

Introduction to Innovation

ENTR4001

Expectations

Table of Contents

Course Information: 3

Instructor Information:..... 3

Professionalism, Academics, Character and Engagement:..... 4

Required Course Materials:..... 4

Course Description: 5

Student Learning Outcomes: 5

Course Guiding Principles:..... 6

Smartphones, Laptops, Tablets, and iPads 6

Course Communication: 6

Guest Lecturers:..... 7

Competency Framework Purpose:..... 7

Course and Grading Policies: 7

Total Assessment..... 9

Grading Scale..... 9

Course Assessment: 10

Team Innovation Project 10

Individual Projects 10

Individual Field Case Study 10

Individual Decision-Making In-Class Case Study..... 10

Individual Innovation Research Project 11

Individual Class Participation..... 11

Comprehensive Class Participation and Discussion Board Engagement Rubric..... 12

University of Cincinnati

Course Information:

Title: Introduction to Innovation

Course #: ENTR 4001

Credit Hours: 3

Term: Spring 2018

Prerequisites: N/A

Instructor Information:

Name: Ralph Brueggemann

Title: Adjunct Professor

Office Information: LCB, Room 106

Office: (513) 871-8477

SMS: (513) 218-8562

Email: Ralph.Brueggemann@uc.edu

Office Hours: Friday 9-10:00 a.m. EST

Communication Policy: Students are encouraged to contact me anytime via email through Blackboard or add ENTR 4001 in the Subject] or office phone. Please use SMS for urgent messages. A response will be given within 24 hours except on weekends.

Professionalism, Academics, Character and Engagement:



This course aligns with PACE, the Lindner College of Business platform for developing the *total* business professional.

P – Professionalism

- Enhance oral & written **communication**, express ideas clearly, logically and persuasively.
- Develop and practice **teamwork** skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core **business functions** and their interactions within firms.
- Begin applying functional and cross-functional knowledge **to critically analyze business problems**; for example, applying techniques for business plan development.

C – Character

- Learn and apply **leadership** techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of **managing diversity**, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of **ethics and social responsibility** in business and personal settings.

E – Engagement

- Build understanding of importance and practices of **networking** through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of **involvement** in social organizations, community service, and professional group opportunities.

Required Course Materials:

Innovation and Entrepreneurship: A Competency Framework, Charles H. Matthews & Ralph F. Brueggemann, Rutledge, 03/2015

- ISBN: 978-0-415-74252-8 (hbk)
- ISBN: 978-0-415-74253-5 (pbk)
- ISBN: 978-1-315-81362-2 (ebk)

The Art of Thinking Clearly, Rolf Dobelli, HarperCollins, 2014

The Field Guide to Human-Centered Design Toolkit, IDEO, 2015 is available on Blackboard and will be used for the Team Project.

Course Description:

The Introduction to Innovation (ENTR 4001) course is a review of the concepts of imagination, creativity, innovation, and entrepreneurship. The course focuses on the twelve elements and twelve competencies of innovation. The innovation competencies are comprised of the attitudes, skills, and knowledge necessary to build innovation capability. The course integrates online and classroom blended learning, challenge-based learning teams, and practical experience from a diverse team of guest speakers to expand open-mindedness. The team assignment is designed to be part of the student’s e-portfolio.

Student Learning Outcomes:

| | |
|--|---|
| | |
| <p>To <i>generate</i> ideas by unlocking their creative talents. To <i>generate</i> innovative product/service and experience/process ideas using a systematic approach to unlock their creativity.</p> | <p>Innovation and Entrepreneurship Competency Framework, Exercises, Readings, Quizzes, and Videos</p> |
| <p>To <i>identify, classify and demonstrate</i> the elements of innovation.</p> | <p>Innovation and Entrepreneurship Competency Framework, Exercises, Reading, Quizzes, and Videos.</p> |
| <p>To <i>identify, classify and demonstrate</i> the innovation competencies.</p> | <p>Innovation and Entrepreneurship Competency Framework, Exercises, Reading, Quizzes, and Videos.</p> |
| <p>To <i>demonstrate</i> the capability to create a practical solution to a meaningfully significant challenge through an independent innovation research project.</p> | <p>Individual Innovation Research.</p> |
| <p>To <i>demonstrate</i> how to be an effective team member by developing effective leadership skills, relationships with others and building on their strengths.</p> | <p>Team Innovation Project</p> |
| <p>To <i>demonstrate</i> how to apply design thinking by making a prototype of an innovation through the efforts of a collaborative team by applying the three innovation criteria (business viability, people desirability and technology feasibility).</p> | <p>Team Innovation Project</p> |
| <p>To <i>listen, reflect, interact, and observe</i> the practical experiences from a unique and diverse team of guest speakers to expand student thinking.</p> | <p>Guest Speakers</p> |
| <p>To <i>develop</i> effective decision-making, system thinking, open-mindedness, critical thinking, and problem-solving capabilities.</p> | <p>Exercises, Book, In-Class Case Studies</p> |

Course Guiding Principles:

- Personalization and competency-based learning
- Student involvement in the learning process
- Research-based content to ensure quality practices and results
- Instructional methods facilitate student achievement in authentic contexts
- Content inspires and challenges students to excel
- Explicit and clear student expectations

Options for Accessing and/or Purchasing the Text Include:

You can purchase the *Innovation and Entrepreneurship: A Competency Framework* book through the UC Bookstore, Amazon, or the publisher <https://www.routledge.com/Innovation-and-Entrepreneurship-A-Competency-Framework/Matthews-Brueggemann/p/book/9780415742535>.

A single user version of the *Innovation and Entrepreneurship: A Competency Framework* book is available as an eBook through the UC library. This means only a single student can access the eBook at a time.

Smartphones, Laptops, Tablets, and iPads

Students are responsible for the professional use of all devices in the classroom. Smartphones, Laptops, Tablets, and iPads can be used during class sessions for examinations quizzes, exercises, and taking class notes. However, be courteous of the ways it distracts you and peers. If you take class notes, you are expected to use the Journal in Blackboard.

Otherwise, Smartphones, Laptops, Tablets, and iPads are *not permitted in class* except for emergencies. Smartphones, Laptops, Tablets, iPads can cause disruptions and reduce your ability to fully engage.

Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please review the Student Email Policy for more information: Please see:

https://www.uc.edu/content/dam/uc/ucit/docs/itpolicies/student_email_policy.pdf

Guest Lecturers:

Guest lectures are used to add authenticity to the course and will be used to share knowledge and practical broad experiences. Guest lecturers provide actionable insights that you can learn to increase your innovation capability.

Competency Framework Purpose:

This course is based on applying the innovation and entrepreneurship competency framework that will enable the student to unlock their creative talents. A key can be turned in two directions. Turn it one way and you multiply and unlock creative talents. Turn it the other way and you diminish and lock talent inside each person.¹ The purpose of the innovation competency framework that is used in this course is to provide an understanding of the attitudes, skills, knowledge, and experiences that are needed to increase imagination, creativity, innovation, and entrepreneurship new venture creation capability. By learning and applying the innovation competencies, new venture start-ups and existing organizations will be better able enhance talent, and become more effective.

Course and Grading Policies:

- 1. Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document, an Excel document, or an MP4 video. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.
- 2. Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)
 - All academic programs at the Lindner College of Business use this “Two Strikes Policy”;
 - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
 - Students will be afforded due process for allegations as outlined in the policy.
- 3. Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. [UC's Disability Services Office](#).

4. **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.
5. **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult [UC's webpage for Title IX](#) or contact the office at 556-3349.
6. **Missed and/or late examinations, quizzes, and graded exercises:** Students who have a valid reason for any exceptions will be given an opportunity for makeups.
7. **Campus Closures:**

LCB Weather Related Protocol: When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](#) and declare an emergency closing. The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

8. *Criteria for letter grades:*

Your course grades will be based on your meeting or exceeding the expectations.

Total Assessment

| Assignment | Points |
|--|------------|
| Individual Field Case Study | 10 |
| Individual Innovation Research (IIR) Creativity Brief | 5 |
| Individual Innovation Research (IIR) Video | 15 |
| Team Innovation Project (TIP) Mind Map | 5 |
| Team Innovation Project Prototype and Presentation | 15 |
| Individual Decision Making In-Class Case Study Presentation (IDCS) | 10 |
| Three Examinations | 30 |
| Individual Discussion Board and Class Participation | 10 |
| Total | 100 |

- Note (1): The instructions and rubrics for each assignment are in separate documents.
- Note (2): Each student on the team will be given an opportunity to evaluate the contributions of each other team member to ensure effort parity.
- Note (3): The Discussion Board and Class Participation rubric is in this document. Each student can justify their engagement at the end of the course regarding their Class Participation.
- Note (4): Examinations address the required book, lectures, e-learning, videos, and guest speakers

Grading Scale

The final evaluation will be based on a percentage of the total number of points, with the following scale applied:

- A = 96-100%
- A- = 92-95%
- B+ = 87-91%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- D+ = 67-69%
- D = 64-66%
- D- = 60-63%

Course Assessment:

Team Innovation Project

You will be part of a team that applies Challenge Based Learning (CBL) to complete a team innovation project (TIP). CBL integrates knowing and doing. Students learn knowledge and elements of the content, but also apply what they know to solve authentic problems and produce results that matter. “Challenge Based Learning is an engaging multidisciplinary approach to teaching and learning that encourages learners to leverage the technology they use in their daily lives to solve real-world problems. Challenge Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience.”²

The purpose of the team innovation project is to allow for each person to develop and practice their imagination, creativity, and innovation skills using challenge based learning. Teams will be formed early in the course to create the highest functioning teams. Your team will report on the innovation project the class sessions.

At the end of the class, you will have 15 minutes to present your innovation project including questions and discussion. Please submit your innovation project results to the assignment section on Blackboard on the target date requested. The expectations for this assignment are provided in separate instructions on Blackboard. A peer participation effort evaluation will be used to ensure that each team member does their fair share.

Individual Projects

Individual Field Case Study

You are expected to complete one individual field case study. The individual field case study template guides you through the preparation of the field case study. The expectations for individual field case study are provided in separate instructions on Blackboard.

Individual Decision-Making In-Class Case Study

You are required to complete a set of original in-class case studies from the assigned book *The Art of Thinking Clearly*. You will select a set of the thinking topics (short Chapters) to present and discuss with the class. Please be sure to associate the case study topic with the course content. This case study is an individual assignment. The expectations for the in-class case study assignment are provided in separate instructions on Blackboard.

Individual Innovation Research Project

You are expected to complete one individual innovation research assignment. The Innovation Research is an opportunity for you to propose a meaningfully significant big idea. You will demonstrate your knowledge of how to integrate all of the class content, including the innovation competencies, assigned readings and your research interests into a comprehensive whole. The expectations for innovation research project assignment are provided in separate instructions on Blackboard.

Individual Class Participation

Class participation includes your interacting with the guest speakers, the instructor, discussion boards, your team member, and your classmates.

- Ideation (20%): *Creates*, interprets, classifies, explains, and *produces* meaningfully unique and original ideas and concepts based upon previous knowledge and experiences.
- Skills (10%): Understands the critical skills of creativity and innovation, critical thinking and problem solving, and communication and collaboration.
- Content (20%): Communication response clearly shows an understanding of the instructional material and related content by correctly defining the key learnings.
- Analysis (20%): Ability to *analyze, evaluate and critique* the ideas of others
- Synthesis (20%): Ability to synthesize, organize, and integrate concepts
- Communication Stylistics (10%): demonstrates effective visual, verbal and written communications skills.

The class participation is evaluated according to the comprehensive class participation rubric at the end of this document.

Examinations

The three examinations will be comprehensive and include the assigned books, and mini-lectures, narrated slides, and guest speakers.

Comprehensive Class Participation and Discussion Board Engagement Rubric

| Class Participation and Discussion Board Engagement * | | | | |
|---|---------------|---|---|--|
| Criteria | Weight | Novice Needs Improvement | Competent | Proficient Exemplary |
| Creativity, Ideation, Meaningfully Unique and Original Ideas | 20% | Limited ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. The ideas offered do not contribute to the quality or direction of the class. | Average ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. Ideas are usually substantive; provide good insights, and sometimes a productive direction for the class. | Excellent ability to interpret, classify, explain, and create unique and original ideas and generalizations based upon previous knowledge and experiences. Ideas offered are always substantive and provide one or more major insights as well as a productive direction for the class. |
| Essential Competencies | 10% | Applies few of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity. | Applies most of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity. | Applies all of the essential competencies: communication, collaboration, critical thinking, problem solving, and creativity. |

| | | | | |
|--|-----|--|--|--|
| Content: Demonstrated Knowledge Of course Content | 20% | Communication response shows that the student shows very little evidence that they have read and understood the instructional material and related content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application. | Communication response shows student has read the content and is beginning to understand the essential elements of the instructional material and related content by defining a few key terms, summarizing concepts, and providing accurate application. | Communication response clearly shows student has read and understood the instructional material and related content by correctly defining the key terms, summarizing concepts, and providing accurate application. |
| Analysis and Understanding | 20% | An analysis is not provided with regard to the larger concepts of the lesson. | An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts. | A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson. |

| | | | | |
|--|-----|--|---|--|
| Synthesis, Evaluation, and Completeness | 20% | <p>Response vaguely answers each part of the issue or question posed. This person contributes little to the class. If this person were not a member of the class, the quality of the discussions would not be significantly changed.</p> | <p>Response somewhat answers each part of the issue or question posed. This person demonstrates thorough class preparation. The arguments, when presented, are generally well-supported and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished.</p> | <p>Responses are relevant and directly answer each part of the issues or questions posed. This person demonstrates exceptional preparation. The arguments are well-supported (with tangible evidence) and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.</p> |
| Communication Stylistics Visualizations, Verbal and/or Writing Skills | 10% | <p>Limited or inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</p> | <p>Generally acceptable vocabulary, relates to topic. Few spelling or grammatical errors that do not affect meaning.</p> | <p>Skillful control of visual, verbal and written language and grammar. Sentence structure is strong and effective in communicating information.</p> |

Endnotes

¹ Sir Ken Robinson, *Out of our Minds*, (Mankato, MN: Capstone, 2011).

² Challenge Based Learning, <https://challengebasedlearning.org/pages/welcome>, accessed January 3, 2016.