School of Environment, Enterprise and Development

Faculty of Environment

University of Waterloo Winter 2021

**ECDEV 605
Innovation, Entrepreneurship
and Sustainable Business Development**

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**Office Hours:** Mondays 1:00 - 3:00pm via Webex; or by appointment

**Online Seminar:** Thursdays 1:00-2:50pm online via LEARN and Webex

**Course Overview**

Innovation and entrepreneurship are now seen as paramount for economic growth and prosperity in the 21st Century. This graduate seminar is designed to give students in economic development, geography, planning and related disciplines the opportunity to engage with core debates about the nature of innovation and entrepreneurship.

During this course, we will critically examine entrepreneurship and innovation management at a variety of scales. In the beginning, students will examine and discuss innovation management and business development at the product level and then the firm level. From there, the course will zoom out to look at the role of incubators and accelerators in supporting venture development and innovation for a portfolio of companies. We will look at the general structure and purpose of these organizations, as well as the types of programs and services they offer. We will then move a level higher yet again to look at innovation and entrepreneurship at a regional and possibly an international level. Students will examine the role of universities, government, and public policy in driving (or failing to drive) innovation and economic development goals.

Lastly, the course will touch on a small number of special topics. Specifically, we look at innovation and entrepreneurship through the lenses of the Sustainable Development Goals, Indigenous communities, and Social Entrepreneurship.

**Weekly Structure of Course Content**

**Asynchronous, online teaching and learning**

Part 1: Students are required to complete the assigned readings each week. The readings will be a mix of journal articles, excerpts from textbooks, newspaper articles, and case studies.

Part 2: Starting in week 4, students will be required to lead a pre-recorded seminar that explores and summarizes the literature and readings provided for the given topic. A more detailed overview of this assignment is provided below. The instructor will lead the topics for weeks 1-3.

Part 3: Each seminar team must also facilitate an online discussion of their chosen topic. The seminar team will post discussion questions and respond to their peers and facilitate the discussion that ensues. The students who are not part of the seminar team must participate by way of answering the posted question or advancing a conversation that has been initiated by another student. The instructor will lead the discussions for weeks 1-3.

**Synchronous, online lecture, discussions, and working groups**

Part 4: Each week, students will have the option to meet online for a synchronous discussion and deeper analysis of the week’s topic. This section will be facilitated by the instructor, with active participation of students in discussions and small group activities.

**Course Readings**

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN.

**Summary of Course Assignments**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Value** |
| 1. Funding Proposal | -- | -- |
| a) High level proposal overview and literature review  | Wed, February 24th by 11:59pm | 5% |
| b) Final Funding Proposal  | Wed, March 31st by 11:59pm  | 25% |
| 2. Student-led Seminar |  | -- |
|  a) Seminar Summary/  Presentation | Ongoing  | 20% |
|  b) Facilitation of online  discussion | Ongoing | 10% |
| 3. Participation in weekly discussions | Ongoing | 10% (1% per week)  |
| 4. Concept Papers | -- |  |
| 1. Paper 1
 | Feb 12th by 11:59pm  | 10% |
| 1. Paper 2
 | April 13th by 11:59pm | 20% |

**Assignments**

**Seminar (20%)**

Throughout the term, students will share in the responsibility of facilitating seminars for this course. Each week, students (assigned individuals or groups, depending on class size) will be responsible for introducing and leading discussions on particular readings and the broader topic for that week. Seminar leaders are expected to have read beyond the minimum required readings, and to provide a brief summary and critique of required readings.

In addition, each seminar should examine the week’s topic from a particular frame of the group’s choosing. For example, a group may choose to look at the week’s topic more broadly than covered in the readings, or dig in to one or two concepts in more depth. Perhaps a group is interested in exploring the practical limitations of applying the concepts being discussed, or the gaps that exist in the literature and our understanding of how to manage innovation and entrepreneurship. How each group decides to frame their analysis is up to them, but groups are encouraged carefully consider why they have selected their topic, and how they will frame the analysis and discussion in their seminar. Groups are encouraged, but not required, to schedule a planning meeting with the instructor to discuss how they chose to approach their seminar one to two weeks before their seminar is due.

Being the seminar leader will require you to be actively and critically engaged with the reading material, form opinions and questions related to the readings, and be prepared to discuss them with the other seminar participants in-depth (more on this below). I encourage you to think creatively about how to engage your peers in discussion.

Lastly, seminar leaders are required to highlight passages from the readings, and to generate 3-4 pithy points and questions for the class to discuss. This is described in more detail below in the *Online Discussions* assignment.

**SIGN UP INSTRUCTIONS:**Students will select the topic they will lead. To do so, sign up through the Groups tool on LEARN. Groups can be accessed by clicking **Connect** and then **Groups** on the course navigation bar above. You should review the **Module Discussions** page first in order to decide which topic you want to lead. No more than three people may sign up to lead any given week. Please note the number of members already enrolled in a group prior to signing up and choose a different group if necessary. See LEARN help for instructions on how to self-enroll in a group.

*Summary of assignment requirements:*

* Sign up for a Seminar Topic through the Groups tool on LEARN
* Review all required readings and discuss as a group how to frame the focus of the seminar
* Based on the frame selected for the seminar, conduct additional research to support your analysis and presentation
* Prepare a recorded seminar presentation and submit to the instructor by 11:50pm on the Sunday before your seminar week
* Prepare to post and moderate an online discussion during your seminar week as outlined in the assignment below on *Online Discussions*

**Online Discussions: leading (10%) and participating (1% per week to a total of 10%)**

There are 11 discussion topics, scheduled to coincide with the course content they are related to. You can post as early as you are ready, but the discussion board will close at 11:55 PM (Eastern time) on the Sunday night at the end of the week they are scheduled. See your **Course Schedule** for details.

This scheduling is meant to keep you focused on the current week, so you avoid getting caught up in past work. Below is an explanation on the expectations of this ongoing assignment.

Discussions can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

***Expectations for Discussion Leads (10%)***

Starting in week 4, students will be responsible for leading and facilitating online discussions. When your turn comes to lead, you need to contribute an original post introducing a discussion question related to the topic you are exploring in your seminar. Beyond posting a stimulating discussion question, it is your role to engage with your classmates' comments. You should make at least six posts, all as a reply to a comment made by a classmate. The quality of your comments will be evaluated on the following criteria:

* You apply and/or connect comments to the course content,
* you elaborate/expand or respectfully contradict the comments made by your peers, and
* you provide additional information and/or perspective to the discussion.

This discussion lead role and post is worth 6 points, and will be evaluated on you having made at least 6 posts (3 points), and the quality of your posts (3 points).

*Summary of assignment requirements for seminar students:*

* On the Monday of your Seminar Week, each team member posts a discussion question to LEARN
* Each team member is responsible for facilitating the discussion in response to their discussion question from Monday to Friday of their seminar week
* Each team member must make at least six posts as responses to classmates during the Monday to Friday of their seminar week

***Expectations for Discussion Participation (1% per week to a total of 10%)***

Each week, you will post at least one informal yet thoughtful comment responding to the question asked in the module discussion boards (all except the one you were in the Lead role). Then, reply to a classmate's post in an equally thoughtful and respectful manner. Thus, two posts per week for ten weeks. These posts should be between approximately 100 and 300 words.

Your posts will be evaluated for their quantity (at least 20 posts worth 10 points), and each of these posts being relevant and thoughtful (10 points). This means that each post is worth one point (0.5 for participation and 0.5 for relevance).

You are encouraged, optionally, to engage in further discussion with your classmates to satisfy your curiosity and desire to hear from one another. Remember, your post is meant to be informal. You are encouraged to ask questions of one another and work through evolving ideas. This is a chance to participate and learn together, not an essay writing exercise. You are not being evaluated on quality of the writing (just relevance of the content to the week's theme), so do not spend time on perfecting your response or ensuring the word count is exactly accurate. For this assignment, the word count is a guideline to help you understand the expectations; no one will be counting the words. That said, a post that is way less than 100 words or way more than 300 words is not likely to align with the spirit of this exercise.

Please note that a given week’s discussion board will lock on the Saturday of each seminar week.

*Summary of assignment requirements for non-seminar students:*

* Between Monday and Friday of each week, post at least one informal comment/response to one of the discussion questions.
* Between Monday and Friday of each week, reply to at least one classmates post

**Funding Proposal: Overview (5%) and Final Submission (25%)**

Each student will be connected with an organization with an expressed need for funding from an entrepreneurship or innovation grant making program. The students will be required to complete a proposal to be submitted to a grant making program.

This assignment has two components. The first is a high level overview of the project that will be proposed along with a literature review with 3-5 articles that provide rationale and evidence for the project that will be proposed. It should also include a brief discussion of why your entrepreneur/organization requires funding and how much funding they need, a list of any funding they have already applied for and/or received, and three funding programs that will address their needs. For each provide the following:

* + name of the program
	+ who administers the program
	+ a brief description of the program (include eligibility and other requirements)
	+ why you selected it
	+ **BE SURE TO INCLUDE ONLY PROGRAMS THAT YOUR ENTREPRENEUR IS ELIGIBLE FOR**

Finally, by the end of the term, students are required to prepare and complete a full funding application for their host organization. This proposal will be evaluated by the instructor, and, provided that the funding program has an open call for proposals, will be submitted by your host organization to the funder.

*Summary of assignment requirements for Funding Proposal:*

* Prepare a conceptual overview of a project to be submitted to a funder, along with a literature review, description of why the company needs funding, and summary of three funds being considered for submitting the project to
* Complete a full funding proposal for a local organization

**Concept Papers**

During the term you will write two concept papers, due on Feb 12th and April 13th, in which you 1) write an Op-ed style essay (accessible and pithy) that discusses an economic development program of interest, and 2) puts two concepts encountered in this course into dialogue with one another. The first essay should be 1000-1500 words, and the second essay should be 2000-2300 words. These papers are an opportunity for you to demonstrate what you have learned from the course and your peers while articulating an opinion about how the course concepts have been/have not been applied in practice.

**Course Topics and Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Theme** | **Topics** | **Guest/Case** | **Seminar Leader** |
| 1 | 14-Jan | Introduction | Introduction to the course, assignments, and online tools used for teaching and learning | NA | NA |
| 2 | 21-Jan | Overview of Innovation and Entrepreneurship | -Dynamics of Innovation and entrepreneurship-Sources and types of Innovation-Types of entrepreneurship and enterprises | NA | Instructor |
| 3 | 28-Jan | Innovation at the Product Level | -New Product Development-Stage-gate product management-Open vs closed innovation | -Vertex Pharmaceuticals (Tech Push)-Intuit's Software for Smallhold Farmers (Market Pull)  | Instructor |
| 4 | 04-Feb | Innovation management at the firm level | -Products vs Businesses-Business model innovation and differentiation-knowledge as a resource and absorptive capacity-Measurement of innovation | -Jay Mahoney,Founder of Tugolo | Seminar Group 1 |
| 5 | 11-Feb | Innovation at the Local Level | -The role and function of incubators and accelerators-Managing venture development through stage-gating-Essential business resources and acquisition strategies | -Heather Galt, former VP of Start-Up Services, Communitech | Seminar Group 2 |
| **READING WEEK** |
| 6 | 25-Feb | Innovation at the Local Level | -The role of Universities in promoting and supporting entrepreneurship and innovation-The importance of knowledge networks | -The Campus Linked Accelerator Network | Seminar Group 3 |
| 7 | 04-Mar | Innovation at the Regional Level | -The role of government in promoting and supporting innovation and entrepreneurship-Tax incentives and funding programs | -David Meyer, Director, Regional Economic Development, Regional Development and Job Creation-The Ontario Network for Entrepreneurs | Seminar Group 4 |
| 8 | 11-Mar | Innovation at the Regional Level | -The role public policy in promoting and supporting innovation and entrepreneurship-Public procurement programs  | -Ontario's Broader Public Sector Procurement Program | Seminar Group 5 |
| 9 | 18-Mar | Innovation at the Regional Level | -Innovation and entrepreneurship in rural communities | - Stephen Morris,Team Lead for Business Development Branch atOMAFRA | Seminar Group 6 |
| 10 | 25-Mar | Special topics in Innovation and Entrepreneurship | -Social Entrepreneurship-Differentiation from conventional entrepreneurship-Considerations for managing and supporting SE development  | -Rebecca SherbinoFounder of The Raw Carrot | Seminar Group 7 |
| 11 | 01-Apr | Special topics in Innovation and Entrepreneurship | -Indigenous Entrepreneurship-Land rights and access to capital-Drivers and constraints  | JP Gladu, former CEO of the Canadian Council for Aboriginal Business | Seminar Group 8 |
| 12 | 14-Apr | Special topics in Innovation and Entrepreneurship | - SDGs and Economic Development | -TBD | Seminar Group 9  |

**Course Policies**

**Grading**

The following table provides students with a basic guideline to grading in this course. All assignments will be graded based on content, structure and references.

|  |  |
| --- | --- |
| **Mark** | **Expectations/Requirements** |
| **>90**  | **Exceptional**: Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; presents a coherent and persuasive point of view.  |
| **80-90**  | **Very good**: Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; well-structured  |
| **70-80**  | **Good**: Demonstrates solid understanding of material; few technical errors; well referenced.  |
| **65-70** | **Satisfactory**: Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.  |
| **50-65**  | **Marginal**: An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure  |
| **<50** | **Inadequate**  |

**Turnitin.com**

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

**Policy on Late Submissions**

Submissions received up to 24 hours after the due date and time indicated above will have a 10 per cent penalty applied to them (of the 100 available per cent for that assignment). Submissions received 24-48 hours AFTER the due date and time indicated above will have a 20 per cent penalty applied to them (of the 100 available per cent for that assignment). Students not handing in their submissions within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (usually related to medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time.

**Protocol for Contesting Graded Assignments**

Upon receipt of your graded assignment should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Read comments provided thoroughly.
2. After 24hours, submit an email to the course instructor detailing why your assignment
2. warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
3. The instructor will then review the stated reasons and decide whether re-grading of the assignment is warranted.
4. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student’s grade could go up or down depending on the instructors’ assessment.
5. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with their original grade.

**Course Material is Intellectual Property for your Use Only**

All materials included in the course (e.g., PowerPoint slides, readings, etc…) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in ECDEV 605 only. The distribution of PDF files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed materials from this course, the instructor will remove posted material, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

**Electronic Communications and Classroom Etiquette**

* Electronic communication with the Course Instructors must be sent through LEARN.
* The instructor will try to reply to inquiries from students within two business days. Please ensure that you include the course name and code in the email subject (e.g. ECDEV 605) and be sure to include your name.
* Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN. The instructor will not respond to any requests or messages sent via personal email accounts or social media. Queries made near the due dates of assignments or tests may not be answered.
* Devices should be silent in-class.

**University Academic Policies**

**INTELLECTUAL PROPERTY:** Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

* Lecture content, spoken and written (and any audio/video recording thereof);
* Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
* Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
* Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**ACADEMIC INTEGRITY:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under **Policy 71 – Student Discipline**. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to **Policy #70, Student**

**GRIEVANCE**: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See **Policy 70 - Student Petitions and Grievances, Section 4**

[www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm)

 When in doubt please contact your Undergraduate Advisor for details.

**APPEALS**: A decision made or penalty imposed under **Policy 70** - Student Petitions and Grievances (other than a petition) or **Policy 71** – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to **Policy 72** (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

**RESEARCH ETHICS**: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.)’ (<http://www.research.uwaterloo.ca/ethics/human/>).

**NOTE FOR STUDENTS WITH DISABILITIES:** AccessAbility Services, located in Needles Hall, Room 1401, (<https://uwaterloo.ca/accessability-services/>) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**MENTAL HEALTH**: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best

**RELIGIOUS OBSERVANCES**: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.