

## **GIM Entrepreneurial Ecosystems in Emerging Countries Syllabus**

Winter 2018

**January 20-21**

**&**

**February 17-18**

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## GIM Program Objectives

The GIM Program enables Kellogg students to:

- Learn about key dynamics and trends within a particular topic or industry
- Gain an understanding of how the topic or industry functions within a particular region or country outside the United States.
- Conduct international business research on a topic of interest.
- Further develop teamwork and leadership skills.

## 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 does not mean a region can recreate the unique history that allowed for the creation of Silicon Valley. So the question is – what are the ingredients that a region needs to spur innovation?

However, a more important question - what are the success metrics a region is seeking? Is it the creation of jobs? To revive the economy in Rwanda after the genocide, the government focused resources and programs on three industries – coffee, tourism and tea. Most of the new 72,000 ventures started in the following decade were only 2-3 person businesses. Poverty declined by 25% and exports increased by 3 fold. This success is certainly not based on highly sophisticated technology.

Just like developing a growth strategy for a firm, one has to start with understanding the current resources and capabilities. Trying to develop an ecosystem from scratch to mirror a successful entrepreneurial ecosystem in another part of the world, is likely to fail. A deep understanding of the history, culture and current resources, leads to better strategies to nurture and support greater entrepreneurial activity.

For this GIM trip, we will be digging deep into the development of entrepreneurial ecosystems in two countries – Colombia and Peru. 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 entrepreneurial ecosystems. During the months in advance or the GIM trip, you will not only learn about the unique context of each country, but you will also learn about various elements that foster successful ecosystems – universities, accelerator/incubators, venture capital, banks, labor laws, intellectual property rights, etc. When you are in country, students will have the opportunity to meet leaders in government and finance as

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well as interview entrepreneurs, investors, educators, tech hub operators and more. The key challenge for the group will be to synthesize and analyze the findings from all the in country meetings. Why has there been progress in some areas, but not others?

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

## **Attendance Policy**

Attendance is mandatory for every class unless otherwise stated. Exceptions may be made by the faculty member in cases of extreme circumstances.

## **Role of the In-Country Advisor**

Throughout your GIM trip, you will be accompanied by an in-country advisor, Melissa Holland, who is the Director of the EMBA International Programs. The in-country advisor is responsible for the integrity and quality of the in-country experience. Among other logistical roles during the trip, she will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of the students' 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 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.

## **Course Materials**

**There is a course packet that you will need to purchase.**

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## Course Schedule and Assignments

<b>Webinar #1</b>	<b>Tuesday, November 28 5:00 – 6:00 pm CST</b>
<i>Topics:</i>	Class expectation & travel logistics

<b>Pre-Class</b>	<b>Mandatory Readings</b>
<i>Readings</i>	<p>Daniel J. Isenberg, “How to Start an Entrepreneurial Revolution,” <i>Harvard Business Review</i>, June 2010</p> <p><a href="#">Entrepreneurial Ecosystem Diagnostic Toolkit</a>, Aspen Network of Development Entrepreneurs, December 2013</p> <p>Steve Ciesinski, “Note on Entrepreneurial Ecosystems in Developing Economies,” <i>Stanford Business</i>, December 2016</p> <p>Rosabeth Moss Kanter, “Enriching the Ecosystem,” <i>Harvard Business Review</i>, March 2012</p> <p>Daniel Isenberg, “What an Entrepreneurial Ecosystem Actually Is,” <i>Harvard Business Review</i>, May 2014</p>
<i>Assignments</i>	<p>Review Syllabus</p> <p>Complete above readings</p>

<b>Class #1</b>	<b>January 20, 2018 (1-6pm central) – Allen Center</b>
<i>Topic:</i>	<p><b>Creating an Entrepreneurial Ecosystem</b> This first session will focus on understanding key elements of an entrepreneurial ecosystem. Various frameworks will be discussed and student teams will be tasked with developing their own strategy.</p> <p><b>Student introductions and team formation announcement</b> <b>Lecture:</b> Elements of an Entrepreneurial Ecosystem <b>Team Activity:</b> Develop a strategy to build an entrepreneurial ecosystem <b>Team Activity:</b> Select a stakeholder for your in-country project.</p>
<i>Assignments:</i>	<p>Stakeholder Selection Form: Due at 6:00 pm</p> <p>Reading: Daniel Isenberg, “The Right Way to Plan an Innovation Tour,” <i>Harvard Business Review</i>, July 2015</p>

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<b>Class #2</b>	<b>January 21, 2018 (9-12pm central) – Allen Center</b>
<i>Topics:</i>	<p><b>Crash Course in Entrepreneurship</b>            The purpose of the second session is to ensure that all students are conversant in frameworks and processes that launch and grow entrepreneurial ventures.  <b>Lectures:</b> New Venture Strategy, Business Model Canvas, Entrepreneurial Finance</p> <p><b>Guest Speaker:</b> Troy Henikoff, Partner MATH Ventures, Adjunct Faculty at Kellogg            Previously, Troy started and led Techstars Chicago, was the CEO of OneWed.com, president of Amacai and co-founder and CEO of SurePayroll.com.</p>
<i>Suggested Readings before February Session</i>	<p><b>For Entrepreneurship:</b>            Steve Blank &amp; 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</p> <p><b>For Colombia:</b>  <b>Historical Fiction</b>            Gabriel Garcia Marquez &amp; Gregory Rabassa, <i>100 Years of Solitude</i>, 2006            Juan Gabriel Vásquez, <i>The Sound of Things Falling</i>, 2014</p> <p><b>Non-Fiction</b>            Victoria Kellaway &amp; Sergio Lievano, <i>Colombia: A Comedy of Errors</i>, 2014</p> <p><b>For Peru:</b>            TBD</p>
<i>Assignment</i>	Project Plan: Draft Due February 12

<b>Team Check-In</b>	<b>February 13 - 16 (1/2 hour conference calls with each team)</b>
<i>Topics:</i>	Project update
<i>Assignments:</i>	Class presentation of project plan: Due February 18

<b>Class #3</b>	<b>February 17, 2018 (1-6pm central) – Allen Center</b>
<i>Topics:</i>	<p><b>The Historical, Cultural, Political and Economic Context – Colombia &amp; Peru</b>            This session will provide background on the countries that you will visit to ensure</p>

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	<p>you understand the foundation on which entrepreneurial ecosystems are being built.</p> <p>Team Activity on the History of each country</p> <p><b>Guest Speaker: TBD</b> Focus on current economic and political situation in Colombia.</p> <p><b>Guest Speaker: TBD</b> Focus on current economic and political situation in Peru.</p>
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<b>Class #4</b>	<b>February 18, 2018 (9-12pm central) – Allen Center</b>
<i>Topics:</i>	<p><b>Student Team Presentations</b></p> <p>Each team will present their project plan – target stakeholder, background research, key hypothesis, questions, and list of interviewees.</p> <p><b>Detailed review of the itinerary and preparation for the trip</b></p>

<b>Team Calls</b>	<b>Week of February 26</b>
<i>Topics:</i>	Review of project plan and scheduled interviews, Answer questions about the trip
<i>Assignments:</i>	Submit in-country plan

## In-Country Field Research - March 20th – March 28th

<b>Final class</b>	<b>April 14, 2018 (1-5pm central) – Allen Center</b>
<i>Topics:</i>	<p>Trip debrief</p> <p>Student final project presentations</p>

### In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 15% 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.

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## Assessment

Research Project	75%
In-Country Project Plan and February presentation	20%
Final In-Class Presentation	20%
Written Report	20%
Peer Evaluation	12%
IPG Database Google Sheet	3%
Participation	25%
In-Class Participation (attendance, discussion, engagement)	10%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	15%

## GIM Research Project

The core of the GIM class is an independent research project. The students begin secondary research on their topic during the winter quarter, incorporating perspectives from the class readings and speakers. While in-country, students will spend considerable time speaking with resident experts and gathering local data from the field. *Students must conduct interviews for their projects in **every** city that they visit throughout the trip.*

### Project Deliverables

- **In-Country Project Plan and February Presentation (20%)** – 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 (20%)** – During the final class, each project group will make a presentation in class summarizing their research findings. The purpose of this deliverable is to allow faculty members and students to learn about and provide feedback on the project groups' final findings. It is suggested that each team be given 15 minutes to present and 5 minutes for audience questions and suggestions.
- **Final Written Report (20%)** – Generally 10-15 pages long before exhibits and appendices. In addition to turning in their papers to their professors, students should submit an electronic copy to the Global Programs' Office on the agreed upon date.

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- **Peer Evaluation (12%)**– 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.