

ENBUS 203: GREEN ENTREPRENEURSHIP

Professor: Dr. Heather Hall

Office: EV3 4263

Phone: 519-888-4567, ext 37819

Email: h.hall@uwaterloo.ca

Office Hours: Wednesdays 9:00am-Noon (EV3 4263); or by appointment

Lectures: Tuesdays and Thursdays 2:30-3:50pm ROOM RCH 103

Teaching Assistants (TAs):

Carl Tutton carl.tutton@uwaterloo.ca (Last names beginning with A to L)

Sisir Pradhan sisir.pradhan@uwaterloo.ca (Last names beginning with M to Z)

Course Calendar Description

Introduction to entrepreneurship in the economy, with a focus on the environmental industry and green technologies. Addresses competition, innovation and investment; historical experience, theoretical framework, market dynamics, public policy and practical applications.

Course Description & Objectives:

Environmental issues, including climate change, are some of the most pressing concerns of the 21st Century. This course examines the role of green entrepreneurship in finding solutions. This course is divided into two main parts. The first investigates the concept of green entrepreneurship. Questions to be explored include: What is green entrepreneurship? What forces are shaping contemporary green entrepreneurship? What is the entrepreneurship ecosystem? What support is available for entrepreneurs? The second part of this course introduces the entrepreneurship process by assessing an environmental challenge, finding a solution, and developing a green business model. By the end of this course, students will:

- Gain a greater understanding of the concept of green entrepreneurship including the drivers, challenges and support available;
- Learn how to assess environmental challenges and find solutions;
- Learn about the entrepreneurship process; and
- Gain entrepreneurial skills (e.g. team work, meeting deadlines, speaking and writing succinctly, creating, opportunity recognition, decision-making)

Course Prerequisite:

Level at least 2A

Anti-requisite: MGMT 220/ARBUS 200/201

Course Assessment:

Individual Assignment #1 ¹	20%
Mid-term ²	25%
Team Project – Green Entrepreneurship Business Model ³	40%
Individual Assignment #2 ⁴	5%
Participation ⁵	10%

¹ Each student is required to complete an individual written assignment on incubators/accelerators. Details regarding the assignment may be found in Appendix A, at the back of the course syllabus. This assignment must be submitted electronically through LEARN in the corresponding Dropbox by 2:30pm ET. The due date for the assignment is listed below in the section entitled “Summary of due dates”.

² There will be one in-class mid-term test. It will be held on Tuesday, October 29th. Note that it will be held during the regularly scheduled lecture time. The test will be 80 minutes in duration, and will cover course material up to and including October 22nd. The mid-term test will be ‘closed-book’ and consist of written answers (e.g. short and long answers). If a student is unable to write the mid-term test (due to extenuating circumstances, supported by appropriate documentation), they will need to write a make-up mid-term at a mutually agreed upon time and location.

³ Students will be placed in teams of up to five to complete a green entrepreneurship business model team project. This project is divided into three parts. Details regarding the team project may be found in Appendix B, at the back of the course syllabus. Part I and Part II of this project must be submitted electronically through LEARN in the corresponding Dropbox by the scheduled time. The due dates for the project are listed below in the section entitled “Summary of due dates”.

⁴ Throughout the term there will be a number of guest speakers. Students are expected to attend and participate in those lectures. Each student will also be required to complete an individual written assignment summarizing each guest speaker with connections made to course materials. Details regarding the assignment may be found in Appendix C, at the back of the course syllabus. This assignment must be submitted electronically through LEARN in the corresponding Dropbox by 2:30pm ET. The due date for the assignment is listed below in the section entitled “Summary of due dates”.

⁵ Participation marks are assigned on the basis of attendance at tutorials and participation in the course, especially when guest speakers are present (Attendance at tutorials 3%; Attendance at Guest Lectures 2% and Participation in the course 5%). Participation is not a case of ‘more is better’. Instead, you should strive to make occasional contributions that reveal your ‘engagement’ with the course material. This may be indicated by comments that make new connections among different parts of the material for the course (that is, the readings, the lectures, the discussions, etc.), comments that challenge or support positions in readings and/or lectures, comments that link other experiences to material in the course, comments that relate external, world events to material in the course, comments that respond to questions posed in discussions in an informed manner, questions for guest speakers about their experiences and business etc. You are asked to read and think about all of the assigned readings before each meeting; review of ideas and information presented in the corresponding lecture(s) is also required. Details regarding participation can be found in Appendix D.

SUMMARY OF DUE DATES

- Tuesday, October 1st - Individual Assignment #1 – Incubators/Accelerators (Submit to Dropbox by 2:30pm ET)
- Thursday, October 10th – Team Project Part I – Problem and Solution (Submit to Dropbox by 2:30pm ET)
- Tuesday, October 29th – Mid-term, In-Class
- Thursday, November 21st – Team Project Part II – Green Entrepreneurship Business Model Summary (Submit to Dropbox by 2:30pm ET)
- Thursday, November 21st – Tuesday, December 3rd – Pitches, In-Class
- Tuesday, December 3rd – Individual Assignment #2 - Speaker Summary (Submit to Dropbox by 2:30pm ET)

IN-CLASS TUTORIALS

- Tuesday September 24th – Team Building, Intro & Value Propositions
- Thursday October 3rd – Assessing Problems & Finding Solutions
- Thursday October 31st – Customer Segments, Channels, Customer Relationships
- Tuesday November 5th – Key Resources, Key Partnerships & Key Activities
- Thursday November 7th – Revenue Streams & Cost Structures
- Tuesday November 12th – Environmental Scan & Perfecting Your Pitch

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

All required readings can be acquired and downloaded through either the LEARN system at the “Library e-reserves” section or in the Library Course Reserve. These are identified in this course timetable below.

Recommended reading: Osterwalder, A. and Pigneur, Y. (Eds). (2010). *Business Model Generation*. New Jersey: John Willey & Sons.

Course Policies

CREATING AN EFFECTIVE LEARNING ENVIRONMENT IN THE LECTURE HALL:

1. I will start ‘on time’, so please arrive on time. Do not show up late for guest lectures
2. I will get you out of the classroom in good time – please wait until I dismiss the class to prepare for your departure.
3. Please do not talk in class.
4. Laptops, smart phones and tablets are permitted in class for **course-related purposes only**. Anyone 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.
5. Devices must be silent in-class

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

Only digital submissions will be accepted. All individual assignments as well as Part I and Part II of the Team Project must be submitted through the respective Dropbox on the course website.

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 warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered.
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 ENBUS 203 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 student(s) in question.

ELECTRONIC COMMUNICATIONS

- Electronic communication with TAs and 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. ENBUS 203) and be sure to include your name.
- Make sure you consult the course 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.
- Inquiries that require more than a 'yes' or 'no' answer might require an appointment during office hours.

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. 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 team 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

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

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.

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/>).

Students in ENBUS 203 have permission to discuss their green business model with persons over the age of 18. See professional skills development and entrepreneurial activities - <https://uwaterloo.ca/research/office-research-ethics/research-human-participants/pre-submission-and-training/human-research-guidelines-and-policies-alphabetical-list/definition-professional-skill-development-0>

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.

UNCLAIMED ASSIGNMENTS: Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

RECORDING LECTURES: Use of recording devices during lectures or meetings is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

APPENDIX A

Individual Assignment #1: The Role of Incubators/Accelerators in Supporting Entrepreneurship

This concept paper will explore the role of incubators and/or accelerators in supporting entrepreneurship. The paper will be 5 pages, typed, double-spaced, with normal margins and 12-pt font. Tables, figures and references are in addition to the page count. The paper must include at least five (5) references, including at least three (3) academic references using the 'APA style' (American Psychological Association). Academic references include peer-reviewed journal articles and book chapters from academic books. If in doubt as to whether or not your references are academic, please consult the TA or a librarian on campus. Other references might include government documents, incubator/accelerator websites, newspaper articles and business magazines. Your paper must include an introduction with a clear thesis statement, literature review, case study/example, and a conclusion. Your paper should:

- *Explore the literature on incubators/accelerators*
 - *What is an incubator/accelerator?*
 - *What is the role of an incubator/accelerator in supporting entrepreneurship?*
 - *What programs or services do they offer?*
 - *Where are they located*
 - *Why they are important?*
 - *Identify (if any) challenges, limitations, or debates in the literature*
- *Provide a case study of one example (e.g. GreenHouse, Velocity, Communitel)*
 - *Where is it located?*
 - *How does it operate?*
 - *What services or programs does it offer?*
 - *What sectors or types of entrepreneurs does it support?*
 - *If there is a process for applying (please explain).*
 - *Other information (e.g. number of companies created, perhaps describe one company that resonates with you, etc.)*

DUE DATE: Tuesday October 1st @ 2:30pm ET in Dropbox

EXPECTATIONS

- Meet the stated requirements of the assignment including number of references and correct APA referencing
- Well-written, well-structured
- Well-researched with an appropriate discussion of the literature and case study.

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

Overview of marking criteria for individual assignment #1

Objective	Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
Content	<ul style="list-style-type: none"> • Little-to-no information provided on incubators • Little-to-no information provided on the case study • Little originality or depth of understanding 	<ul style="list-style-type: none"> • Good interaction with information on incubators • Good selection and discussion of case study • Good understanding of the concept 	<ul style="list-style-type: none"> • Great interaction with information on incubators • Great selection and discussion of case study • Strong understanding of the concept
Structure & Style	<ul style="list-style-type: none"> • Hard to follow • No clear introduction, literature review, case study and/or conclusions • Grammar and/or spelling mistakes 	<ul style="list-style-type: none"> • Generally well-organized but some parts are hard to follow • Generally well-structured • Few grammar and/or spelling mistakes 	<ul style="list-style-type: none"> • Clearly articulated, organized and structured with an introduction, literature review, case study and/or conclusions • Very few grammar and/or spelling mistakes
References	<ul style="list-style-type: none"> • Little-to-no references • Irrelevant references • Weak interaction with references in-text 	<ul style="list-style-type: none"> • Good interaction with references in-text • Good references used 	<ul style="list-style-type: none"> • Great interaction with references in-text • Great selection of references

APPENDIX B

Team Assignment – Green Entrepreneurship Business Model Summary & Pitch

Random teams will be formed by the instructor. Teams will be introduced during Tutorial #1 on Tuesday September 24th

Every team member **must** submit an evaluation for each member in the team with the purpose of reflecting on their contribution to the team work. This evaluation is confidential and it is available on Learn. The peer evaluation will assist in determining whether a team mark or individual mark is assigned. However, the final grading decision rests with the instructor. **Failure to submit an evaluation will result in a mark of zero on the assignment.** Please print and submit a hard copy in class on **November 21st @ 2:30pm.**

JACK ROSEN DEADLINES

FRIDAY OCTOBER 11TH – Application due

NOTE: If your team is interested in applying, you can submit PART I on Monday October 7th to receive feedback or meet with Professor Hall to discuss your application.

WEDNESDAY NOVEMBER 13TH – Pitch

BONUS MARKS: 3 percent bonus marks on the project, if your project is a finalist in the Jack Rosen Memorial Award for Environmental Innovation; 5 percent bonus marks on the project, if your project wins the Jack Rosen Memorial Award for Environmental Innovation

PART I – Problem and Solution (4 pages max)

This part of the team assignment will describe your environmental problem and your solution, informed by the CANVAS tutorial on value proposition. This part of the team assignment must be typed, with normal margins and 12-pt font. Your assignment 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 assignment must answer:

- *What is the environmental problem your idea addresses? (e.g. Value Proposition)*
 - *Problem Definition & Background* (What exactly is the problem? What is the history of the problem? What is the context of the problem?)
 - *SDGs*: Identify which SDG(s) (could be one or more) your problem is connected to
 - *Importance of the Problem*: Why is the problem important? Who is the problem important to? How important is the problem to those affected? How many customers is the problem important too?
- *What is your solution and how will it solve, mitigate or avoid the identified problem? (e.g. Value Proposition)*
- *How is this idea unique? Do other solutions to this problem exist? If so, how is yours superior? (e.g. Value Proposition)*

DUE DATE: Thursday October 10th by 2:30pm ET in Dropbox

EXPECTATIONS

- Meet the stated requirements of the assignment
- Well-written, well-structured, well-researched
- Appropriate discussion of the problem, solution and value proposition.

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

Objective	Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
Content	<ul style="list-style-type: none"> • Little-to-no information is provided regarding the environmental problem • Weak approach to the environmental problem • Little-to-no discussion on how your idea is unique, other solutions, or how your idea is superior • Weak description of interaction with “customers” or targets • No understanding of the pivot 	<ul style="list-style-type: none"> • Generally, well-written but some components of environmental problem and solution are unclear • Good discussion of your idea, other solutions, and how your idea is superior • Good description of interaction with “customers” or targets • Good understanding of the pivot 	<ul style="list-style-type: none"> • Well-written discussion of the environmental problem • Innovative solution • Well-articulated discussion of your idea, other solutions, and how your idea is superior • Great description of interaction with “customers” or targets • Demonstrates understanding of the pivot
Structure & Style	<ul style="list-style-type: none"> • Hard to follow • Grammar and/or spelling mistakes 	<ul style="list-style-type: none"> • Generally well-organized but some parts are hard to follow • Generally well-structured • Few grammar and/or spelling mistakes 	<ul style="list-style-type: none"> • Clearly articulated, organized and structured • Very few grammar and/or spelling mistakes
References	<ul style="list-style-type: none"> • Little-to-no references • Irrelevant references • Weak interaction with references in-text 	<ul style="list-style-type: none"> • Good interaction with references in-text • Good references used 	<ul style="list-style-type: none"> • Great interaction with references in-text • Great selection of references

PART II - Business Model & Environmental Scan Summary (10-12 pages)

This part of the team assignment will use your environment problem and solution from Part I to generate a business model. This summary will be informed by CANVAS Tutorials on Value, Propositions, Customer Segments, Channels, Customer Relationships, Key Resources, Key Partnerships, Key Activities, Revenue Streams and Cost Structures. This part of the team assignment must be typed, with normal margins and 12-pt font. Your report 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 report must be well-written, clearly, organized, and professional in its appearance. Your report must answer:

- *What is the environmental problem your idea addresses? (e.g. value proposition)*
- *What is your solution and how will it solve, mitigate or avoid the identified problem? (e.g. value proposition)*
- *How is this idea unique? Do other solutions to this problem exist? If so, how is yours superior? (e.g. value proposition)*
- *How much would your idea cost? How would the cost be recovered? (e.g. Revenue Streams; Cost Structure)*
- *What key resources do you require for your idea? (e.g. Key Resources; Key Partnerships; Key Activities)*
- *What is your targeted market? How would you promote it to this market? (e.g. Customer Segments; Channels; Customer Relationships)*

Your report must also include an **Environmental Scan** of external forces that may influence your business model either as threats or opportunities. This includes: **(1) Political** – e.g. politics; regulatory environment; rules or laws; tax policies; **(2) Economic** – e.g. market conditions; capital markets; industry forces (competitors, suppliers, stakeholders); **(3) Social/cultural** – e.g. shifts in cultural or societal values; trends that might influence buyer behaviour; demographic factors; **(4) Technological** – e.g. technologies needed; disruptive threats; opportunities; **(5) Environmental** – e.g. weather, climate, climate change.

DUE DATE: Thursday November 21st by 2:30pm ET in Dropbox

EXPECTATIONS

- Meet the stated requirements of the assignment
- Well-written, well-researched, well-structured
- Professional appearance

ASSESSMENT: This team project is worth 25 percent of your course grade.

Get outside the building! – Each team member must talk to five people about the problem and solution (ideally these individuals would represent potential customers or targets); Document whether they understand the problem; how important the problem is to them; and any thoughts on your solution. Remember you are not trying to sell them the idea; you are gathering feedback to determine whether you need to pivot. Document your original problem and solution, your customer feedback, and whether you made any changes based on the customer feedback.

Overview of marking criteria for the Business Model & Environmental Scan Summary

Objective	Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
Content	<ul style="list-style-type: none"> • Little-to-no information is provided outlining the business model criteria • Little-to-no information on the environmental scan 	<ul style="list-style-type: none"> • Generally, well-written but some components of the business model criteria are unclear • Some components of the environmental scan are missing or unclear 	<ul style="list-style-type: none"> • Great interaction with the business model criteria • Great discussion and depth for the environmental scan
Structure & Style	<ul style="list-style-type: none"> • Hard to follow • Grammar and/or spelling mistakes • Unprofessional layout 	<ul style="list-style-type: none"> • Generally well-organized but some parts are hard to follow • Generally well-structured • Few grammar and/or spelling mistakes • Good layout 	<ul style="list-style-type: none"> • Clearly articulated, organized and structured • Very few grammar and/or spelling mistakes • Extremely professional layout
References	<ul style="list-style-type: none"> • Little-to-no references • Irrelevant references • Weak interaction with references in-text 	<ul style="list-style-type: none"> • Good interaction with references in-text • Good references used 	<ul style="list-style-type: none"> • Great interaction with references in-text • Great selection of references

Part III: The Summary “Pitch”

Your team will have **5 minutes** to “pitch” your solution with 5 minutes for questions. You may choose to use PPT, however you are limited to using 5 slides (including the title slide). Everyone in your team must speak. Your pitch must:

- *Clearly communicate relevant information regarding the environmental problem*
- *Offer an innovative approach to the environmental problem*
- *Discuss your targeted market and how you would promote your solution to this market*
- *Identify key resources needed to realize your idea*

DUE DATE: Between November 21st-December 3rd, in-class.

EXPECTATIONS

- Meet the stated requirements of the assignment
- Professional and passionate
- Creativity!

ASSESSMENT: This team pitch is worth 5 percent of your course grade.

Overview of marking criteria for the pitch

Objective	Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
Content	Little-to-no information is provided regarding the environmental problem; an innovative approach to the environmental problem; the targeted market and how you would promote your solution to this market; and/or key resources needed to realize your idea	Generally, the presentation provides some context, but it is still hard to understand the environmental problem; an innovative approach to the environmental problem; the targeted market and how you would promote your solution to this market; and/or key resources needed to realize your idea	Clearly communicated relevant info regarding the environmental problem; an innovative approach to the environmental problem; the targeted market and how you would promote your solution to this market; and key resources needed to realize your idea
Clarity	Hard to follow	Generally, well communicated, however, some parts are difficult to understand.	Overall well-presented and compelling.
Q&A	Questions left unanswered	General answers, not entirely to the point	Questions are answered clearly and effectively

APPENDIX C

Individual Assignment #2 – Speaker Summaries

This assignment will provide a summary of guest speakers with connections made to the literature. Your summary must include:

- *Name of speaker*
- *Name of company or institution*
- *Describe the company or institution and their value proposition*
- *If the speaker is an entrepreneur, use Walley and Taylor’s typology of green entrepreneurs to explain what type of green entrepreneur they are*
- *If the speaker is from an institution, use Isenberg’s description of the entrepreneurship ecosystem to explain their role in the ecosystem*
- *What was the most interesting thing you learned from this speaker?*

The assignment will be typed, double-spaced, with normal margins and 12-pt font. Each summary should be roughly 1-2 pages. References can be used including websites, newspaper articles or other sources.

DUE DATE: Tuesday, December 3rd by 2:30pm ET in Dropbox

EXPECTATIONS

- Meet the stated requirements of the assignment
- Well-written, well-structured with an appropriate discussion of the course concepts

ASSESSMENT: This individual assignment is worth 5 percent of your course grade.

Overview of marking criteria for the Speaker Summaries

Objective	Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
Content	<ul style="list-style-type: none">• Little-to-no information on the speaker• Little-to-no engagement with the course reading• Little-to-no discussion on the most interesting thing learned	<ul style="list-style-type: none">• Generally, well-written but some discussion of the company or institution is unclear• Good interaction with the course reading• Good discussion of the most interesting thing you learned	<ul style="list-style-type: none">• Well-written discussion of the company or institution• Well-articulated interaction with the course reading• Well-articulated discussion of the most interesting thing you learned
Structure & Style	<ul style="list-style-type: none">• Hard to follow• Grammar and/or spelling mistakes	<ul style="list-style-type: none">• Generally well-organized but some parts are hard to follow• Generally well-structured• Few grammar and/or spelling mistakes	<ul style="list-style-type: none">• Clearly articulated, organized and structured• Very few grammar and/or spelling mistakes

APPENDIX D

Individual Assessment - Participation

The purpose of assessing your participation in the course is to encourage discussion and attendance at tutorials and when guest speakers are present. Your participation will be assessed on the following:

- 1) Tutorial attendance 3% (0.5 per tutorial);
- 2) Attendance at guest lectures 2% (0.5% per guest lecture)
- 3) Participation 5%

Assessment: 10 percent of your course grade

Overview of marking criteria for participation

Below Expectations (i.e. below 70%)	Meets Expectations (i.e. 70-79%)	Exceeds Expectations (i.e. 80-100%)
<ul style="list-style-type: none">• Comments often not of a critical nature and do not demonstrate integration of material• Little evidence of integrated learning• Frequently absent from tutorials and guest lectures• No consistent or thought-provoking contributions• Unprepared for course activities/discussions/guest lectures• Provides little to no contribution to peer learning	<ul style="list-style-type: none">• Comments and questions demonstrate some critical analysis• Effort made to build on the idea of others• Consistently shares ideas• Prepared for activities/discussions/guest lectures• Contributes to a supportive learning environment• Attends most tutorials and guest lectures	<ul style="list-style-type: none">• Facilitates discussion items that are insightful and stimulate learning of others• Contributes relevant and interesting resources to the class• Demonstrates critical reflection and makes connections between concepts• Consistent and 'value-added' presence in class• Very well-prepared for in-class activities• Attends all tutorials and guest lectures

Timetable

Week	Lecture		Readings
	Date	Topic	
1	Thursday, September 5 th	Introduction	BBC. (2015). Would you make a good entrepreneur? Available at: https://www.bbc.com/news/business-33851439
2	Tuesday, September 10 th	Finding Resources, Bias, and Using Resources Effectively	In-class Library Instruction Agnes Zientarska-Kayko 203 Data Challenge Bellemare, A. (2019). The real “fake news”: how to spot misinformation and disinformation online. <i>CBC News</i> , July 4 th : https://www.cbc.ca/news/technology/fake-news-misinformation-online-1.5196865 Bellemare, A. (2019). So, you think you’ve spotted some “fake news” – now what? <i>CBC News</i> , July 5 th : https://www.cbc.ca/news/technology/fake-news-disinformation-propaganda-internet-1.5196964
	Thursday, September 12 th	What is Green Entrepreneurship?	Walley, E.E. and D.W. Taylor. (2002). Opportunists, Champions, Mavericks ...? A Typology of Green Entrepreneurs. <i>Greener Management International</i> , 38(Summer): 31-41 O'Neill, K., & Gibbs, D. (2016). Rethinking green entrepreneurship—Fluid narratives of the green economy. <i>Environment and Planning A: Economy and Space</i> , 48(9), 1727-1749.

3	Tuesday, September 17 th	Why Green Entrepreneurship?	<p>Dean, T.J. (2014). "Introduction to Sustainable Venturing." In <i>Sustainable Venturing: Entrepreneurial Opportunity in the Transition to a Sustainable Economy</i> (pp.1-15). Toronto: Pearson.</p> <p>Koester, E. (2011). Drivers of the Green Revolution. In <i>The Green Entrepreneur Handbook: The Guide to Building and Growing a Green and Clean Business</i>. Boca Raton: CRC Press, Taylor and Francis Group.</p>
	Thursday, September 19 th	Entrepreneurship Ecosystem & Financing Green Entrepreneurship	<p>Isenberg, D. (2011). Introducing the Entrepreneurship Ecosystem: Four Defining Characteristics. <i>Forbes Magazine</i>, May 25th. Available at: http://www.forbes.com/sites/danisenberg/2011/05/25/introducing-the-entrepreneurship-ecosystem-four-defining-characteristics/#4b029e6838c4</p> <p>Bocken, N.M.P (2015). Sustainable venture capital–catalyst for sustainable start-up success? <i>Journal of Cleaner Production</i>, 108, 647-658.</p>
4	Tuesday, September 24 th	Tutorial #1 - Team Building, Group Project Introduction & Value Propositions	<p>Business Model Generation. Chapter - Value Propositions. pp.22-25</p> <p>Additional Resources: "How Entrepreneurs Come up with Great Ideas" Wall Street Journal (2013) http://www.wsj.com/articles/SB10001424127887324445904578283792526004684 "8 Ways to Come Up with a Business Idea" by Jane Porter http://www.entrepreneur.com/article/225513 MindTools.com. (2016). Scamper. https://www.mindtools.com/pages/article/newCT_02.htm</p>
	Thursday, September 26 th	GUEST SPEAKER	<p>Brock Dickenson, Entrepreneur in Residence Tania Del Matto, Director GreenHouse</p>

5	Tuesday, October 1 st	Case Studies in Green Entrepreneurship: Food	INDIVIDUAL ASSIGNMENT #1 DUE David Suzuki Foundation. (2019). Food and Climate Change. https://davidsuzuki.org/queen-of-green/food-climate-change/ Jeff Desjardins. (2017). The Future of Food. Visual Capitalist. https://www.visualcapitalist.com/future-of-food/
	Thursday, October 3 rd	Tutorial #2 – Assessing Problems & Finding Solutions	Workshop hosted by GreenHouse
6	Tuesday, October 8 th	GUEST SPEAKER	
	Thursday, October 10 th	Case Studies in Green Entrepreneurship: Fashion	TEAM PROJECT PART I DUE Global News. (2019) This is why sustainable fashion matters: https://globalnews.ca/news/4173055/sustainable-fashion/
7	Tuesday, October 15 th	READING WEEK	NO CLASS
	Thursday, October 17 th	READING WEEK	NO CLASS

8	Tuesday, October 22 nd	Case Studies in Green Entrepreneurship: Waste	READING(S) TO BE ANNOUNCED ON LEARN
	Thursday, October 24 th	GUEST SPEAKER	
9	Tuesday, October 29 th	MIDTERM	MIDTERM IN CLASS
	Thursday, October 31 st	Tutorial #3 - Customer Segments; Channels; Customer Relationships	Watch Strategyzer. From Idea to Business http://fromideatobusiness.strategyzer.com Business Model Generation. Chapter Customer Segments. pp.20-21 Business Model Generation. Chapter Channels. pp.26-27; Business Model Generation. Chapter Customer Relationship. pp.28-29
10	Tuesday, November 5 th	Tutorial #4 – Key Resources; Key Partnerships; Key Activities	Business Model Generation. Chapter Key Resources. pp.34-35 Business Model Generation. Chapter Key Partnerships. pp.38-39 Business Model Generation. Chapter Key Activities pp.36-37
	Thursday, November 7 th	Tutorial #5 – Revenue Streams; Cost Structure	Business Model Generation. Chapter Revenue Streams. pp.30-33 Business Model Generation. Chapter Costs Structure. pp.40-41

11	Tuesday, November 12 th	Tutorial #6 – Environmental Scan & Perfecting Your Pitch	Business Model Generation. Chapter Business Model Environment. pp.200-209
	Thursday, November 14 th	Final Group Project Discussion	
12	Tuesday, November 19 th	GUEST SPEAKER	
	Thursday, November 21 st	Pitch	TEAM PROJECT PART II DUE
13	Tuesday, November 26 th	Pitch	
	Thursday, November 28 th	Pitch	
14	Tuesday, December 3 rd	Pitch	INDIVIDUAL ASSIGNMENT #2 DUE