Entrepreneur Incubator
Overview

INTRODUCTION

Starting a business is a daunting task, with multiple steps, not all of which are straightforward. The entrepreneurial process requires prospective business owners to have a tremendous amount of drive, to understand the development process, to know their communities, to develop skilled marketing plans, and to have a basic understanding of the day-to-day operations of a successful business. Imparting such knowledge is not straightforward, either; it is not teaching so much as guiding prospective business owners to teach themselves. The Entrepreneur Incubator curriculum is designed to enable workshop facilitators to help participants; it offers a framework that is easy to use and understand, and driven by the participants' interests and challenges.

LEARNING OBJECTIVE

The Entrepreneur Incubator will provide participants with relevant experiences and skills so they are better prepared to start their own businesses.

THE BUSINESS BOARD

The Business Board is broken into five separate Content Pyramids that focus on the fundamental concepts and skills needed to start any business. It can be used to track participants' progress through the Entrepreneur Incubator curriculum.

CONTENT PYRAMIDS

Each of the five Content Pyramids focuses on a different theme that is integral to the entrepreneurial process; each is made up of three workshops that explore subthemes.

Drive

Successful entrepreneurs cannot succeed without the drive and passion to see their ideas through. The Drive Content Pyramid helps participants identify their motivations and teaches them about interviewing and negotiating.

- **Motivation:** Participants will have drafted a professional skills-based résumé by the end of this workshop.
- **Communication:** Participants will gain a greater sense of confidence about speaking in public and feel more comfortable talking about their professional strengths and ambitions.
- **Negotiation:** Participants will learn the importance of negotiation in the workplace and gain confidence in their professional negotiating skills.

Development

All products and ideas go through a development phase. The Development Content Pyramid shows participants what this stage is all about and guides them through seeking and receiving feedback on their own ideas.

- **Concept:** Participants will complete first drafts of their product designs and/or logos or wordmarks.
- **Product Review:** Participants will receive initial feedback on their products or services, and/or logos or wordmarks, by participating in a peer-to-peer product or service review.
- **Prototype:** Participants will have the chance to incorporate the suggestions made by their peers during the Product Review workshop into the designs of their products and/or logos or wordmarks.

Community

Successful business owners understand the needs of their communities. The Community Content Pyramid teaches participants how to use their community as a resource and why doing so is important.

- **Business Location:** Participants will create a physical map showing groupings of local businesses by neighborhood. This exercise will lead them to a better understanding of neighborhood commerce, including the locations of competing and complementary businesses, so they are well informed when deciding on their own potential business locations.

- **Outreach:** Participants will create a list of questions to ask local business owners in their community. This will help them determine the resources they need to have in place to start their own businesses.
- **Resources:** Participants will create a list of resources they will need to start their businesses.

Marketing

An attentive audience is integral to success in the business world. The Marketing Content Pyramid teaches important marketing and advertising skills.

- **Market Research:** Participants will create questionnaires and collect important marketing data for their potential businesses.
- **Design:** Participants will create first drafts of advertising materials for their potential businesses.
- **Advertising:** Participants will research the costs involved with advertising and will create advertising plans designed to be cost-effective for their potential businesses.

Operations

A business is financially sound and secure when the business owner understands the laws and regulations that apply to the business, as well as the importance of being fiscally responsible. The Operations Content Pyramid helps participants recognize the sorts of regulations and requirements that may relate to their business plans, and learn to budget appropriately.

- **Legal:** Participants will learn different legal definitions, consider fictitious case studies, and research which licenses, permits, and laws are applicable to their business ideas.
- **Administration:** Participants will create one-month schedules for the daily operations of their potential businesses.
- **Budgeting:** Participants will create yearly budgets for their businesses.

PROCESS-BASED APPROACH

The Entrepreneur Incubator curriculum is not intended to develop participants' businesses for them. Rather, this curriculum is intended to give participants the skills and knowledge to do the work themselves. Additionally, the workshops' process-based approach models real-world entrepreneurship for participants.

The Entrepreneurship Incubator is intended to be a malleable framework for self-directed learning, with workshops that are adaptable to participants' skill level and interests. Following are some of the features that allow facilitators to tailor their workshops to participants' needs.

Peer Feedback

Participants are able to use their own business ideas in the workshops as well as receive real feedback. In the company of their peers, participants can also evaluate how well their ideas hold up to others proposed during the workshops.

Self-Directed Pace

All workshops are meant to advance at the participants' pace. In each lesson plan, a suggested time range is indicated, but it is meant only to provide facilitators with a general idea of the workshop's duration. Participants should be encouraged to take as long as they need to complete the various challenges of each workshop.

Easy Additions

Most workshops have lesson extension ideas for the facilitators to use, depending on participant interest.

Cultural Flexibility

Throughout the curriculum, participants are encouraged to talk about the businesses that they are interested in. These businesses are then used as the "clay" to be modeled in the workshops. This keeps the curriculum relevant to the participants regardless of geographic location or culture.

<u>INSTRUCTIONS FOR FACILITATORS</u>

Moving Through the Entrepreneur Incubator Curriculum

- The Business Board is designed for participants to track their progress clockwise from the Drive to the Operations Content Pyramid. The Drive Content Pyramid serves as an entry point for participants even if they do not have particular business ideas in mind. As participants progress from one pyramid to another, the workshops and challenges become more open-ended, giving them freedom to explore their business ideas in greater detail.
- The Content Pyramids should be completed from the center of the Business Board out. For example, the Drive Content Pyramid workshop trajectory starts with Motivation, continues with Communication, and ends with Negotiation.
- However, facilitators can and should tailor participants' trajectories depending on their individual goals and objectives.

Printables Section

- In addition to the workshop lesson plans, facilitators will also find a Printables section following each lesson plan. All handouts needed for the workshops can be found here and should be printed out in advance of the workshops. *Note: Many of the documents created and filled out by the participants will be used throughout the Entrepreneur Incubator curriculum. Facilitators should collect copies of all completed documents and keep them to hand out again as needed for participants' referral.*
- Facilitators will also receive a PowerPoint presentation needed for the Legal workshop as a separate file.

Understanding the Lesson Plans

It is recommended that facilitators read this section with a copy of a lesson plan and follow along as they read. Each lesson plan is written using the same format:

- **Lesson Snapshot**: a quick overview of the time, technology, and materials recommended to complete the workshop, plus skills used and project(s) initiated.
    - *Time needed*: the estimated time range needed to complete the workshop. However, each workshop should advance at the participants' pace; facilitators should feel free to extend or shorten the time as they see fit.
    - *Skills*: a list of skills that participants will use or learn during the workshop.
    - *Technology*: a list of recommended technology. However, all workshops can be completed without technology.
    - *Materials*: a list of all materials needed to complete the workshop. Documents that are provided in the Printables section are indicated by asterisks.
    - *Project(s)*: a list of all projects that participants will initiate throughout the workshop.
- **Detailed Lesson Plan**: a step-by-step guide to facilitating the workshop.
    - *Vocabulary*: a list of the vocabulary words participants will learn during the workshop. All the vocabulary words' definitions are listed at the bottom of the lesson plan. Facilitators can use the list as a resource for themselves or print it out for the participants.
    - *Activity overview*: the learning objective for the workshop and a description of its components.
    - *Step by step*: the meat of the lesson plan. This section details the different parts of the workshop and gives time recommendations for each section. It is not meant to be a precise script for facilitators; it should be used only as an outline.
    - *Project(s)*: a list of the projects participants will have in progress by the end of the workshop.

Suggestions for lesson additions and alterations are also provided within the steps of each lesson plan:

- **Tips for Facilitators**: informal suggestions for facilitators that help them further break down the different parts of the lesson plan. Often, the Tips for Facilitators explain the rationale behind the workshop challenges and projects. In some cases, they indicate what facilitators should do in advance of teaching a workshop.
- **Lesson Extensions**: examples of where and how facilitators can extend the workshop.

- **Digital Applications**: suggestions for using technology and digital media, if available, in the lesson.

It is highly recommended that facilitators read all lesson plans in each content pyramid thoroughly before leading the first workshop.

MOTIVATION: This workshop encourages individuals to recognize their strengths and competencies. By the end of the workshop, participants will have drafted résumés by using the provided résumé template.

COMMUNICATION: This workshop teaches participants how to communicate their skills, interests, and ambitions in an interview setting by expanding on their résumés with personal experiences and anecdotes. By the end of the workshop, participants will have completed several practice interviews and will be able to clearly articulate their skills and ambitions.

NEGOTIATION: This workshop gives participants practice in the skill of negotiation. By the end of the workshop, participants will have completed several negotiation role-plays, and will be able to take an active role in negotiating over salary, loans, and the like.

Entrepreneur Incubator: Drive Content Pyramid

MOTIVATION

This workshop focuses specifically on the Motivation section of the Drive Content Pyramid and encourages participants to recognize their strengths and competencies, presenting them with the opportunity to summarize those qualities in résumés by means of an easy-to-use survey and résumé template.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1–2 hours	critical thinking, brainstorming, résumé writing, professional self-awareness	Computers and a photocopier are recommended but not required.	Participant Survey,* Résumé Template,* Sample Résumé,* writing paper, pencils or pens *provided in the Printables section	recognition of one's professional competencies draft of a skills-based résumé

DETAILED LESSON PLAN:

VOCABULARY	résumé, résumé objective, skill, interest, ambition, competency, chronological résumé, skills-based résumé, proofreading
ACTIVITY OVERVIEW	Participants will complete the Motivation section of the Drive Content Pyramid. Working individually, they will complete a questionnaire that will help them recognize their skills, interests, and ambitions. They will receive a résumé template, as well as individual guidance, to help them translate those categories into one-page résumés. By the end of this workshop, they will have created drafts of their own skills-based résumés with objective statements.
STEP BY STEP	**1. Participant Survey (15–20 minutes):** ● Hand out the Participant Survey, found in the Printables section. Ask participants to work individually to answer the following questions, broken up into the three categories of skills, interests, and ambitions: ○ **Skills:** ■ What do you do really well? ■ What do you practice in your free time? ■ What would someone say you're best at? ■ What is something you've taught yourself to do? ○ **Interests:** ■ What are you interested in? Possibilities include (but are not limited to) construction, cooking, sports, health, education/child care, community engagement, politics, technology, charity, books, music, public transportation, retail/sales, writing, interior design, event coordination, entertainment, nature, social media, engineering, law, plumbing, and sewing.

- Break these down! What aspects of those interests do you like the most? List them, along with the reasons you like them.
- **Ambitions:**
  - What do you want to achieve?
  - Ideally, where do you see yourself in five years?
  - What steps would you need to take to get there?
  - How do you want to change the world?

TIPS FOR FACILITATORS:

- Some participants may not be familiar with the process of filling out a survey. Talk through the form with them. Make notes of the answers, and then help them create their résumés.
- Some participants may need guidance on the pronunciation of the English noun "résumé," which is three syllables, as opposed to the verb "resume," which is two. Make sure to eliminate any confusion.

2. Résumé Writing (1–1.5 hours)

- Once participants have the surveys filled out, hand out the Sample Résumé and the Résumé Template. These will show participants how the types of information collected in the survey can fit into a skills-based résumé.
- Have participants work on creating their own skills-based résumés, complete with objective statements.
- If computers are available, save and open the Résumé Template and Sample Résumé from the Printables section on each computer. Encourage participants to type their résumés, save them, and print out a few copies.
  - **Lesson Extension/Digital Application**: Explain that having a digital copy of a résumé allows one to apply for a job online or via e-mail. Help participants sign up for e-mail accounts, and demonstrate how to add attachments to e-mail.
- If computers are not available, print out copies of the Résumé Template and Sample Résumé, and have participants hand-write their résumés, first filling out the categories on the template, then copying the entire document on a clean sheet of paper. Encourage the participants to write as clearly as possible.

TIPS FOR FACILITATORS:

- Make the distinction between traditional, chronological résumés and skills-based résumés. Chronological résumés are often used by job applicants who have had progressively more responsible positions in their fields; skills-based résumés are often used by applicants with work histories that are limited or not directly related to the positions they seek. Skills-based résumés may be the best way for some applicants to showcase what they can bring to the table.
- Some participants may have a difficult time transferring their survey data into the Résumé Template. Use the Sample Résumé provided in the Printables section to show participants an example of how a filled-out survey translates into a skills-based résumé.
- Encourage participants to include employment history and education, if applicable, at the bottom of their skills-based résumés.
- Some participants may come into the workshop with résumés already filled out. Encourage them to fill out the survey nonetheless and think of ways in which they can add information about their skills and ambitions to their current résumés.

3. Review (10–15 minutes)

- Help participants review and revise their résumés.

TIPS FOR FACILITATORS:

- Stress the need for proofreading; explain that résumés make job applicants' first impression on potential employers, likely determining if the applicants will make it to the interview stage. Let participants know that time or money spent perfecting their résumés is time or money well spent.
- When reviewing participants' résumés, be sure to look for common mistakes:

	○ spelling and grammar errors ○ missing email, phone, or personal information ○ poor organization of information or hard-to-follow content ○ excessive length (more than a single page, in most cases) ● If the class size is too large for one person to review of all the résumés, have the participants with the best English-language skills help review others' work.
PROJECT(S)	recognition of one's professional competencies draft of a skills-based résumé

Sources Used:
Office of Career Services, Harvard University
http://www.ocs.fas.harvard.edu/students/materials/résumés_and_cover_letters.pdf

Vocabulary: MOTIVATION

Ambition: a strong desire for success, achievement, power, or wealth.

Chronological résumé: a document that describes a person's job qualifications by listing work experience in reverse chronological order.

Competency: the skills or knowledge to do something well enough to meet a basic standard.

Interest: a feeling of having one's attention held by something, or of wanting to be involved with and learn more about something.

Proofreading: the act of finding and correcting mistakes in copies of printed text before the final copies are printed.

Résumé: a written statement of a person's job qualifications, education, and experience.

Résumé objective: a brief statement that appears at the top of a résumé that expresses the applicant's career goal or desired occupation.

Skill: a particular ability to do something, developed by training and experience.

Skills-based résumé: a document that describes a person's job qualifications in skill categories, rather than by listing work experience in reverse chronological order.

Definitions provided by: www.sba.gov, and dictionary.cambridge.org

SKILLS:
What do you do really well?

What do you practice in your free time?

What would someone say you're best at?

What is something you've taught yourself to do?

INTERESTS:
What are you interested in? Check all that apply:

☐Cooking	☐Entertainment	☐Education/Child Care	☐Health
☐Politics	☐Technology	☐Community Engagement	☐Sewing
☐Charity	☐Retail/Sales	☐Public Transportation	☐Books
☐Music	☐Engineering	☐Event Coordination	☐Sports
☐Nature	☐Social Media	☐Interior Design	☐Writing
☐Law	☐Plumbing	☐Construction	

☐Other(s)____________________

Break these down even more! What aspects of those interests do you like the most? List them, along with the reasons you like them.

Use the back if more space is needed.

AMBITIONS:
What do you want to achieve?

Ideally, where do you see yourself in five years?

What steps would you need to take to get there?

How do you want to change the world?

SKILLS:
What do you do really well?

What do you practice in your free time?

What would someone say you're best at?

What is something you've taught yourself to do?

INTERESTS:
What are you interested in? Check all that apply:

☐Cooking	☐Entertainment	☐Education/Child Care	☐Health
☐Politics	☐Technology	☐Community Engagement	☐Sewing
☐Charity	☐Retail/Sales	☐Public Transportation	☐Books
☐Music	☐Engineering	☐Event Coordination	☐Sports
☐Nature	☐Social Media	☐Interior Design	☐Writing
☐Law	☐Plumbing	☐Construction	

☐Other(s)____________________

Break these down even more! What aspects of those interests do you like the most? List them, along with the reasons you like them.

Use the back if more space is needed.

AMBITIONS:
What do you want to achieve?

Ideally, where do you see yourself in five years?

What steps would you need to take to get there?

How do you want to change the world?

Your Name Here
1234 Street Address Street • City, State/Region Zip Code • email@email.com • (123) 456-7890

Objective Statement

SKILLS AND LEADERSHIP EXPERIENCE

- _
- _
- _
- _
- _
- _

EMPLOYMENT HISTORY

Most Current Job/Business Name **City, State/Region**
Job Title **Start Month/Year–End Month/Year**

- Give a short description of your daily responsibilities here.
- List any notable awards or achievements you may have received.

2ND Most Current Job/Business Name **City, State/Region**
Job Title **Start Month/Year–End Month/Year**

- Give a short description of your daily responsibilities here.
- List any notable awards or achievements you may have received.

EDUCATION

College/University Name **City Name, State/Region**
Degree Earned **Date Graduated**

ADDITIONAL INFORMATION

Languages:

James Smithson
1000 Jefferson Drive SW • Washington, DC 20004 • jsmithson@si.edu • (202) 633-1000

Objective Statement

To work for Best Designs Company as an interactive-media art director, using skills in Adobe Photoshop, InDesign, and Illustrator, Autodesk Maya, and Unity

TECHNOLOGICAL SKILLS

- Proficiency in Microsoft Office and Adobe Creative Suite
- Proficiency in Adobe Photoshop, X/HTML, Adobe Illustrator, Autodesk Maya
- Familiarity with 3DS Max, Adobe Flash Builder, Adobe After Effects, PHP, and JavaScript

ORGANIZATIONAL SKILLS

- Ability to integrate solutions with web, video, and print
- Ability to communicate project goals and lead a cross-functional team
- Ability to meet deadlines and juggle tasks while working on multiple projects at once

INTERPERSONAL SKILLS

- Ability to work in a team-oriented and collaborative environment
- Ability to take constructive criticism
- Ability to pay close personal attention to clients' needs

ACCOMPLISHMENTS

- Created and maintained a Word Press blog on gaming, garnering more than 1,000 subscribers in two years.
- Created and distributed weekly email newsletter to more than 10,000 members through MailChimp software.
- Planned and implemented social-media promotion, increasing website traffic, Facebook, and Twitter reshares over 400 percent in a year.
- Composed articles that were featured in *College Press*, *Local Daily News*, and *Regional Magazine*.
- Developed, designed, and manufactured flyers, brochures, letterhead, posters, and marketing materials for a small business.
- Created unique, personalized designs, logos, and marketing material for each client.
- Followed up with clients to make sure they were happy with their designs.
- Attended weekly training meetings with the marketing department, improving advertising-design vocabulary.
- Created a company soccer team, Just for Kicks, improving office morale.

EMPLOYMENT HISTORY

Big Apple Games New York, New York
Junior Designer June 2013–present

- Designed and illustrated art assets for several award winning iOS apps, websites, and location-based games.

Interactive Media Company Pasadena, California
Intern June–August 2011

- Designed and created X/HTML game and web-application art assets.
- Developed graphics, concept art, and prototypes for projects.

EDUCATION

Pembroke College, University of Oxford Oxford, England
Bachelors of arts, GPA 3.75 August 2006–May 2010

ADDITIONAL SKILLS

- Fluent English
- Conversational Spanish

Entrepreneur Incubator: Drive Content Pyramid

COMMUNICATION

This workshop focuses specifically on the Communication section of the Drive Content Pyramid and teaches participants how to communicate their skills, interests, and ambitions in an interview setting, expanding on their résumés by relating personal experiences and anecdotes.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1.5–3 hours	communication, English language, interview etiquette, professionalism	None needed.	Completed Participant Surveys* and résumés from the Motivation workshop (if available), Interview Role Play Cards,* writing paper, pencils or pens *Provided in the Printables section	interview role-play

DETAILED LESSON PLAN:

VOCABULARY	mission statement, interview, résumé, cover letter, etiquette, communication
ACTIVITY OVERVIEW	Participants will complete the Communication section of the Drive Content Pyramid. Working in pairs, they will practice being interviewed and communicating in English. Role-play cards will facilitate conversation, encouraging participants to expand on their skills, interests, and ambitions with supporting personal experiences and anecdotes. Upon completion of the workshop, participants will have gained a greater confidence about both speaking in public and talking about their professional strengths and ambitions.
STEP BY STEP	**1. Interview Preparation (10–20 minutes):** ● Pass out the completed Participant Surveys and/or résumés created in the Motivation workshop, if available. Have participants spend some time thinking about how they will articulate their skills and ambitions, as listed on their surveys or résumés, in an interview situation. Encourage them to write out their ideas, or make lists of talking points, prior to the exercise. **TIPS FOR FACILITATORS:** ● If participants have not participated in the Motivation section of the Drive Content Pyramid and do not have prepared résumés, ask them to fill out the Participant Survey (provided in the Printables section) during this time. This activity will help them sum up their skills, interests, and ambitions, and they can use their completed surveys during

the interview role-play.

- Stress the importance of self-reflection and preparation before going into an interview. It is essential for entrepreneurs and people entering the workforce to feel comfortable and confident talking about their professional strengths and ambitions.

2. Interview Etiquette (30–40 minutes):

- Before participants start the Interview Role Play, point out the importance of interview etiquette and encourage participants to practice its principles during the role-play whenever possible. Lay out the ground rules for them:
    - Dress professionally and comfortably. It is important to feel confident walking into an interview, so make sure to wear clothes that make you look and feel good. It's also important to dress appropriately for the situation. People interviewing for a landscaping job do not need to wear business attire; a nice pair of pants and shirt will do just fine. However, candidates for a management or office job should wear a skirt or a pants suit.
        - A well-groomed and professional appearance helps make a great first impression and demonstrates an applicant's potential fit in the workplace culture. Although dressing for success isn't enough to guarantee a successful interview, it does demonstrate professionalism.
    - Greet your interviewer by shaking hands firmly, but don't grasp too tightly.
        - Confidence is key when applying for a job. Shaking hands shows both confidence and respect.
    - When being interviewed, sit with your back straight and shoulders back; don't slump over. Cross your legs at the knees or ankles.
        - Upright posture is important because it expresses interest and attentiveness.
    - While answering questions, speak clearly and make eye contact. Make sure to speak in complete sentences and address the questions asked. Request that the interviewer repeat questions if necessary.
        - Listening is an important skill in an interview. Giving clear answers that directly address the questions asked shows attentiveness. Asking follow-up questions shows both attentiveness and thinking ahead.
    - Silence all technology. Make sure pagers, cell phones, and any other noise-creating devices are turned off or in the silent mode before entering the interview.
        - Personal interruptions are disrespectful. Be respectful by focusing only on the interview.
    - Be prepared. Bring extra copies of your résumé and cover letter, as well as a notepad and writing instruments. It's also a good idea to do research on the organization before going into the interview. Check out its mission statement, its history, and any upcoming programs. Be ready to talk about how your skills and experiences meet organizational needs.
        - Being prepared shows reliability. Show up for an interview with everything you need. It is unprofessional to ask the interviewer for paper or a pen during an interview.
        - Going into an interview with knowledge about the organization shows that you care enough about the job to go beyond just showing up. Thinking in advance of how your skills and experiences fit the job description will help you answer interview questions. It will also show that you are dedicated and enthusiastic.
    - Be prompt.
        - It is extremely important to be on time for an interview. Prepare to arrive 10 to 15 minutes early and leave extra time in case there are problems on the way. Arriving early shows that you are

	well prepared and respectful of the interviewer's time. ◦ Send a thank-you card or e-mail after the interview. ▪ Most employers hold multiple interviews for a job opening. Following up after the interview helps you stand out from other applicants. It also shows that you are serious about the job. **TIPS FOR FACILITATORS:** • Some of the participants may know a lot about interview etiquette, so when leading the discussion, instead of starting out by explaining the different rules detailed above, ask them: "How should you dress for an interview?"; "How should you act in an interview setting?"; and "Why?" This will also help participants practice their English. • Stress that it is OK for participants to ask for a question to be repeated if they don't understand it the first time, and that they should ask follow-up or clarifying questions if need be. Examples of interviewee questions can be found on the Interview Role Play Cards in the Printables section. If necessary, print them out and go over examples of questions participants should feel comfortable asking during an interview. • Feel free to adapt the rules detailed above to the local community, eliminating or modifying any advice that is culturally inappropriate. **3. Interview Role-Play (1–1.5 hours)** • Print and hand out the Interview Role Play cards (provided in the Printables section). • Ask participants to choose partners they don't know well to serve as their role-playing partners. Have one participant in each pair play the role of the interviewer and the other play the role of interviewee. • Halfway through the exercise, have the participants switch roles. • Ask participants playing the role of interviewer to take notes about the people they are interviewing, to help them remember the interviewees' strengths and interests. • After both parties have had the chance to play both interviewer and interviewee, have participants introduce their partners to the group as a whole, using the notes that they took while they were playing the role of the interviewer. This process will help their partners realize which parts of their interviews stood out. ◦ **Lesson Extension**: Encourage participants to reflect on this experience. What did they want to have stand out about them during the interview? Was that what in fact stood out to their interviewers? If not, what could they do differently the next time? **TIPS FOR FACILITATORS:** • Encourage participants to use this exercise as a chance to improve their English-language proficiency. When possible, pair participants with differing English skills to facilitate peer-to-peer learning. **4. Review (5–10 minutes)** • Lead a discussion with the participants about the exercise. Ask them what they found easy and fun, and what was difficult. Also ask them what they learned about themselves during the workshop, and what they would want to improve on before repeating the role-play. **TIPS FOR FACILITATORS:** • Having the participants discuss what they liked and didn't like about the workshop, and what they found useful, will help fine-tune the workshop for future use.
PROJECT(S)	interview role-play

Sources Used:
Office of Career Services, Harvard University
http://www.ocs.fas.harvard.edu/students/materials/interviewing.pdf

Vocabulary: COMMUNICATION

Communication: the process by which messages or information is sent from one place or person to another; the exchange of information; or the information itself.

Cover letter: a letter of introduction accompanying another document, such as a résumé.

Etiquette: the set of rules that describe accepted behavior in particular social or professional situations.

Interview: a formal meeting at which a person is asked questions to learn specific information, for example, to determine suitability for a job.

Mission statement: a short written statement of what a company or organization is trying to achieve with its activities.

Résumé: a written statement of a person's job qualifications, education, and experience.

Definitions provided by: dictionary.cambridge.org

General Question:

Tell me about yourself.

General Question:

How would a friend or professor who knows you well describe you?

General Question:

Tell me about the strengths you have brought to a job or professional activity in the past.

General Question:

In what way do you think you can make a contribution to the field you are interested in?

General Question:

What are your long- and short-range goals and objectives? How do you plan on achieving them?

General Question:

Tell me about your educational background.

General Question:

What class have you taken that has had the greatest impact on your thinking?

General Question:

If you could change something about your education, what would it be?

General Question:

What do you like to do in your free time?

General Question:

What do you think it takes to be successful in your field?

General Question:

What do you believe are the key issues and problems in the field/industry today?

Behavior Question:

Describe a situation in which you were required to work with people different from you.

Behavior Question:

Describe a time/activity when you were highly motivated to complete a task.

Behavior Question:

Tell me about a time when you were tolerant of an opinion that was different from yours.

Behavior Question:

Tell me about a time when you worked effectively under pressure.

Behavior Question:

Tell me about a time when you handled a difficult situation with a coworker.

Behavior Question:

Tell me about a time when you were creative in solving a problem.

Behavior Question:

Describe a time when you were a leader. What is your leadership style?

Interviewee Question:

What is your timeline for the interview process?

Interviewee Question:

What will be the challenges for the person taking this job?

Interviewee Question:

Do you have new initiatives planned for the next year?

Interviewee Question:

What role will this position play in addressing your business goals for the next year?

Interviewee Question:

Can you tell me how your career has developed at the organization?

Interviewee Question:

I read on your website that you have a new office in Mumbai. Could you tell me more about what you're working on there?

Interviewee Question:

Describe your ideal candidate to fill this position.

Entrepreneur Incubator: Drive Content Pyramid

NEGOTIATION

This workshop focuses specifically on the Negotiation section of the Drive Content Pyramid and teaches participants the importance of negotiation in the workplace and asks them to demonstrate confidence in their skills, interests, and ambitions by practicing advocating for themselves.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1.5–2.5 hours	negotiation, professional advocacy, confidence, English language, communication	None needed.	Negotiation Role Play Scenario Cards,* calculators, writing paper, pencils or pens, large sheets of paper, tape *provided in the Printables section	negotiation role-play

DETAILED LESSON PLAN:

VOCABULARY	negotiation, advocate, goal, objective, negotiator, strategy, offer, counteroffer, leverage, compromise, small-business loan, credit score, collateral, cash flow, asset
ACTIVITY OVERVIEW	Participants will complete the Negotiation section of the Drive Content Pyramid. Working in pairs, they will draw cards giving them roles in any of several different challenges that involve negotiation. They can win or lose these challenges, depending on the outcomes they negotiate during role-playing. Upon completion of the workshop, participants will have gained confidence in their professional negotiation skills.
STEP BY STEP	**1. Negotiation Basics (10–15 minutes):** ● Lead a discussion about negotiation with participants. Ask them what it means to negotiate, and ask for examples of times they have negotiated in the past. Ask if they were successful in their negotiations, and why or why not. ● Make a list of words and themes that the participants bring up often during the discussion on a large sheet of paper. Post the list at the front of the room to serve as a visual reminder of the common themes participants should consider when preparing for their negotiation role-playing. ● Briefly go over negotiation basics: ○ Know the who, what, and why. ■ It is important to go into a negotiation fully prepared. Know whom you are negotiating with, what it is that you are negotiating for, and why you are negotiating for it. Successful negotiators practice their talking points ahead of time and are prepared to clearly explain and defend them.

- Plan your strategy.
  - The first offer will usually set the tone of the negotiation, so it is important to make an offer that is aggressive but not insulting. Take into consideration any budgetary limitations on the other party that you know about, and watch for nonverbal clues while negotiating. Focus on your strengths, and use your bargaining power effectively. Remember that you have leverage; guide the conversation in the direction you want. You should not feel pressured into a deal, and you should feel comfortable making an offer and waiting for a counteroffer.
- Pay attention.
  - During the negotiation, it is important to be able to assess the most important issues to both parties. Listen to what the other party wants, and come up with a way to deliver it without giving up on your own position. Stay true to your bottom line, maintain your professional demeanor, and validate the other party's concerns.
- Play fair.
  - Consider not only what you want out of the negotiation, but also what you are willing to give. Honesty is key during negotiation. Identify any terms you may find difficult to work with up front, and be willing to revisit offers and suggest changes. You can concede some points without compromising your integrity.
- Mind the details.
  - When you make an offer, it should be extremely clear and specific. It is very rare for the first offer presented to also be the final offer, so take notes during the negotiation to keep track of the different offers and counteroffers, and the different scenarios that accompany them.
- Make a deal.
  - Compromise is essential to negotiation. To make your final offer, take into consideration everything that has been discussed in the negotiation so far. When you reach a deal, get everything in writing. The resulting document will serve as proof that both parties have come to terms and made an agreement.

- **Lesson Extension**: If participants have not completed the Communication section of the Drive Content Pyramid, go over the Interview Etiquette section of the Communication lesson plan with them beforehand, adapting it to a negotiation scenario.

TIPS FOR FACILITATORS:

- Negotiation is an essential skill for advancement in a professional setting. Remind participants that, whether accepting a new job, participating in a yearly performance evaluation, applying for a loan, or soliciting donations, they need to feel comfortable negotiating and advocating on their own behalf.

2. Negotiation Preparation (10–15 minutes):

- Print and hand out the Negotiation Role Play Scenario Cards, provided in the Printables section.
- Group participants in pairs and have them pick the roles they want to play. They can choose between Boss and Client, Loan Officer and Borrower, Grant Receiver and Grantee, or two roles of their own creation.
- Once participants have picked roles, have them list the objectives they want to achieve during the negotiation role-play. The objectives should be based on what their characters are advocating for and the parameters surrounding those roles. (See description of the scenarios under Negotiation Role-Play, below.)
- Encourage participants to come up with talking points around their objectives to use during the role-play.

TIPS FOR FACILITATORS:

- Stress the importance of reflection and preparation before going into a negotiation. It is essential for negotiators to feel comfortable talking about their objectives and to have a clear goal as to the outcome in mind.

	• Pass out calculators to help participants do the math for their negotiation talking points.
	• The Negotiation Role Play Scenario Cards (provided in the Printables section) include one row of prompt cards and two rows of blank cards for creating new scenarios. These cards should be used for participants who want extra practice or have specific scenarios in mind. Give them the set of prompt cards and a set of the blank cards. Have them read over the questions on the prompt cards and write down their answers on the blank cards, which will act as role-playing cards for their specific scenarios. Feel free to collect these cards after the exercise and incorporate them into future role-play exercises.
	
	3. Negotiation Role-Play (1–1.5 hours)
	• Once participants have finished coming up with objectives for the roles they have picked, have them move into a role-playing scenario.
	• Advise participants to keep in mind the basics of negotiation listed above as they play their roles.
	• Let participants know the amount of time that they have to reach a deal. (This scenario will end halfway through the time allotted for the entire role-play exercise.)
	• Half way through the exercise, have the participants switch both scenarios and roles. They should stay in the same pairings, but have them pick new sets of Negotiation Role Play Scenario Cards and switch from Role A to Role B, or vice versa, to gain experience in different types of roles.
	
	TIPS FOR FACILITATORS:
	• Be sure to familiarize yourself with the Negotiation Role Play Scenario Cards before the workshop. Each scenario consists of four cards:
	    ○ Scenario Card: an overview of the scenario selected.
	    ○ Role-Play Cards: a set of two cards (Role A and Role B) that detail the different roles for participants to play, what each negotiator should advocate for, and specific parameters for each negotiating party.
	    ○ Results Card: guidelines for declaring which party will “win” the negotiation, taking into consideration the parameters set for each party.
	• As participants are negotiating, walk around the room and listen to the conversations. Do not interrupt the negotiation, but take notes on what participants are saying—both good points and things that should be done differently—for use during the review part of the lesson.
	• When participants switch scenarios and roles, don’t forget to give them an additional 10 to 15 minutes to prepare their new talking points.
	• Encourage participants to use this exercise as a chance to improve their English-language proficiency. When possible, pair participants with differing English skills to facilitate peer-to-peer learning.
	
	4. Review (10–15 minutes)
	• Go over the notes taken during the role-playing, discussing both specific points participants made well and areas that need improvement.
	• Lead a discussion with the participants about the exercise. Ask them what they found easy and fun, and what was difficult. Also ask them what they learned about themselves during the workshop, what challenged them, and what they would want to improve on before repeating the role-play.
	
	TIPS FOR FACILITATORS:
	• When going over the notes taken during the role-play, be sure not to identify any of the participants by name. Just focus on the dialogues overheard during the negotiation and elaborate on their positive and negative aspects.
	• Having the participants discuss what they liked and didn’t like about the workshop, and what they found challenging, will help fine-tune the workshop for future use.

PROJECT(S)	negotiation role-play

Sources Used:
How to Make a Successful Negotiation
http://www.wikihow.com/Make-a-Successful-Negotiation

Sources Used for Negotiation Role Play Scenario Cards:
Forbes- How to Ask for a Raise and Get It
http://www.forbes.com/sites/learnvest/2014/05/07/how-to-ask-for-a-raise-and-get-it/
SBA- 6 Step Guide to Getting a Small Business Loan
http://www.sba.gov/community/blogs/6-step-guide-how-get-business-loan

Vocabulary: NEGOTIATION

Advocate: to speak in support of an idea or course of action.

Asset: something having value, such as a possession or property that is owned by a person, business, or organization; any positive feature that confers an advantage.

Cash flow: the rate at which money goes into, or into and out of, a business.

Collateral: property that someone borrowing money pledges to give to a lending company if he or she cannot repay the loan.

Compromise: a situation in which two sides in a negotiation reduce their demands in order to reach agreement.

Counteroffer: an offer made by one side after the opposing side in a negotiation has made an offer that is not acceptable.

Credit score: a number based on information in a credit report (record of someone's debt and payment of debt), which financial organizations consider in making decisions about lending money.

Goal: an objective that a person or system hopes or intends to achieve.

Leverage: the power to influence results.

Negotiation: the process of discussing something with another party in order to reach an agreement; or the discussion itself.

Negotiator: someone whose job it is to have formal discussions to reach an agreement.

Objective: a desired result a person or system hopes or intends to achieve; or a personal or organizational desired end-point in some sort of assumed development.

Offer: a proposal to sell or buy a specific product or service, or commit a specific action, under specific conditions.

Small-business loan: A term loan from a bank or other lending institution that is intended to help an entrepreneur or proprietor of a small business get started or continue operating. In the United States, the federal Small Business Administration guarantees as much as 80 percent of the loan principal for such loans.

Strategy: a plan for achieving something or reaching a goal; or the skill involved in making such plans.

Definitions provided by: www.sba.gov, and dictionary.cambridge.org

SCENARIO CARD: Getting a Raise

Raises are often awarded once a year, but they depend on the economy and the demand for employees in the industry. Typically, a company will allocate a certain amount of money in its budget for employee raises. It is important to know when the budget is set and start advocating for a raise well in advance. When talking about a raise, bosses should have a sound understanding of their budget, and employees should have a list of accomplishments, praise received, and new responsibilities.

SCENARIO: Getting a Raise
ROLE A: Boss

Budget Basics:
- Money available for employee salaries : $112,680
- Supports one employee at $37,800, one at $38,880, with an additional $36,000 to hire more staff.
- Miscellaneous funds (pop-up expenditures): $10,000

The Facts:
- The employee negotiating for a raise currently makes $36,000.
- You are planning on hiring one new full-time employee within the year.
- Because of a tough year, most employees are receiving only a 5% raise this year.

SCENARIO: Getting a Raise
ROLE B: Employee

Your Current Salary:
- $36,000

What You Know:
- Joe Smith has the same title and job description as you, but makes 8% more than you.
- In addition to your original job description, you have taken on three new responsibilities.

RESULTS CARD: Who Wins?

If the **final salary is $37,800 or lower, Role A (Boss) wins.**
- No changes to the original budget need to be made.

If the **final salary is $37,801 or higher, Role B (Employee) wins.**
- The original budget has to change.
- If money is taken from the funds for the additional employee's salary to support Role A's raise, the company can no longer hire a full-time employee.
- If money is taken from the miscellaneous funds, the company will no longer have snacks during staff meetings.

SCENARIO CARD: Getting Approved for a Small-Business Loan

Most entrepreneurs seeking a physical location for their business or trying to create an original product need to receive start-up money. Applying for a small-business loan is where most entrepreneurs start. To prepare for the application process, it is important to know the criteria the bank looks for when making small-business loans; know your credit score history; prepare business financials and cash-flow projections; and ask for an appropriate amount of money that is possible to pay back.

SCENARIO: Getting Approved for a Small Business Loan
ROLE A: Loan Officer

Your Bank's Typical Small Business Loan:
- $5,000 to $1 million
- Majority of loans awarded fall between $150,000 and $250,000

What Your Bank Requires:
- All parties on the application must have a good credit score, of 700 or above.
- A good business credit score (75 or above) is helpful, but not required.
- The borrower must provide detailed business financials and a business plan for at least the next year.
- The borrower must have the ability to pay back the loan (collateral/assets).

SCENARIO: Getting Approved for a Small Business Loan
ROLE B: Borrower

Small-Business Loan Request:
- $325,000

What You Have:
- Personal Credit Score: 725
- No business credit score
- Because you are asking for startup money, you don't have current business financials, but you have a well-thought-out budget and a business plan showing your projected growth within the next year.
- Assets:
  - Savings= 5% of requested amount
  - House= 74% of requested amount

RESULTS CARD: Who Wins?

If the **loan awarded is $250,000 or lower, Role A (Loan Officer) wins.**
- The borrower has only 79% of their requested ask stored in assets and therefore does not have enough saved to pay back the full amount.
- Although the borrower has a good credit score, he/she is lacking current financials and a business score.

If the **loan awarded is $250,001 or higher, Role B (Borrower) wins.**
- The loan is larger than what most banks would award.
- This might be good for the start-up phase of your business, but you will have to be extra diligent in saving enough to pay it back.

SCENARIO CARD: Getting a Grant Extension

Some entrepreneurs apply for grants to help them fund their business endeavors. Most grants stipulate a date by which the funds awarded must be used. However, grantees who cannot use all the funds awarded by the deadline can apply for a no-cost grant extension. A no-cost grant extension will allow the grantee more time to spend down remaining funds; it will not allow the grantee to add funds to the original grant.

SCENARIO: Getting a Grant Extension
ROLE A: Grant Reviewer

What you know:
- The grantee was awarded $100,000, but had only spent $72,000 by the grant's end date.
- Most grant extensions that are given are for three to six months.
- If you do not grant the extension, the grantee will lose $28,000 which will go back to the lending institution (the company you work for).

SCENARIO: Getting a Grant Extension
ROLE B: Grantee

What you know:
- In your original grant budget, you were approved for $100,000.
- Because of a lack of anticipated sales, by the end of the grant term you have spent only $72,000 of the $100,000.
- You would like to use the remaining $28,000 over the next six months.

RESULTS CARD: Who Wins?

If a **grant extension is not granted, Role A (Grant Reviewer) wins.**
- You will not take the chance that the grantee's sales will increase over the next three to six months, and the $28,000 goes back to your institution.

If a **grant extension is granted, Role B (Grantee) wins.**
- You now have an additional three to six months to spend down the remaining $28,000 of the grant.
- Be proactive. If you don't spend this down after receiving an extension, it is not likely that you will be able to receive a grant from the same organization in the future.

SCENARIO CARD:

What are you negotiating for? What's your business? What's the context in your community for negotiating for your ask?

ROLE A: You

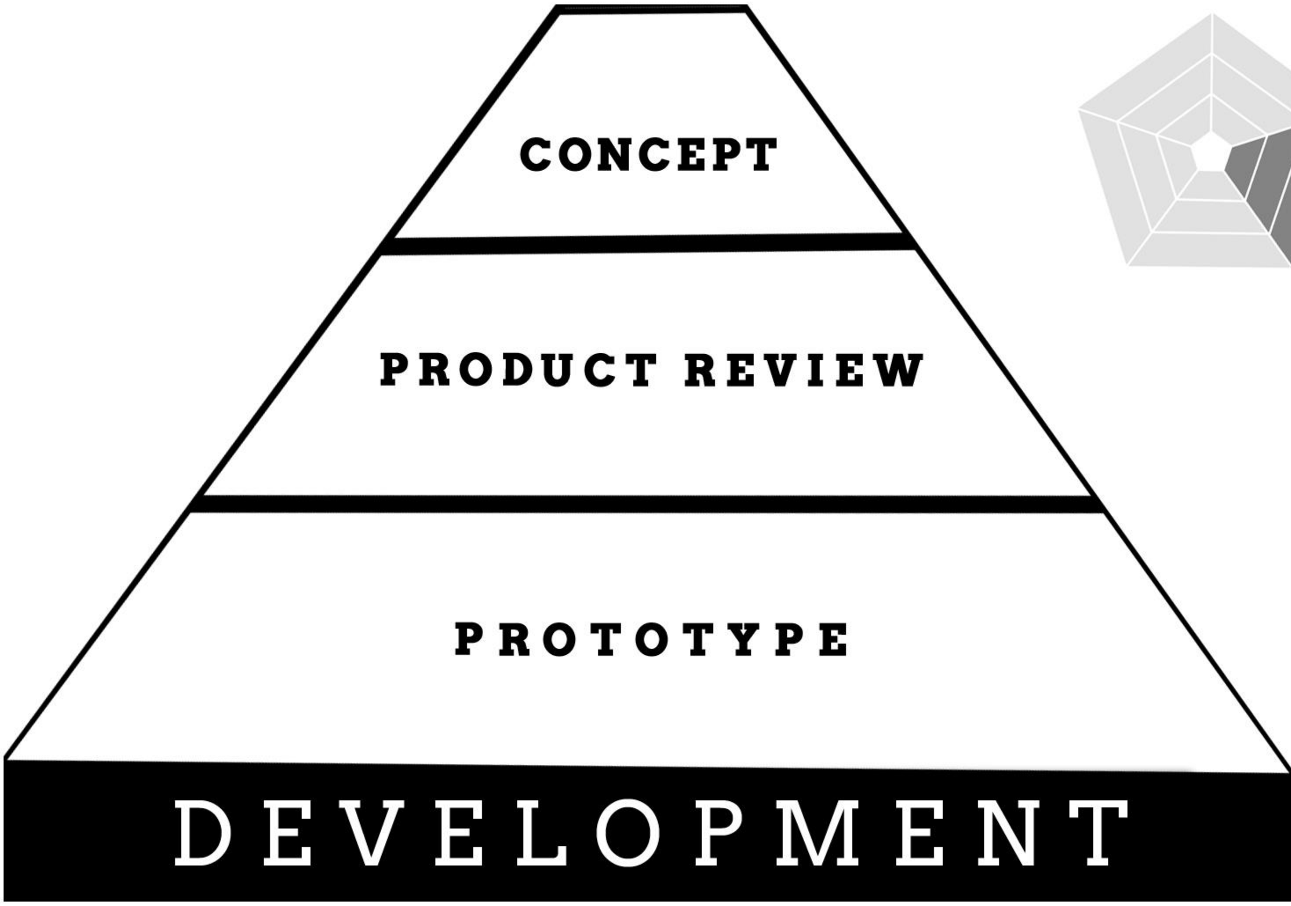
What are you offering? What is the maximum offer that you can provide without damaging your business? What are the financials involved with that offer? (Think of your time, cost for any goods, value comparison of what you are asking for and what you are giving, and how you will compensate for any goods or services provided.)

ROLE B: Other Person

What do you know about the person or organization you want something from? (Think about the mission, priorities, and history of partnerships, donations, or gifts.)

RESULTS CARD: Who Wins?

Think of as many outcomes as possible. (What type of results would both parties benefit from, what would benefit just Role A, and what would benefit just Role B?)



CONCEPT: This workshop teaches such fundamental business terms as demographics, audience, location, and investment. Participants will create preliminary sketches of their ideas for products, logos, or wordmarks for their potential businesses.

PRODUCT REVIEW: This workshop teaches participants the importance of product research and testing. They will have the opportunity to receive feedback on their proposed products, logos, or wordmarks for their potential businesses.

PROTOTYPE: This workshop gives participants the opportunity to create 3D models of their proposed products, or polished drafts of their logos or wordmarks.

Entrepreneur Incubator: Development Content Pyramid

CONCEPT

This workshop focuses specifically on the Concept section of the Development Content Pyramid and teaches business fundamentals while challenging participants to create sketches of their original product ideas and/or logos or wordmarks.

TIPS FOR FACILITATORS:

- The Development Content Pyramid workshops (Concept, Product Review, and Prototype) must be completed in succession. Participants cannot participate in the Product Review workshop without having completed the Concept workshop, nor can they participate in the Prototype workshop without having completed the Concept and Product Review workshops.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1.5–2 hours	brainstorming, innovation, basic design, prototyping, business fundamentals, critical thinking	None needed.	Business Presentation Cards;* pencils or pens; writing paper; large sheets of paper; markers; tape; examples of logos, wordmarks, and products *provided in the Printables section	better understanding of business fundamentals sketch of an original product, logo, or wordmark

DETAILED LESSON PLAN:

VOCABULARY	characteristic, core audience, demographic, product, logo, wordmark, investment, innovative, aesthetic, unobtrusive, timeless, versatile
ACTIVITY OVERVIEW	Participants will complete the Concept section of the Development Content Pyramid. Working in small groups, they will combine different aspects of actual current businesses to create new, fictitious businesses. They will learn such fundamental business concepts as demographic, core audience, location, and investment. They will also work individually to create first drafts of product designs and/or logos or wordmarks for their own potential businesses.

STEP BY STEP	**1. Brainstorm (5–10 minutes):**
	● Have participants call out names of companies (e.g., Twitter, BMW, Red Bull). You will need more company names than you have participants. (See activity in Group Work.)
	● Make a list of the businesses on a large sheet of paper and post it at the front of the room.
	● Lead a discussion on the important characteristics of each business.
	    ○ Type of business
	        ■ Does it sell products or services, or both?
	        ■ Is it based online, does it exist in a physical space, or both?

- Demographic
    - Who is the core audience for its products or services?
- Location (if applicable)
    - What is the location of the business?
    - Approximately how many locations does it have?

- **Lesson Extension**: Have the participants list the pros and cons of a business having an online component. Encourage them to think of both sides of the issue. For example, if they list the ability to reach a larger audience as a pro, ask them to think about what toll the effort to do so might take on producing the business's products.

TIPS FOR FACILITATORS:

- Lead a discussion with participants on how much the location of a business depends on its core audience.
- Stress the importance of originality in the entrepreneur industry. A new product, service, or business idea must stand out from the crowd. Continue to emphasize the need for originality in both design and concept throughout the Development Content Pyramid workshops.

2. Group Work (15–20 minutes):

- Have the participants break into groups of two or three. Give each group three different companies from the list generated during the Business Brainstorm.
- Challenge each group to create a fictitious business, product, or service that combines characteristics of the three businesses that the group was assigned. The group's proposal does not need to make practical sense. For example, if a group is given Twitter, BMW, and Red Bull, its unique business could be a Red Bull–themed BMW that automatically tweets when its driver hits a certain speed.
- Hand out the Business Presentation Cards (provided in the Printables section) and allow time for groups to describe their fictitious businesses. Each group should fill in the blanks provided on the Business Presentation Card, which include: the type of business, the potential future of the business, the demographic the business serves, location, and expansion plans.

TIPS FOR FACILITATORS:

- It may be difficult for the groups to come up with fictitious products or services from the three businesses they are given. Let them know that the business idea is not the most important aspect of this workshop, though it does provide opportunity for creativity. Rather, the most important aspect of this workshop is walking through the processes on the Business Presentation Card.

3. Design Basics (10–15 minutes):

- Show participants examples of popular company logos and wordmarks, either as printed handouts or on a looping slideshow. This will help them think about successful graphics strategies.
- Pass out appropriate products for participants to handle and study. This will help them think about successful product-design strategies.
- Briefly go over the attributes that make good product designs, logos, and wordmarks.
    - A successful logo or wordmark should be: simple (anyone should be able to draw it, even a child!), recognizable/memorable, timeless, versatile, and appropriate.
    - A successful product design should be: innovative, thorough, useful, environmentally friendly, aesthetically pleasing, honest, understandable, long-lasting, unobtrusive, and simple.
- Encourage participants to think about more of the logos, products, and wordmarks they've seen. Ask them to list what they like about them, what makes them successful, and what they would want to improve about them on large sheets of paper. Have them post their lists around the room.

TIPS FOR FACILITATORS:

	● Leave the lists of attributes of successful logos, wordmarks, and products up around the room for reference for the remainder of the Development Content Pyramid lessons. **4. Concept Creation (45–60 minutes):** ● Have participants draw designs for their own product ideas, keeping in mind the design principles discussed above. Encourage them to make their sketches as clear as possible and to draw their products from two or three different angles. If they are drawing in black and white, they should indicate the color schemes they want to use, and they should also think about packaging for their products. ● Have participants whose potential businesses do not have actual physical products design logos or wordmarks for their companies. Encourage them to make a few different versions, try different color schemes, and draw their logos in different sizes. ● Have participants again answer the prompts from the Business Presentation Cards, this time thinking about their own proposed products or logos. Have them write these answers in the margins of their sketches. **TIPS FOR FACILITATORS:** ● Have participants who do not have ideas for their own businesses or products use one of the fictitious businesses or products created during the Group Work section. ● As participants are creating their logos and products, walk around and offer suggestions on their designs. Ask participants questions about the concepts behind their businesses, and make sure their logos or products match them. **5. Review (5–10 minutes)** ● Lead a discussion with the participants about the exercise. Ask them what they found easy and fun about it, and what was difficult. Also ask them what they learned about their own business ideas during the workshop, what challenged them, and what they would want to improve. **TIPS FOR FACILITATORS:** ● Having the participants discuss what they liked and didn't like about the workshop, and what they found challenging, will help fine-tune the workshop for future use. ● Collect and keep all the sketches so that participants can use them in the Product Review and Prototyping workshops.
PROJECT(S)	better understanding of business fundamentals sketch of an original business's product, logo, or wordmark

Sources Used:

Just Create—What makes a good logo?
http://justcreative.com/2009/07/27/what-makes-a-good-logo/

Dieter Rams: Ten principles for good design
https://www.vitsoe.com/us/about/good-design

Vocabulary: CONCEPT

Aesthetic: relating to the enjoyment or study of beauty.

Characteristic: a typical or noticeable quality of someone or something.

Core audience: the group of people who are most likely to buy a particular product, to watch a particular program, etc.

Demographic: a group of people, for example, customers, who are similar in age, social class, etc.

Innovative: using new methods or ideas.

Investment: the act of putting money, effort, time, etc. into something to gain profit or advantage; the money, effort, time, etc. used to do this.

Logo: a design or symbol displayed on a company's products, marketing materials, etc., that expresses the company's character and makes it easy to recognize and remember the company.

Product: something that is made to be sold, usually something that is produced by an industrial process or (less commonly) something that is grown or obtained through farming.

Timeless: losing little relevance or value as the years go past.

Unobtrusive: not noticeable; seeming to fit in well with surroundings.

Versatile: able to be used for many different purposes.

Wordmark: a distinct text-only typographic treatment of the name of a company, institution, or product used for purposes of identification.

Definitions provided by: dictionary.cambridge.org

BUSINESS PRESENTATION
Fill in the blanks and present your project.

Type of business: ______________________

Describe your product or service:

Describe your expected demographic:

Describe the location of your business:

If you were given $100,000, what would the projected growth of your business be in five years?

How would you divide your investment to get it that way?

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Fill in the blanks and present your project.

Type of business: ______________________

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If you were given $100,000, what would the projected growth of your business be in five years?

How would you divide your investment to get it that way?

Entrepreneur Incubator: Development Content Pyramid

PRODUCT REVIEW

This workshop focuses specifically on the Product Review section of the Development Content Pyramid and teaches the importance of product research and testing.

TIPS FOR FACILITATORS:

- Development Content Pyramid workshops (Concept, Product Review, and Prototype) must be completed in succession. Participants cannot participate in the Product Review workshop without having completed the Concept workshop.

LESSON SNAPSHOT:

TIME NEEDED	**SKILLS**	**TECHNOLOGY**	**MATERIALS**	**PROJECT(S)**
35–55 minutes	communication, English language, product research, product testing, giving and receiving constructive criticism	computers with Internet access (needed only for the Lesson Extension)	sketches from Concept workshop, pencils or pens, writing paper	peer-led product or service review

DETAILED LESSON PLAN:

VOCABULARY	critique, feedback, constructive criticism, product testing, feedback, service
ACTIVITY OVERVIEW	Participants will complete the Product Review section of the Development Content Pyramid. Working individually, they will conduct preliminary research for their potential products or services. They will come up with estimated pricing for their products or services, based on their research, and receive feedback on their proposed products, services, logos, or wordmarks by participating in peer-to-peer review.
STEP BY STEP	**1. Product Research (10–15 minutes):** ● Hand out the participant sketches from the Concept workshop. ● Have participants spend a few minutes thinking about the costs associated with their proposed products or services. Ask them to write down lists of costs on their sketches. ● Encourage participants to think about not just costs, but also their core audience when coming up with prices for their products or services. It is important that they do not set their prices too high for their intended clients or customers. ● If similar products or services are currently offered within the participants' community, encourage them to think about the prices at which they are offered and price their own offerings accordingly. ● Have the participants settle on tentative prices for their products and services and record them on their sketches. ○ **Lesson Extension/Digital Application**: If computers with access to the Internet are available, have participants research similar products or services online. They can use their research to help them determine prices. **TIPS FOR FACILITATORS:**

	● Stress that the prices participants have proposed are preliminary and subject to refinement. **2. Product Review (20–30 minutes):** ● Lead a discussion with participants about the importance of product testing. Let them know that almost 80 percent of businesses fail within their first year of existence, and it is extremely important for designs and ideas to go through multiple stages of refining and improvement. The more time entrepreneurs spend testing their products and services prior to the manufacturing stage, the more money they will save in the long run. ● Have participants show their sketches from the Concept workshop to their peers, requesting one piece of positive feedback and two pieces of negative feedback from at least three individuals. ● Have participants also request feedback on the proposed prices for their products or services. They should ask their peers what they would be willing to pay for their products or services and compare the average answers to their estimated prices. ● Encourage participants who are reviewing their peers' sketches and ideas to feel comfortable asking questions if anything is unclear. **TIPS FOR FACILITATORS:** ● Stress the importance of constructive criticism during any development stage and in any professional setting. ● Stress the importance of originality. A new product, service, or business idea needs to stand out from the crowd. Ask the product reviewers also to think about the originality of their peers' businesses, products, or services, and to provide feedback on this point specifically. ● Encourage participants to reference the lists of successful logos and products that were generated during the Concept workshop. They should consider the successful products and logos when giving feedback on their peers' sketches and ideas. ● Encourage participants to use this exercise as a chance to improve their proficiency in English. **3. Reflection (5–10 minutes)** ● Have participants spend the last several minutes of the workshop reflecting on the feedback they received. They should take notes about the feedback, compile any questions asked by their peers, and consider which suggestions they will apply to their designs and prices. ● Encourage participants to make any relevant improvements to their original designs on their sketches. **TIPS FOR FACILITATORS:** ● Make sure participants spend ample time reflecting on this activity, because it will help them during the Prototype workshop.
PROJECT(S)	peer-led product or service review

Sources Used:

Entrepreneur- The Importance of Market Testing
http://www.entrepreneur.com/article/79446

Vocabulary: PRODUCT REVIEW

Constructive criticism: criticism given to improve an outcome.

Critique: a report that discusses a situation, writings, or ideas and offers a judgment about them.

Feedback: reaction to something such as a new process or someone's work; or the information obtained from such a reaction.

Product testing: a type of market research in which consumers are asked to use a new product and give their opinion of it.

Service: business activity that involves doing things for customers rather than producing goods; or a single act of doing something for a customer.

Definitions provided by: dictionary.cambridge.org

Entrepreneur Incubator: Development Content Pyramid PROTOTYPE

This workshop focuses specifically on the Prototype section of the Development Content Pyramid and gives participants the opportunity to create 3D versions of their products, or final drafts of their logos or wordmarks. Participants will also practice pitching their businesses to their peers.

TIPS FOR FACILITATORS:

- Development Content Pyramid workshops (Concept, Product Review, and Prototype) must be completed in succession. Participants cannot take part in the Prototype workshop without having completed the Concept and Product Review workshops.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
2-2.5 hours	basic 3D-design principles, basic sculptural principles, innovation, communication, English language **For Digital Application**: (in addition to the above) introduction to 3D-design software, introduction to graphic-design software, computer literacy	123D Creature, 123D Design, TinkerCad, Illustrator, or PhotoShop; digital drawing tablets (needed only for the Digital Application)	sketches with notes from Concept and Product Review workshops; Business Presentation Cards;* writing paper; pencils or pens; craft supplies such as cardboard, foam core, construction paper, small utility knives, scissors, hot-glue guns and sticks, glue, tape, markers, tools; construction materials such as nails, springs, hinges, wood, metal, rivets; found objects *provided in the Printables section **TIPS FOR FACILITATORS:** Not all of the materials are needed to complete this workshop; participants should use whatever craft and construction supplies are available. Part of being a successful entrepreneur is learning how to adapt concepts to different situations.	3D polished mock-up of original product final draft of logo or wordmark in three different sizes completion of the Development Content Pyramid

DETAILED LESSON PLAN:

VOCABULARY	manufacturing, prototype, mock-up, pitch, asset
ACTIVITY OVERVIEW	Participants will complete the Prototype section of the Development Content Pyramid. Working individually, they will create polished mock-ups of their designs, logos, or wordmarks. Then, taking into consideration the comments made by their peers during the Product Review workshop, participants will construct 3D versions of their products, or final sets of three drawings for their logos or wordmarks. By completing this workshop, participants will have completed the entire

	Development Content Pyramid.

STEP BY STEP	**1. Prototyping (1.5–2 hours):**
	• Ask participants to incorporate the feedback they received during the Product Review workshop into improved designs for their products, logos, or wordmarks.
	  ○ Participants who are prototyping products should make 3D versions of their product out of cardboard, foam core, construction paper, or whatever craft supplies are available. The models should be as realistic as the supplies allow.
	  ○ Participants who are refining logos or wordmarks should work on creating final drafts of those images in three sizes. The logos or wordmarks should be easily recognizable when they are sized to fit on a large coin, in the palm of a hand, and on a piece of business-letter paper.
	  ○ **Digital Application** (if there is access to computers and/or iPads and the Internet):
	    ▪ Participants who are making digital 3D designs of their products can use any of the follow free software or websites: www.tinkercad.com, Autodesk's 123D Design, or (for iPads) Autodesk's 123D Creature.
	    ▪ Participants who are designing logos or wordmarks can use Adobe PhotoShop or Illustrator (or any other graphic-design software) to design digital versions of their images. Those who are reluctant to create digital drawings can start with traditional drawings and scan and import them into a graphic-design program. If digital drawing tablets are available, participants can use them to create the three sizes of their logos or wordmarks described above.
	• Hand out new Business Presentation Cards (provided in the Printables section) to participants and ask them to fill them out for their products, logos, or wordmarks. Let them know that they will end the workshop by pitching their businesses to their peers.
	  ○ **Lesson Extension:** Go over the guidelines for making a good pitch:
	    ▪ Make it short.
	    ▪ Pick the right people to pitch to.
	    ▪ Know the competition.
	    ▪ Know the numbers.
	    ▪ Show off experience as well as the business.
	    ▪ Be prepared and bring hard assets.
	    ▪ Have a realistic projection for the business.
	    ▪ Have a plan for the money being asked for.
	    ▪ Leave time for questions.
	
	TIPS FOR FACILITATORS:
	• Timing for this section will depend greatly on how detailed the participants want to get in their designs. If the majority of the participants are producing only logos or wordmarks, this section may not take too long. However, if the majority of the participants want to create 3D models of their products, then it may take the full two hours or longer. It is important to be flexible and mold this section to your participants' needs.
	
	2. The Pitch (20–30 minutes)
	• Have participants pitch their businesses to the entire class, using their Business Presentation Cards as guides. The class members should think of themselves as possible investors during this exercise and give each presenter feedback on whether they would be likely to invest, and why or why not.
	
	TIPS FOR FACILITATORS:
	• Have the class members focus on what the presenters are asking for during their pitches. Stress that this is not the appropriate time to give feedback on products, logos, or wordmarks. Instead, ask participants to evaluate only how well the presenters represent the need for their businesses, and how clearly they articulate their businesses' projected

	growth and needs. ● Stress the importance of constructive criticism during any development stage and in any professional setting. Remind participants that their ideas should go through multiple stages of refining and improvement. ● If the size of the class is too large to have all participants present their pitches to the whole group, have the participants work in small groups to receive feedback from their peers. ● Encourage participants to use this exercise as a chance to improve their proficiency in English.
PROJECT(S)	3D polished mock-up of original product final draft of logo or wordmark in three different sizes completion of the Development Content Pyramid

Sources Used:
Harvard Entrepreneurships
http://www.harvardentrepreneurship.org/325/10-tips-successful-business-pitch-presentation.html

Vocabulary: PROTOTYPE

Asset: something having value, such as a possession or property that is owned by a person, business, or organization; any positive feature that confers an advantage.

Manufacturing: the business of producing goods in factories.

Mock-up: a model of something, which shows how it will look or operate when it is built, or which is used when the real thing is not yet available.

Pitch: a speech used in an attempt to persuade someone to buy or do something.

Prototype: the first example of something, such as a machine or other industrial product, from which all later forms are developed.

Definitions provided by: dictionary.cambridge.org

BUSINESS LOCATION: This workshop encourages participants to map out existing businesses in their community, including competing and complementary businesses, and gives them a better understanding of neighborhood commerce, so they will be better informed when choosing locations for their own potential businesses.

OUTREACH: This workshop encourages participants to come up with questions to ask local business owners, focusing on the challenges of starting a business.

RESOURCES: This workshop encourages participants to think about the physical and human resources needed for their potential businesses. Using the information gathered in the Outreach workshop, they will create lists of resources they will need for their own potential businesses.

Entrepreneur Incubator: Community Content Pyramid

BUSINESS LOCATION

This workshop focuses specifically on the Business Location section of the Community Content Pyramid and encourages individuals to map out existing businesses in their community, thus gaining a better understanding of neighborhood commerce.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1–1.5 hours	critical thinking, brainstorming, communication, English language, map literacy, basic illustration, geography	Computers and Internet access are recommended but not required.	pencils or pens, writing paper, large sheets of paper, markers or colored pencils, tape	map of businesses in the local community ideas for potential business locations

DETAILED LESSON PLAN:

VOCABULARY	commerce, competition, complementary, community, neighborhood, location, map, map legend (or key), symbol, demographics, foot traffic, advertising, marketing, brick and mortar, feedback
ACTIVITY OVERVIEW	Participants will complete the Business Location section of the Community Content Pyramid. Working individually, they will list the goods and services they purchased over the previous month. Then, working in groups, they will create maps of the local community and locate their purchases on those maps. They will then use the maps to help them decide on potential locations for their businesses. Upon completion of the workshop, participants will have a better understanding of neighborhood commerce, and of competing and complementary businesses.
STEP BY STEP	**1. Listing purchases (10–15 minutes):** ● Have participants work individually to list all the products and services they bought within the past month, along with the approximate amounts they paid and where they made the purchases. (They can use the Internet, if it is available, to help them create their lists.) **TIPS FOR FACILITATORS:** ● When participants are listing where they purchased their goods, make sure they write down not only the name of the stores but also the stores' physical locations.

2. Mapping It Out (30–40 minutes):

- Have the participants work in small groups (three to four people per group) to create community maps that include the locations of all their individual purchases on large sheets of paper.
    - **Lesson Extension:** Explain how to use a map legend, and show examples of common map symbols. Give the participants examples of symbols they can choose for their community maps—for example, different colors for different types of businesses, varying numbers of dollar signs to indicate the cost of products or services sold. Have them agree on the symbols they want to use before splitting into the smaller groups, so all the groups can use the same symbols on their maps. This will help participants easily decipher all the maps.
- Have the groups indicate businesses on the map according to the products and services purchased, and approximately how much money they spent at them.
- Have participants include parks, local transportation stations, schools, offices, highways, parking garages, and other landmarks and amenities on their maps.
- Once the maps are finished, have the participants post them on the walls. Encourage participants to walk around and study all the maps.

TIPS FOR FACILITATORS:

- If the workshop is not large enough to have multiple small groups, have all the participants work together in one large group to make their map.
- Encourage the participants to make their maps as realistic as possible, but stress that it is more important to appropriately group businesses by location. The objective of this lesson is not to have a map precisely drawn to scale of their community, but to have a realistic portrayal of where clusters of businesses are located within the community.
- When possible, group participants with differing English language proficiency to facilitate peer-to-peer learning.

3. Business Location (10–15 minutes):

- As a group, discuss why it is important for an entrepreneur to know the location of businesses in his/her community.
    - How does knowing this information help entrepreneurs pick business locations?
        - Knowing where popular businesses are allows entrepreneurs to select locations that afford maximum exposure to customers for their own potential businesses.
        - Researching business locations allows entrepreneurs to determine which sorts of businesses are already grouped together. It also helps them identify types of businesses that are not currently found in their community.
        - Knowing where traffic generators such as parks, local transportation stations, schools, offices, highways, and parking are helps entrepreneurs detect other locations that are likely to experience high foot traffic.
    - Why is it important for entrepreneurs to know where competing and complementary businesses are?
        - Many experts agree that the best business location is close to a competitor. Competitors have already laid the groundwork to attract customers, and spent money on advertising and marketing. New businesses can benefit from their competitors' earlier efforts. However, this is a risky strategy, even when entrepreneurs are confident that their products or services are superior, and it does not mean they can forgo marketing entirely. An established business has a proven track record within its community, and a new one does not.
        - Similarly, it can be equally beneficial to be located near a complementary business—a coffee shop, for example, is well-situated adjacent to a bookstore. Locating a business close to a complementary business can help attract potential customers with little advance marketing.
    - How does knowing where local businesses are help entrepreneurs who want to

	start their businesses online? ■ Online businesses, just like brick-and-mortar stores, have to advertise and market their products or services. Marketing within the local community can be a great place to start. Posting flyers and information about an online product or service in businesses that are attracting similar customers can help create awareness of the online offerings. ● Have participants keep the community maps in mind as they come up with potential locations for their businesses. ● If participants' businesses are to be online, have them use this time to come up with ideas about where they would choose to market their online companies within the community. ● Once they have chosen potential locations, have participants add marks for their businesses to the community maps on the walls and explain to their peers why they picked those locations. **TIPS FOR FACILITATORS:** ● If there is time, have participants ask the class for feedback on their proposed locations. ● Leave the maps up around the room for the remainder of the Communication Content Pyramid workshops. ● Encourage participants to use this exercise as a chance to improve their proficiency in English.
PROJECT(S)	map of businesses in the local community ideas for potential business locations

Sources Used:
Entrepreneur- How to Find the Best Location
http://www.entrepreneur.com/article/7378

Vocabulary: BUSINESS LOCATION

Advertising: the activity of making products or services known about and persuading people to buy them; or the pictures, videos, signs, and the like that are used to promote products or services.

Brick and mortar: property in the form of buildings usually when considered as an investment.

Commerce: the buying and selling of goods and services.

Community: the people who live in a particular area; or a group of people who are considered as a unit because of shared interests or background.

Competition: a situation in which a number of people or organizations are trying to be more successful than each other; or the people or organizations that are rivals in a particular market.

Complementary: different but more effective or attractive when used together.

Demographics: the characteristics of a human population, such as size, growth, average age, and education.

Feedback: reaction to something such as a new process or someone's work; or the information obtained from such a reaction.

Foot traffic: the number of people who go into a business during a particular period of time.

Location: a particular place or position.

Map: a drawing that represents a region or place by showing the various features of it, such as rivers and roads, and the relative distances between them.

Map legend (or key): the area on or next to a map that shows the symbols used on it adjacent to text explaining them.

Marketing: the business activity that involves finding out what potential customers want, using that information to design products and services, and selling them effectively.

Neighborhood: a particular geographic area with characteristics that make it different from other nearby areas.

Symbol: a sign or mark used to represent something else.

Definitions provided by: dictionary.cambridge.org

Entrepreneur Incubator: Community Content Pyramid OUTREACH

This workshop focuses specifically on the Outreach section of the Community Content Pyramid and encourages participants to view business owners in their communities as valuable resources.

LESSON SNAPSHOT:

TIME NEEDED	**SKILLS**	**TECHNOLOGY**	**MATERIALS**	**PROJECT(S)**
35 minutes – 1 hour	interpersonal skills, communication, English language, interviewing, peer instruction, critical thinking	Computers, printers, and a photocopier are recommended but not required.	writing paper, pencils or pens, small pieces of paper	completed questionnaire for local business owners start-up advice from local business owners

DETAILED LESSON PLAN:

VOCABULARY	outreach, resource, survey, questionnaire, interpersonal, interview
ACTIVITY OVERVIEW	Participants will complete the Outreach section of the Community Content Pyramid. Thinking about their potential businesses, they will create lists of questions to ask business owners in their community. They will focus on the challenges of starting a business, unforeseen needs associated with a start-up, and lessons learned along the way. They will use the answers to these questions in determining the resources they will need in place to start their own business.
STEP BY STEP	**1. Brainstorm (15–20 minutes):** • Ask participants to work in pairs to write down questions they have about starting a business, on small pieces of paper. Encourage them to include any and all their questions, no matter how seemingly trivial. • Ask the pairs to share their questions with the class and to post their lists at the front of the room. • After all the pairs have shared and posted their questions, let the participants choose questions that they feel comfortable answering. Have them take turns sharing answers with the group and leading discussions around particular topics. **TIPS FOR FACILITATORS:** • Participants should lead this section of the workshop. Encourage peer-to-peer learning and let the participants guide the discussions around the questions asked. Interject only to keep the conversation on topic and to help move discussion along, if needed. **2. Survey Creation (20–30 minutes):** • Ask participants to work individually to create surveys or questionnaires for business owners in the local community. Have them tailor the questions to their own needs but also keep in mind all the other issues brought up during the group brainstorm. • Make sure the participants focus their surveys or questionnaires on best practices, as identified by the business owners. They should be sure to include questions that can help them obtain information about the start-up process. Sample questions:

	○ How long did it take for you to start your business (from the decision to start a business to opening day)? ○ What was the most challenging aspect of starting your business? ○ What did you look for when selecting a physical space for your business, and why? ○ What do you wish you had known before you started the entrepreneurial process? What was the most important lesson you learned along that way? ○ What should you have done differently? ○ Do you collaborate with other business owners in the community? Why or why not? ● If computers are available, have participants type their surveys or questionnaires, save them, and print copies as needed. ● If computers are not available, have participants hand-write their surveys or questionnaires and make photocopies. ● Once the participants have finished their surveys, have them create lists of the businesses whose owners they would like to interview. Participants should pick businesses that are similar to their potential businesses, plus at least a few businesses that are different. ● Briefly review proper interview etiquette, found in the Communication workshop of the Drive Content Pyramid. Remind participants that this time they will lead the interview. They should still represent themselves as professionally as possible and be respectful of the business owners' time. ○ **Lesson Extension:** Build in time during the workshop for the participants to go out into the community and conduct as many surveys or questionnaires as they can. They can also use this time to set up interview schedules with business owners who are unable to answer participant questions right away. They should be ready to share the information they gathered from their surveys or questionnaires during the Resources workshop. **TIPS FOR FACILITATORS:** ● If participants have completed the Building Location section of the Community Content Pyramid, they can use the maps created during that workshop to help them make their lists of business owners to contact. ● If participants are using handwritten surveys or questionnaires, make sure they all keep blank copies for future photocopying as needed. ● Encourage participants to pick businesses that they think it would be beneficial to learn from, even if they do not know the business owners. This will help them practice interpersonal skills and effective professional communication. ● Surveys and questionnaires should be written in English. If needed, participants can translate their documents, give them verbally, and then translate the answers into English. This will help participants improve their English-language proficiency. ● Let participants know that they will need to have completed administration of their surveys or questionnaires before moving on to the Resources workshop.
PROJECT(S)	completed questionnaire for local business owners start-up advice from local business owners

Vocabulary: OUTREACH

Interpersonal: having to do with relationships between people.

Interview: a formal meeting at which a person is asked questions to reveal specific information, for example, to determine suitability for a job.

Outreach: the process of building relationships with people; the effort to bring services or information to them where they live or spend time.

Questionnaire: a set of written questions used to collect information from a number of people.

Resource: a useful or valuable possession or quality, for example, money, time, skills.

Survey: a set of questions used to collect information or opinions from a number of people.

Definitions provided by: dictionary.cambridge.org

Entrepreneur Incubator: Community Content Pyramid
RESOURCES

This workshop focuses specifically on the Resources section of the Community Content Pyramid and encourages participants to think about the physical and human resources needed for their potential businesses.

TIPS FOR FACILITATORS:

- Participants must have completed the Outreach section of the Community Content Pyramid before beginning the Resources workshop. They will need information gathered from the Outreach surveys to complete this workshop.

LESSON SNAPSHOT:

TIME NEEDED	**SKILLS**	**TECHNOLOGY**	**MATERIALS**	**PROJECT(S)**
35 minutes–1 hour	critical thinking, organizational skills, strategic planning	None needed.	writing paper, pencils or pens, large sheets of paper, markers, tape	list of resources needed for participants' potential businesses

DETAILED LESSON PLAN:

VOCABULARY	human resources, physical resources, flowchart
ACTIVITY OVERVIEW	Participants will complete the Resources section of the Community Content Pyramid. Using the information gathered from the surveys or questionnaires created in the Outreach workshop of the Community Content Pyramid, they will begin to create a list of resources they need for their own potential businesses.
STEP BY STEP	**1. Survey Sharing (15–20 minutes):** ● Ask participants to share with the class some of the most interesting information they collected using the surveys or questionnaires for local business owners that they created in the Outreach workshop. ● Create and post a list of recurring themes and important points for participants to refer to throughout the workshop, on large sheets of paper. ● Lead a discussion about the differences between human and physical resources. Ask the participants to identify which items on the list fall under each category. **2. Listing Resources (20–30 minutes):** ● Have participants work individually to come up with lists of the human and physical resources they need for their potential businesses. ● Encourage them to think through all aspects of their businesses carefully and list all resources associated with them. ● Examples of resources include: ○ paid (and unpaid) staff members ○ uniforms ○ orientation materials ○ physical location

	○ utilities ○ cleaning supplies (and/or services) ○ technology (and tech support) ○ general supplies ○ marketing and advertising materials ▪ **Lesson Extension:** In addition to their lists of resources, ask participants whose potential businesses may require multiple employees to create human-resources flowcharts. Such charts should map out the hierarchy of staff, making clear who reports to whom. Each position listed should be accompanied by a brief, clear job description. **TIPS FOR FACILITATORS:** ● If possible, provide the participants with real-world examples. Show an organization's (possibly your own organization's) list of resources or its human-resources flowchart. This will help participants link what they are learning to the way local businesses and organizations work on a daily basis.
PROJECT(S)	list of resources needed for participants' potential businesses

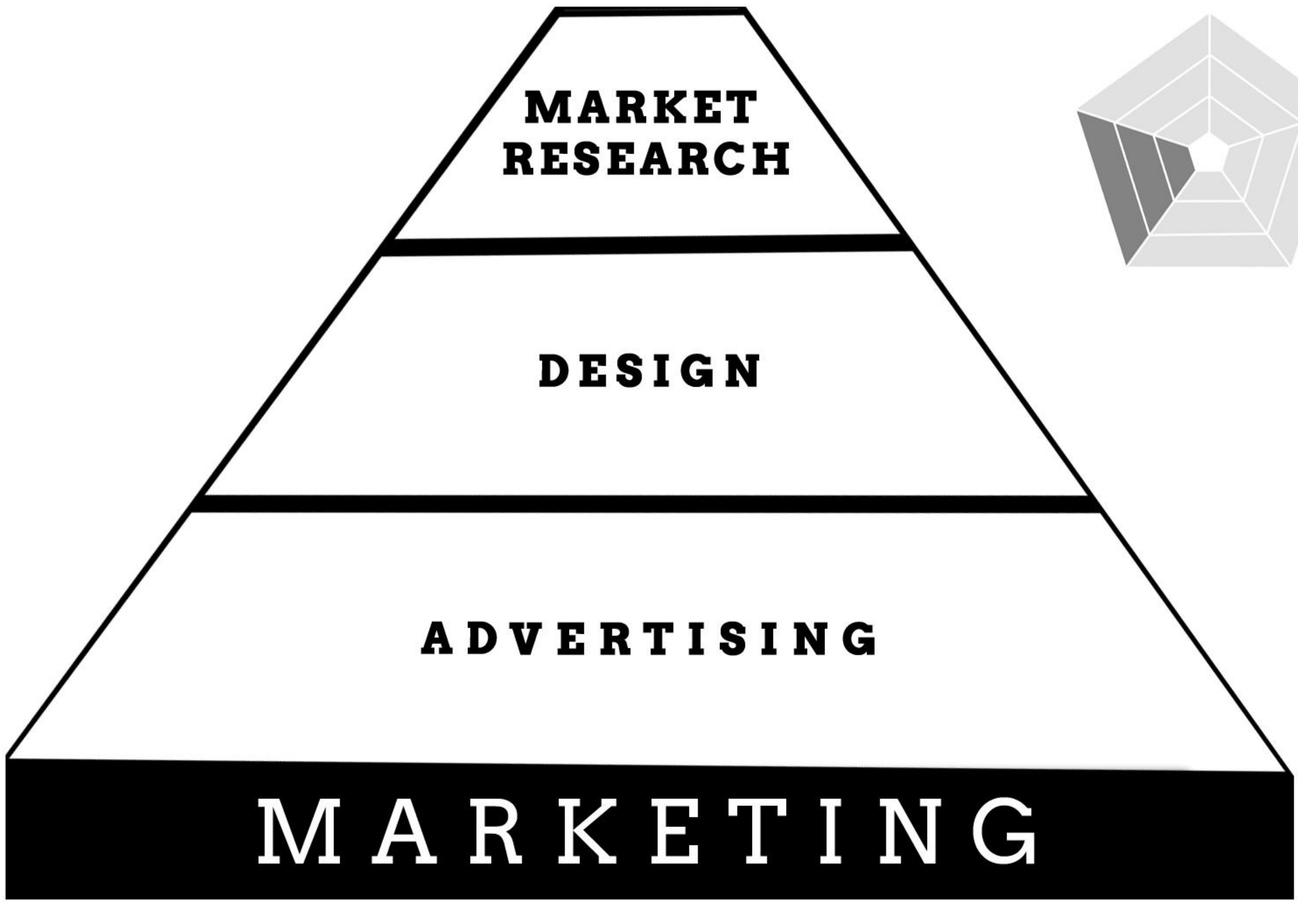
Vocabulary: RESOURCES

Flowchart: a type of diagram that represents an algorithm, work flow, or process, showing the steps as boxes and their order or hierarchy by arrows or lines connecting them.

Human resources: people, when considered as an asset to an organization; the set of individuals who make up the workforce of an organization, business sector, or economy.

Physical resources: resources that are part of the material world.

Definitions provided by: dictionary.cambridge.org



MARKET RESEARCH: This workshop provides participants with an introduction to conducting research which will eventually help them develop marketing strategies for their potential businesses.

DESIGN: This workshop gives participants the opportunity to create advertising materials for their potential businesses.

ADVERTISING: This workshop encourages participants to research the costs involved with advertising and develop advertising plans designed to be cost-effective for their potential businesses.

Entrepreneur Incubator: Marketing Content Pyramid

MARKET RESEARCH

This workshop focuses specifically on the Market Research section of the Marketing Content Pyramid and provides participants with an introduction to conducting research to help them develop marketing strategies for their potential businesses.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1.5–2 hours	market research, strategic planning, critical thinking, design principles, English language	Computers with Internet access and a photocopier are recommended but not required.	writing paper, pencils or pens, large sheets of paper, markers, tape	preliminary market research business evaluation

DETAILED LESSON PLAN:

<table>
<tr><td>VOCABULARY</td><td>marketing, research, data, evaluation, feedback, crowdsourcing, trend, strategy, market</td></tr>
<tr><td>ACTIVITY OVERVIEW</td><td>Participants will complete the Market Research section of the Marketing Content Pyramid. They will create questionnaires to be used to evaluate their potential businesses and will ask groups of their peers to fill the questionnaires out. To familiarize themselves with the options available, they will also research various marketing strategies currently used within their community.</td></tr>
<tr><td>STEP BY STEP</td><td>1. Marketing Brainstorm (10–15 minutes):

Lead a discussion with participants about the importance of creating marketing strategies for their businesses. Encourage the group to explore the following questions:

What is marketing, and why is it important for a business?

Marketing is a way for a business to attract and retain satisfied customers. It stresses the value of the customer to the business and is guided by the following two principles:

Customers’ needs always come first in business decisions.
Profitable sales are more important than maximum sales.

Marketing programs target and aim to persuade audiences to use specific products or services. A strong marketing presence helps a business stay relevant in an ever-changing market.

Why is it important for a new business to conduct market research before coming up with a marketing strategy?

Marketing research helps a business owner identify and target customer groups. It helps the business owner set prices for products and services based on the intended audience. It can also unveil any unmet needs a business’s target audience may have.

</td></tr>
</table>

	- Market research can uncover potential negatives and any oversights in an entrepreneur's business plan, as well as competing products or services. Successful market research also identifies trends in customer tastes and needs that could affect sales. - Market research helps businesses keep up to date with competing market strategies, the local economic environment, and any population shifts in the target community. - Once preliminary market research is finished, a business owner can use the results to create a marketing strategy. - What does an entrepreneur need to know to create a marketing strategy? - the needs of the customer - how to satisfy the customer - the customer's price point - competitors' prices - economic trends that concern the product or service being offered **TIPS FOR FACILITATORS:** - As participants are discussing the questions above, write down words and phrases that come up frequently on a large sheet of paper. Post the list at the front of the room and keep it up for participants to refer to during the remainder of the Marketing Content Pyramid workshops. **2. Evaluation (40–50 minutes):** - Ask participants to create questionnaires for potential customers to help them gather the information they will need to devise marketing strategies for their potential businesses. - Remind participants to focus on the key points that a business owner should know before putting together a marketing strategy. Encourage them to include specific questions about their potential businesses' products or services. - If needed, go over sample questions that participants can use: - Does this product or service meet a current need in your daily life? - Do you like this product or service? Why or why not? - Do you have any suggestions on how I could improve this product or service? - How much would you consider paying for a product or service similar to this one? - Do you currently own a product or pay for a similar service? If so why, and approximately how much? - Would you refer a friend or family member to try a product or service like this one? - If computers are available, have participants type their evaluations, save them, and print copies as needed. - If computers are not available, have participants hand-write their evaluations and make photocopies. **TIPS FOR FACILITATORS:** - Encourage participants to keep their evaluations short but informative. It is important to be conscious of potential customers' time. - If participants are using handwritten evaluations, make sure they all keep blank copies for future photocopying as needed. - Evaluations should be written in English, and participants should speak English when giving the evaluation to their peers. This will help them improve their English-language proficiency. **3. Conducting Research (45–60 minutes):** - Once participants have finished drafting their evaluations, have them ask their peers in the workshop to complete the forms and then offer feedback on the questions. This sort of crowdsourcing will help them refine the evaluations for potential customers' use. - Make sure participants have at least three of their peers fill out and comment on their evaluations. - Once they have received feedback from three or more peers, ask participants to spend

	some time reviewing the comments they received and noting any commonalities, discrepancies, interesting information, and/or problems that came up. ● Lead a discussion about the market research participants have conducted so far. Ask them to share: ○ what the majority of their peers liked about their businesses ○ what they may want to change about their businesses ○ the most interesting thing they found out about their products or services ● Ask the participants to consider their peers' feedback in determining what they may need to change or add to their evaluations to maximize its usefulness. **TIPS FOR FACILITATORS:** ● **Lesson Extension:** Encourage participants to take copies of their evaluation forms and survey people in their community after class time. ● Encourage participants to use this exercise as a chance to improve their proficiency in English.
PROJECT(S)	preliminary market research business evaluation

Sources Used:
SBA- Marketing 101
http://www.sba.gov/content/marketing-101-basics

Vocabulary: MARKET RESEARCH

Crowdsourcing: the act of giving tasks to a large group of people or to the general public, for example, by asking for help on the Internet.

Data: information collected for use, especially in making decisions.

Feedback: reaction to something such as a new process or someone's work; or the information obtained from such a reaction.

Evaluation: the process of judging the quality, importance, or value of something; or a report that includes this information.

Market: the part of the world or society in which a particular product or service might be sold; or the business or activity of buying and selling a particular product or service.

Marketing: the business activity that involves finding out what potential customers want, using that information to design products and services, and selling them effectively.

Research: detailed study of a subject in order to discover new information or achieve a new understanding of it.

Strategy: a long-range plan for achieving something or reaching a goal; or the skill involved in making such plans.

Trend: a general development in a situation or in the way people behave.

Definitions provided by: dictionary.cambridge.org

Entrepreneur Incubator: Marketing Content Pyramid

DESIGN

This workshop focuses specifically on the Design section of the Marketing Content Pyramid and gives participants the opportunity to create advertising materials for their potential businesses.

LESSON SNAPSHOT:

TIME NEEDED	**SKILLS**	**TECHNOLOGY**	**MATERIALS**	**PROJECT(S)**
1.5–2 hours	design principles, introduction to advertising, critical thinking, communication	Computers with Internet access, design software such as InDesign, Illustrator, PhotoShop, or Publisher, and digital drawing tablets are recommended but not required.	writing paper; pencils or pens; large sheets of paper; markers; tape; craft supplies such as colored paper, scissors, glue, magazines, newspapers, rulers	first draft of advertising material

DETAILED LESSON PLAN:

VOCABULARY	advertisement, critique, coupon, poster, flyer, collage, compare, contrast, first draft
ACTIVITY OVERVIEW	Participants will complete the Design section of the Marketing Content Pyramid. Working in small groups, they will critique selected current advertisements. Working as individuals, they will learn the basics of graphic design while creating first drafts of advertising material for their potential businesses.
STEP BY STEP	**1. Research (30–40 minutes)** ● Have participants work in small groups to research and critique current advertisements. Give them recent magazines and newspapers, and ask them to pull examples of advertisements that they think are successful in creating awareness of and desire for the products or services highlighted. ● Ask participants to answer the following questions for each advertisement selected: ○ Who is the target audience for the advertisement? ○ What method(s) is the advertisement using to reach its targeted audience? ○ Where was the advertisement located within the magazine or newspaper, and why? ○ What is the purpose of the advertisement? (Is it calling attention to a special sale? Is it promoting a new product, service, or business? Is it a coupon?) ○ What factors of the advertisement are eye-catching or otherwise attention-getting? ○ Why do you think the advertisement is successful?

- Write the questions on a large sheet of paper and post them at the front of the room for participants to reference.
    - **Lesson Extension/Digital Application:** If computers with Internet access are available, encourage participants to go online and find examples of digital advertisements they find compelling. They should answer the questions from the list above, then compare and contrast the digital and print advertisements.
- Encourage participants to collect the advertisements or parts of the advertisements they think are most successful and, using collage techniques, create personal inspiration boards. They can make their selections on the basis of color scheme, font style, image, specific wording, or anything they find compelling.

TIPS FOR FACILITATORS:

- Leave the list of questions up at the front of the room for participants to reference for the remainder of the workshop.

2. Design (60–70 minutes):

- Have participants work individually to decide what type(s) of advertisement would work best for their potential businesses.
- Ask participants to list who their target audience is, how they intend to reach that audience, where they want to place their ads, what type of ads they think will best suit their business, and how they plan to make their ads eye-catching. Have them write the answers to these questions on their inspiration boards (or other pieces of paper), which they will need for reference during the Advertisement Review activity.
- Once the participants have finished creating their lists, have them design first drafts of their advertisements using the available craft supplies. Encourage them to craft their words carefully, to incorporate the design elements they found eye-catching on the newspaper and magazine (or online) advertisements, and to reference their inspiration boards.
    - **Digital Application:** If computers with graphic-design software are available, participants can use Adobe PhotoShop, Illustrator, InDesign, Microsoft Publisher, or any other design program to create digital versions of their ads. Those who are reluctant to create digital drawings can start with traditional drawings, scan and import them, and then work digitally. If digital drawing tablets are available, participants can use them to create their advertisements.
- Have participants post their sketches in the front of the room, and allow time for all the participants to see each other's work.

TIPS FOR FACILITATORS:

- Encourage participants to work in scale. Have them think about the sizes they will need of their proposed advertisements and work within those parameters.
- Let participants know that during the Advertising workshop, they will research the costs involved in advertising. They may need to alter their color schemes and sizes if the costs for their planned advertisements prove prohibitive.

3. Advertisement Review (10–15 minutes):

- Lead a discussion about the advertisement sketches posted around the room. Ask participants to consider each ad in turn, referencing the list of questions from the Research activity. They should talk about who they think is the target audience for the ad, how well the ad will reach that audience, the design elements of the ad, and the effectiveness of the ad's words and format. Have participants compare the class's answers to these questions with the lists the creators made for their advertisements during the Design activity.
- During these discussions, encourage the ad creators to take notes and indicate what improvements they may make to their second drafts.

TIPS FOR FACILITATORS:

- Collect and keep all the participants' inspiration boards, lists, and advertisement sketches so that participants can use them in the Advertising workshop.

PROJECT(S)	first draft of advertising material

Vocabulary: DESIGN

Advertisement: a picture, sign, or other form of paid notice that is used to make a product or service known and to persuade people to buy it.

Collage: a work of art that includes various materials or objects glued to a surface; or the art of making such a work.

Compare: to examine or look for the similarities and differences between persons or things.

Contrast: to examine or look for the differences between persons or things.

Coupon: a piece of paper used to buy a product or service at a reduced price or to get it free.

Critique: a report that discusses a situation, writings, or ideas, and offers a judgment about them; or that judgment.

First draft: a first or preliminary form of a piece of writing or drawing, subject to revision.

Flyer: a piece of paper containing an advertisement or information, often given out to people walking by.

Poster: a large printed picture or notice put up for advertising or decoration.

Definitions provided by: dictionary.cambridge.org, www.merriam-webster.com

Entrepreneur Incubator: Marketing Content Pyramid ADVERTISING

This workshop focuses specifically on the Advertising section of the Marketing Content Pyramid and encourages participants to conduct preliminary research on advertising costs and to develop advertising plans for their potential businesses.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1.5–2 hours	advertising techniques, research, cost analysis, budgeting, communication, professionalism	Computers with Internet access are recommended but not required.	writing paper, pencils or pens, large sheets of paper, markers, tape	advertising research advertising budget

DETAILED LESSON PLAN:

VOCABULARY	advertisement, networking, goodwill, budget, timeline
ACTIVITY OVERVIEW	Participants will complete the Advertising section of the Marketing Content Pyramid. As a group, they will learn about the different forms of advertising. They will then individually conduct research on three or four different advertising options. Once they have chosen the options that they think will best meet their potential businesses' needs, they will research the costs involved with advertising and create advertising budgets for their businesses.
STEP BY STEP	**1. Advertising Research (60–80 minutes):** ● Lead a discussion with participants about the places they see advertisements in their daily lives. Keep a list of these places on a large piece of paper at the front of the room. ● Prompt participants to think of all the forms of advertisements they encounter. Examples of different advertising options include: ○ Phone directories (Yellow Pages) ■ Small-business owners can gain potential clients just by printing their contact information, or taking out small ads, in a phone directory. However, use of phone directories is on the decline. ○ Newspapers ■ Box advertisements and advertising inserts in newspapers are both effective ways to gain potential clients. Also, specialty newspapers distributed within a community can help business owners reach specific audiences. For example, the owner of a doggie-day-care business might want to place an advertisement in a pet-adoption newspaper, rather than the daily newspaper. ○ Magazines ■ Like specialty newspapers, magazines can help business owners target specific audiences.

	○ Direct mail ■ Mailing letters or flyers to potential customers is a good way for businesses to increase their client base. It is more effective than telemarketing or e-mail blasts, and business owners can target specific neighborhoods. ○ Billboards/road signs ■ Large signs on the sides of roads can be a great way to call attention to a small business. Business owners can target specific geographic locations or commuter routes, or simply use signs in the immediate vicinity of their locations. ○ Business cards ■ Handing out business cards is a remarkably effective advertising method. Cards contain all a business's contact information in an easily portable form. They can serve as marketing vehicles by including a special deal for potential clients on the back. ○ Vehicle advertising ■ Vehicle advertising is a very visual way for small businesses to reach a large number of local people. Business owners can even create custom magnetic posters for their own cars, turning their vehicles into mobile billboards. ○ Public transit ■ Many people rely on public transportation to get around. Buses, bus stops, subway stations, and cars capture large and predominantly local audiences. ○ Television ■ Prime-time or cable television ads can be expensive, but some local stations offer deals for small businesses. Local broadcasting ensures that commercials reach an audience within the community and can be highly cost-effective. ○ Radio ■ Like local television spots, radio advertisements can help business owners target their community. Radio ads are less expensive than television ads, both to produce and to run. ○ Online/social media ■ People are spending more and more time online—and on social-media sites. Online advertisements can help businesses reach larger audiences. This may not be the best choice for businesses that want to target local customers, but it can be beneficial to an online business. ○ Trade shows ■ For business owners selling products, attending local trade shows is a great way to help both product and business become better known. There is a fee involved to enter many trade shows, but they tend to draw large, local crowds. ○ Community involvement ■ Networking is a large part of advertising. As a business owner's network expands, so does the business's customer base. Being involved in community events helps business owners spread the word about their businesses and creates goodwill by showing that they care about the community. ● After discussing the different methods of advertising, ask participants to pick three or four options that they think may work for their potential businesses, and conduct advertising research. Have them start by obtaining general information on their chosen options, then generate a list of questions to ask once they are ready to contact advertising companies. Encourage them to use the advertising designs that they created during the Design workshop and to obtain the following information: ○ general quotes for the costs associated with the options they chose and for their particular designs ○ the different audiences each option would target ○ the basic process they would have to go through to place their ads through each option

	• After they have obtained information for each advertising option, have participants indicate which one(s) they believe they should use for their potential businesses. • **Lesson Extension:** Depending on the price quotes the participants receive, they may choose to rework their original advertising designs. Using the available craft supplies, and keeping in mind that factors such as the sizes and colors used will affect the total cost, participants can redesign their advertisements to make them more cost-effective. Participants who have chosen advertising options that require the wide distribution of printed materials (business cards, public transit ads, direct mailings) should remember to include the cost of professional printing as a line item on their advertising budgets. **TIPS FOR FACILITATORS:** • How participants conduct research on the advertising options they select will depend on the resources available at your site. If computers with Internet access are available, participants should start there to gather as much information as possible. For some advertising options, participants will need to make contact by phone or e-mail. Some advertising agencies may require potential clients to come in for consultation. Most participants will likely have to conduct some research outside of class; participants may need several days to complete this lesson. • Encourage participants to be prepared with copies of their advertisements and all the details about their advertising plans. They should be able to give the size requirements of their ads, the length of time they would like their ads to run, and where they want their ads to be placed (if applicable). Remind them to practice the communication and negotiation techniques they learned during the Drive Content Pyramid workshops (if they have completed them) when dealing with advertising companies. **2. Budgeting (30–40 minutes):** • Ask participants to develop detailed advertising budgets for their potential business. Because of the relatively high costs involved in advertising, they may want to create multi-tiered advertising budgets that will allow them to start small and increase their advertising over time. • Let participants know that they will have time to flesh out their operating budgets during the Budget workshop in the Operations Content Pyramid. For this activity, they need only indicate their projected advertising timelines and all the costs associated with their advertising plans. **TIPS FOR FACILITATORS:** • Collect and keep copies of participants' advertising budgets for reference during the Budgeting workshop of the Operations Content Pyramid.
PROJECT(S)	advertising research advertising budget

Sources Used:
About Money- 17 Advertising Ideas for Small Businesses
http://sbinfocanada.about.com/od/advertising/a/17adideas.htm

Vocabulary: ADVERTISING

Advertisement: a picture, sign, or other form of paid notice that is used to make a product or service known and to persuade people to buy it.

Budget: a financial plan that lists expected expenses and income for a particular period.

Goodwill: the value to an organization of things that cannot be measured directly, for example, its reputation or customers' loyalty.

Networking: the process of meeting and talking to people who may be useful to know, especially in order to get information.

Timeline: a plan or idea of how much time the different stages of an activity or process will or should take.

Definitions provided by: dictionary.cambridge.org

LEGAL: This workshop teaches various legal definitions, provides fictitious case studies, and helps participants determine which licenses, permits, and laws are applicable to their potential businesses.

ADMINISTRATION: This workshop asks participants to create one-month schedules for the daily operations of their potential businesses.

BUDGETING: This workshop asks participants to design preliminary budgets and to conduct research to find the most cost-effective products and packages for their businesses.

Entrepreneur Incubator: Operations Content Pyramid

LEGAL

This workshop focuses specifically on the Legal section of the Operations Content Pyramid and introduces participants to legal terms, laws, permits, and other requirements they will need to be familiar with in order to start their own businesses.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1–1.5 hours	critical thinking, brainstorming, communication, basic understanding of legal business terminology	computer (needed for the Legal PowerPoint), projector (not required but recommended)	Legal PowerPoint, Case Studies,* writing paper, pencils or pens, large sheets of paper, markers, tape *provided in the Printables section	completed case studies legal plan

DETAILED LESSON PLAN:

VOCABULARY	sole proprietorship, limited liability company, corporation, dividend, case study, license, permit, law, consequence, fine, confiscate, inventory, tax
ACTIVITY OVERVIEW	Participants will complete the Legal section of the Operations Content Pyramid. They will learn about basic business legal terms, laws, and requirements. They will test their knowledge by analyzing case studies and will apply what they have learned to their own business ideas.
STEP BY STEP	**1. Legal PowerPoint (30–40 minutes):** ● Show participants the Legal PowerPoint presentation (provided in the Printables section), pausing frequently to invite questions and elaborating on its points as needed. **TIPS FOR FACILITATORS:** ● Stress to participants that the prepared slideshow includes only a few of the many different business structures, laws, and permits applicable to businesses, and ongoing legal responsibilities of business owners. It is not meant to be an inclusive guide to these concepts, but an introduction to them. ● Remind participants that legal structures and requirements for businesses vary by country, region, and municipality; the ones in the PowerPoint presentation are all specific to the United States.

- Some participants may be well versed in business law applicable to the local community. As knowledge and time permit, share and discuss information that will be relevant to participants as they make plans for their potential businesses in the local community. Stress that peer- and facilitator-provided information should serve as a starting point, not as legal advice, when participants are researching their businesses' compliance requirements.
- The PowerPoint presentation includes a lot of information that may be difficult for participants to understand. Take extra time, as needed, to ensure that they have a clear comprehension of all the various business structures, laws, permits, and legal responsibilities before moving on.
- It's recommended that the PowerPoint presentation be displayed by projector to enable all the participants to see it. Depending on the size of the workshop, it may be difficult for all the participants to gather around a computer for the length of time needed to go through the slideshow.
- Keep a running list of participants' questions and help participants find out where they can go for answers to those that require legal expertise.

2. Consequences (10–15 minutes):
- Lead a discussion with participants about what they think the consequences might be for business owners who do not abide by the relevant laws and regulations. Post a list of their answers on a large sheet of paper at the front of the room.

TIPS FOR FACILITATORS:
- If participants do not mention the following consequences be sure to bring up and discuss them:
  - **Fines:** Business owners may be required to pay fines for breaking laws or not having the appropriate permits.
  - **Loss of business:** In extreme cases, business owners may be forced to shut their doors and cease all operations.
  - **Sullied reputation***:* Once business owners have suffered a loss of credibility or established themselves as untrustworthy, it can be difficult for them to regain a positive reputation within the business community.
  - **Jail time:** Business owners may face jail time for failing to pay taxes, breaking laws, and/or not having the appropriate permits.
  - **Confiscation of inventory:** Business owners whose companies are product-based may face the possibility of having their entire inventories liquidated.
  - **Inability to operate a business in the future:** Business owners may face the possibility of losing the ability to open any future businesses if they do not comply with national, regional, and local legal requirements.

3. Case Studies (20–30 minutes):
- Hand out the Case Studies (provided in the Printables section), with each participant receiving one of the three cases. Ask participants to read their cases over and answer the questions individually, according to their understanding of U.S. law as explained in the PowerPoint presentation.
- Once everyone has finished answering the questions, group participants by their assigned case studies and have the groups spend time going over their answers together.
- Have each group present its assigned Case Study, and the answers to its questions, to the class as a whole. Have the participants discuss whether they think each group answered its questions correctly.

TIPS FOR FACILITATORS:
- Make sure to familiarize yourself with all three of the Case Studies before leading this exercise.

- Answers to case-study questions:
    - Drink at Joe's:
        - What laws did Joe overlook when opening his bar?
        - What should he have done differently?
            - **Zoning laws:** Joe might have been legally able to open a bar in his backyard; he should have checked with the local planning agency to see if his property could have been (re)zoned as a public bar.
            - **Alcoholic-beverages permit:** In order to sell alcohol, Joe should have had a permit. He should have obtained one before opening the bar for business.
            - **Child-labor laws:** A 15-year-old cannot serve alcohol. Joe should have hired someone who was at least 18 years old. Because he needed to hire an employee, Joe also needed to make sure he was following all the employment and labor laws. He should have obtained an employer identification number, registered with the local new-hire-reporting program, posted all necessary signage, and obtained workers' compensation insurance.
    - See Jane's Totes:
        - Who had the right to Jane's design of the tote bag, and why?
            - Unfortunately, Sally had the rights to the design of the tote bag, because Jane didn't patent her idea before sharing it with Sally.
        - What could Jane have done differently, or how could Jane have collaborated with Sally to go into business together?
            - If Jane wanted ownership of her design, she should have patented her design first. She then could have established her own sole proprietorship and started mass-producing and selling her tote bag.
            - If Jane had wanted to collaborate with Sally, she could have talked to Sally about forming an LLC or partnership. Jane could have done the design work for the bags and Sally could have taken care of the administrative side of the business.
    - The Shutter's Bug:
        - What should Mr. and Mrs. Shutter have done once they realized they had forgotten to pay their taxes?
            - They should have immediately contacted the Internal Revenue Service and filed for a tax extension.
        - Who is responsible for keeping an LLC up to date on renewals? What could Mr. and Mrs. Shutter have done to make sure they didn't lose track of important dates, given their busy schedules?
            - The members of the LLC are responsible for keeping it up to date on all license renewals. Mr. and Mrs. Shutter should have renewed their LLC on time.
            - It might have helped Mr. and Mrs. Shutter to hire an administrator who could have helped them keep track of important dates. If they didn't want to go through the hassle of hiring an employee, they could have maintained a business calendar to help them remember due dates.

4. Legal Plan (10–15 minutes):

- Ask participants to keep in mind everything they have learned during the workshop and work individually to determine which type of business structure would best fit their business ideas.
- Have participants make lists of laws that may be applicable to their potential businesses, as well as any permits they think they may need to obtain. Remind them that because legal requirements differ from country to country, region to region, and city to city, they will need to conduct research to find out the specific local requirements for their potential businesses.

	○ **Lesson Extension:** Consider inviting local legal professionals to give a brief overview of the local government's requirements for new business owners. Host a roundtable discussion in which the experts can field questions asked by the participants, and refer those who may need legal assistance to the appropriate sources. **TIPS FOR FACILITATORS:** ● Encourage participants to begin looking into the laws and requirements that will affect their potential businesses as soon as possible. It is important for them to have all the information they need at their disposal before they start their businesses.
PROJECT(S)	completed case studies first draft of legal plan

Sources Used:
SBA- Sole Proprietorship
http://www.sba.gov/content/sole-proprietorship-0

SBA- Limited Liability Company
http://www.sba.gov/content/limited-liability-company-llc

SBA- Corporations
http://www.sba.gov/content/corporation

SBA- Zoning Laws
http://www.sba.gov/content/basic-zoning-laws

SBA- Federal Licenses and Permits
http://www.sba.gov/content/what-federal-licenses-and-permits-does-your-business-need

SBA- Employment and Labor Law
http://www.sba.gov/content/employment-and-labor-law

SBA- Intellectual Property Law
http://www.sba.gov/content/intellectual-property-law

SBA- Privacy Law
http://www.sba.gov/content/privacy-law

SBA- Workplace Safety and Health Law
http://www.sba.gov/content/workplace-safety-health

Vocabulary: LEGAL

Case study: a detailed examination of a particular process or situation over a period of time, especially in order to show general principles.

Confiscate: to officially take private property away, usually by legal authority.

Consequence: a result of an action or situation, especially (in the plural) a bad result.

Corporation: an independent legal entity owned by shareholders.

Dividend: the part of the profits of a company that is paid to shareholders.

Fine: an amount of money that has to be paid as a punishment for not obeying a rule or law.

Inventory: the goods a business has available at a particular time; or their value; or a detailed list of goods or property owned by a business entity.

Law: a rule made by a government that states how people may and may not behave in society and in business, and that often orders particular punishments if they do not obey; or the system of such rules.

License: an official document that gives legal permission to own, do, or use something.

Limited liability company: a hybrid type of legal structure that provides both the limited liability features of a corporation and the tax efficiencies and operational flexibility of a sole proprietorship.

Permit: an official document that makes it legal to do something or go somewhere .

Sole proprietorship: an unincorporated business owned and run by one individual, with no distinction between the business and the owner.

Tax: (an amount of) money paid to the government, usually a percentage of personal income, property value, or the cost of goods or services bought.

Definitions provided by: dictionary.cambridge.org, sba.gov

DRINK AT JOE'S

After winning $100 at a casino, Joe Smith decided to open a bar in his backyard. He bought alcohol at a local grocery store and charged his customers double the amount he paid for it. His friends thought it was a great idea, the bar was packed each night, and he was making a nice profit. Because business was going so well, Joe asked his 15-year-old nephew to help out behind the bar. After only being open for a week and a half, Joe's bar was shut down, he was forced to pay a fine, and he had to go to court where he faced possible jail time.

QUESTIONS:

What laws did Joe overlook when opening his bar?

What should he have done differently?

SEE JANE'S TOTES

Jane Doe noticed that friends and family in her neighborhood had a long walk from the grocery store to their houses. The produce was coming home bruised, battered, and inedible. Seeing a need for a carrying device that would help protect the produce, Jane drew a design for a breathable tote bag with compartments for different produce. She was so excited about her idea that she shared it with Sally at the next neighborhood barbecue. Two months later, Jane noticed people in her community carrying the bag that she had designed. She found out that Sally had established a sole-proprietor business, and had received a patent and copyright for the tote-bag design.

QUESTIONS:

Who had the right to Jane's design of the tote bag, and why?

What could Jane have done differently, or how could Jane have collaborated with Sally to go into business together?

THE SHUTTER'S BUG

Mr. and Mrs. Shutter both had full-time jobs, and both enjoyed taking pictures. In 2012, they decided to start a photography business on the weekends as a way to make some extra income. They filled out all the appropriate paperwork for an LLC, and had a lucrative first year, making $24,000. Because they were so busy, working full-time during the week and taking pictures at weddings most weekends, they forgot to file their taxes. They never received any notification of their overdue taxes in the mail, so they decided it wasn't a problem and continued to focus on their business. Their business continued to grow, and by 2014 they were making $40,000 from it, but they never renewed their LLC paperwork. They are now facing tax-evasion charges, which could lead to jail time, have had to pay many fines, and have lost their photography business.

QUESTIONS:

What should Mr. and Mrs. Shutter have done once they realized they had forgotten to pay their taxes?

Who is responsible for keeping an LLC up to date on renewals? What could Mr. and Mrs. Shutter have done to make sure they didn't lose track of important dates, given their busy schedules?

CASE STUDY: ________________________________

QUESTIONS:

____?

____?

Entrepreneur Incubator: Operations Content Pyramid

ADMINISTRATION

This workshop focuses specifically on the Administration section of the Operations Content Pyramid and gives participants the opportunity to create one-month operational plans for their potential businesses.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1–1.5 hours	critical thinking, strategic planning, scheduling, time management	Computers with Microsoft Office are recommended but not required.	writing paper, pencils or pens, large sheets of paper, markers, tape	operational plan

DETAILED LESSON PLAN:

<table>
<tr><td>VOCABULARY</td><td>administration, utility, flowchart, priority, policy, procedure, protocol</td></tr>
<tr><td>ACTIVITY</td><td>Participants will complete the Administration section of the Operations Content Pyramid. Working in groups, they will begin by thinking about the expenditures that accompany running a business. They will then work individually to create one-month operational plans for their businesses, outlining all administrative tasks that need to be performed on a weekly basis.</td></tr>
<tr><td>STEP BY STEP</td><td>1. Brainstorm (30–40 minutes):

Break the workshop up into two groups: one for participants who want to open product-based businesses and one for participants who want to open service-based businesses.
Ask each group to create a list of all the expenses its members’ businesses may incur in one month of operations on a large sheet of paper. This list should not include any start-up expenses; it should include only expenses spent on daily operations.

Examples of general daily expenses for both product- and service-based businesses include:

cleaning of business space
employee salaries and benefits
office supplies
rent/mortgage payments
utilities
employee uniforms

Examples of daily expenses for a product-based business include:

manufacturing supplies
shipping costs
packaging and labeling
equipment upkeep

</td></tr>
</table>

- Some service-specific expenses depend on the type of service offered. For example, expenses for a restaurant include food orders, dish-cleaning supplies, and tableware; expenses for a taxi service will have to do with car maintenance, gas, and the like.
- When the groups have finished their lists, have them post them on the walls around the room. Allow time for participants to walk around and look at the lists, regroup, and then add any items to their own group lists that they thought of while viewing the others.

TIPS FOR FACILITATORS:

- Advice for entrepreneurs focuses greatly on costs and responsibilities surrounding start-up. Encourage participants to think beyond the early days of their businesses. This will help them enter the business world prepared, giving thought to all expenses involved, not just those around start-up.
- If the class size is big enough, break the groups down further by specific business type. For example, in the services group, all participants who want to open restaurants should work together, all the consultants should form another group, and child-care providers should form another.
- Give participants ample time to complete this activity. It is important that their lists be as detailed as possible.
- Make yourself available to each group. Help them flesh out their ideas and think through all the expenses involved in operating a business.
- Leave the lists the participants created in their brainstorming groups up around the room for reference during the Budgeting workshop.

2. Operational Plan (40–60 minutes):

- Lead a discussion about administrative tasks, using the lists made during the brainstorming activity as starting points. Explain that most of the items listed by the participants are attached to one or more tasks that business administrators or senior staff members have to carry out.
    - **Lesson Extension:** Have participants whose potential businesses may require multiple employees to create staff flowcharts. Such charts should clearly map out the hierarchy of staff, making clear who reports to whom. This will help them understand (and, later, explain to their employees) the staff members' roles and responsibilities.
- Examples of administrative tasks to be discussed include:
    - Staff schedules
        - Work schedules should be distributed at least two weeks in advance of their starting dates, to allow employees to make changes to their personal schedules, if needed.
    - Pay schedules
        - Administrators are responsible for establishing a payment schedule for their employees. Many businesses pay their employees bimonthly: some on the 15th and last day of every month, some every two weeks. Some businesses pay weekly, others monthly. Some businesses choose to subscribe to services that print employee checks; in those cases, employees have to submit time sheets a week or so in advance of being paid.
    - Communications and correspondence
        - Keeping up with e-mails and phone messages can seem like a full-time job, but answering all communications and correspondence in a timely manner (usually within 24 hours) is important for administrators. Most business owners build time into their daily schedules to ensure that they maintain a reputation for courtesy and responsiveness.
    - Paperwork, files, organization
        - Like communications, paperwork is a task that requires regular attention. Some personnel paperwork and files contain sensitive material that needs to be secured. Having a well-thought-out and organized filing system helps ensure paperwork does not get lost and

	is readily available. ○ Maintenance schedules ■ Maintaining a clean and professional-looking physical space—or website—helps a business attract and keep clients, so administrators must create and enforce maintenance schedules. Whether a business contracts this service out to another company or makes it part of employees' duties, it is important to make maintenance a high priority. ○ Policies, procedures, protocols ■ Even though most policies, procedures, and protocols are created before a business opens, many will need to be refined and rewritten on an ongoing basis. ○ Quality control ■ Whether overseeing staff or products, an administrator must make sure everything is being carried out at the highest standards. Developing a schedule that allows time for evaluations, customer surveys, and product inspections helps ensure quality control. ○ Ordering supplies ■ Both types of orders placed and ordering schedules depend on the type of business. As business activity fluctuates, administrators need to reassess both quantity and frequency of deliveries. ● After the discussion, have participants work individually to create one-month operational plans for their business. Ask them to start by creating a rough draft and listing all the administrative tasks they think their businesses will necessitate in a month's time. Encourage them to include all the administrative tasks that are applicable from the list above, as well as any that are unique to their businesses. ● Ask participants to think about which items from these lists have higher priority; explain that such items are best scheduled for completion early in the month. ● Have participants work from their prioritized lists to create four-week operations plans for their businesses that outline the ongoing and different administrative tasks to be performed each week. ○ **Digital Application:** If computers with Microsoft Office installed are available, encourage participants to use Word or Excel to create their operational plans. **TIPS FOR FACILITATORS:** ● During the discussion, create a master list of administrative tasks from the above list and any others the participants come up, on a large sheet of paper. Post this list at the front of the room and keep it up for participants to reference as they are creating their operational plans.
PROJECT(S)	operational plan

Vocabulary: ADMINISTRATION

Administration: the management or control of an organization.

Flowchart: a type of diagram that represents an algorithm, work flow, or process, showing the steps as boxes and their order or hierarchy by arrows or lines connecting them.

Policy: a set of ideas or a plan for action agreed upon by a business, government, political party, or group of people.

Priority: an item or matter's rank in importance; or something that is considered more important than other items or matters.

Procedure: an order or method of doing something; or the usual way of doing something.

Protocol: the system of rules and acceptable behavior that people and organizations should follow in specific situations, for example, when they have formal discussions.

Utility: a supply of gas, electricity, water, or communication service to a home or business; or a business that supplies such a service.

Definitions provided by: dictionary.cambridge.org

Entrepreneur Incubator: Operations Content Pyramid

BUDGETING

This workshop focuses specifically on the Budgeting section of the Operations Content Pyramid and teaches participants the importance of a well-resourced and balanced budget.

LESSON SNAPSHOT:

TIME NEEDED	SKILLS	TECHNOLOGY	MATERIALS	PROJECT(S)
1–1.5 hours	budgeting, money management, cost analysis, communication, research	Computers with Internet access and Microsoft Office are recommended but not required.	Budget Template,* Sample Budget,* calculators, writing paper, pencils or pens, large sheets of paper, markers, tape *provided in the Printables section	preliminary business budget

DETAILED LESSON PLAN:

VOCABULARY	budget, expense, gross salary, contractor, prioritize
ACTIVITY	Participants will complete the Budgeting section of the Operations Content Pyramid. They will discuss the importance of budgeting, learn about common line items, conduct research, and create preliminary budgets for their potential businesses.
STEP BY STEP	**1. Budgeting Basics (20–30 minutes):** ● Lead a discussion with the participants about budgeting. Ask them why they think it is important to create budgets, when they have budgeted for something in the past, and what they think the benefits and challenges are to budgeting. ● Continue the discussion by asking participants what expenses they think they will need to include in the budgets for their businesses. Encourage them to think broadly and to lump like items together. For example, instead of listing “office pens, paper, and printer ink,” participants should list just “office supplies.” It is important for them to think of the various items that make up each category, but it is the broader categories that will become the budgetary line items on their preliminary budgets. **TIPS FOR FACILITATORS:** ● When discussing the expenses that participants need to budget for, write down their answers on a large sheet of paper, post it in the front of the room, and keep it up for participants to reference throughout the workshop. ● It may also be helpful to reference the lists of business expenses that the participant groups created during the Brainstorming activity in the Administration workshop. These lists can jump-start the participants’ thought processes and help them categorize similar expenses into budget line items.

2. Sample Budget (30–40 minutes):

- Explain to participants that, unlike the monthly operational plans they created during the Administrative workshop, business budgets usually cover entire years. (When those years begin and end is up to the business owner. Some businesses are run on a fiscal year, October 1st through September 31st; others are run on a calendar year.) Budgets are usually adjusted over time, but, if done correctly, they provide business owners with accurate yearly money trackers.
- Hand out the Sample Budget (provided in the Printables section) to participants. Go over and describe each budgetary line item with the group:
    - Salaries and benefits
        - Employee salaries should be listed as separate line items, with a total amount of all salaries listed at the bottom. Each salary should be listed as the gross salary: the total amount of an employee's pay before taxes are taken out, not including benefits.
        - It is up to business owners to decide what benefit packages to offer employees. Federal laws stipulate what benefits generally must be offered to employees, but there are many benefit packages for employers to choose from.
        - Often, only full-time employees earn benefits, but business owners may offer benefits to part-time employees at their discretion. In most cases, per-employee benefits cost about 30 percent of an employee's salary. For example, for an employee who makes $40,000 a year, an employer should spend an additional $12,000 on benefits.
        - Benefits should be listed as separate line items, one per employee.
    - Contractual services
        - Some jobs can be filled by contractors rather than employees. Typically, anyone hired for a short amount of time, or for a specific job, should be listed as a contractor.
        - Examples of contractual services include:
            - IT maintenance and repair
            - building maintenance
            - advertising and marketing (if not produced in house)
            - intern stipends
            - cleaning crew
        - All contractual services should be listed as separate line items and totaled at the bottom.
    - General expenses:
        - All expenses needed for daily operations should be listed as general expenses. Like the other budgetary line items, expenses in this section should be listed separately and then totaled at the bottom. The items in this section will vary greatly depending on business type.
        - Examples of basic general expenses include:
            - **Transportation:** Some businesses subsidize employees' commutes; these costs should be listed here.
            - **Physical space:** Monthly rent or mortgage payments should be listed here.
            - **Communications:** Many communication companies bundle phone and Internet services into package deals; costs associated with these services should be listed here.
            - **Postage:** Businesses that rely on mass mailings, printed newsletters, shipping products, or traditional mail communication incur significant postage costs; they should be carefully researched and listed here.
            - **Furniture:** Costs of any furniture or other fittings expected to be added to the business within the budget year should be listed here.
            - **Advertising and marketing materials:** Businesses that produce their advertising and marketing materials in house will require creative tools and supplies; costs associated with them should be listed here.

	- **General supplies:** Expenses for miscellaneous items needed to run the daily business should be listed separately by category and then totaled at the bottom. ◦ Equipment and construction: ▪ Costs of equipment that exceed $500 should be listed under this heading rather than General Supplies. Projected costs of any construction planned within the year should also be listed here. Items in both of these categories should be listed separately and then totaled at the bottom. ● Stress to participants that a budget should never exceed the total amount of cash the business has on hand. Note that the items on a budget need to be prioritized, so that the business owner can allocate the appropriate funds to the most important items first. Whatever funds are left over can be distributed among the remaining categories. ● Stress to participants that having a well- researched budget created prior to opening allows the business owner to know the amount of cash needed to keep the business running in its early days, before it becomes profitable. **TIPS FOR FACILITATORS:** ● As you are going over the different line items on the Sample Budget, pause frequently to invite questions from participants. Putting together a budget can be a difficult and time-consuming task. Make sure participants feel comfortable with the information presented in this section before moving on to the next. **3. Research and Budgeting (40–60 minutes):** ● Give participants time to start researching costs and creating their preliminary budgets. Hand out the Budget Templates (provided in the Printables section) and have participants start to fill in the information for their potential businesses. ● Encourage participants to look into as many different purchasing options as possible when conducting cost research. Participants should feel confident and comfortable with the prices of all the items before adding them the budgets. ● If computers are not available, participants should do their best to estimate costs involved and conduct research within their communities later, during their own time. ◦ **Digital Application:** If computers are available, save and open the Budget Templates and have participants work on the computers to fill out their budgets. They can also conduct research online if Internet access is available. ● **Lesson Extension:** Have participants create budget trackers to compare their spending throughout the year with their projected costs. Budget trackers will be useful once their businesses are operational, highlighting categories in which they may have over- or underestimated the costs. **TIPS FOR FACILITATORS:** ● Remind participants that this is just an exercise in creating a budget. It is not important that they include every expense for their potential businesses' budgets; it's more important that they leave the workshop with a better understanding of the work that goes into creating a budget and the research required to do so. ● If computers are not available, bring in materials that will help participants make informed estimates for their budget line items. Catalogs, newspaper ads, or printouts from the Internet can help participants create educated guesses. Encourage them to continue to conduct research on their own time; meanwhile, their estimates will provide them with a starting point.
PROJECT(S)	preliminary business budget

Vocabulary: BUDGETING

Budget: a financial plan that lists expected expenses and income for a particular period.

Contractor: a person or company that is paid to supply materials, work product, or workers.

Expense: an amount of money needed or used to do or buy something; cost.

Gross salary: total salary before costs are subtracted.

Prioritize: to decide which of a group of things are the most important so as to deal with them first.

Definitions provided by: dictionary.cambridge.org

BUSINESS BUDGET SHEET

A: SALARIES

- **Full-Time Employees:**
  - **Salaries:** (Total salaries of full-time employees) ______________
  - **Benefits:** (Traditionally, benefits total an additional 30% of an employee's salary. Benefits offered include: health insurance, retirement plan, life insurance, worker's compensation, and paid leave.) ______________
- **Part-Time Employees:**
  - **Salaries:** ______________
  - **Benefits:** ______________

A TOTAL:

B: SERVICES

- **Contractors:** ______________
- **IT Maintenance and Repair:** ______________
- **Building Maintenance:** ______________
- **Advertising and Marketing:** ______________
- **Interns:** ______________
- **Cleaning Crew:** ______________

B TOTAL:

C: GENERAL EXPENSES

- **Transportation:** ______________
- **Physical Space:** ______________
- **Communications:** ______________
- **Postage:** ______________
- **Furniture:** ______________
- **Advertising and Marketing:** ______________
- **General Supplies:** ______________

C TOTAL:

D: CONSTRUCTION

- **Equipment:** ______________
- **Construction:** ______________

D TOTAL:

A + B + C + D TOTAL:

BUSINESS BUDGET SHEET

A: SALARIES

- **Full-Time Employees:** ONE
  - **Salaries:** (Total salaries of full-time employees) 40,000
  - **Benefits:** (Traditionally, benefits total an additional 30% of an employee's salary. Benefits offered include: health insurance, retirement plan, life insurance, worker's compensation, and paid leave.) 12,000
- **Part-Time Employees:** ONE
  - **Salaries:** 18,000
  - **Benefits:** 5,400

A TOTAL: 75,400

B: SERVICES

- Contractors: 10,000
- IT Maintenance and Repair: 2,000
- Building Maintenance: 3,000
- Advertising and Marketing: X
- Interns: 1,500
- Cleaning Crew: 1,200

B TOTAL: 17,700

C: GENERAL EXPENSES

- Transportation: X
- Physical Space: 12,000
- Communications: 2,000
- Postage: 1,000
- Furniture: 2,000
- Advertising and Marketing: 8,000
- General Supplies: 5,000

C TOTAL: 30,000

D: CONSTRUCTION

- Equipment: 15,000
- Construction: X

D TOTAL: 15,000

A + B + C + D TOTAL: 138,100