

ECDEV 604

Management and Policy Tools for Economic Development and Sustainability Professionals

Professor: Brock Dickinson

Office: EV2 2004

Phone: 289-407-7426

Email: brock.dickinson@uwaterloo.ca

Office Hours: Tuesdays 2:30pm – 4:00pm (EV2 2004); or by appointment

Lecture: Tuesdays 6:30-9:20pm ROOM EV3 3406

Course Objectives and Description

An integral part of the economic development profession involves critically evaluating and communicating information that is central to decision-making. This course introduces a variety of tools frequently used by economic development professionals, including policy briefs, place marketing strategies, grant/proposal writing, feasibility studies, needs assessments, and program evaluations. These tools are often used to communicate information to a wide variety of stakeholders from councillors and staff, to other levels of government, citizens, businesses, and potential investors. Through lectures, assignments, and critical discussions, students will learn how to: (1) critically evaluate information; (2) present information in a succinct manner; (3) effectively communicate information using multiple platforms; and (4) engage a variety of stakeholders in the economic development process.

Course Assessment

Assignment	Due Date	Value (%)
Place Marketing Community Profile	January 22nd	10
Place Marketing Audit	February 12th	10
Policy Brief	February 26th	20
Place Marketing Pitches	March 26th & April 2nd	20
Place Marketing Strategy	April 2nd	30
Classroom Engagement	Ongoing	10

Delivery of Course Materials

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system). We will discuss it in our first class.
3. I will aim to put PowerPoint Presentations up on LEARN before class. (Please note that this does not provide ALL of the information that will be delivered in the lecture, but can help guide you through the material.)
4. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly (at least every working day).

Course Readings

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN at the “Library e-reserves” section, Dana Porter Library (Reserves), or accessed via the Internet.

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®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course. Students who do not wish to submit their assignments via Turnitin must indicate this to the instructor by the third week of class. These students will submit their material electronically via email directly to the instructor for evaluation and grading.

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.

Note on Digital Submissions

Please submit your assignments to the appropriate Dropbox on Learn. By submitting an assignment to Learn, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

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 24 hours, submit an email to the course instructor detailing why your assignment 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) 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 604 only. Recording of the lectures (i.e. audio or video) is prohibited without the express written consent of the instructors and content creators (Dr. Heather Hall and Brock Dickinson). 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 604) 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.
- Laptop use in-class
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g., games, movies, music), will be asked to leave the class.
- Devices should be silent in-class.

University Academic Policies

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. Student 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:**

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

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 work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

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.

ECDEV 604 Schedule & Summary of Topics

Part I	Introduction
January 8	Introduction and course overview
January 15	Place Branding & Marketing
Part II	Communicating with Stakeholders
January 22	Public Engagement and Participation
January 29	Politics & Council
February 5	Working with Business & Entrepreneurs
Part III	The Toolkit
February 12	Policy Briefs & RFPs
February 19	Reading Week
February 26	Grant Writing Workshop & Asset-Based Community Development
March 5	Economic Development Strategies
March 12	Program Evaluations & SWOT
March 19	Needs Assessments & Feasibility Studies
March 26	Place Marketing Presentations
April 2	Place Marketing Presentations

ECDEV 604 Detailed Reading List

Week	Lecture	Readings
PART I – Introduction		
1	Tuesday, January 8 th	Introduction & Course Overview
2	Tuesday January 15 th	<p>Place Branding & Marketing</p> <p>FCM. (2015). Community Branding and Marketing. Available at: http://www.fcm.ca/Documents/tools/International/Community_Branding_And_Marketing_EN.pdf</p> <p>FCM. (2013). Case Study: Place Branding for Municipalities (Regina). Available at: https://www.fcm.ca/Documents/case-studies/International/Place_Branding_for_Municipalities_EN.pdf</p> <p>Allen, G. (2007). Place branding: New tools for economic development. <i>Design Management Review</i>, 18(2), 60-68.</p> <p>Additional resources</p> <p>EDAC. (2008). Place Branding in Practice Current issues for economic development professionals. Available at: http://edac.onthree.ca/whitepaper_1.pdf</p> <p>Aitken, R., & Campelo, A. (2011). The four Rs of place branding. <i>Journal of Marketing Management</i>, 27(9-10), 913-933.</p> <p>EDAC. (2009). Special Edition White Paper: Economic Development Marketing in the Current Recession. Available at: http://edac.ca/wp-content/uploads/2014/03/RecessionMarketing.pdf</p>

PART II – Communicating with Stakeholders			
3	Tuesday, January 22 nd	Public Engagement & Participation	<p><u>Place Marketing Community Profile Due @ 2:30pm in Dropbox</u></p> <p>Chamberlain, S. (2014). Economic Development and Social Media: A Strategic Approach for Success. <i>Papers in Canadian Economic Development</i>, 14, 55-73.</p> <p>EDAC. (2009). The New Communication Tools for Economic Developers. Available at: http://edac.ca/wp-content/uploads/2014/03/whitepaper_newtools.pdf</p> <p>Lake, J. (2014). Public Engagement – Back to Basics. <i>Papers in Canadian Economic Development</i>, 14: 25-38.</p> <p>Castleden, H., & Garvin, T. (2008). Modifying Photovoice for community-based participatory Indigenous research. <i>Social science & medicine</i>, 66(6): 1393-1405.</p>
4	Tuesday, January 30 th	Communicating with Council	<p>Thompson, S. (2010). Delivery models of local economic development: An analysis of internal and external models in Ontario. <i>Papers in Canadian Economic Development</i>, 12: 85-109.</p> <p>Parker, P. and Donaher, E. (2013). Comparing economic development corporation and internal department models: Service delivery in Southern Ontario. <i>Papers in Canadian Economic Development</i>, 13: 1-34.</p> <p><i>Additional resources</i></p> <p>Wolman, H., & Spitzley, D. (1996). The politics of local economic development. <i>Economic Development Quarterly</i>, 10(2), 115-150.</p>
5	Tuesday February 5 th	Working with Business &Entrepreneurs	TBD

PART III – The Toolkit			
6	Tuesday, February 13 th	Policy Briefs & RFPs	<p><u>Place Marketing Audit Due @ 5:00pm in Dropbox</u></p> <p>Shared Services BC. (2016). Preparing RFPs. Available at: http://www2.gov.bc.ca/assets/gov/government/services-for-government-and-broader-public-sector/buy-goods-services-and-construction/how-to-buy-services/ministry_rfp_guide.pdf</p> <p>IDRC. How to write a policy brief?. Available at: https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf</p> <p><i>Additional resources</i></p> <p>OMAFRA. 1997. Preparing and Presenting a Brief. Available at: http://www.omafra.gov.on.ca/english/rural/facts/96-011.htm</p>
7	Tuesday, February 19 th	Reading Week	READING WEEK
8	Tuesday, February 26 th	Grant Writing Workshop & ABCD	<p><u>Policy Brief Due @ 5:00pm in Dropbox</u></p> <p>Parill, E., White, K., Vodden, K., Walsh, J. and Wood, G. (2014). Regional Asset Mapping Initiative. Humber Northern Peninsula-Southern Labrador Region. Available at: http://ruralresilience.ca/wp-content/uploads/2014/09/Asset-Mapping-Final-Report-for-submission.pdf</p>
9	Tuesday, March 5 th	Economic Development Strategies	<p>FCM. (2014). Building community prosperity through local economic development: An Introduction to LED Principles and Practices. Available at: https://www.fcm.ca/Documents/tools/International/Building_Community_Prosperty_Through_Local_Economic_Development_EN.pdf</p>

			<p>Government of Alberta. (2012). Turning Strategies into Action: Economic Development Planning Guide for Communities. Available at: http://albertacf.com/sites/default/files/albertacf.com/economic_development_planning_guide_for_communities.pdf</p> <p>ACOA. (2013). Planning for Success. A Guide to Planning Your Community-based Project Available at: http://www.acoa-apec.ca/eng/publications/FactSheetsAndBrochures/Documents/Planning%20for%20Success%20-%20Community%20EN.pdf</p>
10	Tuesday March 12 th	Program Evaluation & SWOT	<p>Treasury Board of Canada. Program Evaluation Methods. Available at: http://www.tbs-sct.gc.ca/cee/pubs/meth/pem-mep-eng.pdf</p> <p>Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation. Available at: http://research.fraserhealth.ca/media/2009-05-11-A-Guide-to-Planning-and-Conducting-Program-Evaluation-v2.pdf</p> <p>City of Edmonton. 2012. SWOT Analysis Summary. Available at: https://www.edmonton.ca/city_government/documents/PDF/TWWP_SWOT_Analysis_Summary.pdf</p>
11	Tuesday, March 19 th	Needs Assessments & Feasibility Studies	<p>Angima, S. and Etuk, L. 2013. Needs Assessment Primer: A summary of the book Needs Assessment: An Overview, by James Altschuld & David Kumar. Available at: http://extension.oregonstate.edu/sites/default/files/for-employees/employee-resources/needs-assessment/needs_assessment_version_7_-_final.pdf</p>
12	Tuesday, March 26 th		Place Marketing Pitches
13	Tuesday, April 2 nd		<p>Place Marketing Strategy Due @ 5:00pm in Dropbox</p> <p>Place Marketing Pitches</p>

Place Marketing Project

The goal of this assignment is to pick a small, rural or northern community in Canada and create a brand identity and marketing strategy. The community must have fewer than 100,000 people and be without a current marketing strategy. If the community has a brand, you must create a new brand that is different from the current brand. You must have no connection to the community you select (e.g. you are not from there and/or you have not lived there). You must have your community approved by the instructor no later than January 11th

A community brand identity defines what makes a community unique and can be used to attract potential investors, businesses, tourists and new residents. According to FCM, a community brand identity should be authentic and resonate with the citizens of your community and other target audiences. A marketing strategy puts this brand to work by identifying and effectively communicating your community's assets. A marketing strategy often includes an identification of goals, assets, target audiences, messaging, and approaches.

Place Marketing Assignment Part I – Community Profile

The goal of the community profile is to get to know your community's history, strengths, and challenges. The community profile will be a maximum of 5 pages, typed, single-space, with normal margins and 12-pt font. Your profile must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your community profile must include:

- A brief history of your community
- A socio-economic overview with relevant data
- Overview of other relevant information (e.g. assets - like infrastructure, amenities etc.; challenges – like demographics, economic etc.)

DUE DATE: Tuesday January 22nd by 5:00pm in Dropbox

ASSESSMENT: This assignment is worth 10 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Well-researched
- Descriptive

Place Marketing Assignment Part II – Community Image & Communication Audit

The goal of the community image and communication audit is to evaluate the existing image(s) and communication efforts to identify strengths and gaps. The community image and communication audit will be a maximum of 5 pages, typed, single-space, with normal margins and 12-pt font. Your audit must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your audit must:

Community Image Audit

- Describe the existing community image(s) (e.g. what is it, what does it build on, when was it created; Is it formally branded or perceived a certain way?);
- Describe what is positive about the current image; and
- Describe what is negative about the current image or what can be improved

Communication Audit

- Provide a thorough examination of current communication efforts (e.g. what format, how often, how old, what needs improvement? etc.)
- Identify any communication needs; and
- Describe any challenges that could impact communication options/solutions

DUE DATE: Tuesday February 12th by 5:00pm in Dropbox

ASSESSMENT: This assignment is worth 10 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Constructive and critical
- Descriptive

Place Marketing Assignment III – Community Brand & Marketing Strategy Pitch

You will have 20 minutes to pitch your community brand and marketing strategy and 5 minutes to answer questions and receive feedback. You may choose to use PowerPoint but **do not** overload the slides with text. Your presentation must include:

- A brief description of your community
- A brief description of key assets (e.g. built, economic, natural, social/cultural/human, political/institutional)
- Your brand and a positioning statement (e.g. a compelling message that conveys clearly your brand promise)
- Goals or objectives (what do you hope to achieve with the marketing strategy)
- Key audience(s)
- Messaging; and
- The approach or strategy (be sure to include actions, timeline and key stakeholders for each method)

DUE DATE: Tuesday March 26th & April 2nd by 5:00pm in Dropbox

ASSESSMENT: This assignment is worth 20 percent of your course grade

EXPECTATIONS:

- Professional
- Creative
- Well-structured and timed

Place Marketing Assignment Part IV – Community Brand & Marketing Strategy

You will create a community brand and marketing strategy for your community. It will be a maximum 15 pages, typed, single-space, with normal margins and 12-pt font. Your strategy must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your community brand & marketing strategy must include:

- Your brand and a positioning statement (e.g. a compelling message that conveys clearly your brand promise)
- Identification of your assets (e.g. built, economic, natural, social/cultural/human, political/institutional)
- A description of your competitive advantage(s)? (e.g. what differentiates your community from its competitors?)
- Goals or objectives (what do you hope to achieve with the marketing strategy)
- Key audience(s)
- Messaging; and
- The approach or strategy (be sure to include actions, timeline and key stakeholders for each method)

Get Outside the Building!

A major component of any branding and marketing strategy is to get outside the building and talk to people. For your strategy you must talk to ten (10) people about your community. This might include current residents/businesses or individuals who are not from the community. For current residents/businesses, you might ask them what they like about the community (e.g. the assets). For individuals who are not from the community, you might discuss what knowledge they have of your community, if they would ever visit and why, and how they find information about communities. Remember you are not trying to market your community to them but to gather feedback to help inform your strategy. Individuals must be over the age of 18. Document your methods and responses anonymously in an Appendix.

DUE DATE: Tuesday April 2nd by 5:00pm in Dropbox

ASSESSMENT: This assignment is worth 30 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Creative presentation (this is not an academic paper!)
- Interesting and well-thought out brand and strategy

Policy Brief

The goal of this assignment is to write a policy brief on a topic related to economic diversification (e.g. entrepreneurship, arts and culture, tourism) for municipal councillors in your community selected for the place marketing project. A policy brief is a succinct description of a particular issue or topic, policy options, and recommendations written in plain language. The policy brief must be between 6 to 8 pages typed, single-space, with normal margins and 12-pt font. Your brief must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your policy brief must include:

- A title
- An executive summary with recommendations
- Introduction that outlines the problem or topic
- Background or context on the problem or topic
- Existing policy options (highlight any strengths or shortcomings)
- Recommendations

EXPECTATIONS

- Clearly communicate your topic
- Well-written and well-structured
- Strong recommendations that are backed by evidence
- Informative and persuasive

DUE DATE: Tuesday February 26th by 5:00pm in Dropbox

ASSESSMENT: This assignment is worth 20 percent of your course grade

TIPS

- Start by organizing your thoughts
 - **What** is the problem?
 - Why is it important – **So What**?
 - What are some solutions – **Now What**?
- Keep it simple and be specific
 - What is the *one* topic you want to discuss?
- Present your brief in a clear, well-structured format (this is not an academic paper) that can be understood by people who are not experts on your topic

Classroom Participation

This seminar will be run in a workshop format that requires active participation on a weekly basis. Students will often be assigned tasks to complete before or during seminars that will contribute to their participation mark. Attendance is, therefore, essential.