Manual for in-person sessions

Summer/Winter School

Target group: Mentors/Coaches for the Entrepreneurship 101 course

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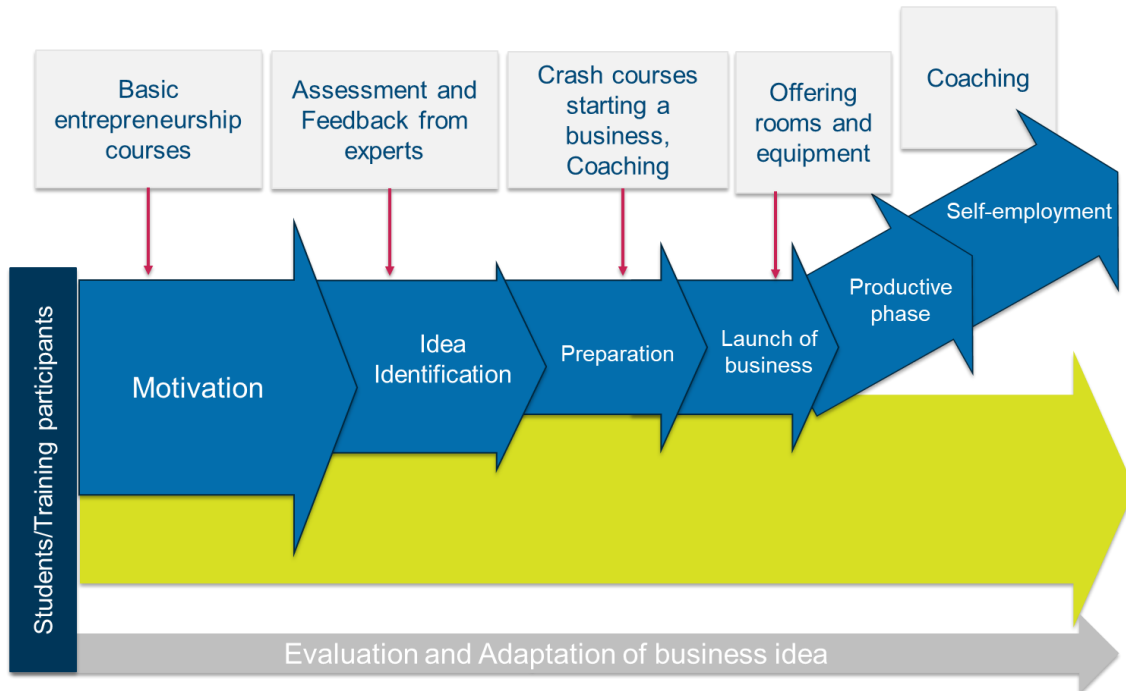Authors: Amina Shaikh

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I.   Information about objective and target group

1. Aims

To introduce the 101-level awareness/knowledge on Entrepreneurship. Convert ideas into workable concepts.

The goal is to aid the participants in the first 'Motivation' phase of their startup journey. The course is designed to serve as a basic introduction to the field of entrepreneurship and give the participants the tools to start working on their ideas. As the participants complete this course they should be at such a stage, after which they can do some focused research and development and bring themselves to a point where they will gain real value from assessment and feedback from experts – the next stage in the process.

2. Target group

Anyone with even the slightest inclination towards entrepreneurship especially university students. No limit of age but this course needs maturity to do good research and come up with sound ideas. No geographical boundary since its majorly online but for in person sessions preference is to be physically present. Diversity of skill sets within the audience is desirable.

As this course is at a very basic level and is now open to the public, the main target audience would be students from the ages of 16 and above, though there is no limit.

II.   Training information

Timing	Summer or Winter breaks
Resource Person	1
Supporting Team Members	2
Contact Hours	Max. 8h
Working Hours	8 h

Course Introduction

The course serves as a basic introduction to entrepreneurship for those students who are interested in the field and wish to know more, as well as those who have an idea that they want to pursue but don't know where to begin. The course is broken down into 4 modules, each of which is covered in one week. The content of these modules is interconnected, yet independent. Each module has an associated task that the students must complete in groups. At the end of each week, the students have to present their work and get feedback from the associated faculty.

Learning Objectives

The following are overall learning objectives for the students.
- Learn how to develop your own business idea
- Explore the skills and mindset for entrepreneurship
- Learn to work in teams and appreciate diversity
- Learn communication skills to convey ideas and convince others of its viability
- Accept feedback, do research and pivot

Course Content and Implementation

This entrepreneurship training consists out of an E-learning and live session and is offered for students who will work in teams. During E-learning sessions, students will become familiar with basic entrepreneurial knowledge, tools, necessary skills. They will consolidate their knowledge working on different tasks (quizzes, case studies, exercises), available on the E-learning platform. Reading material is available for those, who want to get a deeper understanding of the theoretical background. After completion of the online tasks, students are asked to implement the lessons learned in their teams, developing an own business idea. After completion of those weekly team tasks, students are going to present their progresses in class (live sessions). During these sessions, they will get feedback and individual support from trainers and peers. Discussions and constructive critiques are essential parts of those sessions.

Further Information

Each group is advised to keep their presentations between 7-10 minutes long and feedback from the instructor/s will also be for 10 minutes.
Templates should be provided for each task so the output from each group is standardized.

III.   Training manual

Module 1: Validation of the Problem

This module focuses on introducing the participants to the different challenges they can face as entrepreneurs, leadership, team building, identification and articulation of the problem they're trying to solve and how to find out if this problem really does exist.

The associated faculty should keep in mind that the goal for the participants is to address the questions of what problem they've identified, why their team is strong and suited to addressing the problem they've identified. They should also be able to prove that this problem does really exist and how they used the course material to come to that conclusion.

Session 1: Design thinking: Discover a problem	
Learning objectives	You can build an understanding of the challenges, which await you. You can identify and articulate problems you are facing.
Content	The design thinking process Failure
Teaching material	• Video: Reasons of failure • Video: Design Thinking, Empathize • Video: Design Thinking, Define
Exercises for students during session	Exercise: JBnJAWS Productions Case study
Activities for students	Students watch the YouTube videos Students read through the given Case Study

Session 2: Develop a strong team	
Learning objectives	You know and understand the traits of a good leader. You know about different roles in Teams. You are able to formulate a joint vision for your business.
Content	Leadership Team formation Team building
Teaching material	• Video: No leader • Video: Good Leadership • Video: Leadership skills • Video: Team Roles • Video: No joint vision • Video: Formulation of a joint vision
Exercises for students during session	Exercise 1: Henry Ford
Activities for students	Students watch the YouTube videos Students read through the given Case Study

Session 3: Establish a business model	
Learning objectives	You know what a Business Model Canvas is. You can validate your BMC with a customer interview.
Content	Business model canvas

Teaching material	• Video: No structure of a business plan • Video: Business Model Canvas • Video: Business model of assumptions • Video: Validation of BMC with customer interview
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Task 1: Validation of Problem

Prepare a presentation that answers the following questions:

- Why is your team a strong team?
- What is the exact problem that you want to solve?
- How do you proof that this problem really exists?
- How did you use the methods that have been taught in the videos?

Module 2: Validation of the Solution

This module focuses on solving the problem that identified in module 1. The students will go over content related to effectuation, ideation, evaluation and selection. They will also they will learn how to create abstract ideas and plan out prototypes. They will be using these techniques to find a solution to the problem they identified.

The associated faculty should know that the aim of the participants to be able to show what the solution to their problem looks like and prove that this solution is feasible and does in fact create value. They should be able to identify key elements of the solution that create value and have an idea of the resources and activities they will need to turn their idea into a business.

Session 4: Effectuation: Identify your resources	
Learning objectives	You have learned methods of Effectuation. You feel more confident to build up a network.
Content	Effectuation Networking
Teaching material	• Video: No means to start a business • Video: Effectuation • Video: Why is networking difficult • Video: Increasing networking skills
Exercises for students during session	• Effectuation Grid • Exercise: I Pad Racing Wheel
Activities for students	Students watch the YouTube videos Students read through the given Case Study Students practice filling out the effectuation grid

Session 5: Design thinking: Discover a solution	
Learning objectives	You are able to use methods of ideation, evaluation and selection. You can create abstract ideas.

	You can plan out a prototype.
Content	Design thinking Prototyping
Teaching material	• Video: Design Thinking, Ideation • Video: Design Thinking, Evaluation and Selection • Video: Abstract ideas • Video: Design Thinking, Prototyping
Exercises for students during session	• Exercise: Oral-B Toothbrush
Activities for students	Students watch the YouTube videos Students read through the given Case Study

Session 6: Tackle internal challenges	
Learning objectives	You have learned about the most common causes of early surrender. You are able to resolve conflicts in your team.
Content	Communication and conflict resolution
Teaching material	• Video: Early surrender • Video: Effectuation and Self-Efficancy • Video: Team conflict • Video: Team communication
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Task: Validation of the solution

Prepare a presentation that answers the following questions:

- • How are you going to solve the problem that you presented in Module 1
- • How does a prototype of your solution looks like?
- • What are the key elements of your solution that create value?
- • How can you proof that your idea is feasible, innovative and creates a specific value?
- • What are your key activities and key resources to transform your solution idea into a business idea?

Module 3: Validation of the involved stakeholder network

The third module focuses on the market aspect of a startup as well as finding and verifying the right audience for their solution. The students will be introduced to topics like addressable markets and customer personas. They will be familiarized with the 4Ps of marketing and also learn about intellectual property rights.

The associated faculty should keep in mind that the participants are aiming to identify the kind of customers that would fall in their target market and proving that this type of people does in fact represent their target. They also need to explain how they plan to reach their target audience and prove their marketing plan does really help them reach their target audience.

Session 7: Define your target market	
Learning objectives	You can explain the words TOM, SAM, SOM and can identify them for your business. You can use methods like "Persona" and "Customer Journey".
Content	Addressable markets Customer journey and personas
Teaching material	• Video: Total available market not reachable • Video: Market analysis, SAM, SOMURL • Video: Design Thinking: Persona, Customer Journey
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Session 8: Establish a marketing plan	
Learning objectives	You know what the customer-entrepreneur-gap is. You know what the product, price, distribution, and communication policies are.
Content	Marketing policies
Teaching material	• Video: Customer-Entrepreneur Gap • Video: Marketing: Product Policy • Video: Marketing: Price and Distribution Policy • Video: Marketing: Communication Policy
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Session 9: Protect your intellectual property and set up a financial plan	
Learning objectives	You have an understanding of what intellectual property rights are. You are able to set up a finance plan.
Content	Intellectual property rights Basics of finance
Teaching material	• Domains of intellectual property rights • Intellectual property rights (IPR)URL • Video: Entrepreneurial finance Introduction & the 5 Stages of Start-ups • Video: 7 Principles of entrepreneurial finance • Video: Income Statement • Video: Balance Sheet
Exercises for students during session	• Exercise IRPs • Quiz • Exercise: Quiz 1 • Exercise: Quiz 2
Activities for students	Students watch the YouTube videos

Task: Validation of the involved stakeholder network

Prepare a presentation that answers the following questions:

• What kind of people are part of your target market?

- • How do you proof that exactly these people represent your target market?
- • How do you reach those people with your business idea?
- • How do you proof that you really reached them through your developed marketing plan?

Module 4: Validation of the business idea

The aim of this module is to bring the material from the previous 3 modules together and bring the participants to a level at which they are able to make a structured project/business plan. The participants are meant to go over the basics of entrepreneurial finance and different options for funding, as well as learn how to construct a structured business plan and pitch.

The associated faculty should keep in mind that the participants are aiming to present a short business pitch that showcases what their business model is, what assumptions they used in their model, how they can prove these assumptions are correct, what all they would need to further develop their idea and why they would need it.

Session 10: Calculate the future of your startup	
Learning objectives	You know the basics of entrepreneurial finances. You are able to calculate the Break-Even Point of a Start-Up.
Content	Basics of entrepreneurial finance Funding options
Teaching material	• Video: Miscalculations and non-profitable business • Video: Break-Even Point Calculation • Video: Financial Ratios • Video: Financial planning • Video: Funding opportunities
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Session 11: Prepare a convincing pitch	
Learning objectives	You are prepared to do a well-structured and motivating business pitch
Content	
Teaching material	• Video: Lack of structure, credibility, pathos • Video: Structure of pitching, argumentation techniques • Video: Lack of negotiation skills • Video: Negotiation methods
Exercises for students during session	• Exercise: AirBnB
Activities for students	Students watch the YouTube videos Students read through the given Case Study

Session 12: Realize a successful business	
Learning objectives	You know different options for financial funding. You are able do define SMART-Goas.

	You are able to prevent and resolve confusion regarding responsibilities. You can make a structured project plan.
Content	Creating a structured business plan Financing your startup Future planning
Teaching material	• Video: No financial support • Video: Different options for financial support • Video: Funding over the life stages • Video: Financial Bootstrapping • Video: Business Angel Funding • Video: Problem: No clear goals • Video: Solution: SMART Goals • Video: Solution: SWOT-Analysis • Video: Confusion with responsibilities • Video: Structured project plan
Exercises for students during session	N/A
Activities for students	Students watch the YouTube videos

Task: Validation of the business idea

Prepare a short pitch presentation that answers the following questions

- What is your business model?
- How can you proof that the assumptions of your business model are correct?
- What do you need to further develop your business idea and why?

IV.   Feedback

Once all the sessions have been conducted and the course has been completed, the participants are asked to give feedback on their experience. This feedback is taken to gauge the level of satisfaction of the participants and use their responses to improve for further batches of the course.

The participants should be asked to rate their experience on a scale of 1-5, with one being the lowest level (least satisfied) and 5 being the highest level (extremely satisfied). The questions are designed to gauge their opinion on course content, execution, faculty and management. The last few questions are for qualitative feedback and are most helpful for improving further batches.

The questions asked in the feedback form are given below:

1. On the following scale, mark your overall level of satisfaction with the course
2. How satisfied are you with the faculty?
3. How satisfied are you with the management of this course in terms of sessions, feedback and communication?
4. How satisfied are you with the content of this course?
5. Please rate [instructor name] as an instructor (online content)
6. Please rate [instructor name] as an instructor
7. Please rate [facilitator name] as a facilitator
8. How do you feel about the timing of the in-person sessions?
9. How do you feel about the duration of the sessions?
10. How capable were you to work on the tasks, given the level of instruction?

11. Suggest what would be the best time of year to conduct this course?
    a. During the semester
    b. During the semester break (winter)
    c. During the summer break
12. What do you believe was the best part of the course?
13. What do you believe was the worst part of this course?
14. Do you have any suggestions to help improve the course?

V.   After the e-learning course

1. Feedback is taken from the participants to help improve the experience for future batches.
2. The participants have access to the course material for a month after the completion of the course.
3. The participants have access to the course administration team for queries and requests.
4. They are encouraged to keep working on their ideas and are given information on next steps on their idea and also where those ideas can be incubated for further work. The idea is to help them keep the idea alive and kicking.
5. The collective WhatsApp group for the participants remains active after the completion of the course and is used to bounce off ideas and share information as well as opportunities.