

TE 100: Introduction to Innovation, Leadership, & Engineering Entrepreneurship

Technology Entrepreneur Center
GRAINGER ENGINEERING



Spring 2024

- 1 credit hour
- Tuesday
- 10-10:50am
- 2039 CIF (Campus Instructional Facility)

Instructor

Dr. Matthew Goodman
mgoodman@illinois.edu

Office Hours

Sign up available on
Canvas

Course Purpose and Description

The purpose of this course is to enhance your innovation and leadership skills and gain a deeper understanding of the innovation and entrepreneurship ecosystem at the University of Illinois.

You will learn about innovation, including how to have 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 is one path for impact. You will reflect on introducing innovation leadership into your academic, professional, and extracurricular experiences in the years ahead. Finally, you will work with a team to identify candidate problems for innovation and pitch a potential idea to the rest of the class.

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 and developing a mindset that favors innovative behaviors. It is expected that you will attend every class, participate in discussions and activities, and complete the assignments to the best of your ability.

Learning Objectives

Upon completion 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.
3. Identify resources and opportunities on campus and in Champaign-Urbana through which they can practice innovation leadership and pursue entrepreneurship.
4. Summarize ten types of innovation and compare and contrast various innovation tactics.
5. Develop innovative ideas and evaluate them.
6. Pitch ideas in a compelling and clear manner and communicate their details and effectiveness to a broad audience.
7. Collaborate with a team to apply the design thinking process of problem discovery, ideation, and implementation in order to foster innovation and leadership.
8. Reflect on your future role as an entrepreneur, intrapreneur, and/or innovator.

Course Questions

1. What is innovation, leadership, entrepreneurship, and **innovation leadership**?
2. Who are some innovation leaders and what are their defining **attributes**?
3. What **skills** are important to innovation leaders, and which would you like to personally enhance?
4. What innovation and entrepreneurship **resources** are available through the Technology Entrepreneur Center and across campus?

Course Platforms

1. **Finding course materials and documents:** Canvas (canvas.illinois.edu)
2. **Submitting assignments:** Canvas (unless otherwise noted)

Technology Policy

While participating in class sessions, please only use the devices that will help you best learn. Using a notebook and pen/pencil to jot down notes and ideas during class is highly recommended. Recording material from this course, including class sessions and team meetings, is forbidden. Additionally, sharing or posting recorded material online is prohibited and any violation of this policy will be forwarded to the Office of Student Conflict Resolution.

Assignment Format Policy

All assignments should be submitted to Canvas as a PDF. Other formats will not be accepted, unless otherwise noted. If you need assistance in creating PDFs on your device, please contact the instructor. Submissions that cannot be opened will be considered late.

Student Diversity

The diversity represented by the participants in this course is deeply valued. 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.

Attendance Policy

This course primarily uses active learning techniques during class sessions to work towards the course objectives. This includes small group and partner activities as well as whole class and small group discussions. Because of this, it is expected that you will attend class. If you are unable to attend a single class session, please complete the form available on Canvas prior to your absence. If you need to miss multiple, consecutive class sessions, please email the instructor and plan on signing up for office hours to develop a strategy to continue successfully in the course.

Office Hours and Emails

If you have questions, concerns, ideas you would like to share, are looking for a letter of recommendation, or any other reason to connect with the instructor, please do!! **The best way to do so is to either ask before/after class or sign up for office hours (both virtual and in-person options available).** If you need to share that you will be absent, please do so by completing the form on Canvas. If you need to email the instructor, please put the course number and semester in the subject line (TE 100 Spring 2024).

Tentative Schedule and Assignment Due Dates

Assignment details will be posted on Canvas. While most assignments will be submitted on Canvas, some assignments have components that are due both in class and on Canvas, such as the *How I Built This Lesson*.

| Week and Date | | Topic | Assignment |
|--------------------------------|-----------------------------------|--|--|
| 1 | January 16 | Introduction to course and ILEE | Student Questionnaire |
| 2 | January 23 | Historical innovations and leaders | Pre-Class Assignment 1 |
| 3 | January 30 | Sustaining and disruptive innovations | Individual Reflection 1 |
| 4 | February 6 | Identifying problems and opportunities | Pre-Class Assignment 2 |
| 5 | February 13 | Understanding innovation leaders | <i>How I Built This Lesson</i> |
| 6 | February 20 | Types of innovation, part 1 | Pre-Class Assignment 3 |
| 7 | February 27 | Types of innovation, part 2 | Pre-Class Assignment 4 |
| 8 | March 5 | Project check in | Team Project Proposal |
| 9 | March 12 | Exploring the Illinois entrepreneurial ecosystem | Individual Reflection 2 |
| Spring Break (no class) | | | |
| 10 | March 26 | Introduction to entrepreneurship | Pre-Class Assignment 5 |
| 11 | April 2 | Making connections | Pre-Class Assignment 6 |
| 12 | April 9 | Innovating in context | Individual Reflection 3 |
| 13 | April 16 | Team time | Pre-Class Assignment 7 |
| 14 | April 23 | Class wrap-up and what next? | |
| 15 | April 30 | Team project day | Final Team Pitch Final Team Project |
| 16 | Final Exam Week (no class) | | Individual Innovation Map and Synthesis <i>Missing assignments due for partial credit</i> |

Course Grading

| Assignment | Points |
|--|--------|
| Reflections | |
| Individual Reflection 1 | 7 |
| Individual Reflection 2 | 7 |
| Individual Reflection 3 | 7 |
| Individual Innovation Map & Synthesis | 12 |
| Team Project | |
| Team Project Proposal | 12 |
| Final Team Pitch | 10 |
| Final Team Project | 10 |
| Other | |
| How I Build This Lesson | 15 |
| Class Participation | 6 |
| Pre-Class Assignments (7 at 2 points each) | 14 |
| <hr/> | |
| Total | 100 |

Grading Scale

| | | | | |
|------------|-----------|-----------|-----------|--------|
| A+ 97-100% | B+ 87-89% | C+ 77-79% | D+ 67-69% | F <60% |
| A 93-96% | B 83-86% | C 73-76% | D 63-66% | |
| A- 90-92% | B- 80-82% | C- 70-72% | D- 60-62% | |

Late assignments will be reduced 10% per day up to a maximum of 50% off if submitted by Friday, May 10 at 11:59 pm.

Emergency Response Recommendations

Emergency response recommendations can be found at the following website:

<http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class.

<http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Academic Integrity

You are expected 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. If an idea is your own, that is original work. If you used assistance to generate an idea or are quoting or stating the idea of another, please cite your source.

Please give special care to prepare high-quality submissions with proper grammar and spelling. The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>. Academic dishonesty may result in a failing grade.

Every student is expected to review and abide by the Academic Integrity Policy:

<https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at <https://odos.illinois.edu/community-of-care/resources/students/religious-observances/> to request appropriate accommodations. This should be done in the first two weeks of classes.

Disability-Related Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, email disability@illinois.edu or go to <https://www.disability.illinois.edu>. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting "Request an Academic Screening" at the bottom of the page.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Anti-Racism and Inclusivity Statement

The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs.

The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.