

# Supplementary Materials

## **Developing an Entrepreneurial Training Program for Local Aspiring Entrepreneurs**

by  
Bryan Davidson  
Jay Gandhi  
Anxhelo Ripa  
Howard Zheng

Sponsor:  
Worcester Albanian Business Network

Dates:  
March 24 - May 12th, 2021

Report Submitted to:

Professors Katherine Foo and Robert Hersh  
Worcester Polytechnic Institute

This report represents the work of four WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. The opinions presented in this report do not necessarily represent the opinions of WPI. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>

# **Table of Contents**

Appendix A: Promotion and Recruitment Information	<b>2</b>
Appendix B: Consent Script/Interview Questions For Interviewing Program Participants	<b>4</b>
Appendix C: Participant Profiles	<b>5</b>
Appendix D: Course Syllabus	<b>8</b>
Appendix E: Panelist Pitch Evaluation Form	<b>10</b>
Appendix F: Exit Focus Group Questions	<b>11</b>
Appendix G: Deliverable for Future Instructors	<b>12</b>
Appendix H: Additional Figures	<b>26</b>
Appendix I: Authorship	<b>28</b>

## Appendix A: Promotion and Recruitment Information

**DREAM.  
INNOVATE.  
CREATE.**

**MARCH 29 - APRIL 30**

**THINKING ABOUT STARTING YOUR  
OWN BUSINESS?**

Join a **FREE**, five-week, student-led online program covering important topics for beginners such as **identifying** business opportunities, **targeting** your market, **assessing** your competition, and **developing** a business plan

**SPACE LIMITED!  
ONLY 10 SPOTS  
AVAILABLE**

**SPONSORED BY:**

Worcester Polytechnic Institute  **WPI**

Worcester Albanian Business Network  **WABN**  
WORCESTER ALBANIAN BUSINESS NETWORK

### Promotion Survey Consent Script Questions:

Hello! We are students from Worcester Polytechnic Institute doing a research project on developing an entrepreneurship training program for aspiring entrepreneurs. We are collaborating with the Worcester Albanian Business Network (WABN), an organization that works to increase collaboration in the Worcester Albanian entrepreneur community. Any information you share with us is completely confidential and will only be used for research purposes with your permission. You can also remain anonymous and we will not record any of your personal information. We will not identify you by name in any of our writing to make sure the information you share with us is confidential unless you would like to be quoted. Do we have your permission to quote you in our report?

Our report will summarize the creation of an entrepreneurship training program and make recommendations on how to improve the modules. Our recommendations aim to help WABN implement the training program in the future for all aspiring entrepreneurs. The report will be available online when it is completed, and a copy can be sent to you if you wish.

“Do you consent the project team to use your recorded responses for their report and acknowledge that neither your name nor any of your personal information that can be used to identify you will be given out or used in any reports written after your participation?”

“I consent” or “I do not consent”

1. What is your first name?
2. Last name?
3. What is your age?
  - Under 18
  - 18-22
  - 22-25
  - 25-30
  - 31-35
  - 35-40
  - 40-50
  - 50+
4. What is your email address?
5. What are other contact information (optional/if applicable)?
6. What is your interest in this program? What are your goals for this program?
7. What days are the best for your availability to meet in the evening? (This will not affect your entry into the program but rather help us plan the meeting times to best suit everybody)

# **Appendix B: Consent Script/Interview Questions For Interviewing Program Participants**

## Consent Script:

Hello \_\_\_\_\_. We are students from Worcester Polytechnic Institute doing a research project on developing an entrepreneurship training program for aspiring entrepreneurs. We are collaborating with the Worcester Albanian Business Network (WABN), an organization that works to increase collaboration in the Worcester Albanian entrepreneur community. We would like to interview you on Zoom. Would it be okay to record this interview on Zoom to make sure we capture your responses? If you would rather not, it's perfectly fine, we can just take notes instead. Do we have your permission to quote you in our report? Any information you share with us is completely confidential and will only be used for research purposes with your permission. You can also remain anonymous and we will not record any of your personal information. We will not identify you by name in any of our writing to make sure the information you share with us is confidential unless you would like to be quoted.

Our report will summarize the creation of an entrepreneurship training program and make recommendations on how to improve the modules. Our recommendations aim to help WABN implement the training program in the future for all aspiring entrepreneurs. The report will be available online when it is completed, and a copy can be sent to you if you wish. If we ask a question that you do not want to answer, just let us know or remain silent and we will move to the next one. If you don't understand our question, let us know and we can try to rephrase. Do you have any questions for us before we begin?

## Interview Questions from Objective 2:

1. Tell us about yourself and what made you interested in this program?
2. What type of business are you interested in starting?
3. Do you have an idea where in the local area would you like to open this business?
4. Do you have a plan to finance your business (it is alright if you don't)?
5. What you do feel are your personal strengths that will help you start a business?
6. In your opinion, what do you feel is a necessary trait to have for a successful entrepreneur?
7. What are you most interested in learning from this program?
8. What challenges or issues do you face in starting up this business? What worries you the most?
9. Any other questions that arise from the conversation

## Appendix C: Participant Profiles

### Chrisly Biqiku:

\_\_\_\_\_Chrisly is a junior college student studying architectural design. She is from the Greater Boston Area and is currently taking classes at MassArt. Her parents immigrated from Albania to Massachusetts approximately twenty-five years ago, making her a second-generation immigrant. Chrisly was interested in learning about entrepreneurship because she believed it was a good skill to have in her toolbelt for the future. She has always admired entrepreneurs and felt they are brave and resilient, skills she wishes to further develop. Coming into the program, Chrisly believed she had plenty of creativity and motivation to help her start a business, as she is very passionate about her work. However, Chrisly's largest area of improvement is her self-confidence and clutteredness. She struggles with effective first impressions and being persuasive in conversations. Chrisly currently does not have a plan for opening a business but hopes to learn enough from this program to be able to start the entrepreneurial journey if she chooses to in the future. Her goal from this program was to learn the very first steps of being an entrepreneur - where to begin, what resources to use, etc. As a beginner, she did not know what technical skills were involved as an entrepreneur and what social skills were necessary to develop, aspects of entrepreneurship which the program taught. Throughout the program, she showed passion and interest in opening a business that would support and help the community. For her mock business, she opened a facility which would help support those that are suffering from seasonal depression, which affects many young adults in the New England area.



**Elisa Kola:**

Elisa is a college junior studying at UMass Amherst, where she is majoring in biochemistry and biology. Similar to Chrisly, Elisa is also a second-generation immigrant as her parents also migrated from Albania to Massachusetts prior to her birth. Elisa became interested in our entrepreneurship program because she wanted to learn more about opening a business so one day she can open her own practice. At UMass Amherst, she is a research lab manager where she studies bees and their habits. Her goal is to open her own beekeeping practice after she graduates from college. She wished to learn how to use her skills she currently has as an entrepreneur and the challenges and issues that she may face in starting her own business. One of her concerns is that she doesn't like taking risks with money, and how that may impact her business decisions. She was interested in learning how to gain the confidence and creativity she believes is necessary in successful entrepreneurs. Coming into the program, Elisa saw her strengths as creativity and self efficacy, as she was very organized and resourceful. She also said her areas of improvement would be that she tends to “get nervous” in front of others. Similar to Chrisly, she displayed an interest in starting a business which would help the community. Her mock business was an app/website which can be used by college students to view the full syllabus and reviews of courses before they enroll in them. This website will allow students to get a clearer picture of what a course entails further than the short description provided by the university.



**Lazi Danga:**

Lazi is a student at Worcester Polytechnic Institute (WPI) studying chemical engineering. As a second-generation immigrant, he became interested in entrepreneurship as he knows peers and those in his community who have thought about starting business ventures. He was attracted to our program as he felt it would be a great resource of information to have should he choose to become an entrepreneur in the future. He doesn't have a business plan at the moment, but he now has the information needed to take the first steps should a business idea come to him one day. Since Lazi has strong public speaking and organization skills, he believes he will make a great entrepreneur one day. His goals for the program is to learn about the challenges associated with being an entrepreneur. He is particularly interested in learning about handling the workload, navigating through risks, dealing with failure, and figuring out whose advice to follow. Coming into the program, Lazi thought his strengths were his self-confidence and ability to communicate, as he is very comfortable interacting with others and creating a good first-impression. However, Lazi mentioned his area of improvement is that he is "disorganized and tend(s) to be involved in more than I deal with." Throughout his time in the program, he was interested in opening a food service business, where customers come to his restaurant and they cook the food themselves in the kitchen.





# Appendix D: Course Syllabus

## Syllabus

Instructors: Anxhelo Ripa, Bryan Davidson, Howard Zheng, Jay Gandhi

Class: Zoom, Synchronous

Welcome! We are happy to be part of this program with you and thank you for your participation. The program will be divided in 5 weeks.

Day 1: Entrepreneurship and entrepreneurial mindset

- Introductions
- We will present the goal and focus of the program
- Introduction to ideation and problem identification

Day 2: Identify Strength and Weakness

- Short introduction to an entrepreneurs traits
- Self-reflection and analysis activity w/ asset maps

Day 3: Brainstorming

- Summary of the previous week
- Brainstorming ideas to start the mock businesses

Day 4: Finding Customer Base

- We will be talking about how many major companies define their markets
- Finding your customer base and how you can connect to your market section

Day 5: Finding competitors and how to stand out

- Summary of “Customer Base” meeting
- Connecting customer base to competition available
- Activity to apply these terms to your businesses

Day 6: Value Propositions and Feedback

- Talk about the definition of a value proposition
- Understand the importance of a clear value proposition to a business
- Apply to mock businesses

Day 7: Funding and Revenue Streams

- Review of revenue streams and costs of start-up businesses
- Identify costs for their mock business and best methods for maximizing revenue

Day 8: Business Structure

- Guest speaker day
  - Talk about business structures such as LLCs, etc

Day 9: Preparations

- Prepare for pitch presentation

Day 10: Final Presentation

- Time to Shine!!! Present your pitch to the panel and see receive further advice on your mock business
- Is entrepreneurship right for you?

## **Appendix E: Panelist Pitch Evaluation Form**

1. How clear was the problem \_\_\_\_\_ business was solving? (Scale of 1-5)
2. How evident was the target audience? (Scale of 1-5)
3. How effective was their value proposition? (Scale of 1-5)
4. Was \_\_\_\_\_'s pitch convincing? (Scale of 1-5)
5. How would you rate \_\_\_\_\_'s passion for his business? (Scale of 1-5)
6. Overall, how good is their business idea? (Scale of 1-5)
7. Any Additional Comments? (Open Response)

## **Appendix F: Exit Focus Group Questions**

### Exit Focus Group Questions:

1. What were you most proud of?
2. Do you think your confidence and ability to pitch improve?
3. What was your favorite aspect?
4. Now the opposite - What did you enjoy the least?
5. Which topic did you wish we went more in depth on?
6. Do you think the mock business was helpful in teaching the technical concepts?
7. Describe your experience in the program?
8. After taking this program, are you more open to becoming an entrepreneur?

## Appendix G: Deliverable for Future Instructors

1. Class Recordings
  - a. Link:  
[https://wpi0-my.sharepoint.com/:f/g/personal/hzheng3\\_wpi\\_edu/EotKfJwjCGHlkxUg-z58CYIBeW6Qq\\_CrGo2IhnKtCXpeQA?e=XqAzlW](https://wpi0-my.sharepoint.com/:f/g/personal/hzheng3_wpi_edu/EotKfJwjCGHlkxUg-z58CYIBeW6Qq_CrGo2IhnKtCXpeQA?e=XqAzlW)
2. Future Session Presentations:
  - a. OneDrive Link:  
[https://wpi0-my.sharepoint.com/:f/g/personal/hzheng3\\_wpi\\_edu/EotKfJwjCGHlkxUg-z58CYIBeW6Qq\\_CrGo2IhnKtCXpeQA?e=XqAzlW](https://wpi0-my.sharepoint.com/:f/g/personal/hzheng3_wpi_edu/EotKfJwjCGHlkxUg-z58CYIBeW6Qq_CrGo2IhnKtCXpeQA?e=XqAzlW)
  - b. Google Drive Link  
<https://drive.google.com/drive/folders/1DQMsDOyZEzy9wYBvEGKwqlcXLvrkdhDK?usp=sharing>
3. Session Instructor Notes are attached below:

### **Session: 1**

Topics: Problem Identification/Entrepreneurial Mindset

Time: ~60 min

Learning Outcomes:

- Able to identify a potential problem when given an existing product (Ideation)
- Understand different aspects of entrepreneurial mindset as well as characteristics of successful entrepreneurs.
- Recognizing each person's own strengths and areas of improvements.

Resources:

1. Session 1 PowerPoint (Provided)
2. Creating an Asset Map (Free)  
<https://bubbl.us/>
3. Step by step entrepreneurship guide:  
<https://diytoolkit.org/tools/>

Agenda:

Time	Topic	Reason
5 mins	Introduction	Quickly get to know each other.
5-7 mins	Program Overview	Give the participants an insight into what they will learn
10-15 mins	Problem Identification Activity	Innovative and Problem Identification Activity
5 mins	Come up with their own problems	
5 mins	Debrief	Understand what they were supposed to learn

3-5 mins	Entrepreneurial Mindset	Talk about aspects of an entrepreneurial mindset-
3 mins	Characteristics of a Successful Entrepreneur	Bring into thought what makes an entrepreneur successful
5 mins	Strength Identification Activity	A brief activity where all participants share one area of entrepreneurship they believe they have as a strength
5 mins	Areas of Improvement Activity	Participants share one area of improvement to build trust and show areas of self-growth
2-3 mins	Wrap up	Quick review
<b>Total Time: 48-58 minutes</b>		

Session Rundown:

The first day should include an introduction where the participants introduced themselves and their reasons for joining the program, creating a comfortable environment for everyone to participate. The team then presents and starts a series of activities showing the problem-solving abilities of an entrepreneur. The presentation starts with an overview of the program, and then the team will run a problem identification activity to show the participants how an entrepreneur thinks. The activity includes the introduction of three real-world problems (commonly seen or already addressed by other entrepreneurs) and the participants will be asked to find a solution in a group discussion. The three problems used in our rendition were Zoom experience, wallet design, and laptop carrying design. The goal of the activity is to show participants that an entrepreneur should think quickly and act as well as use their limited resources to simplify everyday processes. Participants should also realize that a problem may have many solutions and there is not one single correct way. The participants are then asked to find new problems in their daily life and the group came up with solutions. The next concept introduced will be a brief introduction into the entrepreneurial mindset and the three aspects with examples. Then the team should explain the definition of entrepreneurship followed by an activity where the participants are asked to name the main characteristics of entrepreneurs. When talking about the characteristics of entrepreneurs, some important factors that must be mentioned are the entrepreneurs’ critical thinking abilities, vision, diligence, optimism, and comfortability with constant change and this is to be followed by a brief activity where each participant identifies 1 or 2 strengths they believe they have within the concept of entrepreneurship. After strengths, it is important to mention recognizing areas of improvement and how having areas of improvement is

not a weakness. Finally, the participants should be shown an example of an asset map (with an explanation as to what an asset map is) and asked to create one for themselves by the next session. The session will end with a wrap-up of the day's activity.

### Keep in Mind:

When the WPI Instructors ran the first session, they found that using short introductions at the beginning worked very well. Just asking for a name and one background question was very useful and that an icebreaker was unnecessary to get the participants engaged. The team found that using histories of big companies did not work - the team assumed that the participants would know the histories of Amazon, Netflix, and ExxonMobil. But since the participants did not know the history, the examples of companies changing were ineffective, so this activity was removed. The team also noted that instructors should always go first when sharing in group activities to make everyone more comfortable. Lastly, the team found that the instructors should use less research-heavy dialogue, as the participants did not know the terminology and thus created extra, unnecessary confusion.

### **Session: 2**

Topics: Brainstorming/Painstorming/Introduction to Mock Business

Time: ~60 min

Learning Outcomes:

- Understand the basic structure of a pitch
- Understand a product can be pitched very differently depending on the audience
- Recognize that an entrepreneur needs to be comfortable with change.
- Understand the concept of painstorming and practice with this concept.

Resource:

1. Painstorm Video

[https://www.youtube.com/watch?v=SCgoI2cPK-E&ab\\_channel=KEEN](https://www.youtube.com/watch?v=SCgoI2cPK-E&ab_channel=KEEN)

2. MasterClass on Brainstorm

<https://www.masterclass.com/articles/how-to-brainstorm-new-business-ideas#what-is-brainstorming>

3. Networking Video

[https://www.youtube.com/watch?v=GfZYWVdd\\_ms](https://www.youtube.com/watch?v=GfZYWVdd_ms)

Agenda:

Time	Topic	Reason
5 minutes	Welcome/Recap	Refresh the participants memory from the previous day
1 minute	Introduce Pitch Activity	Innovation and Passion Traits
15 minutes*	Activity Round 1	Have participants pick a number (corresponding to a product) and pitch to the rest.
15 minutes*	Activity Round 2	Pick the second number (corresponding to an audience) and pitch again with the specific audience in mind.
5 minutes	Debrief	What did we learn?
5 minutes	Introduce Mock Business	Talk about the overarching Mock Business throughout the entire program
6 minutes	Video about Painstorming	Identify potential product using Painstorming method
5 minutes	Painstorm your own	Have participants Painstorm to help them identify their Mock Business idea
<b>Total: 57 min</b>		

\* Will vary depending on the number of participants

Session Rundown:

The second session will start with a brief recap of the traits of a successful entrepreneur which can be used as a seamless transition into the sessions main focus. Immediately jump into the pitch activity. In this activity the participants will each be asked to pick a random number between 1 and X, where X is the number of participants and instructors in the course, and were given the corresponding product to try and pitch. The speaker should be given roughly thirty seconds to pitch their product and then another one to two minutes to answer questions about their product with the instructors going first to help the participants feel more comfortable. The purpose of this activity is to see if the participants can show passion for a product in order to sell it despite it not being their idea or something they are comfortable with as well as resilience when pitching by answering the questions thrown at them. The second part of this activity requires the participants to again pick a random number which corresponds to a target audience they would then have to sell their product to. This part of the activity intends to touch on the traits of adaptability and comfortability with change as well as to show that the basis for a pitch may change based on who they are pitching to. The group then had a debrief to reinforce the most important parts of the activity. Next the mock business concept should be introduced and



the process of the mock business should be explained including reintroducing the journey of an entrepreneur and how that will relate to their mock business. The participants will be shown the painstorming video to introduce a different approach to the typical brainstorming. Finally the participants should be given a brief time to brain or painstorm ideas for their mock business to be continued in session 3.

### Our Pitch Activity:

#### **Products**

1. Jacket
2. Chair
3. Your own railway/train system
4. Cafe
5. Phone
6. Albanian Restaurant
7. Gyros or byrek

#### **Audiences**

1. An immigrant
2. A businessperson
3. Middle Aged Human
4. An Engineer
5. A Doctor
6. Senior Citizens
7. College Student

### Keep in Mind:

The instructors should constantly observe the “atmosphere” of the room. If the room is feeling dead and participants look tired, then instructors can use one of the filler videos to give participants a break. Instructors should also encourage participants to be more animated in his/her pitch, use a lot of body language and exaggerated facial expression. This can be achieved by having instructors setting an example. If the session is run in-person, instructors can also bring in physical products for participants to pick (ideally in a bag so they don’t know what they’re picking) for their pitch.

### **Session: 3**

Topics: Brainstorming/Business Idea

Time: ~50 min

Learning Outcomes:

- Identify one or more potential business ideas for Mock Business.

Resource:

1. Social Business Model Canvas  
<https://sehub.stanford.edu/pro-1>
2. Networking Video  
[https://www.youtube.com/watch?v=GfZYWVdd\\_ms](https://www.youtube.com/watch?v=GfZYWVdd_ms)
3. Shark Tank Video  
[https://www.youtube.com/watch?v=Pe3yKQozwFY&ab\\_channel=FatShack](https://www.youtube.com/watch?v=Pe3yKQozwFY&ab_channel=FatShack)
4. Dammit Dolls  
<https://www.dammitdolls.com/>

Agenda:

Time	Topic	Reason
5 mins	Reviews and start	Refresh the participants' memory on Painstorming
5 mins	Brainstorming	Give participants an idea of how/what to brainstorm
40 mins	Brainstorming Discussion	Finding mock business ideas
3 mins	Shark Tank Video	Show an example of how the last day is going to run
<b>Total: 53 mins</b>		

Session Rundown:

The third session should solely focus on brainstorming ideas for the mock business. It is up to the instructors whether these mock businesses should be focused in certain sectors or if the participants will be given free roam for whichever businesses they wish to create. For our first rendition of the course the participants were asked to stay within the sectors of; food, college life, or health and wellness. The participants will take turns with the whole program or broken off into small groups, depending on the size of the program, and come up with as many different ideas as possible. The participants may go more in depth with some ideas over others and the instructors should just encourage the participants to be as creative as possible. By the end of the session each participant should have at least one idea they resonate with and feel comfortable enough with to carry through the program as their mock business. To wind down the session there is a video of a shark tank pitch to show the participants embedded in the slide show, this is very similar to the participants final pitch.

Keep in Mind:

This session is solely devoted to identifying Mock Business ideas and if the discussion felt dead or the participants seemed tired, then the instructors can show the Shark Tank video (or the Network Video) as a break. Instructors should encourage participants to think outside of the box, one of the example instructors can show is Resource 4.

If the participants already have an idea when joining the program, encourage them to revisit their idea and identify other possibilities (e.g. generic coffee shop ideas can become a Albanian-themed coffee shop, etc.).

**Session: 4**

Topics: Customer Base

Time: ~55 min

Learning Outcomes:

- Understand the definition of Customer Base
- Understand and know how to create a Buyer Persona and/or Customer Profile
- Understand that even though two businesses are in the same industry, they don't necessarily serve the same customer base.
- Identify customer base for participants' Mock Business

Resource:

1. Buyer Persona/Customer Profile  
[https://blog.hubspot.com/marketing/buyer-persona-definition-under-100-sr?\\_ga=2.117985033.1265121163.1575296816-1964482938.1570108995](https://blog.hubspot.com/marketing/buyer-persona-definition-under-100-sr?_ga=2.117985033.1265121163.1575296816-1964482938.1570108995)  
<https://slidesgo.com/theme/buyer-persona-infographics>  
<https://blog.alexandria.com/10-buyer-persona-examples-help-create/>
2. Template from DIY website  
<https://diytoolkit.org/tools/personas/>

Agenda:

Time	Topic	Reason
5 mins	Introduction/Review	
15 min	Customer Kahoot	Show how to identify the customer base
5 min	Debrief	What did we learn from the Kahoot?
5 min	Buyer Persona	Show example of buyer persona and why it'll be helpful

25 min	Mock Business Customers	Start to identify customer base for Mock Businesses
<b>Total: 55 mins</b>		

Session Rundown:

This session focuses on the idea of finding your target customer and customer bases. The session should start with the attached Kahoot activity, on each question in the activity there will be a popular company and the participants should select the answer that is most closely to being part of that company's target audience. After the Kahoot is finished it is important to take some time to make sure the participants understand the purpose of the activity, a successful target company is always aware of the types of people that are going to continuously supply them business. Next, introduce the concept of a buyer persona, or the personality of those within your target customer base and show the template of a typical buyer persona. There is an example of a filled-out buyer persona in the slides for Session 4. Finally, take some time at the end of the session to have the participants identify the customer bases for their mock businesses as well as help them flesh out any uncertain ideas about their businesses. This can be a discussion with the whole group, small groups, or one on one depending on what the participants are most comfortable doing.

Keep in Mind:

Encourage participants to create a Buyer Persona for their Mock Business, especially for those who are planning to open a business after the program. Make sure when participants discuss their customer base, they include more in-depth attributes like what customers value (e.g. enjoy good Albanian food, vegan, recycle-conscious, etc.) instead of just demographics, age, sex, etc.

**Session: 5**

Topics: Competitor

Time: ~55 min

Learning Outcomes:

- Understand competitor, including the difference between the direct and indirect competitor

- Identify direct and indirect competitor for participants' Mock Business and how to stand out from those competitors

Resource:

1. Doing a Competitor Analysis:

<https://buffer.com/library/competitor-analysis/#what-is-competitor-analysis>

2. Direct vs. Indirect Competition:

<https://www.pimediасervices.com/google-analytics/what-is-an-indirect-competitor.html#:~:text=Nike%27s%20indirect%20competitors%20are%20Converse,apparel%2C%20equipment%2C%20and%20more>

Agenda:

Time	Topic	Reason
2 mins	Introduction/Review	
1 min	Direct Competitor	Show def. of Direct Comp. (Same Customer, Same Solution)
1 min	Indirect Competitor	Show def. of Indect Comp. (Diff Customer or Diff Solution)
1 min	How to Stand Out	Quick Conversation about Participants' customer base
10 mins	Competitor Activity	Show real-life examples of direct and indirect competitors
5 mins	Debrief	Explain what they learned
5 mins	Instructor Mock Business	Show examples with our Mock Business
30 min	Mock Business Discussion	Discuss what are participants' competitors
<b>Total: 55 mins</b>		

Session Rundown:

This session flows nicely after the previous session (customer base) as it focuses on the competitors. To start the session the instructors should explain the differences between direct and indirect competitors, direct being those who target a similar audience with a similar product/solution and indirect either targets a similar audience or have a similar product/solution. Then briefly touch on the importance of sticking out from other competitors it will help a business succeed. The activity for competitors has the participants look at Amazon and its competitors. The participants are asked to identify if the company is a direct competitor or indirect, and if indirect which type or indirect. Again the session should end with the participants thinking over what other companies out there are their competitors and whether or not these are

their direct or indirect competitors as well as more time to flesh out their business ideas if the participants have any questions.

Keep in Mind:

\_\_\_\_\_Encourage participants to think of a few examples of direct and indirect competitors in their daily life. This can be a mini-activity before the Mock Business Discussion.

**Session: 6**

Topics: Value Proposition and Feedback

Time: ~55 min

Learning Outcomes:

- Understand the definition of the value proposition
- Understand the importance of a clear value proposition to a business
- Understand the NABC framework
- Decide a value proposition for participants' value proposition

Resource:

1. Guide to write Value Proposition  
<https://www.helpscout.com/blog/value-proposition-examples/>  
<https://cxl.com/blog/value-proposition-examples-how-to-create/>
2. NABC framework by Stanford Research Institute  
<https://www.practiceofinnovation.com/nabc-value-propositions/>  
<https://c84.io/nabc>

Agenda:

Time	Topic	Reason
5 mins	Value Proposition	Introduce Value Proposition
10 mins	Activity on VP	Active learning activity on Value Proposition
5 mins	Debrief (NABC)	Teach NABC
20 mins	Mock Business Activity	Discuss participants' Value Proposition
15 mins	Mid-program Pitch	To gauge participants' progress on the knowledge taught so far
<b>Total: 55 mins</b>		

Session Rundown:

\_\_\_\_\_ Start the session off with a very brief introduction into what increases the value of a company and a value proposition statement. The first activity gives different examples of value proposition statements, two very good examples, and two poor examples, and the participants should be asked to identify which companies each statement belongs to. Then give a better more in-depth evaluation of what a value proposition statement is and its importance when getting a business started. Value Proposition statements can be very useful in getting people to sit down and listen to your pitch. There is then another activity with value propositions, this time a matching activity with 5 companies and their value proposition statements. This activity is intended just to get the participants more comfortable with value proposition statements and expose them to more examples. A good framework for creating value proposition statements is addressing the NABC model of entrepreneurship. Introducing this model will help the participants create their own value proposition statements. The participants may need some guidance to come up with a good value proposition statement so be prepared to guide them and keep the NABC model either in mind or in front of the participants. The ending of this session can be used as a mid-program pitch to see the progression of the participants.

#### Keep in Mind:

\_\_\_\_\_ Guide participants to write a clear and concise value proposition, a bad example is Nike, “Nike offers four primary value propositions: accessibility, innovation, customization, and brand/status.”

In our rendition of the program, we did not mention the pitch until right before the activity was about to take place to challenge the participants’ ability to think on their feet. However, some groups of participants may not take well to being put on the spot to make a pitch so reading the room is very important. Also in our rendition, we used the end of this session to receive feedback from the participants on how the program has gone so far in a focus group setting.

#### Session: 7

Topics: Revenue Stream

Time: ~50 min

Learning Outcomes:

- Understand the definition of revenue stream, including seven different types of revenue stream
- Understand different types of costs (fixed, variable, semi-variable)
- Identify revenue stream and cost for Mock Business

Resource:

1. Revenue Stream  
<https://corporatefinanceinstitute.com/resources/knowledge/accounting/revenue-streams/>
2. Determining Costs:  
<https://www.economicshelp.org/blog/4890/economics/types-of-costs/>
3. Revenue, Pricing, and Profits:  
<https://www.economicshelp.org/blog/4890/economics/types-of-costs/>

Agenda:

Time	Topic	Reason
2 min	Revenue Stream	Understand and Explain Revenue Stream
5 min	Examples	Show example of Revenue Stream using real companies
3 min	Cost	Understand and Explain Cost
15 min	Activity	Comprehensive activity that includes VP, Buyer, RS, and Cost
25 min	Mock Business	Help participant develop their Mock Business
<b>Total: 50 mins</b>		

Session Rundown:

\_\_\_\_\_ This session focuses on some basic revenue streams as cost structures. First, introduce 7 different types of revenue streams and give a brief description of how each different type generates money for a company. Then gives examples of revenue stream using five different real companies. After that, the participants should be introduced to the different types of costs a business may face, the differences between fixed costs and variable costs, and connecting these costs back to the value of their product/service. The activity gives the example of a Dammit Doll and has the participants apply some of the lessons they have learned in the program to this product. The last concept to briefly introduce is how to price a product or service. This may be more or less relevant depending on the types of mock businesses the participants have created. End the session with each participant identifying their revenue streams for their mock businesses.

Keep in Mind:



\_\_\_\_\_ In our rendition, we use the five companies as an activity to help participants think about the revenue stream in a real application. However, the room felt dead and that's why we decide to use the five companies as an example rather than an active activity.

Instructors would want to research beforehand what are the approximate costs for the type of business the participants want to open. This can help the instructors better guide the participants in identifying their costs.

**Session: 8**

Topics: Business Structure and Branding

Time: ~60 min

Learning Outcomes:

- Understand different business structures (e.g. LLC, Sole Proprietorship, Partnership, Corporation, etc.)
- Understand what is branding and how to effectively brand your business.

Resource:

1. Quick overview of different business structures  
<https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-structure/#:~:text=A%20business%20structure%20describes%20the,as%20shareholder%20meetings%20and%20voting.>
2. Business Structure YouTube Video  
[https://www.youtube.com/watch?v=4-yE5JduTio&ab\\_channel=TRUiC](https://www.youtube.com/watch?v=4-yE5JduTio&ab_channel=TRUiC)

Agenda:

Time	Topic	Reason
30 min	Business Structure	
30 min	Branding	
<b>Total: 60 mins</b>		

**Session Rundown:**

\_\_\_\_\_ In our rendition of the program, the 8th session had Ardian Preci come in and give a lecture on the different types of business structures; Sole Proprietor, LLC, S Corp, and C Corp. Adrian also gave a very good explanation of how Branding works and how to create a brand.

**Keep in Mind:**

\_\_\_\_\_ This session will be very lecture-heavy, therefore, if the participants seem tired, then use one or two videos as a break.

**Session: 9&10 (Two Separate days)**

Topics: Prepare for Final Presentation and Final Presentation

Time: TBD

Learning Outcomes:

- Write a well-tailored hook sentence for the final pitch presentation

Resource:

1. Creative Storytelling for Pitches (Provided in the folder)
2. Social Business Model Canvas

<https://sehub.stanford.edu/pro-1>

Agenda:

Time	Topic	Reason
Session 9	Preparation	
Session 10	Presentation	
<b>Total: TBD</b>		

**Session Rundown:**

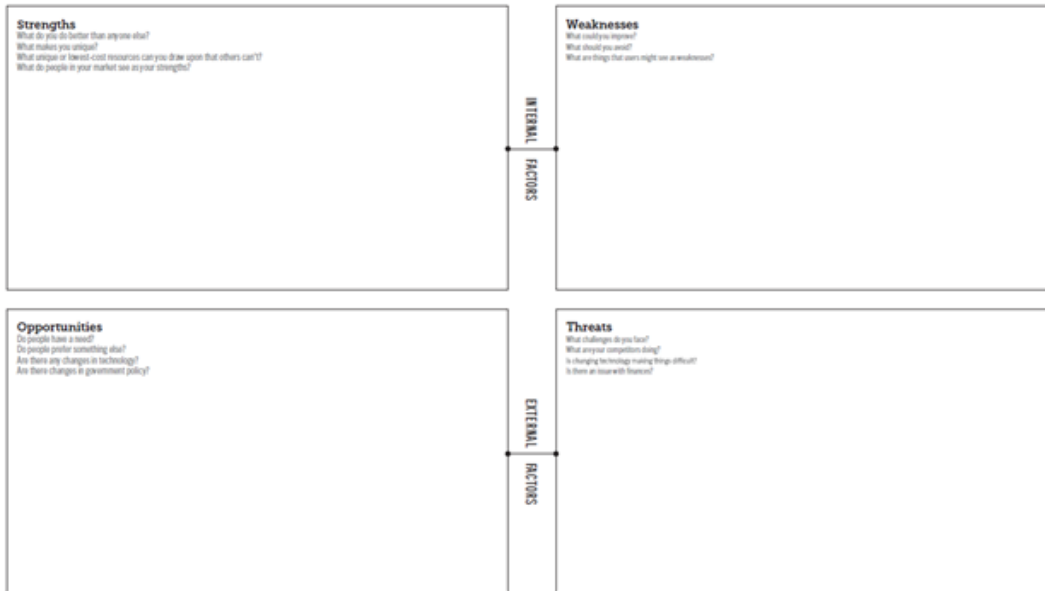
\_\_\_\_\_ The 9th session should focus solely on any and all preparation the participants may need for the final pitch next session. Begin the session by talking about creating a good hook sentence to get those listening to become engaged in the pitch and helping the participants create their own hooks. This is more time to answer any questions the participants may have and help them create a coherent, logistically flowing presentation. Use the Social Business Model Canvas as a guide for the pitches and it was useful to give this to the participants for them to fill out.

The 10th session is dedicated to the final pitch presentation, where participants will pitch their Mock Business idea to the panelists. The final pitch presentation is structured similarly to the Shark Tank show.

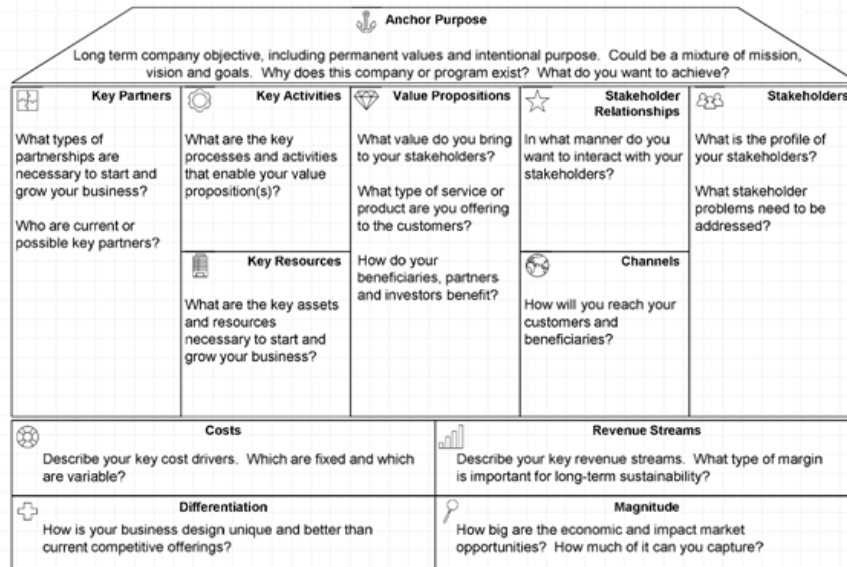
**Keep in Mind:**

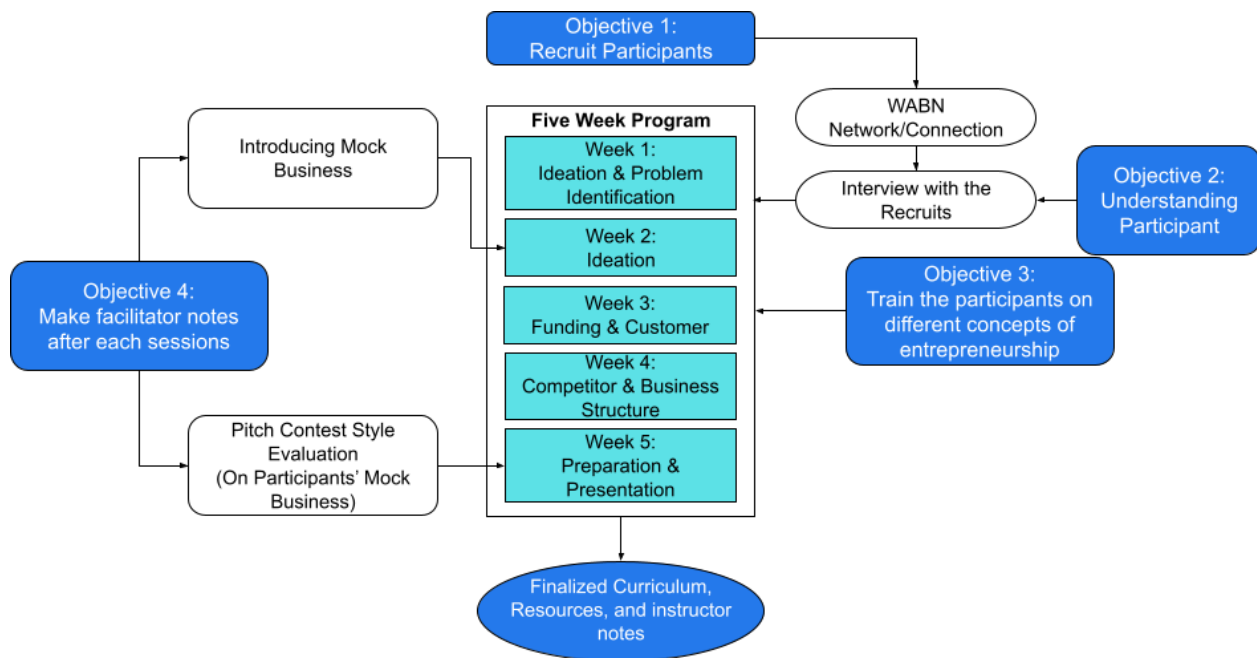
\_\_\_\_\_ Encourage participants to practice their hook sentences every time they made a change and encourage them to use a lot of body gestures and facial expressions to signal passion.

# Appendix H: Additional Figures



## The Social Blueprint Business Design Framework Summary

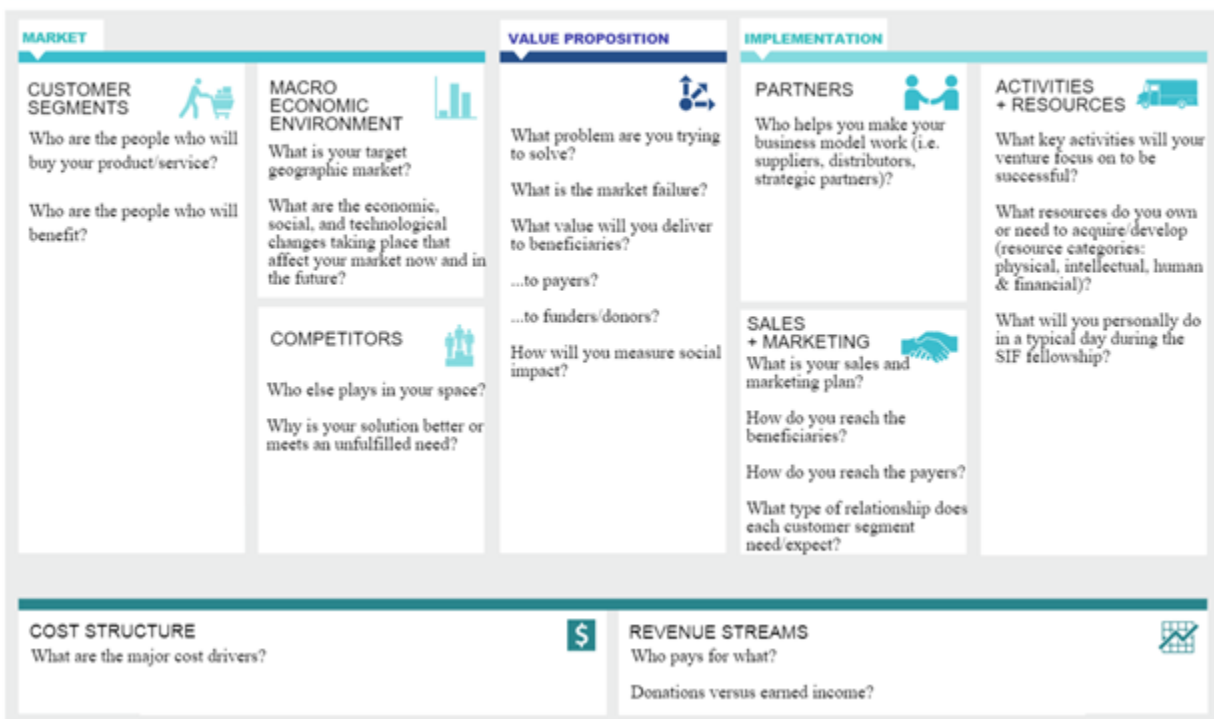




## THE SOCIAL BUSINESS MODEL CANVAS

Social Venture:

Mission/Vision:



## Appendix I: Authorship

As there have been multiple revisions of sections of this report, it is difficult to clarify authorship on all sections. We will instead detail our writing, revising, and editing process. Sections of a chapter were divided so that there was a single, preliminary author for each. After the completion of a first draft, the entire project team read through each section and performed suggestive editing. After the suggestive editing process, the team as a whole addressed any major concerns through a face-to face discussion. The original, preliminary author then accepted (or, in some cases, rejected) edits and made alterations. Many of these rounds of editing resulted in the reorganization of some sections and subsections. At this stage, a second draft was produced, and this draft was reviewed by each member of the team. Direct edits were made during this process, and any final major concerns were identified and discussed; the end product of this stage of revising and editing was the final draft. The reason that authorship is difficult to define is that our report has undergone many content-related and structure-related revisions, resulting in new and combined sections. In these changes, text from past sections was often borrowed and reorganized into different sections, making it impossible to track the original author.

