

**The Catalysts for Intellectual Capital 2020
(CIC2020)**

**The End of One Chapter,
The Beginning of Another**

**Closing Statements
The Future of CIC2020
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The Catalysts for Intellectual Capital Leadership Institute (CIC-LI) Spring 2009

It is integral to the success of community development in the Knowledge Economy to utilize the resources provided by a university and to foster collaboration through worthwhile, career-enhancing partnerships. The Partnership for Knowledge Entrepreneurship (PKE), conceptualized by Kathryn Fletcher, a Binghamton University Graduate Student and the CEO of H2 Innovations, aims to inventory existing partnerships in the Southern Tier, propose a strategic methodology for engagement, recruitment and retention of new hires in the area and develop the proper means for a “mentorpreneurship” program. In terms of university involvement in the PKE, it is crucial to provide awareness to the surrounding community regarding the already flourishing human capital that is evident at Binghamton University, other colleges in the Southern Tier and various upstate New York hubs of academia.

The Catalysts for Intellectual Capital Leadership Institute (CIC-LI), in exercising the mission of the Partnership for Knowledge Entrepreneurship, met with various community members and Binghamton University administrators in search of potential research projects that would eventually culminate in the form of a presentation and an official www.cic2020.org paper publication. Exploring different sectors of the Southern Tier’s economy every Friday, such as Lockheed Martin, the Cider Mill Playhouse, Binghamton General Hospital, the Incubator, the Broome County Arena, local preserved real estate and Endicott Interconnect, the Leadership Institute certainly had a lot of material to focus on when brainstorming ways to bridge the gap between community/university relations. Essentially, starting from the ground-up, the Leadership Institute students were primary contributors to the PKE and maintained a thematic reciprocal relationship, feeding off the idea of Knowledge Entrepreneurship while simultaneously shaping a comprehensive map that encompassed Kathryn Fletcher’s proposal. However, a top-down “open-mindedness” itinerary was emphasized by Dr. Crews, Kathryn and me in order to generate creativity and innovation that lead to our final conceptualization of the Partnership for Knowledge Entrepreneurship that includes four umbrella themes: Connect, Engage, Educate and Innovate.

The CIC-LI’s capstone presentation does not mark the absolute completion of a semester’s worth of research. Quite contrastingly, the students have produced ideas and projects that are actually free for the “making.” So let’s make ‘em! Although a small cohort of Binghamton University students, the big ideas formulated under the PKE provide numerous amounts of recommendations all for the Southern Tier’s picking. Ranging from a pre-Basketball game community/university mixer in order to promote social networking, to a broader multidisciplinary theory of solving community problems using the help of all university departments, the CIC-LI students have certainly proved their dedication to CIC2020’s founding goals of enhancing community and university partnerships and assessing and developing ways to expand career opportunities and attract young professionals.

The Future of the Catalysts for Intellectual Capital 2020 (CIC2020)

Now playing the role of “visionary” and actively researching the next phase of CIC2020, it is my intention to birth a concept from two parent-premises: The Knowledge Economy and Knowledge Entrepreneurship stemming from roots of civic engagement. In a fast pace

Knowledge Economy with a constant influx of new technology, ideas and methods of instruction, it is critical that all task groups are on the same page. Communicating this economic change (industry producing to knowledge encouraging) to all might be somewhat of a challenge and require techniques of rational persuasion. Ideally, the idea of structuring goals around the enhancement of creativity and production of knowledge capital would be easily marketable to task groups. However, blank-slate innovation resulting in broadband conceptualization is not easily marketable to those used to assembly line production and the selling of tangible commodities.

Promoting entrepreneurship by emphasizing the importance of open-mindedness in order to foster innovation and creativity will be helpful when advocating Knowledge Economy assimilation. Educating university students in terms of knowledge entrepreneurship to cultivate inventiveness is beneficial “to the development of the knowledge economy” (ASHE Higher Education Report, 2009). Furthermore, a multidisciplinary program in which all university students are awarded the ability to learn entrepreneurial skills will generate a population of masterful graduates comfortable enough to start employment in a Knowledge Economy.

Transformational Entrepreneurship

While brainstorming potential concepts for next year’s CIC-LI, I was sure to look for sources of inspiration in each one of my classes. I tried to tie in this year’s Partnership for Knowledge Entrepreneurship, take advantage of my multidisciplinary curriculum consisting of Human Development, Business and Sociology and equate entrepreneurship to every day life experiences. How can we connect, engage, educate and promote innovation so that it is second nature for university students to collaborate with the surrounding community and demonstrate volunteerism as well as active skill development for future career endeavors? Correspondingly, how do we connect, engage, educate and promote innovation in communities adjacent to universities so that they recruit and retain young, motivated professionals?

Sitting in my management class and going over various methods of leadership, I was immediately struck by the concept of Transformational Leadership. Originated at Binghamton University by Bernard Bass, Transformational Leadership involves inspiring and exciting followers to high levels of performance as well as emphasizing personal attributes as opposed to official positions of authority. Furthermore, Transformational Leadership can be learned by teaching four “sub dimensions: charisma, individualized consideration, inspirational motivation, and intellectual stimulation” (Nelson & Quick, 2008). If both university students and community members either inherited the skills of such a leader or inherited the skills to *listen* to such a leader, I believe that, if presented the idea, they would become more civically inclined to collaborate with one another. Considering Transformational Leadership “predicts several criteria such as follower job satisfaction, leader effectiveness ratings, group or organizational performance, and follower motivation” it is beneficial to promote this inspirational leadership theory when trying to bridge the gap between the university and the community (Nelson & Quick, 2008).

Combine Transformational Leadership with entrepreneurship (Transformational Entrepreneurship) and there you go! A creative individual with the skills of communicating and inspiring innovation coupled with the ability to thrive in a Knowledge Economy.

References

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