance your skills by becoming proficient with a set of *techniques*, developing a *mindset* that favors innovative behaviors, and by establishing a *lifestyle* that promotes seeing what is needed, having ideas and bringing them to be. For many students this learning happens best in an environment of acquiring knowledge, practicing applications, and receiving feedback, analysis, and evaluation. We expect you to learn a lot and to change as a result of this course.

## **(Course Philosophy, con't)**

Much of the knowledge you learn in this course will occur through reading, research, discussion and classroom participation. Attending every class, staying organized, archiving what happens, and looking for connections will help you get the most from the experience.

Socrates and his friends bound themselves by discussion principles known as “koinonia,” which means *spirit of fellowship*. Koinonia principles were advanced to establish dialog, be collegial, clarify thinking, and promote honesty (Michael Michalko, *Thinkertoys*, 294). We will aspire to those same principles in this course.

### **Appreciation for and Utilization of Diversity**

We value the diversity represented by the participants in this course. Our diversity is a primary source of ideas and perspectives, and you will work in groups and teams in this course to practice the use of that diversity.

### **Ethics and Integrity**

We expect you to uphold the highest ethical standards, to be honest, and to practice academic integrity. **This includes doing original work and citing sources**, including the work of other students. Please give special care to prepare high-quality submissions with proper grammar and spelling.

### **Technology Policy**

The use of laptops, tablets, electronic handheld devices, music players, and phones are *strictly prohibited* in class, except for presentations and designated small group work activities.

### **Accommodations for Disabilities**

To obtain disability-related accommodations for this class, students with disabilities are advised to contact the course instructor and the Division of Disability Resources and Educational Services (DRES) as soon as possible. Please contact the instructor after class, during regularly posted office hours, by phone, or by email to discuss your needs. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).

### **Course Management System**

We will use Compass 2g ([compass.illinois.edu](http://compass.illinois.edu)) for posting documents and submitting assignments.

### **Text**

Walz, Eileen; Holinger, Molly; Jahnke, Keilin; Gast, Esteban; Elliott-Litchfield, Bruce (2015) *Building Your Creativity: Tools for having ideas and bringing them to be*. Stipes.

Print copies are at Stipes.com, Amazon.com, and at local bookstores, or purchase the eText at <https://etext.illinois.edu>. Or you may choose a book that you justify via your personal development plan.

### **Instructor**

Bruce Elliott-Litchfield, [b-litch@illinois.edu](mailto:b-litch@illinois.edu)

### **Office hours**

Before and after class and by appointment

## OVERVIEW of ASSIGNMENTS

The assignments in this course are designed to help you enhance your innovation leadership. We understand the rigors of being a student, so each assignment has been developed to benefit your development.

<b>Assignment</b>	<b>Points</b>
<b>Personal Development Plan</b> – 30 points	
Version 1: Semester plan	10
Version 2: Evaluation of semester plan and long-term plan	20
<b>Book Summary</b> – 10 points	
<i>Building Your Creativity</i> or a book that you select and justify, 2 parts	10
<b>General Assignments</b> – 30 points	
Interests and Goals with activity notes	5
Case Study Presentation	5
Course Synthesis	10
Daily preparation, participation, and attendance	10
<b>Semester Project</b> (team) – 30 points	
Problem Definition	5
Plan for Pitch	5
Shark Tank feedback	5
Pitch	5
Project Summary: Abstract, Conclusions, and Evaluation	10
<hr/> <b>Total</b>	<hr/> 100

Scale: 97-100=A+; 93-97=A; 90-93=A-; 87-90=B+; etc.

Late assignments will be reduced 10%/day up to a maximum of 50% off.