



WATERLOO SOCIAL INNOVATION LAB

International Development 308: Introduction to Social Entrepreneurship Class Portfolio The Future of Youth & Work

A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.

Winter 2016

Greetings from Assistant Professor Sean Geobey



The University of Waterloo has a longstanding commitment to experiential education, entrepreneurship and placing a high value on the ideas of its students. Problem-based learning allows students to become real stakeholders in a complex problem domain, giving them the foothold they need to leverage their talents to create change.

International Development 308: Introduction to Social Entrepreneurship (INDEV308) is structured as a social innovation lab using processes adapted from the Waterloo Institute for Social Innovation and Resilience's (WISIR's) Social Innovation Lab Guide (accessible at:

https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/sites/ca.waterloo-institute-for-social-innovation-and-resilience/files/uploads/files/10_silabguide_final.pdf). This approach is increasingly used to tackle the complex, systemic, and interrelated challenges that we face as a society and a planet. Social innovation labs are processes intended to support multi-stakeholder groups in addressing complex social problems and rely on tools drawn from 'whole systems' processes and 'design thinking'.

The course is structured around solving a single wicked problem. In this inaugural INDEV308 Class Lab the challenge for the class was the Future of Youth & Work. Students are introduced to a variety of social entrepreneurship and social innovation tools that they then use to map the wicked problem, design interventions and create model intervention prototypes. All of the research used to inform the lab process from system mapping through to prototype development is collected and interpreted by the students. The scope and scale of the problem is thus dependent on student research and the breadth of solutions developed is dependent on the perspectives and judgement of the students.

In this class portfolio you are seeing the best work produced by the 2016 INDEV308 class, as decided by the 2016 INDEV308 students. Every piece in this portfolio was voted for inclusion by the students in this course.

Next year the class will be facing a different challenge and we need your help.

- As community leaders, to bring your perspective on these challenges in our classroom and to work with our students to bring viable interventions into practice.
- As faculty, we want to work with you to connect your students and their research to tackling the complex problem in the 2017 INDEV308 class lab.
- As students, we need your enthusiasm, creativity, and unique talents working towards solving real problems in your community.

Thank you and I look forward to working with you to change the world!

Contact

As per *Policy 73 – Intellectual Property Rights* at the University of Waterloo all of the work produced in this document by students is the property of those students. If you are interested in reaching out to them directly most of the content creators have allowed their names to be published alongside the content.

The INDEV308 class lab is always looking for collaborators. If you would like to discuss any collaborative possibilities please contact Professor Sean Geobey at:



sgeobey@uwaterloo.ca



@sgeobey

Promotional Posters

In addition to the written assignments in this course, the importance of 'design thinking' is further emphasized through the creation of promotional posters for the course. Each student selects a particular week of class, designs promotional materials for it, and suggests where such a poster could be placed to reach its intended audience. These posters are included throughout this class portfolio in-between sections.

Acknowledgements

In the creation of this portfolio there are a few people who need to be acknowledged, starting with the INDEV308 class for their hard work in producing the content of this portfolio. The University of Waterloo's School of Environment, Enterprise and Development (SEED), the Waterloo Institute for Social Innovation and Resilience (WISIR), the International Development Program, the Centre for Teaching Excellence (CTE) and GreenHouse must all be acknowledged for their support in developing this revamped version of INDEV308 with a social innovation lab focus.

Special thanks to the two course teaching assistants, Teresa Edge and Kathryn Keats, for their support of the class throughout the semester. Additional thanks to Joanna Hausen for her support in preparing this document. Finally, many thanks to the community members who have been so generous with their time as judges and guest speakers throughout the course.

INDEV 308: Class Portfolio

The class portfolio is structured to place the problem-domain specific assignments near each other, with promotional posters separating sections. All work here was written and selected by the Winter 2016 INDEV308 class.

Contact Information		2
Class Problem		3
Poster: Everyone Has a Story	<i>Danielle Wylie</i>	4
Social Innovation Labs		5
Lab: Mapping Phase		6
OpEd: A potential solution for graduating students fighting high unemployment rates	<i>Danielle Wylie</i>	7
OpEd: Toronto Taxis are Uber upset	<i>Ainishah Hemraj</i>	9
OpEd: Investing in the Youth of Tomorrow	<i>Anonymous</i>	10
OpEd: University is Not the Time for a First Job	<i>Alexandra Kuehn</i>	12
Poster: Join Us	<i>Alana Courtney Westervelt</i>	14
Lab: System Design Phase		15
Briefing Note: District School Board Ontario North East	<i>Rosie Jervase</i>	17
Briefing Note: Ontario Teachers' Pension Plan	<i>Jade Farouk Martens Samadi</i>	19
Briefing Note: Twitter	<i>Danielle Wylie</i>	21
Poster: Coffee & Timbits	<i>Shayla Snobelen</i>	23
Lab: Prototyping Phase		24
Pitch Deck: interACT	<i>Ainishah Hemraj, Shiza Khalid, Kathy Kai Ki Li, Jonathan Oldenburger, Alana Courtney Westervelt</i>	25
Pitch Deck: neolaia	<i>Zoe Gabriela Chung, Misha Goforth, Joanna Hausen, Mishal Wahab</i>	30
Pitch Deck: Waterloo Region Community Garden Project	<i>Anonymous</i>	34

2016 Class Problem: The Future of Youth & Work

The 2008 global financial crisis caused job losses around the world and, much like in most economic downturns, young people were among the worst hit. However, unlike in many previous economic downturns youth employment rates remain low even where there has been economic recovery. This has certainly been the case in Canada, and youth employment rates seem particularly stuck in Ontario. As many people taking INDEV308 are currently young people who intend on entering the labour force soon, the challenges of youth and work are likely to be especially salient.

In this course students examined the changing relationship between young people and the workforce. How can employers be better prepared to hire new workers? Who is best placed to invest in young people so that they are attractive employment candidates? What enables a worker to flourish on the job once they are hired? Do the norms of the traditional job market still apply today? Is a “job” still a useful concept?

By working through these, and many other questions, students mapped these complex systems to identify key leverage points where they thought there was potential for transformative change. With this knowledge they developed products, processes and programs aimed at triggering transformative social change in this space.

2017 Class Problems

The 2017 class problem will be selected from the following list of issues developed by students in the 2016 class. The 2017 problem will be decided in the Fall of 2016 based on the interest and involvement of community and faculty partners. The possible problems are:

- Impact of urbanization and gentrification
- Integrating immigrant and refugee families
- Internationalization of the university campus
- Youth and culture

EVERYONE HAS A STORY

Come out to International Development's 308 class to hear how Social Entrepreneurship can change the stories of people around the world. Allow yourself to be submerged in diverse topics about youth and work opportunities and think critically of feasible and viable suggestions to solve these issues locally, and globally.



INDEV 308

Design Thinking - Feasibility & Viability

St. Paul's College, Room 201

Thursday, February 4th, 2016 10-11:20am

Target Audience: INDEV students of all grade levels.

Placement of poster:
Throughout the St. Paul's College and Environment Buildings.



Social Innovation Labs

The social innovation lab process used in INDEV308 is an adaptation of the process developed at the University of Waterloo by WISIR. In the course this is broken into three phases:

- **Mapping:** Workshop activities focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points
- **Design:** Workshop activities focus on designing an alternative system and selecting the features that system would possess
- **Prototyping:** Workshop activities focus on developing pitches for interventions

These phases are not mutually exclusive; for example in the Prototyping phase students also revise their maps of what the system looks like and reconsider the design objectives they had selected earlier.

During this process students submit a series of individual assignments:

- **Promotional posters** are not tied to the class problem, but are instead meant to promote the general concepts of design thinking and audience awareness
- **Opinion-editorials** about the class problem ask students to develop an argument for some preferable state of the world to a mass audience. It is used as part of the mapping phase of the social innovation lab to clarify student preferences for change.
- **Briefing notes** outline a specific leverage point and possible courses of action to a specific decision-maker in the system. This assignment straddles the mapping and design phases as it helps outline the nature of the system while also identifying a key leverage point options for systemic change.
- **Pitch decks** are used to outline and justify a specific intervention into the system. The prototyping phase of the social innovation lab is used to develop these interventions and they are also used in a presentation to the class and key community stakeholders.

Lab: Mapping Phase

In the WISIR Social Innovation Lab Guide this phase is described as “Seeing the System” and is meant to immerse participants in the problem domain. There are many companies, social service agencies, governments, community groups and populations that will touch a complex problem domain. Each will touch the problem in different ways, and within each of these groups there will be different perspectives. In this phase the class explores a) how people move through this system – they “journeys” they take, b) the interactions between different organizations at different “scales” in the system, and c) the motivations, perspectives and constraints faced by different people in this system.

This phase is also supported by 2 individual assignments designed to develop research inputs for the lab processes as well as exposing students to new writing formats:

- Opinion-Editorial: A 600-word argument intended on persuading a broad audience about some element of the class problem
- Briefing Note: A two-page summary of an issue including options for a decision-maker

Opinion-Editorials

The goal of an opinion-editorial (OpEd) is different from that of a standard academic essay. While an OpEd does require rigorous argumentation and must be thoughtfully constructed, the goal is to persuade the relatively large audience of a publication. While the audience for each publication is different, the goal of persuasion is not. The class was given the following instructions:

Write the body of your Opinion-Editorial (OpEd) piece in prose. Use an **11pt font**, and **at least 1.5 spacing** so that your classmates will have space to make comments. Make sure your margins are set wide enough to **have your entire text fit on 2 pages**. We will be printing one OpEd per 2-sided page, so anything beyond 2 pages will be cut off. Remember that the maximum word count for the body of your OpEd is **600 words and this is a hard limit** – editors are quite unforgiving on this. Choose your publication carefully and read a few OpEds in this publication to get a good sense of its intended audience and tone its writers use. An OpEd is not an academic essay nor is it a news article. OpEds are short pieces intended to persuade a large, general audience of a particular viewpoint.

You may want to include information that you would regularly cite in an essay to back up your OpEd and are encouraged to do so. However, **in-text citations interrupt the flow of an OpEd so for this assignment use a full bibliographic citation as a footnote**. Additionally, it may bolster your claims to refer your source using your prose.

Opinion / Editorials

A potential solution for graduating students fighting high unemployment rates

As Statistics Canada proves that the Canadian unemployment rate currently rests at 7.1%, graduating university students struggle to find jobs relevant to their undergraduate majors.

Published on Thursday Jan 21 2016

As Baby Boomers extend their retirement ages, Generation Y post grads are struggling to find promising career opportunities.

Growing up, I have witnessed my sister and her friends (also gen y's) graduate from university with a passion at heart, knowledge in their brains, and ambition for promising careers in their souls. Sadly, I have also watched them have to settle for positions that don't capture their true passion and knowledge. Instead, most jobs didn't provide them with enough compelling or challenging work. Instead, the best jobs went to the best students, and everyone else was forced to settle.

As I now start to look for full-time positions upon my graduation in April, my sister's past acts as a reminder that myself, and other gen y students will face job scarcity as a reality.

When starting to look for jobs, I feel an overwhelming urge to question myself, and question society. As job scarcity and unemployment rates grow, it seems to limit my vision of the future, should I be forced to settle? Should I lower my expectations of jobs or demand higher expectations from myself? How much do I really need to differentiate myself and will I be good enough? Will I be able to work in the field I have studied and am truly passionate about, or will I have to be open to whatever positions are available?

Generally, as an optimist, these thoughts would not normally cross my mind. But as uncertainty within my friends grow, I feel myself also falling victim to my uncertain future. Arguably, not having many expectations could be a silver lining. It could open more doors, and more opportunities as long as I continue to be open-minded.

Although baby boomers remain in the workforce and hold on tight to their job security, it does not mean that gen y's are stuck without the ability to do something great.

Mentorship is a great way for anyone to improve themselves and their work ethic. Most importantly, it is a way for baby boomers to pass on their knowledge and wisdom to the future generations that will one day make up the workforce. When retirement is finally ready to take

baby boomers out of the job market, it will create a void of human capital. It ultimately is within the best interest of the Canadian and Ontario economy to have gen y's shadow and be mentored by experienced veterans before entering into the workforce.

Having a mentor would help reduce my uncertainties and questions. A mentor could offer me and other gen y's suggestions and professional opinions on how to improve our resumes and tailor it to each job. They could also offer to connect us through their network with their contacts for positions they would be happy to recommend us for. Mentorship helps ensure that today's youth is well-equipped to be a part of the real world, when the real world opens its doors for us.

France, R. H. (2015, August 19). Comment optimiser sa recherche d'emploi avec un recruteur? [Picture]. Retrieved January 21, 2016, from http://quebec.huffingtonpost.ca/olivier-gelis/comment-optimiser-sa-recherche-demploi-avec-un-recruteur_b_8009358.html

Trading Economics. (2016). Canada Youth Unemployment Rate. Retrieved January 23, 2016, from <http://www.tradingeconomics.com/canada/youth-unemployment-rate>

Toronto Taxi's are Uber upset
Publication: The Toronto Star

Uber was brought to the streets of Toronto in 2012 however, the app-based service has become extremely popular in the past year and a half. The company's idea is to connect a user's bank account to the app in order for a quick and seamless ride-share experience. Apart from this, many other features have been added since creation, such as being able to track your ride, and getting food delivered to your doorstep. Additionally, anybody can sign up to become an Uber driver as long as they have their own car, the appropriate license and insurance based on the city where they are working. Of course these services and opportunities are attractive in general, but they especially cater to students, particularly those in post-secondary, as it is cheap and convenient.

Toronto taxi drivers however, have recently been creating quite an uproar on the roads because of Uber. Many cab drivers are turning protests into violent scenes within the city and making it difficult, not only for Uber drivers but for customers as well. Although it is understandable as to where the anger is coming from, Toronto taxi drivers seem to be forgetting the doors that Uber has opened up for the economy as a whole and are instead making Uber seem like the bad guy.

Uber has created a numerous amount of jobs at a time where companies are shutting down and leaving many people unemployed. In order to drive a taxi, one would be required to get a taxi license on top of their driver's license as well as pay about \$700-\$800 a week in order to rent a taxi. The reason Uber has done exceptionally well in such a short amount of time with drivers is due to its cheap operational costs, amount of time required to become a driver and the flexible work hours.¹ These key points have been attractive to many students throughout the city looking to make a little bit of money at times that are convenient for them, while still being able to manage school.

It is important to realize though that Uber is the new guy in town, not bad guy. Although it is true that cab drivers are losing customers to this new guy, these cab drivers are also not helping their cause. Taxi drivers are worsening the situation by acting out in ridiculous and violent ways, which only further redirects loyal cab customers away from Toronto taxis. Perhaps what is needed is city intervention to come up with a set of guidelines and regulations to settle the Uber-Taxi feud once and for all.

¹Ahsan, S., & Hensley, L. (2015, August 21). Summer of Uber: Everything you need know about the upstart ride-sharing service. *National Post*. Retrieved from <http://news.nationalpost.com/news/canada/summer-of-uber-everything-you-need-to-know-about-the-upstart-ride-sharing-service>

Ontario's youth are facing an uphill climb when it comes to finding and keeping a job.

According to Ontario Labour Market Statistics released by The Ontario Ministry of Training Colleges and Universities, Ontario's youth unemployment rate has remained consistently higher than the national average over the last 3 years.¹ Toronto specifically being one of the worst areas with an unemployment rate of 18.1 per cent as of September, 2015.²

In a news report released by CBC, Liberal Leader, Justin Trudeau, outlined a plan to invest in youth employment with a commitment of 1.5 billion dollars.³ The plan essentially builds upon a principle of opening up more job opportunities for youth through job creation and paid internships.

But is that enough to change the direction of the growing trend of youth unemployment?

A report by the Canadian Center for Policy Alternatives argues that it isn't. Youth are becoming the expendable units in a corporation and are typically the first to be affected by recession cuts. Youth are consistently being overlooked in the labour market and according to the same report, these trends aren't changing anytime soon.

On top of the growing issue of inhospitable youth labour markets, a growing trend for young workers is to job hop.

One study by Future Workplace elicits that youth today are likely to stay at one job for less than three years before moving on.⁴ In a working lifetime that would mean having 15-20 jobs before retirement.

Companies spend resources and time training new employees and chronic job hoppers are becoming an issue for employers, which worsens the reputation of youth in the workplace.

¹ Leung, M. (2013). Ontario youth unemployment among the worst in Canada: Report. Retrieved January 21, 2016, from <http://www.ctvnews.ca/canada/ontario-youth-unemployment-among-the-worst-in-canada-report-1.1473423>

² McIntyre, C. (2015, September 15). Persistently Overlooked Youth Unemployment. Retrieved January 21, 2016, from <http://torontoist.com/2015/09/persistently-overlooked-youth-unemployment/>

³ News, C. (2015, September 11). Justin Trudeau lays out \$1.5B youth employment strategy. Retrieved January 21, 2016, from <http://www.cbc.ca/news/politics/canada-election-2015-trudeau-youth-employment-jobs-1.3224237>

⁴ Future Workplace. (2012). Multiple Generations @ Work. Retrieved 21 Jan. 2016 from http://futureworkplace.com/wp-content/uploads/MultipleGenAtWork_infographic.pdf

The Liberal party is right to invest in the youth unemployment issue, however, the focus of the investment should be on Co-operative Education programs.

Co-operative Education programs allow students to find connections through an educational institution to find full-time positions for short periods of time (i.e. four months). These programs help students train and acquire essential skills and experience that build necessary tools in a real workplace.

Through Co-operative Education programs, youth experience different jobs and workplace environments the same way they would through job hopping but in a scale that is less detrimental to companies. Furthermore, Co-op programs pay their students through partial government subsidies which lowers the costs as well.

Co-op programs also create opportunities for companies to invest early in students and can alleviate the stress for youth to find work. References and real work experience is an essential leverage in finding a job in today's youth labour market.

The University of Waterloo is a prime example of a successful Co-operative Education Program. Students often find placements with high profile companies including Ernst & Young, Facebook and Microsoft. Many employers find that hiring Co-op students is beneficial to them as well.

Subsidized by the Canadian government, more universities could create Co-operative Education Programs which bolster the reputation of youth in the workplace; lower job hopping tendencies; and increase the chances of youth being hired by providing experience while paying them for their work.

Focusing on implementing Co-operative Education Programs in universities and high schools needs to be at the forefront of any plan to remediate the youth unemployment issue in Ontario.

In a few months the next batch of students, holding fresh degrees, will be released into the real world. With only their education and experiences to rely on, they must begin their careers. The problem is that many of these young adults lack real world job experiences or even the practical skills associated with finding a job and workplace behaviour. Adolescents should be encouraged to find jobs in high school so they can begin to develop the professional skills needed in today's competitive job market.

In the report titled *Get a job and keep it*, it states that high school jobs are important for developing human capital¹. Along with directly acquired skills and knowledge of the workplace, students are able to experience and observe other areas of the business such as marketing or accounting. This provides teenagers real world applications of what they one day may be learning in class.

In the report titled *High school employment, high school curriculum, and post-school wages* that high school employment had direct correlations with occupational status, career success and benefits². Students who worked harder in jobs during high school carried their acquired skills, abilities and drive to their future careers therefore making them more successful. Most importantly those who had high school jobs gained above average work experience after they graduated.

Some may be concerned that high school jobs hurt a student's productivity and success in the classroom, which can be dangerous for students applying to universities. But based on the data reported in *High school employment, high school curriculum*, high school employment had very few negative effects. In fact, the students who had high school jobs had a positive correlation with their wages for their first 6 years after graduation³.

¹ P Painter, Matthew, A. (2010). Get a job and keep it! *Research in Social Stratification and Mobility*, 28. Retrieved from: <http://www.sciencedirect.com.proxy.lib.uwaterloo.ca/science/article/pii/S0276562>

² Light, Audrey. (1999). High school employment, high school curriculum, and post-school wages. *Economics of Education Review*, 18. Retrieved from: <http://www.sciencedirect.com.proxy.lib.uwaterloo.ca/science/article/pii/S0272775799000072>

³ Light, Audrey. (1999). High school employment, high school curriculum, and post-school wages. *Economics of Education Review*, 18. Retrieved from: <http://www.sciencedirect.com.proxy.lib.uwaterloo.ca/science/article/pii/S0272775799000072>

Not only does having a high school job better prepare a young adult for their future career by building their skills, responsibilities and knowledge of the workplace, they also set-up young adults for successful careers, better wages and more benefits. It may be too late for you to avoid getting your first job in university, in which case, the reports previously presented should implore you to begin applying for a part-time job as soon as possible. Otherwise encourage your siblings, family members and young friends to find jobs so that they can begin to enhance themselves and prepare for a bright future.

JOIN US

for an engaging seminar on
Design Thinking
Feasability & Viability



THURSDAY FEBURAY 4, 10-11:20 AM

ST. PAULS ALUMNI HALL Rm201

Bring your world changing project ideas to gain insight on how
to ensure the design of your project is feasible and viable!

Brought to you by INDEV 308 Intro to Social Entrepreneurship

Target Audience:
Indev Students
(mainly 1st & 2nd
year)
Placement: EV3 main
floor and SEED

Lab: System Design Phase

The Social Innovation Lab Guide refers to this as the “Designing Innovation” phase. Students try to describe how the system could be transformed in a way they would find preferable, setting the stage for developing strategies that could bring this desired state into being. This follows the system mapping phase and has students engage in a series of activities that are used to identify leverage points in the system where small changes could have profound impacts.

The students are asked to try two different approaches to systemic change to influence the problem.

- First, students explore how changes in policy and strategy by existing institutions could take advantage of leverage points in the system. They start by identifying key stakeholders in the system and important trends impacting them. Students develop briefing notes for these actors with suggestions of actions that can be taken to reform the system.
- Second, students organize into groups to propose new interventions. For five weeks these groups will be developing interventions that could be pitched to a variety of actors in the system as potential grantors, investors, customers or policymakers.

By examining both strategies – one of reforming something old, the other of creating something new – the class works through a core tension many social entrepreneurs face between trying to act on a problem directly at a micro-scale and trying to bring about systemic change at a macro-scale.

Briefing Notes

Briefing notes are common tools in policymaking circles across the public, private and non-profit sectors. Students use this tool to suggest alternative courses of action to decision-makers, and their instructions are framed as follows:

A briefing note is a short document used to provide information to an executive so that they can make decisions. The executive does not have time to read and synthesize all of the information that comes her way and will consequently have to rely on her staff to provide much of the synthesis and context for her, as well as anticipating many of the constraints she will face as a decision-maker.

Brevity, specificity and context are key here. Although a two-page briefing note may seem short, in practice a time-constrained executive may only read the title and decision options. Your summary is really there as support to the title, and the key findings & quotes are really providing information that provides context for the decisions.

Choose the recipient of your briefing note carefully. Is this a person at the target organization that can actually make the decisions you are recommending? Go too senior in an organization and they problem may be too detailed for them to act upon, go too junior and they may not have the authority to act. Is the organization actually in a

position to be impacted by or act upon the subject matter of your briefing note? Do your recommendations actually align with the core interests of the decision-maker and their organization? Recommendations that companies cut their own profits, governments alienate large sections of the electorate and unions advocate for job and wage cuts are unlikely to find a receptive audience.

Linda Knight**Director of Education**

District School Board Ontario North East

Purpose

To reduce the negative in-class distractions caused by cell phone use by elementary students in Ontario, Canada, due to its potential to harm opportunities for a successful career in the future.

Summary

Cell phone use in Canadian households is becoming increasingly common, especially in Ontario. Ontario ranks as the third highest province in terms of active household use of cellular devices.¹ Cell phones are progressively being integrated within family lifestyles due to parents' need for constant communication with their child for safety and convenience purposes. Children become dependent on their cell phones, especially in a school environment where they often discreetly use their devices, distracting both themselves and others around them. In-class cell phone use causes students to lose focus, reduces attention span and creates a disruptive environment, resulting in poor academic performance.² This is an issue that must be tackled as it goes against the commitments of the District School Board Ontario North East which is to "create a learning culture of engagement".³ This is also a problem in the workplace as studies have revealed that cell phone use is a common source of distraction to performing daily tasks.⁴ Inappropriate cell phone use must be tackled early on in human developmental stages, specifically targeting young students whose behaviour is easily influenced.⁵

By doing so, there is the potential to prevent negative behaviour regarding cell phone use in the workplace as these young students can be the role models for the future. However, if no action is taken this could result in a further decrease in student academic performance, potentially harming their ability to achieve a successful career.

Key Findings

- Centre for Economic Performance at London School of Economics reveals research proving that "The effect of banning mobile phones from school premises adds up to the equivalent of an extra week's schooling over a pupil's academic year", resulting in higher academic performance.²
- Statistics Canada Residential Telephone Service 2013 Survey reveals that 85% of Ontario households actively used cellular devices.¹
- Multi-tasking is unproductive according to study by Stanford researchers. Students who multi-task whilst in class by using their cell phones are affected by losing interest in the class and are unable to comprehend or retain new material, consequently resulting in poor test scores.⁶
- Study reveals that overhearing one-sided (cell phone) conversations in the workplace impacts other employees' ability to remain focused and retain work-related information, resulting in low productivity in the organization.⁴
- As of 2014 Pretty River Academy in Simcoe County, Ontario, has introduced a ban of cell phones in classrooms in order to establish a better learning environment where students can focus.⁷

Decision Options

Recommended Option: Cell phone ban in classrooms in elementary schools

Designated boxes located in each classroom where teachers are required to retain possession of the students' cell phone for the duration of the school day.

- **Advantages:** Since access to student cell phones is limited it will result in a more focused academic environment. In addition, there will be a reduction in inappropriate photo or video taking of other students or teachers. This can increase student participation in the classroom due to increased attainment and comprehension of the class material leading to an increased potential for higher test scores. As a result, there will be a greater chance for students' success in the future.
- **Disadvantages:** There is the possibility of parent disapproval due to inability to instantly communicate with their child, leading to confrontation with school administration which is time-consuming. In addition, the school could be liable for any damage or loss of the confiscated cell phones.

Option 2: Incorporate cell phone etiquette handbook into elementary school curriculum

Handbooks given to each student to take home and read with their parents regarding the appropriate etiquette they should follow when using their cell phones both in and outside the school environment.

- **Advantages:** Students will be more aware and understand the importance of virtually behaving respectfully to others, particularly on social networking sites. This will increase student concentration in the classroom as students will comprehend the importance of respectful behaviour regarding cell phone use. Furthermore, cyber bullying can be reduced by emphasizing the importance of respect for others. Parents are also given the opportunity to learn more about the appropriate use of cell phones and the potential risks related to text messaging, social networking, etc.
- **Disadvantages:** The cost of printing hundreds of cell phone etiquette handbooks for each student is a drawback for the District School Board. Moreover, different families may have different perspectives on what is considered cell phone etiquette which could result in conflict.

¹ Statistics Canada. (2013). *Residential Telephone Service Survey*. Retrieved January 22, 2016, from <http://www.statcan.gc.ca/daily-quotidien/140623/dq140623a-eng.htm>

² Beland, L. P., & Murphy, R. (2015). CEP Discussion Paper No 1350 May 2015 Ill Communication: Technology, Distraction & Student Performance.

³ District School Board Ontario North East. (2014). *Director's Report 2014*. Retrieved February 11, 2016, from <http://www.dsb1.edu.on.ca/boardinfo/files/dr/DSB1-DR-2014.pdf>

⁴ Galván, V. V., Vessal, R. S., & Golley, M. T. (2013). The effects of cell phone conversations on the attention and memory of bystanders. *PloS one*, 8(3), e58579.

⁵ Vandell, D. L., Belsky, J., Burchinal, M., Steinberg, L., & Vandergrift, N. (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child development*, 81(3), 737-756.

⁶ Griffin, A. (2014). Technology Distraction in the Learning Environment. In *Proceedings of the Southern Association for Information Systems Conference, Macon, GA*.

⁷ Edwards, J. (2014). Collingwood school bans cell phones. *Metroland Media*. Retrieved February 11, 2016, from <http://www.simcoe.com/news-story/4822894-collingwood-school-bans-cell-phones/>

Barbara Palk
Board Member Chair Recipient
Ontario Teachers' Pension Plan

Summary:

This strenuous economic time has effected every industry including that of the Bristol Airport, of which the OTTPP is the sole owner. The commercial air industry is facing many challenges in the coming year with the tightening of regulations and endless race to the bottom pricing. To keep up greater measures must be applied in cost savings. Namely in the digitization and automation of airport management and operations.

Source Documents:

Henckels, E. (n.d.). Airline Industry Overview. Retrieved January 27, 2016, from http://www.columbia.edu/cu/consultingclub/Resources/Airlines_Eric_Henckels.pdf

We are Ontario Teachers' (n.d.). Retrieved January 27, 2016, from <http://www.otpp.com/>

Welcome To Bristol Airport! (n.d.). Retrieved January 27, 2016, from <http://www.bristolairport.co.uk/>

Hilz, A., & Clayton, E. (n.d.). 2015 Aviation Trends. Retrieved January 27, 2016, from <http://www.strategyand.pwc.com/perspectives/2015-aviation-trends>

Nightingale, A. (2011). Millennials at work Reshaping the workplace. PwC. Retrieved February 13, 2016, from <https://www.pwc.com/gx/en/managing-tomorrows-people/future-of-work/assets/reshaping-the-workplace.pdf>.

Key Findings & Quotes:

- Margins have a thinning trajectory in the aviation industry due to the race to the bottom by low cost carriers
- Market pressures and catastrophic events have international law makers posed to increase legislation on safety and quality control
- This all while consumer expectations are at an all time high in regards to customer service and ease of use in terminal and in the air
- Growing industry pattern of cost reduction through operational efficiency
- Customers increasing making travel purchases on value proposition
- Millennials and youth across Europe are the most capable, willing and underused demographic in the workforce

Decision Options:

1. Use digitization and automation to reduce operating costs while laying off part of current workforce

Pro: Marginal profit increase due to decreased operating costs. Greater technical capabilities and customer analytics received.

Con: Negative publicity from employee layoff accompanied by decreased morale in workforce.

2. Use digitization and automation in conjunction with the partial replacement of full-time employees with part time younger employees.

Pro: Marginal profit increase due to decreased operating and salary costs. Greater technical capabilities and customer analytics received. No reduction in quality and level of customer service within terminals. Some good publicity from high rate of youth employment.

Con: Some negative publicity from employee layoff and questionable youth employment decision. Less of a profit increase relative to option 1.

3. Do Nothing.

Pro: Less short term employee turnover. Continue working with proven, mature traditional employees.

Con: No increase in net profit. No increased uptake of consumer analytics. No publicity for spike in youth employment



Jack Dorsey
CEO, and Co-Founder
Twitter

PURPOSE

The purpose of this note is to inform the CEO and Board of Directors of the continuing social neglect for diversity within Twitter. This issue is important to the employees, especially to those of diverse backgrounds and genders, and is a cause of concern for the brand reputation of the company. Within the United States Federal government, it is illegal for workplace discrimination which should act as a critical reason for the CEO and Board of Directors to take this matter seriously (U.S. Equal Employment Opportunity Commission, n.d).

BACKGROUND

On December 28, 2015 Jeffrey Siminoff announced he would be replacing Janet Van Huysse for the position of Vice President of Diversity and Inclusion (Leswing, 2015). This announcement came at a time when diversity was particularly low with only 3% of the workplace consisting of black and Hispanic peoples, while 54% was white and 69% was male (Luckie, 2015). The employees feel strongly that replacing a woman who was in charge of diversity with a white man only further continues to show the lack of diversity within Twitter.

In order for the employees to illustrate their views on Jeffrey Siminoff filling the diversity position, they have conducted a brief pro and con list.

PROS

- Jeffrey has publicly come out as gay, representing the LGBT community within the Twitter corporate culture.
- His previous experience within Apple as the Director of Worldwide Inclusion and Diversity helps him have strong qualifications and attributes that will help him within his role at Twitter.

CONS

- Is not a minority person of colour, race, gender, religion, age, or disabilities.
- Having someone fulfill the diversity and inclusion role with any of the above minority traits would help demonstrate that Twitter is serious about a diverse workplace and would help strengthen its brand reputation as an inclusive work environment.

OPTIONS

1. Alleviate Jeffrey from his Vice President of Diversity and Inclusion role and look for appropriate candidates from more diverse backgrounds to fill the position.

PROS

- Filling the position with someone of a more diverse background (whether by any minority identified above) would show all Twitter stakeholders that this company is serious, and committed to an ethnically diverse and all inclusive workplace.

- Twitter has the opportunity to change its reputation around the world, and with a primary user base from diverse backgrounds (Luckie, 2015), hiring someone who could represent those various groups would help keep those users on this social media platform.

CONS

- There will be costs associated with drawing up a severance package and ensuring Jeffrey does not sue the company for early dismissal.
 - The risks are that there may not be anyone more qualified to fill the position than Jeffrey, which is why he was likely hired in the first place.
2. Keep Jeffrey in his current position as Vice President of Diversity and Inclusion, and hire someone to work directly with him as his right hand (wo)man from a diverse background.

PROS

- This would allow the world to see that Twitter wants to perform the best, and be the best, with the best, all while becoming more inclusive of minorities.
- This new hire may strongly resonate with Twitter users encouraging them to continue to use the platform.

CONS

- There is a cost of adding another salary and benefits to this new hire.
 - Jeffrey could feel undermined in his position and not feel like he's being taken seriously for the work he could do.
3. Do nothing, and keep things the way they are.

PROS

- Jeffrey was hired into this position for a reason.
- This option does not cost Twitter anything to either pay him a severance package or to hire a new person.

CONS

- The cost of this may come at a price of losing a substantial part of the user base who comes from a more diverse background.
- People may not take Jeffrey seriously as a white male in this position, further jeopardizing the reputation, and brand of Twitter.

Leswing, K. (2015). Twitter Hires Apple's Director of Worldwide Inclusion and Diversity. Retrieved January 28, 2016, from <http://fortune.com/2015/12/29/twitter-hires-apple-siminoff/>

Luckie, M. (2015). Twitter still has a major problem with employee diversity. Retrieved January 28, 2016, from <http://www.theverge.com/2015/12/30/10688126/twitter-diversity-jeffrey-siminoff>

U.S. Equal Employment Opportunity Commission. (n.d.). Overview. Retrieved January 28, 2016, from <http://www.eeoc.gov/eeoc/>

————— *Hey, You!* —————

Yeah. You. The **TIRED** INDEV Student

**IT'S ROUGH WAKING
UP FOR CLASS**



For INDEV 308's lecture on business models, your
post-spring break faces will be greeted with

Coffee & Timbits!

Target Audience:

students enrolled in INDEV
308 (particularly those still
mentally, physically, and
emotionally tired from term
3A)

Location:

St. Paul's cafeteria, pin
boards around St. Paul's

February 23rd @ 10am in STP 201

A MORNING NOT TO BE MISSED - WHY SPEND IT IN BED?

Lab: Prototyping Phase

The final phase in this classroom social innovation lab process is prototyping. During this phase the students will develop new interventions into the problem domain and prepare a business case for their interventions. During the second last week of the course the students pitched to a group of community members interested in hearing their ideas. The pitch decks from the three teams that students in the class thought had the greatest potential are included in this package as decided by community members and the class itself.

Community members in the class included representatives from the Region of Waterloo, the Kitchener-Waterloo Community Foundation, the City of Brantford, Unifor and a number of people from across the University of Waterloo campus including the Sustainability Office, GreenHouse, the Epp Peace Incubator as well as family from Systems Design, Computer Science, the School of Environment Enterprise and Development, and the Conrad Centre for Business Entrepreneurship and Technology.

Intervention Pitches

To develop their pitches the teams were given the following guidelines:

Each project team consists of 3-4 people and you will form your teams during Week 7 of the course, using your classmates' **Call for Proposals** to seed your group formation. During the last half of the course you will work through a series of activities to develop an intervention into the class problem that you believe has real social innovation potential. This intervention can be a product, process or program with the potential to create transformative change, though within the bounds of this course the change must be one that you can envision having an impact on Waterloo Region (though the impact need not be limited to Waterloo Region alone).

For this pitch you will develop a pitch deck, which is a set of slides that outlines the problem you are intending to solve, your intervention, and the strategy you propose to see it through to success. Team pitches will be conducted during the second last week of class, and you must upload your final pitch deck in advance of the first presentation (Sunday March 20, 2016). The pitch decks will not just be part of your presentation, they must also serve as 'stand alone' documents that can explain your intervention to a reader who has not seen your presentation.

While this intervention may include founding a new company, it does not have to. You may pitch a change that can be implemented by a specific existing organization or a change in government policy. You may also pitch the creation of an organization other than a traditional for-profit firm such as a charity, a foundation, a co-operative or a trade union. Whatever the intervention you propose you must answer the following questions:

- Who do you intend on benefiting?
- Where are the resources needed to sustain the strategy to be found?
- How would you go about bringing this strategy into existence?
- What additional resources or supports you need – particularly, what is your “ask” of the intended audience for this pitch?



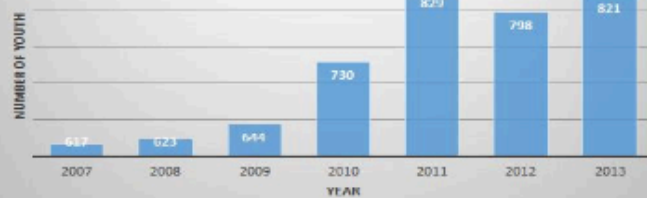
Mission statement:
To engage, empower and unify
the community to break stigma
and defy stereotypes around
homelessness

At-risk youth in the Waterloo Region deal with:

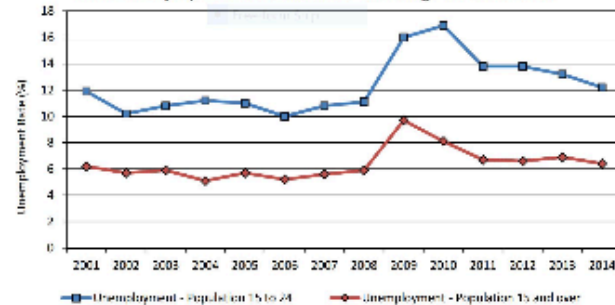
- Lack of job opportunities
- Lack of training
- Stereotypes surrounding homelessness
- Various types of abuse
- Stigma surrounding marginalized groups

Social Planning, Policy and Program Administration (2014). *Ending Family Homelessness in Waterloo Region*. Waterloo, ON: Regional Municipality of Waterloo.
Social Planning, Policy and Program Administration and Housing (2013). *2012 Homelessness To Housing Stability Report*. Waterloo, ON: Regional Municipality of Waterloo

Youth Accessing Emergency Shelter In Waterloo Region



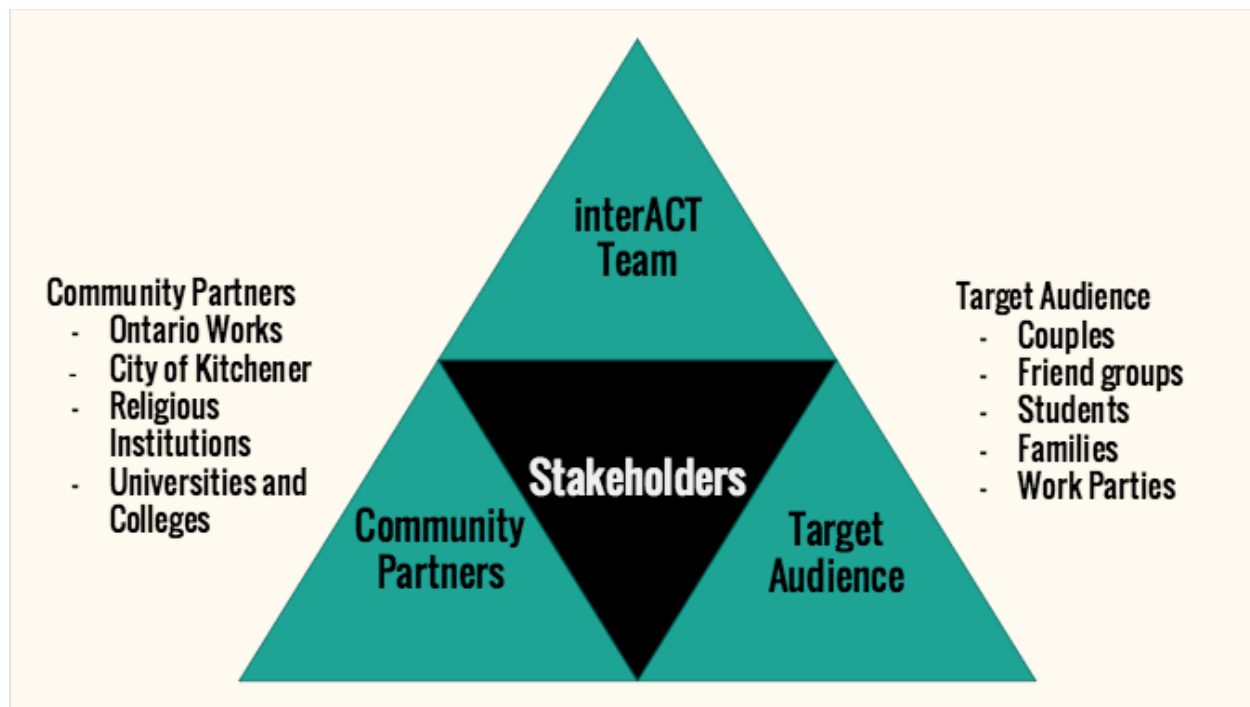
Youth Unemployment in the Kitchener-Cambridge-Waterloo CMA



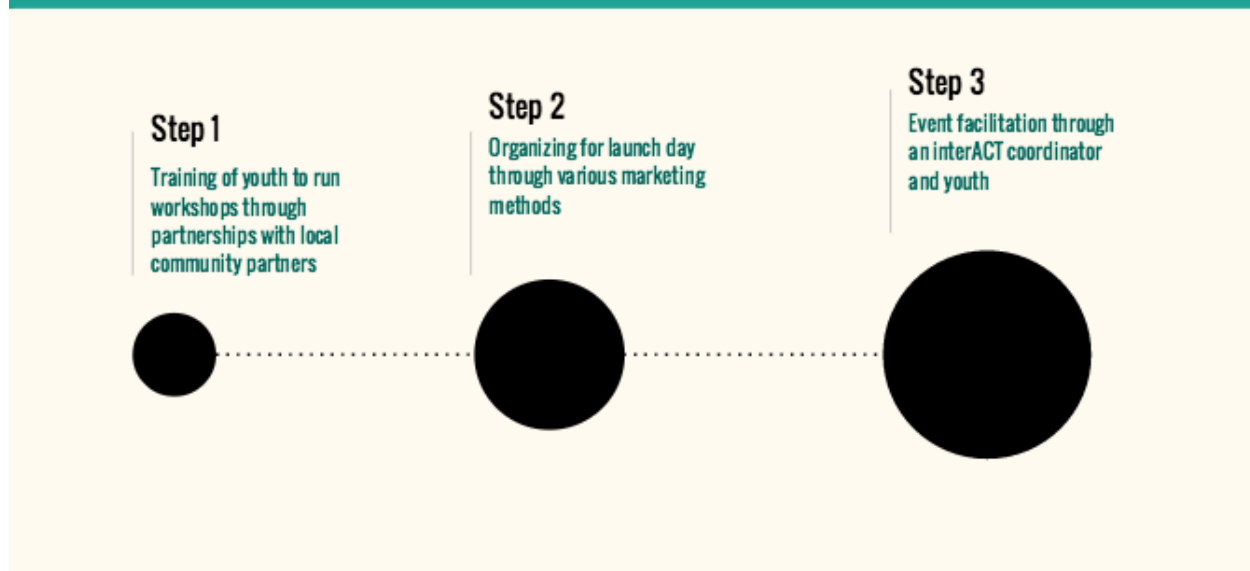
Intervention

interACT will consist of various workshops facilitated and run by youth in the program in partnership with local community organizations

This will give youth skills and training needed to secure future employment



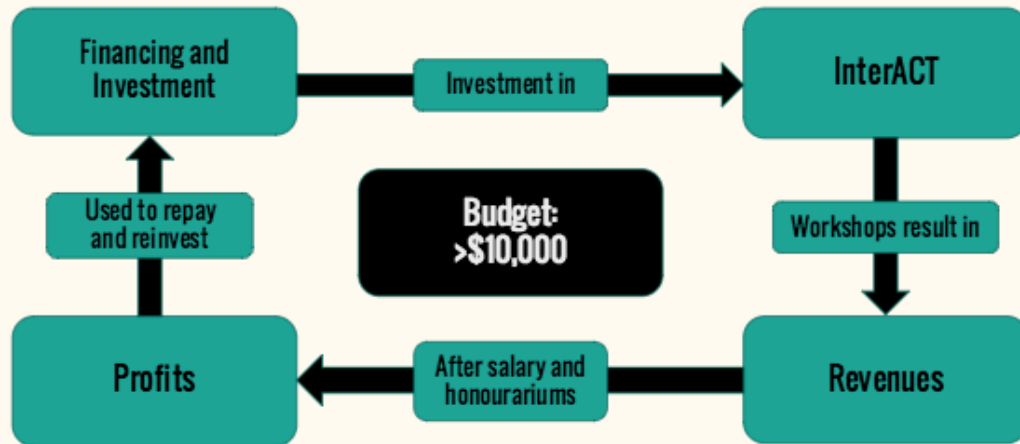
How It Works?



interACT Pilot Program



Revenue Model



Why interACT?

interACT offers oneROOF the opportunity to branch their services and create a revenue stream that aligns with the mandate to educate the public and create safe spaces for at-risk youth to grow and express themselves



neolaia

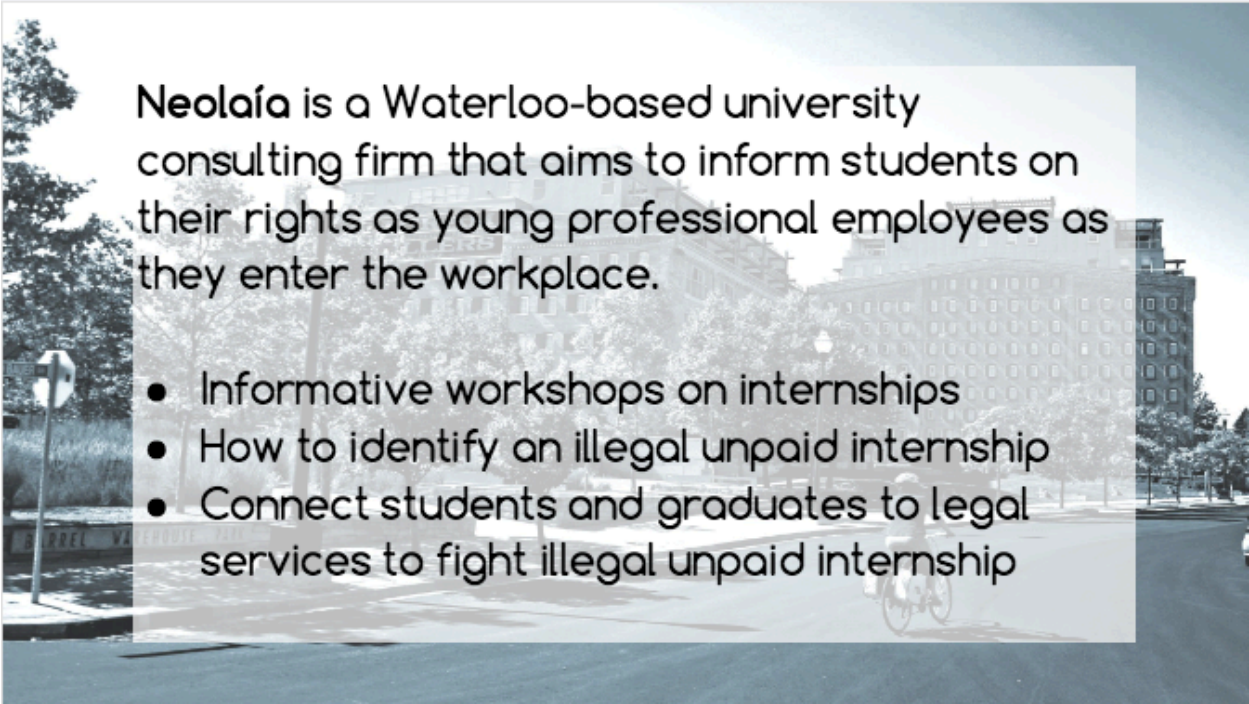
Zoe Gabriela Chung
Misha Goforth
Joanna Hausen
Mishal Wahab

THE PROBLEM

Companies and students are often unaware of the legal limitations of a working intern.

This includes:

- Working hours
- Benefits
- Working conditions/environment
- Tasks/duties



Neolaia is a Waterloo-based university consulting firm that aims to inform students on their rights as young professional employees as they enter the workplace.

- Informative workshops on internships
- How to identify an illegal unpaid internship
- Connect students and graduates to legal services to fight illegal unpaid internship



Our Work With Universities

- Workshops for students to get involved in activities that raise awareness and promote their rights
- Information on networking/finding the right internship
- Opportunity for engagement and networking
- Career decision-making
- Connect students to legal services
- Support services



Our Work With High Schools

- Workshops for students in grade 11 & 12 to raise awareness and promote rights
- Provide information about legal internships
- Opportunity for students to find out ways to find suitable jobs and internships that do not violate their rights
- A chance for engagement and networking



RESOURCES

- Government start-up grants
 - University fee for services
-
- Social media connection
-
- Connection with legal offices
 - Connection with Ministry of Labour
-
- Partnerships with secondary and postsecondary institutions

The next steps

Step 1

Reach the post-secondary institutions in the KCW region

Step 2

Expand our reach to include institutions in the GTA region

Step 3

Re-evaluate needs and offer management consulting services.



Waterloo Region Community Garden Project

Community gardens are designated plots of land where community residents gather to grow food together, typically in an urban setting.

Proposing 10 community gardens throughout Waterloo Region.

Provide Job Opportunity

Provide meaningful local job opportunities for new graduates from University of Waterloo and Wilfrid Laurier University.



Re-Localization of Food System

Encouraging and supporting local farmers and businesses to invest in our local economy here in Waterloo Region.



Improve Knowledge & Access to Fresh Healthy Food

Gardens providing space for educational programming and growing food for consumption.



Provide Job Opportunity

Provide meaningful local job opportunities for new graduates from University of Waterloo and Wilfrid Laurier University.



Re-Localization of Food System

Encouraging and supporting local farmers and businesses to invest in our local economy here in Waterloo Region.

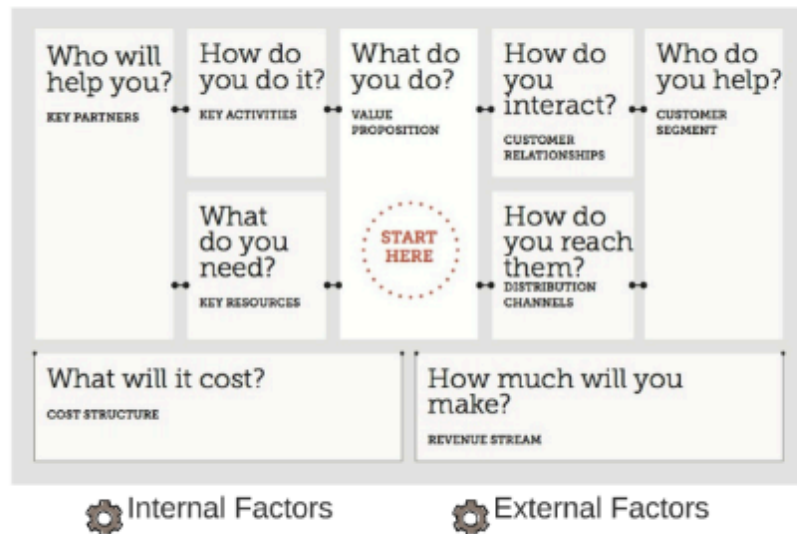


Improve Knowledge & Access to Fresh Healthy Food

Gardens providing space for educational programming and growing food for consumption.



Project Business Model



Internal Project Factors

These are factors from within the organization that have the ability to influence the proposed project.



Key Activities

Creation of garden plots on school property

Planting, tending to and harvesting of plants

How do you do it?

KEY ACTIVITIES

Establishing interacting learning programs

Organization of distribution channels



Key Partners

Stakeholders

City of Waterloo, Waterloo Public Health, Waterloo District School Board, Elementary and Secondary Schools, UW & WLU graduates, Landscaping Businesses

Relationships

Family Studies and Science Curriculum, After School Programing, Summer Camps

Partnerships

Landscaping Businesses/Ministry of Education, City of Waterloo/Elementary and Secondary Schools

Who will help you?

KEY PARTNERS



Key Resources

Government funding / grants

Land, seeds, soil and water

Maintenance tools

Skilled labor

Gardening and plant selection advice

What
do you
need?

KEY RESOURCES



rezi

Revenue Stream

This is a non-for-profit project

Any future revenue incurred by the project will be put back into growing the program

How much will you
make?

REVENUE STREAM



rezi

Biophysical Stocks & Ecosystem Services

Natural resources: soil, water, sunlight

Protecting and utilizing natural ecosystem services through organic gardening practices

Potential of climate change/global warming affecting the growing conditions and biophysical stocks



Ecosystem Actors

Government Funding



Health and Safety Regulators



Ministry of Education
Curriculum Standards



Why You Should Care



Job creation and investment opportunity within the Region of Waterloo



Unlock potential of Waterloo Region District School Board's schools and students



Hands on way to increase awareness of importance of consuming fresh and healthy food



Date
March 2016

The Future and Beyond

Creating gardens at Waterloo Region community centers

Greenhouse gardens

Rooftop gardens

Curriculum growth

Selling of produce grown



Thank You

Questions

