

GIM Entrepreneurial Ecosystems Syllabus: The Netherlands and Germany

Winter 2022

January 8-9

February 26-27

April 16

Professor Linda Darragh
l-darragh@kellogg.northwestern.edu
Phone: 847-467-3519/ Cell: 847-226-8287
Office hours: Global Hub 2420A&B

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-country.

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 firsthand through 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

Entrepreneurship is an employment driver and provides opportunities for upward social and economic mobility. Entrepreneurs not only create opportunities for themselves and their employees but also for related businesses. Entrepreneurs are often role models for others to try new career pathways and develop new products and services. Even in the midst of the pandemic crisis, we have seen leaps in innovation around the world that are creating hope and new prosperity.

Northwestern | Kellogg

Twenty years ago, the focal point of entrepreneurship was Silicon Valley. Although the allure of Silicon Valley still exists, many other centers of innovation and entrepreneurship have emerged around the world. None of these exactly resembles Silicon Valley as each one embodies the unique historical, economic, political and cultural context of their region. Some of these areas are just evolving while others have become international hubs of innovation. All of these offer opportunities for entrepreneurs, investors and relevant corporate and institutional entities.

Given the economic power that entrepreneurship can bring to a region, it is no wonder that many governments are eager to facilitate and accelerate entrepreneurship. Too often, institutional entities have tried to replicate the ecosystem in Silicon Valley with dismal results. Most efforts do not recognize and integrate the myriad of stakeholders in an entrepreneurial ecosystem. Stakeholders can include venture capitalists, private equity firms, accelerators and incubators, universities, corporate ventures, government and family businesses. In addition, these efforts do not take into account unique and deep-rooted issues involving politics, economics and culture.

This course will do a deep dive into the dynamics of an entrepreneurial ecosystem by researching entrepreneurs and the stakeholders within two different cities – Amsterdam and Berlin. At first glance, these regions appear to be very similar. They both are located in the Northern European plain about 400 miles apart. Both cities are in countries with a parliamentary democracy and are part of the European Union. English is the language they both use for business and technology. Even though the countries fought on opposite sides of WWII, both were profoundly affected by the war. With respect to entrepreneurship, each city is now being recognized as an emerging innovation hub in Europe. However, although the cities have much in common, through the research for this course, students will likely uncover distinct differences that have and will impact the growth of entrepreneurship in each region.

Students will form teams to research specific stakeholders or entrepreneurs within a particular industry sector. Research will include secondary sources, but will primarily focus on interviews with entrepreneurs and stakeholders before and during the in-country trip. During the in-country trip, students will participate in a 'synthesis session' during the final hours in each city where students will share their key findings about that region's ecosystem.

Weekend classes will provide relevant background information that will facilitate and enhance the student research. The first weekend will focus on entrepreneurship with lectures on the evolution of specific entrepreneurial ecosystems; the basics of venture capital from a local VC; differences between accelerators and incubators; and growth issues of entrepreneurs. The second weekend will focus on key political, economic and historical information of Berlin and Amsterdam that will provide an important backdrop to student research. In addition, each student will participate in a Cultural Orientation Index survey that will provide insights into building relationships with people in Germany and the Netherlands (and on your team).

Northwestern | Kellogg

By the end of the course, it is anticipated that students will:

- 1) Obtain a greater sensitivity to cultural differences when they interact with business and personal acquaintances from different parts of the world
- 2) Appreciate the growth hurdles of entrepreneurs
- 3) Understand the complexity of entrepreneurial ecosystems and how students can make a difference in accelerating entrepreneurship in their own corner of the world
- 4) Realize the power of the Kellogg network internationally
- 5) Make new connections across the different programs at Kellogg

Attendance Policy

Attendance is mandatory in all GIM classes as well as in in-country plenary meetings. The only excused absences are unanticipated illness/quarantine or family emergencies. Because GIM classes only meet for 21 credit hours, if a student misses a weekend class with an unexcused absence, they will be missing over 20% of the class (the threshold for being dropped from a Kellogg course) and be dropped from the class as well as from the GIM trip.

Sickness or Quarantine:

If a student needs to miss class due to illness or quarantine only, they should request approval using the form linked in Canvas. Once a student's absence is excused, they may reach out to the faculty member or the advisor for the link to access the recording of the class that they missed.

Recruiting:

Students are expected to conduct their recruitment interviews around their course schedules. If you have an interview scheduled at the same time as this class, please work with the company to reschedule your interview for another time. If you need help on how to have that conversation or make that request, please reach out to the Career Management Center (CMC) for support.

Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Elodie Joubert, a program director in Executive Education. The in-country advisor is responsible for the integrity and quality of the in-country experience. Among other logistical roles during the trip, he or she will be assessing each student's level of participation during the plenary meetings and will be assigning 10% of their overall grade.

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

Northwestern | Kellogg

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.

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.

Course Materials

Erin Meyer, <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i> , 2014 (eBook)
Annalee Saxenian, <i>Regional Advantage, Culture and Competition in Silicon Valley and Route 128</i> , 1994 (ebook) chapters 1-3
Course packet

Course Schedule and Assignments

Pre-class e-mails	December
<i>Topics:</i>	Class expectations, team formation & travel logistics
Pre-Class	Readings
Mandatory Readings	Annalee Saxenian, <i>Regional Advantage, Culture and Competition in Silicon Valley and Route 128</i> , 1994 (ebook) Chapters 1-3. 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

Northwestern | Kellogg

	<p>Rosabeth Moss Kanter, "Enriching the Ecosystem," <i>Harvard Business Review</i>, March 2012</p> <p>Alex Lazarow, "Beyond Silicon Valley: How Start-ups Succeed in Unlikely Places," <i>Harvard Business Review</i>, March-April 2020</p> <p>(optional) Reid Hoffman, Co-Founder, LinkedIn, Partner, Greylock, 8/11/21 https://www.youtube.com/watch?v=IQ8HaPhyPB0&feature=youtu.be (first half hour)</p>
<i>Assignments</i>	<p>Review Syllabus</p> <p>Complete above readings</p>

Class #1	January 8 (1-6pm central) – Global Hub
<i>Topic:</i>	<p>Student Introductions</p> <p>Overview of the course and our process</p> <p>Lecture: Entrepreneurs and Entrepreneurial Ecosystems This first session will focus on understanding different types of entrepreneurs, current research on entrepreneurial ecosystems, data on ecosystems of Germany, the Netherlands and the U.S. and examples of how some ecosystems have evolved.</p> <p>Team Activity: Draft high-level questions regarding your stakeholder/industry sector and understanding of the local ecosystems.</p> <p>Group Dinner: Farmhouse Teams will sit together to draft their team charter.</p>

Class #2	January 9 (9am-12pm central) – Global Hub
<i>Topics:</i>	<p>Crash Course in Entrepreneurship The purpose of the second session is to ensure that all students are conversant in frameworks and processes that launch and grow entrepreneurial ventures. Lectures: New Venture Strategy, Business Model Canvas, Entrepreneurial Finance and Venture Capital</p>
<i>Speaker:</i>	Troy Henikoff, Managing Director, MATH Venture Partners

Northwestern | Kellogg

Before Class #2	
<i>Mandatory Reading</i>	Erin Meyer, <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i> , 2014
<i>Assignment</i>	Project Plan: Draft Due February 10

Group Check-Ins	January 31 – February 4 (1/2 hour conference calls with each team)
<i>Topics:</i>	Project update and discussion of project plan

Group Check-Ins	February 14 - 18
<i>Topics:</i>	Review of project plan and scheduled interviews, Answer questions about the trip
<i>Assignment:</i>	Submit in-country plan March 2

Class #3	February 26 (12-5 pm central) – Global Hub
<i>Topics:</i>	The Historical, Cultural, Political and Economic Context – Netherlands & Germany This session will provide background on the countries that you will visit to ensure students understand the foundation on which these entrepreneurial ecosystems are built.
<i>Speakers:</i>	James Conley , Clinical Professor of Operations Implications of the EU General Data Protection Regulation (GDPR) Remote Speakers: Kellogg alumni perspectives from Berlin & Amsterdam

Class #4	February 27 (10 am-1pm central) – Global Hub
<i>Topics:</i>	The Culture Map Each team will discuss one of the cultural traits discussed in the book, <u>The Culture Map</u> , and how it applies to Amsterdam and Berlin. Cultural Orientations Indicator Assessment: Gabrielle Viard, Assistant Director, Kellogg Degree Operations, will review the results and implications of the COI survey. Breakout groups: Sharing Project Plans Detailed review of the itinerary and preparation for the trip

Northwestern | Kellogg

In-Country Field Research - March 15th– March 24th

Final Class	April 16 (9am-12pm central)
<i>Topics:</i>	Trip debrief Student final project presentations

In-Country Academics

Students are reminded that GIM is primarily an academic program. 10% of your overall grade will be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. In order to achieve a high grade, students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

Assessment

Research Project	80%
In-Country Project Plan	15%
Final In-Class Presentation & Written Report	30%
Individual Reflection Paper	15%
Peer Evaluation	17%
Airtable IPG Database	3%
Participation	20%
In-Class Participation (attendance, discussion, engagement)	10%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	10%

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/or entrepreneurs in a specific industry sector to study in-depth. The students begin secondary research at the start of the course, but they are also encouraged to reach out to alumni and other contacts in the regions to initiate primary research. They will also spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field. In general, the project should be based on original research that contributes to an intellectual body of work but also strives to have practical applications for the market.

*(Students must schedule at least **eight** IPG meetings- at least **six** during their in-country visit (3 per city) and additional ones in advance of the trip.)*

Northwestern | Kellogg

Project Deliverables

- **In-Country Project Plan (15%)** – The project plan will include a statement of purpose, background research and a detailed matrix of all the investigative research meetings that have been arranged in each city. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **Final In-Class Presentation (10%)** – During the final class, each project group will make a presentation to the class. The focus of the presentation will be how your research subject has interacted with various stakeholders and how the interaction has varied between regions. The number of teams in the course will determine the actual length of the presentation.
- **Final Written Report (20%)** – Generally 10-15 pages before exhibits and appendices. The final paper should include the following topics: 1) the political, economic and cultural factors that have impacted the current situation for the research subject; 2) analysis of the current state of the ecosystems in each region; 3) similarities and differences between each region; and 4) strategies for the future.
- **Individual Reflection Paper (15%)** – 3-5 pages that include 1) the most important findings of the course for the individual student; 2) how these insights may impact their future professional interests; and 3) how have they advanced their skills and knowledge to become better citizens of the world.
- **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.
- **Airtable IPG Database (3%)** – Maintained by the Global Experience Office, the Airtable IPG Database serves as a repository for IPG contact information shared amongst multiple years of GIM students. About a week before final reports are due, the GEO will be sending out a link to the platform for each IPG group to fill out with information about their contacts. Please note that the requirement for filling out the Airtable is due at the same time as the written report.