

GIM Entrepreneurial Ecosystems in Emerging Markets: Mexico & Brazil Syllabus

Winter 2021

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GIM Program Purpose and Objectives

GIM Purpose:

To provide Kellogg students with a unique opportunity within the Kellogg academic portfolio:

- To develop a foundation of knowledge about global sectors, economies, and the underlying forces that shape them through classroom learning;
- To apply those classroom learnings and develop independent insights and appreciation for diverse business practices and challenges through business and cultural exposure in specific countries.

GIM Objectives:

- To gain a foundational understanding of the macroeconomic trends, politics, history, and culture of a country or region outside the United States and the impact of these factors on the business climate of those countries.
- To experience through classroom sessions and meetings with government officials and business leaders unique insights into the business ecosystems and practices and challenges and opportunities of key business players in a particular country or region.
- To develop an understanding of an evaluative framework related to a particular business topic or issue and learn how to apply this framework to developing markets over both the course of GIM and in the future.
- To develop skills to research and network with relevant organizations on a subtopic related to the course content and work with a small group of peers to engage in independent business meetings with key stakeholders in order to analyze and propose a solution to a particular business problem.
- To collaborate with peers from diverse academic programs; leverage individual experiences, skills, and networks in order to achieve balanced contributions to a group project, an inclusive environment, and obtain a successful academic outcome.

Course Description and Objectives

It seems that every country and major city in the world is trying to become the next Silicon Valley. New York has coined the phrase 'Silicon Alley', Austin has 'Silicon Hills' and then globally there is Ireland's 'Silicon Docks' and the 'Silicon Wadi' in Israel. Having 'Silicon' in the name, however, does not mean a region can recreate the unique history that allowed for the creation of Silicon Valley. So the question is – how can an emerging country spur entrepreneurship and innovation?

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To develop a growth strategy for a single business entity, one should start by understanding the resources and capabilities of that business. Internal culture as well as external factors such as the economic and political environment will also shape the growth strategy for the business entity. Are emerging ecosystems applying a similar methodology? Or are they trying to replicate a successful entrepreneurial ecosystem from another part of the world? Our hypothesis is that a deep understanding of the history, culture, political and economic climate and current resources of a country/region is necessary in order to develop a strategy to nurture and accelerate entrepreneurial activity.

For this GIM course, we will focus on the development of the entrepreneurial ecosystems in Mexico and Brazil. We want you to understand the historical, cultural and economic context of these countries in order to understand and evaluate their current strategies to develop their entrepreneurial ecosystems. We will be focusing on the ecosystems of both Mexico City and Sao Paulo as they are the two top tech centers in Latin America.

Entrepreneurial ecosystems are composed of a variety of stakeholders - universities, accelerators, incubators, venture capital firms, private equity firms, banks/fintechs, family businesses, corporate innovators, etc. Students will be organized in teams that will research one of these stakeholders throughout the course.

During the first part of the course the focus will be on providing a foundation of knowledge on 1) launching and growing ventures, 2) how entrepreneurial ecosystems evolve and are evaluated and 3) the unique history, economic, political and cultural context of Mexico and Brazil. During the second half of the course, students will be expected to reach out to alumni and other in-country contacts for virtual interviews with their stakeholders. At the end of the course, students will aggregate, synthesize and analyze insights from all stakeholder teams to evaluate the issues, successes and opportunities for the entrepreneurial ecosystems in each country. .

It is our hope that this GIM course gives you greater understanding on how to evaluate and advance economic development initiatives in your city and country in the future.

Attendance Policy

If you have an unavoidable conflict and cannot attend class, please email me 24 hours in advance. **If you miss more than one class, it will likely affect your grade.** (If you are sick, please let me know. I will be understanding, given the unique situation in which we find ourselves in this strange time.)

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Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

Disability Accommodations

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

COVID-19 Information

For those attending in-person, all recommended protocols are expected to be followed regarding social distancing. *Students can find useful resources for safety and security, academic support, and mental and physical health and well-being on the NU help [website](#) and [app](#).*

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Course Materials

Erin Meyer, <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i> , 2014 (Book)
Coursepacket

Course Schedule and Assignments

Pre-Class	Readings
Mandatory Readings	Daniel J. Isenberg, "How to Start an Entrepreneurial Revolution," <i>Harvard Business Review</i> , June 2010 Entrepreneurial Ecosystem Diagnostic Toolkit , Aspen Network of Development Entrepreneurs, December 2013 Rosabeth Moss Kanter, "Enriching the Ecosystem," <i>Harvard Business Review</i> , March 2012 Lynda Applegate, Alexander Meyer, Talia Varley, "Rising From the Ashes: Emergence of Chicago's Entrepreneurial Ecosystem", HBS, June 2017
Suggested Readings	Steve Blank & Bob Dorf, <i>The Start-up Owner's Manual: The Step-by-Step Guide for Building a Great Company</i> , 2012 OR Udacity.com – EP245 Brad Feld, <i>Venture Deals</i> , 2011
Assignments	Review Syllabus Complete above readings

January 5	Virtual class
Topics:	Student Introductions Overview of the course and our process Lecture: Entrepreneurs This first session will focus on understanding different types of entrepreneurs and an overview of the entrepreneurial landscape in Latin America and impact of Covid-19.

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January 12	Virtual class
<i>Topics:</i>	Lecture: Entrepreneurial Ecosystems Overview of current research on entrepreneurial ecosystems, data on ecosystems in Mexico, Brazil and the U.S. and examples of how some ecosystems have evolved. Students will have time with their teams to plan their approach for researching their stakeholder group.

Assignments	
	Due January 29 EOD 1) Conduct background research and write a report on your stakeholder. <ul style="list-style-type: none"> • The history and growth/influence of your stakeholder in both countries • Key differences/similarities between both countries • The key players in the current landscape • List of people that you want to interview 2) Complete Cultural Orientation Indicator survey
<i>Mandatory Reading</i>	Due February 2 for class Erin Meyer, <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i> , 2014

January 19	Virtual class: 6:30 – 7:45 only
<i>Topics:</i>	Lecture: Overview of Incubators and Accelerators The the differences between incubators and accelerators and their challenges and successes. Guest Speaker: Betsy Zeigler, President, 1871

January 26	Virtual class: 6:30 – 7:45 only
<i>Topics:</i>	Lecture: Crash course in Venture Capital The purpose of this lecture is to ensure that all students are conversant in key processes and issues in venture capital investing. Guest Speaker: Troy Henikoff, Managing Director of MATH Venture Partners

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Team Check-In	Week of Jan. 25- February 1: ½ hour Zoom call with each team
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February 2	Hybrid class
<i>Topics:</i>	<p>The Historical, Cultural, Political and Economic Context of Mexico & Brazil This session will provide background on the current history of Mexico and Brazil to insure you understand the foundation on which entrepreneurial ecosystems have been built.</p> <p>Students will have time with their teams at the end of the class to discuss how the information from the speakers may impact their interviews.</p>
<i>Speakers:</i>	<p>Recent History of Mexico: TBD Recent History of Brazil: R. Ben Penglase, Associate Professor of Anthropology and Latin American Studies, Loyola University</p>

February 9	Hybrid class
<i>Speaker:</i>	Emerging Market VC: Nazar Yasin, Founder Rise Capital
<i>Topics:</i>	<p>The Culture Map Each team will present information on one of the cultural traits discussed in the book, The Culture Map, and how they believe this information will apply to Mexico and Brazil.</p>
<i>Speaker</i>	Cultural Orientations Indicator Assessment: Gabrielle Viard will review the results and implications of the COI survey.

Assignment	Due February 27 EOD
<i>Assignment</i>	<p>Conduct interviews with stakeholders in Brazil and Mexico. Minimum is 4 interviews in each city.</p> <p>Write up notes from each interview using template on Canvas.</p>

February 16	Virtual Class 6:30 – 7:45 only
<i>Speaker</i>	Brazilian Entrepreneur: In process of confirming Cristina Junqueira, Founder of NuBank (largest fintech in Brazil and Kellogg alum)
<i>Assignment</i>	<p>Conduct interviews with stakeholders in Brazil and Mexico.</p> <p>Write up notes from each interview using template on Canvas.</p>

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February 23	No Class
Team Check-In	Week of February 22-March 1: ½ hour Zoom call with each team
<i>Assignment</i>	Conduct interviews with stakeholders in Brazil and Mexico. Write up notes from each interview using template on Canvas. DUE EOD: February 27

March 2	Hybrid class
<i>Speakers</i>	Panel: Confirming 2 Kellogg alumni who are entrepreneurs in Mexico
<i>Topic:</i>	Synthesis: Mexico Students will share the insights that they have gathered for each stakeholder with each team. Discussion on key findings for each stakeholder

March 9	Hybrid class
<i>Topics:</i>	Synthesis: Brazil Students will share the insights they have gathered for each stakeholder with each team. Discussion on key findings for each stakeholder Wrap-up

GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 to 6 students will select an ecosystem stakeholder to study in depth. The students begin secondary research at the start of the course, incorporating perspectives from the class readings and speakers. By mid-term students will engage with their in-country stakeholders through virtual meetings. The course will wrap-up with sessions that synthesize all the observations made for each individual country to identify opportunities and challenges with respect to building a vibrant entrepreneurial ecosystem.

(Students are expected to conduct at least 4 interviews in Mexico City and 4 in Sao Paulo)

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Assessment:

Research Project	80%
Background Research report due on Jan. 29	10%
Interview Write-ups due on Feb. 27	10%
Synthesis	10%
Final Written Report	25%
Peer Evaluation	17%
IPG Database Google Sheet	3%
Participation	20%
In-Class Participation (attendance, discussion, engagement)	20%

Project Deliverables:

- **Background Research Report (10%)** – Background research will be conducted through secondary sources - on-line reports, data, websites, etc. The research should include historical context, current state of the stakeholder including impact of current political and economic forces, a list of key people/entities in the targeted stakeholder group, and any other relevant information that could shape your interviews and final report. The appendix of the report should include a list of all secondary sources used for the report.
- **Mexican and Brazilian Interview Write-ups (10%)** – A template for interview write-ups will be placed on Canvas for students to use. Relevance, detail and number of interviews will count towards this grade.
- **Synthesis Presentations (10%)** – As each team interviews their stakeholder, they will hear insights about other stakeholders. Example, a VC will have opinions about university education, incubators and accelerators and family offices. Students will be expected to collect insights for not only their own stakeholder but also for the teams working on other stakeholders. In the synthesis session, insights will be shared across the teams. Each team will then review all the insights to identify key issues, successes and opportunities. This grade will not only focus on the in-class discussion but the relevance and number of insights offered to other teams.
- **Final In-Class Presentation & Written Report (25%):**
The final written report should be a synthesis of not only your research but also research done by other teams that reflect upon your stakeholder. A general framework for the final report is as follows;

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- 1) Historical Context - what political, economic and cultural factors have led to the current situation for your stakeholder.
- 2) Current Situation - strengths and weaknesses through the lens of your stakeholder as well as other stakeholders in the ecosystem
- 3) Strategies for the Future - what initiatives or discussions are taking place to change the current situation (if any). These discussions/initiatives maybe driven by your stakeholder or others. What are the opportunities? Where are the friction points? Do these strategies reflect the local economic, political and cultural context or are they striving to resemble other ecosystems?
- Appendix: List of interviews - in-country as well as pre- or post the trip
Reports, articles and websites

The final presentation will be a summary of key findings. The format for this presentation will depend on the teaching modality in April 2021.

- **Peer Evaluation (17%)**– Each member within the project group will assess every other member’s contributions to the project, including their own, with a confidential peer review form that takes into account each member’s intellectual contribution, initiative and organization, workload contribution and overall contribution.
- **IPG Database Google Sheet (3%)** – Maintained by the Global Programs’ Office, the IPG Database Google Sheet serves as a repository for IPG contact information shared amongst GIM students. About a week before final reports are due, the GPO will be sending out a link to the sheet for each IPG group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.