



Promoting Entrepreneurship as a Viable Career Option and Supporting New Ventures on Campus as an Economic Imperative in Ontario

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Background

Agawa Entrepreneurship Development Corporation is a for-profit business registered in the Province of Ontario and is a pioneer in the development, implementation and assessment of entrepreneurship strategies and programs for colleges, universities and communities. Clients engage Agawa to assess assets, benchmark against competitive and best practises and build strategy and resulting programs to promote entrepreneurship and support new ventures. (www.agawacorp.com)

Stephen Daze, Founder and President of Agawa Entrepreneurship Development Corporation, has worked in the area of entrepreneurship capacity building and the implementation of innovation and entrepreneurship programs for the past 15 years. Stephen's experience comes most recently from leading the Ottawa Entrepreneurship Centre (part of MEDI's Enterprise Centres network.) Stephen was also responsible for the creation of the TalentBridge entrepreneurship talent mentorship program and the Entrepreneur's Edge training program, both initiatives developed under MRI's Ontario Research Commercialization Program. Stephen also led the successful re-introduction of Junior Achievement programs in the Ottawa region and has served as chair of the Ottawa Chapter of the Manning Innovation Awards. In addition, Stephen is a visiting professor in entrepreneurship and the Entrepreneur in Residence at the University of Ottawa's Telfer School of Management.

Introduction

Entrepreneurism is quickly becoming legitimized and a sought after career option among youth as well as an often cited solution to economic challenges world-wide. As such, it is anticipated that interest in entrepreneurship will continue to rise in the coming years increasing demand for programming and creating opportunities for job growth via new ventures. While much attention (policy and programming) has been focused on the pursuit of commercializing research, little has been done on a national or provincial level to nurture and develop the entrepreneurial and innovative talent required to start new ventures and build successful businesses. This paper provides recommendations related to necessary strategic conditions, further funding and programming support for entrepreneurship talent development on Ontario College and University campuses.

Setting the Stage

According to Statistics Canada, approximately 68% of net new jobs are created by small and medium sized enterprises. The reality is that large firms typically shed jobs and new firms – start-ups run by entrepreneurs - drive job growth. Entrepreneurship is an important and increasingly more popular driver of economic activity. Many emerging nations, governments, organizations and institutions see the promotion of entrepreneurship as a viable career option and the teaching of supportive business skills as a competitive advantage and a strategic opportunity not to be missed.

Supporting this opportunity is the growing interest by young adults in entrepreneurship as a career choice. A 2010 Kauffman-funded study¹ of youth aged 8-21 cites 40% of respondents as listing entrepreneurship as their number one career aspiration. In the past few decades, we've seen this play out at colleges and universities with the number of entrepreneurship courses rising dramatically. A 2009 study² by Professor Menzies of Brock University points to a 33% increase in the number of entrepreneurship courses between 2004 and 2009; the previous 20 year's growth rate tallied in the hundreds.

More than just courses, there is increase in the number of University and College based entrepreneurship centres (more than a dozen on Canadian University Campuses alone) along with the associated capacity to support students in their entrepreneurial ventures. These Centres range from fully-funded and staffed physical centres offering a full range of services to clusters of informal entrepreneurship support activities.

The message is clear: entrepreneurs create jobs and stimulate economies, at the same time, more of our future leaders are interested in pursuing entrepreneurship. New economic realities and student interest are driving growth in the area of entrepreneurship support and capacity building; this growth is creating strategic advantage for recruitment efforts, student success, fund-raising activities and regional economic development.

Many practices, best and otherwise, have provided an opportunity to learn and adapt. While some Colleges and Universities have led the way, many others simply are not competing in the area of entrepreneurship support and programming. Too many institutions have little, or no, programming to support the next generation of business leaders. While some have a head start on programming and branding, many are playing "catch up", or worse, have not awoken to the new realities and opportunities. On a positive note, many worthwhile initiatives can be implemented quickly and efficiently with lasting impact. However, speed of implementation will be key to gain mind share on campuses as students will likely not be idle in the planning and pursuit of their post-graduation careers and opportunities, including local, national and international options.

¹ Harris Survey on Youth Entrepreneurship - http://www.kauffman.org/uploadedFiles/youth_eship_factsheet_2010.pdf

² Menzies, T. V. (2009). University-Based Entrepreneurship Centres in Canada 2009.

Necessary Conditions

Based on her extensive research of University entrepreneurship capacity in Canada, Professor Menzies (Menzies, 2009) identifies 3 key challenges to building entrepreneurship programming in Universities (I would extend this also to Colleges).

1. Entrepreneurship support falls to only one person and as such overall capacity for programming is "capped."
2. Lack of funding limits the size and scope of initiatives.
3. Entrepreneurship Programming lacks strategic integration within the institution (across faculties).

Strategic work is required to ensure these challenges are minimized as on-campus programs are initiated. Keys to success include:

- The collaboration with all existing clusters of entrepreneurship support on campus (clubs, competitions, courses);
- The build out of funding and leveraging of partnerships for initiatives and programs; and,
- The proactive communication and branding of initiatives and successes.

While challenges exist and much work is needed, many institutions have a strong base to build on. Some examples of very good, if not best, practices include:

- Queen's Dare to Dream internship programming providing graduating students with space and funding for up to 3 months to pursue their entrepreneurial ventures.
- UBC's Maurice Young Entrepreneurship and Venture Capital Research Institute's \$10M venture fund providing up to \$100,000 in qualified start-ups founded by students or recent graduates.
- University of Waterloo's "e-co-op" program allowing students the opportunity to pursue their business venture as a designated co-op term and the Velocity entrepreneurship student residence, bringing entrepreneurially-inclined students and associated support resources under one roof.
- Wilfrid Laurier's New Venture Competition, a requirement for first year students to work through the process of creating a new venture through two academic terms. The initiative focuses on the integration of developing business ideas, writing business plans and a business pitch competition within the core (mandatory) curriculum.
- McGill's one-day Start-up Boot camp including training, mentoring and corresponding prize money.
- University of New Brunswick's Pond-Deshpande Centre for Innovation and Entrepreneurship that provides grants to students for proof of concept and idea stage validation.
- Ryerson's "Start Me Up" business start-up program offering training, mentoring and access to funding, delivered in partnership with SIFE Ryerson.
- University of British Columbia's program of offering start-up Services vouchers is for new ventures emerging from the UBC community, valid for \$5,000 worth (40 hours) of business services.

Based on the ongoing review of research, survey results and best practices, the following broad success factors have been developed as a "best case" template in building a best-in-class campus-based entrepreneurship support ecosystem:

1. Leadership and Strategy– First and foremost, there needs to be defined and palatable support for entrepreneurship capacity building at all levels within the University, especially the most senior. Entrepreneurship support initiatives must be more than a "new program." The promotion of entrepreneurship and support for student ventures must be incorporated into strategy, policies and procedures at all levels across the institution including the alignment of a corresponding reward and recognition system within the institutions. As with any major project or initiative, if there isn't proper strategic and leadership support, it will be doomed for failure. "Failure" can manifest itself in two ways: 1) immediate (i.e. it never gets started); or worse yet falls into the category of many initiatives, 2) it starts and functions - giving the illusion of success, but isn't either effective or relevant. Next, the leader of the Centre or cluster of entrepreneurial initiatives is key. S/he must be adept at dealing internally within an

academic institution, yet also be uniquely qualified as someone who is intimately familiar with entrepreneurship and building the conditions and factors that lead to entrepreneurial success. Important point of clarification: a successful entrepreneur isn't always able to replicate their success nor are they guaranteed to be able to "facilitate" entrepreneurial success for others. Also of note is a finding in the *Teaching and Practice of Entrepreneurship within Canadian Higher Education Institutions* (Menzie, 2009) report that cites the number one challenge for providing entrepreneurship support on campus is the dependence on only one person for all entrepreneurship education activities. As such, the leader of entrepreneurship support activities must be supported by others and work to distribute roles and responsibilities to a broad group of supporters and collaborators to ensure success.

2. Funding – There are two parts to funding: first, sustained and sufficient funding for the operations of a full scale centre for entrepreneurship support; all successful projects require appropriate capacity and program funding and, as cited above, not just funding for the efforts of one individual. Second, funding to support student ventures is a key ingredient and should likely include some combination, or all of: micro financing programs; access to angel and venture capital networks; and, seamless path finding to available grants and loan programs.

3. Community Engagement – Key to the success of any new venture is access to relevant communities which might not be easily accessible. Most student entrepreneurs don't have experience with, or connections into these networks. Formal and informal networking opportunities are required for students (and faculty) to link to and learn from potential clients, collaborators, strategic partners, professionals and suppliers. In addition (as with all businesses) clubs, associations and related peer networking groups need to be leveraged locally and internationally. Community engagement also ensures regional relevance and key linkages to partners, collaborators and funders.

4. Mentoring – Linked to community engagement, but important enough to have its own category, is mentoring. As with industry and professional networks, students don't often have linkages to the key individuals who can guide them along the entrepreneurial path. Formal mentor programs are essential to a fulsome program and provide great opportunity for alumni involvement and community engagement. Interesting to note that in the 2011 Princeton Review of the best (USA) University/College entrepreneurship programs, the top 25 institutions all had multiple mentoring programs.

5. Incubation – While a physical incubator or space is not essential, the benefits are very attractive. A formal incubator or "co-location" space provides for a leverage point for recruitment of students and funders, a focal point for broad cross-campus entrepreneurship initiatives and an opportunity for like-minds to benefit from the energy, synergies, competition and peer learning that often spurs great innovation. It should also be noted that for many, the natural home for an entrepreneurship centre or incubator is the existing Business School. While this tends to be a frequent choice, a truly great entrepreneurship centre is inclusive of all faculties, students and perhaps the broader community, thus providing the innovation mixing pot that breeds successful ventures.

6. Education – The cornerstone of the institutions that house these suggested entrepreneurship centres and their related programming is of course education. What's interesting to note, and important, is the number of entrepreneurship-focused courses that are offered by an institution. Entrepreneurship courses are different than business courses. Entrepreneurs can greatly benefit from business courses and vice versa, however; there is an important distinction between traditional business courses and entrepreneurship courses. Entrepreneurship courses cannot just be re-purposed or rebranded business courses they must have a focus on early-staged, entrepreneurial ventures. Also vital to a healthy entrepreneurship ecosystem is the non-credit learning available to students to include personal development, guest speakers and activities & competitions that provide learning and skills development opportunities.

7. Celebration and Promotion – Well understood, often taken for granted, the promotion of the available opportunities and capacity, as well as the public celebration of success is key to long term sustainability of any (entrepreneurship) program. Existing and potential students, internal stakeholders, alumni, private sponsors and donors all need to have a clear understanding of the brand, value proposition and successes. All stakeholders need to be well informed and engaged in the ongoing successes and activity

of the initiative. Proactive communications and celebrations are vital for student recruitment, fund and sponsor development and for the student entrepreneurs and their business success.

Ontario's Key Role

Underlying the conditions for success is the presence of stable and sustained funding for critical programs. Already in place, there are a number of externally funded programs being delivered in Ontario that can be considered best-in-class at promoting entrepreneurship as a viable career option and supporting new ventures. These programs include (but may not be limited to):

- MEDI's Summer Company Program
- MEDI's Youth Entrepreneurship Program
- OCE's (MEDI funded) Experiential Learning Program

Without exception, each program delivers quality, value and impact. Without exception, each program lacks the required funding, capacity and scale to reach its full potential. While we look to discover initiatives and programs that will enhance the student experience and create valuable economic impact, we should not overlook those programs that are currently being successfully delivered already in Ontario.

Recommendation 1: **Look to provide financial leverage, integrate more fully, and encourage the renewal of critical programs that are currently providing impact. These programs include: MEDI's Summer Company; MEDI's Youth Entrepreneurship Program; and, OCE's Experiential Learning Program.**

Entrepreneurship Continuum

Promoting entrepreneurship as a viable career option, teaching business skills as a lifetime asset and supporting entrepreneurial ventures does not have a start or end point. Entrepreneurship is a combination of skills, attitudes and abilities that needs to be encouraged and nurtured forever. Entrepreneurship education is not something to be "introduced" at some inflection point in a student's academic career. While many are discussing, analyzing and debating "what" and "when", others have put a stake in the ground and declared that teaching entrepreneurship as a viable career option, and the skills that go with it across the entire spectrum of grades, is an economic imperative and have simply begun *somewhere*. There are numerous example programs spanning the entire educational spectrum including:

- The government of China has recently ordered Universities "to start teaching basic courses on entrepreneurship to undergraduates to encourage students to start businesses and become self-employed after graduation." (http://www.chinadaily.com.cn/china/2012-08/28/content_15714073.htm). Similarly, the EU passed legislation years ago to ensure that entrepreneurship was being taught in schools – as young as primary schools. See: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/index_en.htm. Some specific examples include:
 - In Bulgaria, the new Law on Pre-school and School Education, still under discussion in ministerial working groups, envisages entrepreneurship, creativity and developing a sense of initiative as one of the main goals of the educational system in Bulgaria. Entrepreneurship will be included as one of the subjects to be introduced. While the Ministry determines at national level the total number of hours for this area of the curriculum, schools are free to decide how to distribute these hours between a range of subjects.
 - In Ireland, the National Council for Curriculum and Assessment has developed a short senior cycle course on enterprise. It has not yet been incorporated into the curriculum; its implementation is still under discussion between educational stakeholders.
 - In Spain, the 2011 reform of the core curriculum for lower secondary education includes a new optional subject in the 4th year □ Professional Guidance and Entrepreneurial Initiative. The reform will be implemented in 2012/13; nevertheless, the education authorities are free to implement it from 2011/12.

- In Cyprus, in the new curriculum for primary and secondary education to be implemented in school year 2011/12, emphasis is given to attributes, skills and working methods that enhance entrepreneurial behaviour as a cross-curricular objective.
- In Malta, a draft National Curriculum Framework (NCF) was launched in May 2011 as a consultation document. Education for entrepreneurship is proposed as a cross-curricular theme identified as essential for the education of all students and for achieving the aims of education. It is intended to strengthen the embedding of elements of entrepreneurial behaviour through the integration of entrepreneurship programmes, projects and activities in the established curriculum for schools both at primary and secondary level.
- In Poland, the ongoing curricular reform which will be completed in 2016 focuses on shaping attitudes and competences including entrepreneurship.
- In Sweden, entrepreneurship is part of the ISCED 3 school reform implemented in 2011, in the form of commentary material on how to look at entrepreneurship in the various programmes, and in the form of a forthcoming commentary material on the new subject of entrepreneurship, which will be published in 2012.
- In Iceland, national curriculum revisions were launched in 2011 and new subject curricula are expected in 2012. These revisions will include compulsory elements of creative activity for all subjects.

The promotion of entrepreneurship as a viable career option and the teaching of business skills as a workforce asset is not solely the responsibility of the Ministry of Training Colleges and Universities, nor should it reside in only one phase of an academic career. While there are already excellent individual programs and initiatives underway in Ontario (see previous recommendation), it appears as though little is being done to coordinate these programs with an eye to the learning experience and venture support available throughout the academic continuum (K-12-PS). Others, including the Ministry of Economic Development and Innovation and the Ministry of Education must work in concert to create a fulsome and comprehensive strategy to build awareness and entrepreneurial skills throughout a students' academic career – not simply at College or University.

Recommendation 2: Lead the creation of an inter-ministry working group to craft a best-in-class continuum of entrepreneurship awareness building, skills development and venture supportive programs and initiatives made available to students throughout their academic career.

Post-Secondary Opportunity

Colleges and Universities in Ontario are well positioned to provide a training ground and launch point for the next generation of new ventures as well as an entrepreneurially-minded workforce for our many private and social enterprises, as well as public organizations.

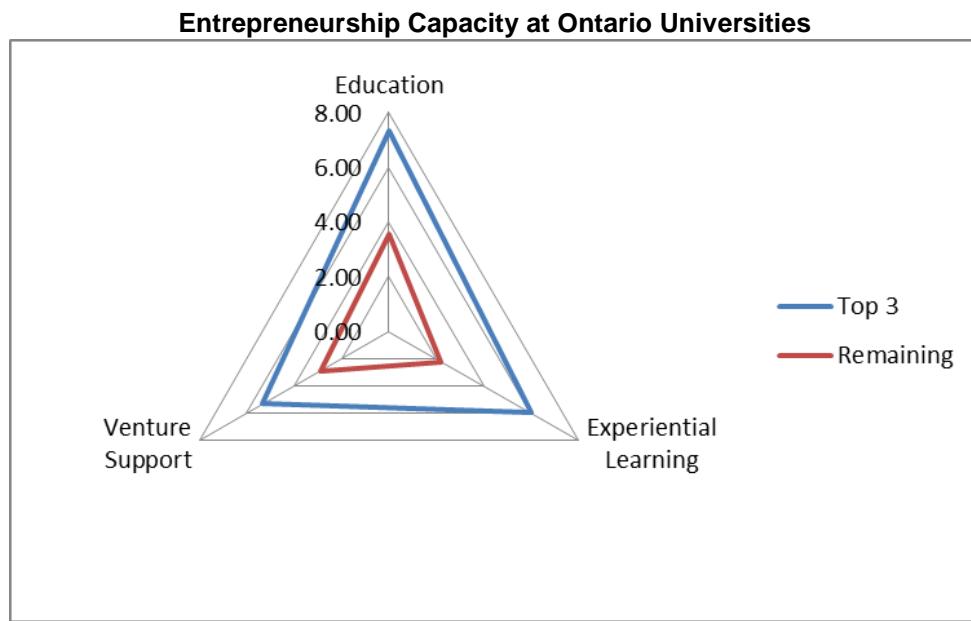
A recent Agawa review of entrepreneurship capacity at Canadian University campuses was undertaken to analyse entrepreneurship programming³ within three specific categories:

1. Education – including the scale and scope of entrepreneurship curriculum.
2. Experiential Learning – opportunities for students to participate in competitions and activities and learning opportunities outside of the classroom to build critical skills.
3. Support for Ventures – actual support for student ventures such as funding, incubation, mentoring etc.

Institutions were ranked on an 8-point scale according to their programming within each of the three categories and a total score (out of 24) assigned to each institution. The following Ontario-only sample

³ See also Appendix 1 for examples of Canadian best practice programs and initiatives.

depicts the variance between the average of the top 3 scoring institutions and the average score of the remaining institutions. Our findings reveal that, while the “top 3” Universities in Ontario are well positioned to offer entrepreneurship support (though opportunities still exist especially with respect to Venture Support), the majority of Ontario Universities are lagging drastically behind in all categories, especially Experiential Learning.



While the Ontario College landscape has not yet been fully analysed, early indication is that the situation is even worst with respect to their entrepreneurship capacity across all three categories. If future entrepreneurs are important to the economic success of Ontario, it appears as though the situation may be somewhat dire as it relates to entrepreneurial output from Colleges and Universities. Note: *entrepreneurial output* is not another phrase for “commercialization of research.” The two are very different with the later focusing on (and ending with) a product or service, the former focusing on entrepreneurial and innovative talent that lives on beyond the success or failure of a first venture.

In discussions with Colleges and Universities, there appears to be a strong interest and willingness to build entrepreneurship programming. The consistent limiting factor is funding for capacity to develop and/or implement programs and initiatives. While there seems to exist a patchwork of funding programs available to support entrepreneurship, and specifically youth entrepreneurship programs, there are no scalable programs to help Colleges and Universities build their capacity to develop and deliver programming. The Universities most successful at building capacity and support for entrepreneurship (i.e. the Top 3) are able to do so as a result of successful targeted fundraising campaigns and specific donors, often in the form of a ‘named’ Centre for Entrepreneurship. Unfortunately, these channels may not be easily available to all institutions.

In addition, the most successful institutions all have dedicated entrepreneurship staff working to coordinate and implement entrepreneurship activities. These types of staff positions are, unfortunately, not naturally occurring in academic institutions, but are critical to the development and implementation of entrepreneurship support programs. With as little as one staff position and modest program funding, many low-cost, high-impact initiatives can be successfully implemented.

Recommendation 3: Create a funding vehicle for Colleges and Universities to access for the specific purpose of building on-campus capacity to support entrepreneurship activities.

Way Forward

While many best practises exist already within Ontario, both Ontario government-led initiatives and campus-based programming, the question remains: how can Ontario build on what is currently being done to encourage and nurture entrepreneurs? Where will Ontario be positioned economically 10 years from now when students from around the world graduate having spent their entire academic careers being encouraged into, and learning skills supporting, entrepreneurship? Ontario is clearly losing out to other Countries in scope, scale and the fulsome integration of entrepreneurship programming throughout the academic life cycle. The time for coordinated action and commitment is now. The province of Ontario through the Ministry of Training, Colleges and Universities and the Ministry of Economic Development and Innovation must lead this important transformation and ensure a fulsome commitment to entrepreneurship and the support of new ventures by:

1. Leading and ensuring a coordinated and integrated approach to youth entrepreneurship;
2. Adding capacity to already existing best practise initiatives; and,
3. Creating opportunities for Colleges and Universities to initiate campus-specific entrepreneurship programming within their institutions.

For more information, or to provide comment please contact Stephen Daze, Founder – Agawa Entrepreneurship Development Corporation at sdaze@agawacorp.com.

Appendix 1: Examples of Canadian Best Practices in Student Entrepreneurship Support

Student Venture Funding

Queen's University

- The Dare to Dream Entrepreneurship Internship program provides graduating students with an opportunity to pursue their own venture for up to 3 months post-graduation with space, mentorship and up to \$15,000 in funding.
- Limited by number of "sponsors", 4 currently listed.

http://business.queensu.ca/centres/qcbv/dare_to_dream_internship.php

Queens University

- The TriColour Venture Fund is a joint initiative of PARTEQ Innovations and the Queen's School of Business. The fund combines early stage investment funding with venture fund training of Queen's Commerce and MBA students through the Queen's Centre for Business Venturing. Students selected for this innovative program identify and evaluate investment opportunities, select investees and monitor investment decisions. Currently the TriColour Fund will make equity and debt investments of \$50,000 - \$150,000, or up to 20 per cent of the total capital base of the fund, in any one business.

http://business.queensu.ca/centres/qcbv/tricolour_venture_fund.php

Ryerson University

- The Ryerson Angel venture capital network was established in collaboration with the National Angel Organization. The Ryerson Angel Network (RAN) helps students and alumni meet, and obtain equity financing from, experienced entrepreneurs and investors who actively support and nurture early stage ventures. http://www.ryerson.ca/rei/rei_programs/index.html

Maurice Young Entrepreneurship & Venture Capital Research Centre – UBC

- entrepreneurship@UBC is a campus wide initiative led by the Sauder School of Business, the Faculty of Applied Science, the Faculty of Science and the University Industry Liaison Office. It is comprised of a \$10 million venture fund: the "entrepreneurship@UBC Seed Accelerator Fund". Capitalized by donations from alumni and matching contributions from the BC Innovation Council, the Fund makes very early stage pre-seed investments of up to \$100,000 in start-ups founded by students or recent alumni.

<http://www.entrepreneurship.ubc.ca/about>

Carleton University

- The Nicol Entrepreneurial Institute at Carleton University provides \$140,000 in funding annually to support up to 18 student entrepreneurs. Each intern receives between \$7,000 and \$7,500, office space at the Invest Ottawa start up incubation centre, and mentors from the Ontario Centres of Excellence, Invest Ottawa, National Research Council's Industrial Research Assistance Program, and the Carleton Entrepreneurs Program.

<http://newsroom.carleton.ca/2012/03/28/carleton-university-nicol-entrepreneurial-institute-announces-first-intern-entrepreneurs/>

Incubators, Accelerators and Centre for Entrepreneurship

Simon Fraser University Innovation Office

- Provides support for student ventures from idea stage to business validation through provision of an early-stage business accelerator (VentureLabs), co-op terms, competitions, mentorship, networking, workshops & seminars.
- The campus-wide program was initiated in 2008 by the Innovation Office in collaboration with the Beedie School of Business and the Faculty of Applied Sciences. The "Venture Connection" program delivers workshops, speaker presentations, competitions and classroom speakers to attract and engage students in learning and practicing skills to build successful ventures. More than 1,800 students have participated since 2009 in its range of programs.

http://ventureconnection.sfu.ca/index.php?/grow/venture_labs/

Ryerson StartMeUp Program

- StartMeUp, is an initiative created by Students In Free Enterprise (SIFE Ryerson) that nurtures entrepreneurial ideas by giving new business creators information and advice on a number of business start-up topics as well as partnered programs such as funding, seminars and consultations.

Ryerson University, Digital Media Zone

- Ryerson University's Digital Media Zone (the Zone) is a workplace and incubator designed for young entrepreneurs, located in downtown Toronto and delivers programming such as SIFE Ryerson's StartMeUp.
- The Zone recently began active campaign to recruit student entrepreneurs from faculties outside of traditional area of recruitment, including design, architecture, education, etc.
- <http://digitalmediazone.ryerson.ca/>

University of Waterloo

- The Conrad Business, Entrepreneurship and Technology Centre at the University of Waterloo explores new ways of commercializing ideas to help entrepreneurs foster innovation, create new ventures and identify new markets.
- Programs include a Master of Business, Entrepreneurship and Technology (MBET), Enterprise Co-op and online tools and resources.

<http://www.conrad.uwaterloo.ca/>

McGill Dobson Centre for Entrepreneurial Studies

- The Dobson Centre was established in 1988 thanks to a generous contribution from the John Dobson Foundation. The Centre forms an integral part of the Desautels Faculty of Management at McGill University and is responsible for the core courses in the minors and concentrations in entrepreneurship at both the undergraduate and MBA levels.
- Programs include: The day long Business Plan Start up Camp bringing students from all faculties together to learn and network; the Dobson Cup business competition (\$15,000 in prizes); and, the Entrepreneurship in Engineering prizes. In addition, the Centre is responsible for all Entrepreneurship courses at the undergraduate and graduate level.

<http://www.mcgill.ca/desautels/research/centres/dces>

HEC Montréal, École Polytechnique de Montréal and Université de Montréal

- The HEC POLY- UdeM Entrepreneurship Centre is the result of negotiations and agreements between three major schools: HEC Montréal, École Polytechnique de Montréal and Université de Montréal, which follow the lead of American campuses. The HEC-Poly-UdeM Entrepreneurship Centre is a non-profit organization with a mission to raise interest in entrepreneurship and innovation on university campuses and to support, in concrete terms, business creation for members of the university community.

<http://neumann.hec.ca/entrepreneurship/fr/index.htm>

University of New Brunswick

- The Pond-Deshpande Centre for Innovation and Entrepreneurship at UNB acts as a catalyst to advance innovation and entrepreneurship in New Brunswick by facilitating collaboration among entrepreneurs, young companies, and UNB students, faculty and alumni.
- The centre works with UNB's already established innovation and entrepreneurship programs to create courses and mentorship opportunities for students that will provide them with a sound foundation in technical and social entrepreneurship, and give them the opportunity to experience the entrepreneurial process and explore their possibilities for success. The cornerstone of the centre is a grant process that will allow innovators to test their early stage ideas and prove their concepts.

<http://www.unb.ca/innovation/pdc/>

Competitions, Mentoring and Professional Development

Wilfrid Laurier University

- Each year, the BDO New Venture Competition introduces over 700 first-year BBA students to entrepreneurship. In the fall term, during BU111, students work in teams to generate ideas for a new venture. Then, in the winter term, as part of BU121, they develop a business plan and present it to their peers during lab classes throughout March. The top team in each lab goes on to present their business plan to a panel of external business community members that selects the winning team. Scholarships and the BDO New Venture Competition Cup are presented at the awards reception at the end of March.

http://www.wlu.ca/page.php?grp_id=370&p=3538

Western University

- The IBK Capital – Ivey Business Plan Competition claims to be Canada's premier graduate student business plan competition, with entrepreneurial teams drawn from top graduate schools across North America. The competition offers students an opportunity to present innovative business plans to potential investors, while providing investors with an advance look at up-and-coming entrepreneurs and new ventures. The competition is organized with support from student volunteers and funded by private sponsorship.

Finalist teams are invited to The Richard Ivey School of Business at The University of Western Ontario for final round presentations. The top team receives a Grand Prize of \$20,000 plus an automatic berth to the Venture Labs Investment Competition (formerly Moot Corp) at The University of Texas (Austin) to compete for over \$100,000 in cash and prizes.

<http://iveybpc.com/about/>

McGill

- The McGill Business Plan Competition Start-Up Boot Camp is an annual opportunity for budding McGill entrepreneurs to discuss their business ideas and not-for-profit start-ups. It is hosted by the Dobson Center for Entrepreneurial Studies (www.mcgill.ca/desautels/research/centres/dces), McGill Career Planning Services* (www.mcgill.ca/caps) and the Management Undergraduate Society Entrepreneurs (www.mcgilentrepreneurs.com). Participants will spend a day learning how to move their start-up ideas forward. Participants benefit from the day as the panel of McGill alumni, faculty and students, offer helpful recommendations to help grow and advance business ideas and leading to the Dobson Cup, an annual competition hosted by the Dobson Center for Entrepreneurial Studies (dobson.mcgill.ca). Participants whose concepts demonstrate the most innovation, viability and growth potential are awarded over \$15,000 in prize money.

<http://www.mcgill.ca/desautels/research/centres/dces>

University of Waterloo

- The Enterprise Co-op Initiative (E Co-op), works in collaboration with 10 Academic Departments as partners offers entrepreneurial uWaterloo students an opportunity to start their own business while earning a co-op credit. Students learn by doing, as they develop their business plan including their entry strategy & tactics, and a launch action plan. They also build a start-up team and develop a support network of advisors.

<http://www.cecs.uwaterloo.ca/students/enterprise/>

Other

University of Victoria

- The International Centre for Venture Expertise (ICVE) was registered and incorporated under the British Columbia Society Act, separate from, but supporting the UVic Faculty of Business, to provide flexibility in pursuit of its mission. In particular, this structure was thought to provide flexibility in compensating faculty and staff for the marketing, design, and delivery of outreach programs such as a week-long "train the trainers" program for high school entrepreneurship teachers, a three month program to train displaced fisheries and forest workers, a two week executive education program for

international executives, and a month long Entrepreneurship program for international undergraduate students.

<http://www.ics.uvic.ca/>

Wilfrid Laurier

- Each year the BDO New Venture Competition introduces first-year students to entrepreneurial thinking. Developed by Professors Laura Allan and Jim McCutcheon, students work in teams and create a new business through two academic terms. The project is mandatory and counts for 20% of their overall mark. The program is designed to strengthen students' analytical and communication skills. They present their plans in a competitive, real world environment to senior business leaders from the community.

Wilfrid Laurier

- The MBA with Innovation & Entrepreneurship Option takes entrepreneurship education to the next level by integrating a structured launch process – the Entrepreneurship Accelerator Program (EAP) – into the curriculum. This provides student entrepreneurs with the unique opportunity to launch their business from within the Schlegel Centre while earning an MBA.

Laurier Centre for Research in Entrepreneurship

- The Centre fosters research in the many dimensions of entrepreneurship. The mission is to develop and sponsor research linkages and activities with scholars throughout Laurier and beyond. The Centre establishes research linkages and seminars encouraging involvement with all Laurier faculties including Business, Science, Arts, Social Work, Education and Music. Activities conducted under this mandate include sponsoring research, assisting with the development of research, assisting with the development of research proposals, conducting seminars, organizing and conducting conferences, and linking members of the business community and governmental actors with academic scholars and scholarship.

http://www.wlu.ca/homepage.php?grp_id=505

SIFE Ryerson

- SIFE Ryerson fulfills the SIFE mandate of "creating a better, more sustainable world through the positive power of business" by running two large-scale events for Ryerson students: The \$25,000 Slaight Business Plan Competition and the "Start Me Up" programs which offer training, mentoring and resources for student start-ups on behalf of Ryerson.

<http://www.siferyerson.com/>

Ryerson

- Ryerson's Digital Media Zone has recently launched an active campaign across campus to promote entrepreneurship and DMZ service to other faculties "Every-preneur" targets students from other faculties to consider starting businesses and commercializing ideas.

<http://startmeupryerson.com/news/>

University of British Columbia

- The University-Industry Liaison Office (UILO) offers a Start-up Services Voucher is for new ventures emerging from the UBC community. It is valid for \$5,000 worth (40 hours) of business services. The business services provided under the voucher can include activities such as assistance with incorporation and corporate structuring, business planning, market research, intellectual property strategy, grant writing, access to discounted rates for third-party business services and the provision of an expanded network of business contacts.