IDS 401, LIS 600 - What’s the Big Idea?
Fall 2015

Class Meetings: Tu-Th 2:00-3:20pm, 111 Hinds Hall

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Office hours: Tuesdays and Thursdays 12:30-2pm, 3:30-4pm or email for an appointment

COURSE OVERVIEW:

Creativity and innovation are no longer optional in today’s organizations and for today’s professionals. The workplace is driven by new ideas and new business models (whether the organization is a for-profit business or a non-profit that has to be sustainable on the value it creates for the community. Whether you are the founder of an entrepreneurial startup company, or the talent on a development or management team, the ability to remain relevant in a fast-paced economy is dependent on your ideas. This includes your ability to test them, evaluate their potential, identify stakeholders, identify an ecosystem that will support them, and a path to commercialization.

Science, technology, and innovation are dynamic forces in the world, triggering change almost daily in society, the economy, the environment and politics. As fast as humans discover solutions to current concerns, new problems are identified. This presents us with evolving opportunities that coincide with major global problems and conditions that humans have not seen before in history. Product lifecycles get ever shorter as environmental conditions deteriorate from previous behaviors, manufacturing processes and our increasing demand for energy. Technologies emerge, converge and morph in response to evolutions and revolutions in society. The evolution impacts local, regional, national and global environments and their economies. Each of these sectors have the potential to spawn their own ecosystem of people, organizations, products and services that address needs that arise at each level.

This course is about the Innovation Ecosystem, its players, elements, environment, and ways for you to become a part of the system. It is about solving problems in a global environment of uncertainty and dynamic change. It is also about the transformation of an idea into something tangible that creates value in the economy, society or the world. Whether you aspire to start your own entrepreneurial company with a team, work in a community library or school, within a large organization (such as a Google or Twitter), or medium sized (50 or 250 person) business, you have an important role to play in our economy as an innovator.

Innovation is a fundamental driver of significant wealth generation in our economy. Creative and innovative thinkers are in demand in every industry sector, every type of organization, and in our present and future workforce and citizenry. All of these
segments integrate to form the Innovation Ecosystem. We will examine layers within this ecosystem, from the organization to the individual… YOU!

Through a series of assignments, you will have an opportunity to play a role on a “high performance team” as a consultant, strategist, or startup business. It takes courage to create, to risk making mistakes and to risk failure in the quest for more creative ideas that lead to true innovation of a product, service or process. Creativity is the central focus, defined as “the application of a person’s mental ability and curiosity to discover something new…the act of relating previously unrelated things.” We aspire to true entrepreneurial thinking, taking ideas and concepts where no one has gone before, to achieve what others may believe is impossible. You will experience what it means to fully engage your brain to discover the patterns that produce breakthrough ideas when attempting to solve problems.

Participants in this class will be exposed to a creative thinking process for changing the way you create, identify and sell ideas. The course is designed around real methods that have been proven to work in some of the leading corporations in the world as well as those commonly employed by startups. These methods are conveyed through both interactive and experiential learning approaches, individually as well as on teams.

Students will be placed onto teams that are cognitively diverse (Whole Brain Teams) based on the Herrmann Brain Dominance Instrument. This instrument will facilitate the student’s awareness of his or her own decision-making styles and preferences, and ways to leverage those when working with a team. Students will be presented with and engage in discussion about topics specific to the development of ideas into viable products, services or businesses, an understanding of customers, consumers and users, and a grasp of the concept of “the marketplace.” The semester is structured so that activities and assignments will culminate in students pitching a new idea, or refining an idea for the final exercise.

**LEARNING OBJECTIVES:**

- **Understand the concept of an innovation ecosystem, its components and value in the economy**
  - Be able to analyze the elements of an innovation ecosystem as an environment for development and growth of ideas into something of value to individuals, society or the economy
  - Demonstrate the skills to design the path of an innovation from original idea and innovator to its present form
  - Describe the conditions, the serendipitous events, and the people who were key to the success of the innovation, or were instrumental in its ultimate failure
  - Identify outcomes including tangible products, services and entities deriving from an innovator and an idea
  - Be able to conceptualize and present a business idea to potential stakeholders, supporters and potential partners in a venture or organization
- **Learn how to generate, develop, grow and vet new product, service and business ideas.**
  - Learn to evaluate your own knowledge, skills and talents as a base from which to explore new ideas and potential entrepreneurial opportunities
  - Understand the concept of stimulus thinking and using random objects and your environment to generate new ideas, including conversations with others
  - Learn
  - Understand the role of team and critical elements in choosing individuals to be a part of an innovation team
  - Be able to recognize and assess opportunities in multiple environments

- **Have the ability to communicate ideas, objectives and aspirations to others as an important element on the path from idea to realization of a dream**
  - Understand what makes some ideas more business appropriate than others
  - Be able to conceptualize and present a business idea to potential stakeholders and supporters (potential executives, partners, employees, coworkers and investors).
  - Learn how to focus your idea on other people’s needs and wants
  - Learn how to understand the competition and find opportunities that are missed (and needed) in a market
  - Learn how to identity and assess the necessary resources

**THE COLLECTIVE FOCUS AND GOAL OF THE CLASS IS TO DEVELOP IDEAS THAT WE CAN SAY THE FOLLOWING ABOUT:**

- Our idea will **positively impact peoples’ lives** because it directly addresses a specific 'need', 'problem' and/or 'want.'

- Our idea has the potential to be a **sustainable** business (for-profit or not-for-profit) – or a sustainable product or service within a business.

- Our idea has the potential to be a **BIG idea**.

- Our idea has a team that is diverse in interests and talents and can clearly and comprehensively identify the external resources they will need to **develop and grow the idea into reality**.

- Our presentation of our idea is both clear and professional. The presentation alone **instills a sense of confidence in the abilities and passion of the team.**

**ACCESSING THE HERRMANN BRAIN DOMINANCE INSTRUMENT:**

Required by Wednesday, September 2: This will be used to form WTBI teams. (Takes about 20 minutes to complete online.) The package must be purchased as a textbook at the SU Bookstore.
1. Go to http://www.hbdi.com/
2. On the left in the gray boxes, the first one says “Complete your assessment.”
3. Click on “I have a code…”
4. You will come to a page of flags. Click on the U.S. flag (unless you want to take the instrument in another language).
5. The next page says “Please enter your Web Key” (BIG IDEA 15)
6. Type in “BIG IDEA 15”
7. Our class name will appear and you will click on that entry (IDS401Fall15). That will be your only choice.
8. From there, you will be in the instrument where you will complete the information.
9. After you finish the instrument, an email message will come to me. It will say that you have completed it.

READINGS:

In addition to various readings that will be recommended across the semester, you will be required to read and reference the following texts (timing is your choice) across the semester:


The following websites may be referenced throughout the semester:

1. http://Effectuation.org
3. www.eclips.cornell.edu
4. www.ted.com
5. www.ycombinator.com
6. www.caycon.com/resources.php
7. www.ecorner.stanford.edu

The following readings are suggested if you want to learn more about thinking like an innovator and entrepreneur:

1. Taub, Alexander and Dasilva, Ellen, (2014), Pitching and Closing

It is assumed that students will attend EVERY class. Any changes in schedule will be presented in class. This will be assumed to be adequate notification.

**GENERAL GRADING SCHEME:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance/Engagement</td>
<td>20%</td>
</tr>
<tr>
<td>Book Summary/Discussion (5%/book)</td>
<td>10%</td>
</tr>
<tr>
<td>Guest Organization Team Ideas (3) and pitches</td>
<td>30%</td>
</tr>
<tr>
<td>Innovation Ecosystem Paper (5-7 pages)</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Ideas and Team pitch</td>
<td>20%</td>
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**COURSE REQUIREMENTS:**

1. **Attendance/Engagement (20%)**
   Students are expected to read the assigned readings and attend and actively participate in every class across the semester. Class participation will be based on (1) attendance and (2) the quantity and quality of participation while in class. Attendance will be measured on a percent attendance basis and converted to a 1-100 scale with 0% equating to 0% and 100% equating to 10% of your total grade. Open discussion is EXPECTED throughout the semester. Your degree of engagement in the team projects both in and out of class, your participation in class discussions and your overall engagement with both the instructors and your peers across the semester contribute to the remaining 10%.

2. **Book Summary/Discussion (10%)**
   Students must read and summarize the 2 required readings (at least 1.5 pages) and actively engage in breakout discussions in class about these books. This assignment is an ideal opportunity for students to read contemporary books on idea generation, creativity and entrepreneurship.

3. **Team Ideation - Envisioning Three Phases of a Product for a guest company. Developing three ideas over three classes and final presentation (30%)**
   A member of the management team will present information about the organization and its product or technology. This exercise will be conducted in three class segments, and teams will pitch ideas in class for suggestions from peers. At the end of the three weeks, each team will choose its best idea from the three phases and develop that for presentation to the organization’s representatives.
Note: Assignment for each idea will include presentation of idea: 5-8 slides and 2-3 pages of text to explain the idea.

4. Innovation Ecosystem Paper and Class Presentation (20%)
Teams select a wildly innovative company that is the focus of their research for a 5-7 page paper and class presentation. Student will identify factors in the company's environment that together drove or facilitated the company's success, including founders, investors, marketers, scientists, policymakers, places, new regulations, events, opportunities and other factors that came together to enable the company to succeed.

5. What is YOUR Big Idea? (20%)
Individual pitches leading to formation of teams, with final team ideas presented to a panel of judges.

TOPIC SCHEDULE

PHASE 1: What is Innovation and Why You?

Week 1: Introduction to "What's the Big Idea?"
Course goals, logistics, expectations, review of syllabus and assignments
Topics: Laying the groundwork for the semester: The entrepreneur within you: Who are you? What do you love to do? Entrepreneurship on and off campus and all over the world; the process from idea to startup

Week 2:
What Problems-Needs-Wants (P-N-Ws) do you have a drive to solve?
Part 2: Individual and Team Creativity; Overview of the Creative Thinking Process and Creative Thinking Tools

Week 3: Building Your Entrepreneurial Skills
Part 1: Speaker: NYSLTC, How to Conduct Market and Competitive Analysis Research: Audiences, Customers and Users; How to refine and grow ideas based on market research.
Part 2: Interpretation of the Herrmann Brain Dominance Instrument; Benefits of Diversity of Thinking
Reference: http://www.mindtech3.com/services/hbdi_profile.html

PHASE 2: Pathways to Innovation - Project #1

Week 4:
Part 1: Protecting Ideas With Patents; Team assignments
Part 2: Visiting Entrepreneur for Product Commercialization: Ian Kyle, Vice President, Research and Development, NBF Plastics LLC: Company Overview

Setup of Assignment:

**Idea 1:** Flat Board Replacement: Applications and Markets for Plastic Surfaces Replacement for wood planar materials

*Team Assignment:* Presentation of Idea #1: 5-8 slides and 2-3 pages of text to explain the idea

Week 5:

**Part 1: Business Models and Opportunity Recognition**
How does a business make money or generate revenue? Deciding on a Business Model: Different forms (Proprietary, Social/NFP, Government vs. NGO)? Looking for the opportunity by assessing the innovation ecosystem surrounding a given product

**Part 2: Fast Pitches and Class Feedback for Idea #1**
Setup for Idea #2

**Idea 2:** Embedded Features: What could NBF Plastics embed into the product to address new markets, customers and needs? What new shapes might it consider and how would those shapes be used?

*Assignments:*
(1) Team Presentation of Idea #2: 5-8 slides and 2-3 pages of text to explain the idea
(2) Preparation of 1.5 page summary for Book #1 (Individual)

Week 6:

**Part 1: Fast Pitches and Class Feedback for Idea #2**

**Idea 3:** Integrated Features: What additional materials or units could NBF Plastics integrate into the waste materials and as product additives that it uses to make its product?

**Part 2: BOOK BREAKOUT 1** – 1.5 page summary due

*Assignments for this week:*
(1) Team Presentation of Idea #3: 5-8 slides and 2-3 pages of text to explain the idea

Week 7:

**Part 1: Fast Pitches and Class Feedback for Idea #3**

**Part 2: Team meetings:** Select your team's best idea from the last 3 weeks and prepare a formal presentation to Ian Kyle for judging on 10/15. Add pages to your original slide deck with additional research that more clearly explains and supports your idea (from class feedback) and that will facilitate his decision whether or not to implement your team's idea (and vote for it as one of the top 3)

Week 8:
Team Pitch Contest for Guest Company’s Best and Biggest Idea -
Team Presentations to organization’s team for feedback on the opportunities for commercialization

PHASE 3: From P-N-W to Marketplace

Week 9: Innovation Ecosystem - What is an entrepreneurial ecosystem, what are the components, who are the players, why does it matter?
Project #2: New teams assigned; Innovation Ecosystem assignment discussed

Week 10:
Part 1: Innovation Ecosystem Team Work/Discussions
Part 2: Preparation for Individual Idea Pitches -
*Assignment for Preparation of 1.5 page summary for Book #2 (Individual)

Phase 4: What’s YOUR Big Idea?

Week 11:
Part 1: Innovation Ecosystem Team Presentations
Part 2: BOOK BREAKOUT 2 – 1.5 page summary due
Part 3: Early individual pitches

Week 12:
Part 1: Individual pitches
Part 2: Stimulus Exercises for Individual Ideation
Identify market, customers, resources to take the idea to the next step
Getting out of the classroom to talk to customers

Week 13: Presentation: Do We Have a Business Yet?
In class Project time/discussions, team formation, pitches

Week 15: Finals - Judging Pitches

UNIVERSITY AND SCHOOL POLICIES

Academic Integrity
The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of
the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm.

Respect Intellectual Property Rights and cite all sources in your work. APA citation style must be used. The following link may be used for further information regarding citation styles: http://researchguides.library.syr.edu/citation

Ownership of Student Work
In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

Student with Disabilities
Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Attendance Policy
Regular class attendance is obligatory. An instructor may recommend that a student be dropped from a course for poor achievement due to excessive absence. A student who is dropped after the deadline for dropping courses may be assigned a grade of F.

Add/drop Process and Course Withdrawal Policy
It is the responsibility of the students to be fully informed of the college catalog policies regarding course add, drop and withdrawal policies. For more information about the Syracuse University Add/drop Process and Course Withdrawal Policy, please see the following web site: http://registrar.syr.edu/

Faith-Based Observances
SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

**Learning Management System**

The iSchool’s learning management services are provided by centrally supported SU Blackboard system. This system is our primary delivery vehicle for online instruction and it serves as an important supplement to this on-campus courses. For information about Blackboard in the iSchool, see https://answers.syr.edu/display/ischool/iSchool+Blackboard+Student+Resources. To report problems on the Blackboard System, the best way to get the fastest possible response is to submit a trouble ticket at http://ischool.syr.edu/it/. Click on the Get Help button. It’s quick and easy.

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**COURSE SPECIFIC POLICIES**

**Grading Scale**

**Letter Grades:** The numeric total that you have amassed during the semester will translate into a letter grade according to the following scheme. Please examine the following table carefully:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectation of that grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(.95-1.00) A-: (.90-.94)</td>
</tr>
<tr>
<td>B</td>
<td>B+: (.87-.89) B: (.83-.86)</td>
</tr>
<tr>
<td></td>
<td>B-: (.80-.82)</td>
</tr>
<tr>
<td>C</td>
<td>C+: (.77-.79) C: (.73-.76)</td>
</tr>
<tr>
<td></td>
<td>C-: (.70-.72)</td>
</tr>
<tr>
<td>F</td>
<td>(.60-.69) F: (0, .59)</td>
</tr>
</tbody>
</table>

Your work is outstanding and exceeds expectations.

Your work meets expectations; on par with the average student.

Your work is adequate but could be better.

Your work is inadequate and needs substantial improvement.

Note: Achieving an A in this course requires a minimum of 95% of the available points and less than 3 absences. (See Attendance Policy on next page.) As a result, only the highest achieving students will attain an A for the semester. At the end of every semester, I often get several requests from students who have come within a few points of the next highest letter grade category to please, please boost their grade, but barring an error in the grade calculation I don’t do it. This includes rounding, an 86.9 is a B not a B+. The grade you earn is the grade you receive. Begin earning your final grade right during the first week by keeping up with readings and class activities.

**Participation:** You are expected to participate in every class. If you fail to contribute to class discussion, use computers for non-class work during class time, or are tardy (show up after attendance is taken) you will be marked absent.
**Attendance:** Attendance will be taken throughout the semester. This includes the sessions when we meet as a large group. If you arrive to class after attendance is taken, then you are absent. There are no excused absences unless documented by the university. If you have 3 or more absences, your final grade will be dropped one level down the grade scale. (A- is lowered to B+, C+ becomes a C, etc.)

**Assignments:** Assignments are instruments that gauge your ability to apply the concepts we’ve learned throughout the course. All work must be submitted when due and as per the instructions to be eligible for credit.

**Late Work:** Late work will not be accepted. No exceptions. If it is not on time, it does not count.

Date: 4-2-15