EntreX Lab Program™ – Curriculum Roadmap

Academic Year 2025 – 2026

Module 0: WELCOME TO ENTREX LAB

The EntreX Lab Program™ begins by focusing on deprogramming student expectations and establishing an entrepreneurial classroom culture. Module 0 also affords time to finalize enrollment and onboarding to Canvas. This part of the program can be expected to require approximately 2 weeks to complete.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1	**0.1 Immersion in entrepreneurial classroom culture** • Reset students' expectations so that they understand that "EntreX Lab" will be different than other courses they have taken. This can be done by sharing your expectations. • Get students engaged in a hands-on activity to illustrate/reinforce the new/different expectations.	"Create a startup culture in your classroom" Steps in a design sprint.ppt (posted to the EntreX Toolkit)	Paper airplane challenge to illustrate the power of invisible assumptions and the opportunity to recognize and develop your entrepreneurship means. Ice breaker: Assign students to groups and ask them to share their summer experiences – what were the biggest bummers they experienced? Are these problems worth solving? This course isn't just about talking about problems; it's about developing solutions and the power to change your own circumstances. Design Sprint: If you could redesign your first day back at school, what would it be like? Why?	**For UD** (ungraded): Baseline pre-program survey **For UD** (ungraded): Online self-introduction

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1	**0.2 Continue to build an entrepreneurship culture** • Engage in a design sprint wherein students will develop a set of expectations for their participation and performance in your course. Then, once per module students will be asked to reflect on the extent to which they're meeting their expectations.	Entrepreneurs can change the world (2:20)	Engage students in design sprint to develop and submit their own set of expectations for the course – for themselves, for their classmates and/or for you. Ask individuals to share out with the class.	**For UD** (ungraded): Prepare and submit a list of up to 10 expectations for your participation and performance in the course.
1	**0.3 Enhance comfort with discomfort** • Discuss experiences with failure as a means to (1) increase students' comfort with discomfort and (2) reframe failure as an opportunity to learn. • Verify that students have received invitations and successfully accessed Canvas.	"The 13 biggest failures from successful entrepreneurs and what they've learned from them" Success, failure and the drive to keep creating – Ted Talk (7:18) Overcoming Your Fears Through Art – Posted to EntreX Toolkit	Exercise: Overcoming fears thru art Reframe failure as an opportunity to learn by sharing a time when you personally failed at something and discussing what you learned from it. Have students share their personal failures in a small group and discuss what they learned from them (or have them research/find someone who failed at something and shared what they learned; this will help to destigmatize failure and show how it leads to learning.	

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1	**0.4 Introduction to the course and dual enrollment opportunity** • Review the EntreX Lab Program™ syllabus and the requirements for participation (forms, access to Canvas). • Introduce students to the Diamond Challenge competition.	EntreX Lab syllabus Why Diamond Challenge (2:00)	Have students access Canvas and then work on and submit any deliverables they've yet to complete for Modules 0.1 to 0.4. Encourage students to explore the Diamond Challenge website – diamondchallenge.org - and follow DC on Tik Tok and Instagram for updates, tips and connections with other entrepreneurial students.	**For UD** (formative): Syllabus Quiz 0 **For UD** (ungraded): Online Dual Enrollment Application & Course Registration Form

Module 1: MINDSET & MEANS

Module 1 focuses on building a strong foundation of entrepreneurial thinking and a bias toward taking action. This part of the program can be expected to require approximately 3-4 weeks to complete.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1	**1.1 What is entrepreneurship?** • Define **entrepreneurship**: pursuing the creation, delivery and capture of value from new ideas. • Distinguish entrepreneurship from small business management (in that the former involves at least some novel, uncertain or untested aspect of the business/impact model). • Highlight the various flavors of entrepreneurship, including social entrepreneurship, tech-based entrepreneurship and intrapreneurship. • Discuss the 5 origins for an entrepreneurship journey and how they all involve "finding a problem to solve" as a common denominator.	New DC1: Introducing entrepreneurship (1:59) New DC2: Defining entrepreneurship (3:58) New DC4: Distinct flavors of entrepreneurship (4:06) What is entrepreneurship?.ppt	Case study of a well-known entrepreneurial or social venture. Have students identify an entrepreneurial company that offers products that are truly unique (and/or make a significant societal impact). How can you describe the superior value that they create (or the benefits they provide) in just 1-2 sentences? Visit techcrunch.com and read about a startup that sounds interesting – identify what they're doing that's new and seemingly untested and share it with the class.	**For UD** (formative): Quiz 1
1	**1.2 Entrepreneurial Mindset** • Introduce components of an entrepreneurial mindset, especially habits of mind.	"Entrepreneurial mindset: 5 characteristics to cultivate" "9 ways entrepreneurs think differently" "12 signs you have an entrepreneurial mindset" New DC3: Entrepreneurial mindset (4:15) Entrepreneurial mindset.ppt	Consider a specific aspect of how students are taught/expected to learn – e.g., your school's schedule. Then ask two questions – "Why are we doing it this way?" And "How could we make it better?" Once you've done this, pick a new context and ask the same questions. Potential place to also run a design sprint.	**For UD** (formative): Begin to record your observations and reflections in an opportunity notebook.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
2	**1.3 Problems and Purpose** • Introduce methods for finding consequential (or meaningful) problems to solve. • Discuss the value of having a purpose. • Gain firsthand experience in "finding" problems that are worth solving. • Explore the basics for achieving success in reaching out to others for help, guidance and feedback. This will be a useful skill to possess later when students are expected to interview prospective customers, which will typically involve outreach.	"How to successfully identify problems worth solving" "You are who you grab coffee with" New DC6: Problem finding and opportunity recognition (4:34) Finding problems to solve.ppt	Choose a life domain – school, sports, home, etc. - and engage in brainstorming and/or brainwriting to identify potential problems. This might include inviting students to reflect on how their lives have been adversely impacted by COVID– what new problems or challenges has it created for them? Display a graphic showing the UN sustainable development goals and invite students to skim the 2020 report or conduct internet research to further their understanding of a specific problem and share their understanding with the class. Require students to choose a domain/context of interest and then identify & reach out to an expert who could shed light on potential problems in that domain through an interview. Have students share outreach successes and failures.	**For UD** (formative): Generate a list of at least 5 consequential problems that you see a worthwhile purpose in solving.

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2	**1.4 Effectual Thinking & Means for Entrepreneurship** • Introduce effectual thinking as a distinguishing characteristic exhibited by entrepreneurs. • Define **effectual thinking**: Starting with what you have at hand and then letting the goal emerge organically from the process. • Define **entrepreneurship means**: the repository of knowledge, skills, connections, capacities and resources you can access/leverage in pursuing the creation of value from a new idea. Your means derive from who you are, what you know, what you know how to do, who you know, what resources you can access or leverage. • Conduct an initial assessment of your means and discuss how to increase them through education and engagement.	"What is effectuation?" New DC5: Effectual thinking and growth mindset (3:41) A brief guide to effectuation (2:52) Effectual thinking.ppt Entrepreneurship means worksheets	Complete the entrepreneurship means worksheets and encourage students to get ahead of the game by taking action to start the process of enhancing their means, which might include skipping ahead to 5.3 to establish their LinkedIn profiles and begin to build their professional networks. Ask students to consider their means in brainstorming ideas for how to make money if they started with no more than $1 or $5 in seed capital. (NOTE: This is a thought exercise but could be made into a real exercise – for example, a $5 challenge – if your school and students would be willing to actually engage in selling activity).	
1	**1.5 Opportunity Recognition & Screening** • Define **opportunity**: a consequential problem that you can solve using your current and attainable means. • Prompt students to engage in REALITY CHECK #1: Are you pursuing a real problem that you have a chance to solve?	The first secret of design is noticing (16:32) DC3: Opportunity screening (4:19) Reality check #1 worksheet	Screen the problems you identified previously based on your means and other criteria to pick one for further exploration. Complete reality check #1 worksheet	**For UD** (formative): Quiz 2

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2	**1.6 Creativity, ideation and design thinking** • Dispel the myth that some people are creative and others are not. • Introduce the design thinking process as a means for avoiding common problem solving mistakes. • Facilitate students' use of design thinking in considering the problem(s) that they are interested in solving through entrepreneurship.	"Ideate mixtape" "Generating new ideas" "7 ways to generate great ideas" OPTIONAL: "21 ways to kill creativity" New DC7: Design thinking (3:08) New DC8: Creativity & ideation (3:59) OPTIONAL: The surprising habit of original thinkers Creativity & design thinking.ppt	A series of four in-class activities: (1) problem mapping, (2) gaining input, (3) problem pitching, and (4) imagining solutions. This series of activities is outlined in the .ppt deck. Have students get into their venture groups (of 2-4 students, per the Diamond Challenge requirements) and engage in a design sprint to first develop an exhaustive list of potential solutions to the meaningful problem they've identified. Then have them converge on an initial solution that will serve as the basis for their initial product/service vision, which will be tested and refined in Module 2.	**For UD** (formative): Quiz 3 **For UD** (formative): Choose a specific problem with a clear purpose that is within your current or attainable means to solve. Then generate a list of at least 10 potential solutions to the problem.
1-2	**1.7 Working as an entrepreneurial team** • Explore the habits of effective teams. • Discuss the five dysfunctions that can hamper entrepreneurial teams: (1) absence of trust, (2) fear of conflict, (3) lack of commitment, (4) avoidance of accountability, and (5) inattention to results. • Encourage students to consider whether they are on teams with shared goals and complimentary skillsets before it is too late to make changes.	"7 habits of effective teams" "What is psychological safety" What makes the highest performing teams? Five dysfunctions of a team	Have students get into their new venture groups and ask them to discuss their goals for the course and their new venture project. The aim of the discussion should be to align around shared goals. If team members cannot reach agreement on shared goals then they may want to reconsider their team membership (or risk spending the rest of the course as a member of a dysfunctional team).	**For UD** (summative): Reflect back on your performance in Module 1 with respect to the expectations that you set at the start of the program then consider which ones you've met or exceeded as well as specific opportunities for personal development.

Module 2: EVIDENCE-BASED PROCESS

The second EntreX Lab module introduces the notion of evidence-based entrepreneurship and guides students through the process of developing and testing an initial vision for how their new idea promises to create value. It also discusses value capture, value delivery and how to decide when to move forward with actually launching a new venture. This part of the program can be expected to require approximately 5-8 weeks to complete.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1-2	**2.1 Evidence-based entrepreneurship** • Provide an overview of the entrepreneurship process to give students an idea of what they have accomplished so far and what lies ahead. • Introduce the notion of evidence-based entrepreneurship, which involves starting with a business model vision and then systematically de-risking the model to confirm that it's worth pursuing. • Define **startup**: a temporary organization built to search for a viable business model – and distinguish it from an established company that is built to execute a viable model.	"Why the lean startup changes everything" New DC9: Testing your ideas and putting them into action (2:04) New DC10: Searching for a viable business model (3:34) New DC11: Build-measure-learn (3:22) New DC12: Evidence-based approach (3:45) Entrepreneurship process.ppt	Have students estimate what would happen if they built the product or business that they were envisioning and their idea turned out to be wrong. How much time and money would they lose? And what would they have missed out on (opportunity cost)? Have students search for stories (or case studies) of startup failures, especially those (like WebVan) where the entrepreneur built something without validating it first. Then have them briefly share the stories with their classmates. Alternatively, students can search for stories of successful entrepreneurs who started with a different vision and pivoted their way to a successful one.	**For UD** (formative): Quiz 4

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
2-4	**2.2 Creating unique value (and crafting a compelling new venture narrative)** • Discuss the notion of a **unique value proposition**: offering distinct and desirable benefits to customers that set an offering apart from the competition (and all existing alternatives). • Describe the process of developing a value creation hypothesis and a compelling new venture narrative.	"How to write an inspiring value proposition" New DC19: Solutions & unique value propositions (5:20) How to create a unique value proposition (UVP) (2:16) Creating value.ppt "Developing a value creation hypothesis and compelling new venture narrative" templates (posted to EntreX Toolkit site)	Guide students through the completion of the value creation template. Peer feedback on value creation hypotheses. Ask students to get into small groups and take turns presenting their value creation hypotheses. Ask group members to provide honest feedback on the aspects of the hypotheses that they find compelling and in need of improvement.	
4+	**2.3 Testing your value creation hypothesis** • Explain the basics of customer discovery interviewing as a means for testing the components of a value creation hypothesis – (1) customers and their problem and (2) customers' desire for the unique/superior benefits offered by your solution. • Provide an overview of common pitfalls associated with customer discovery interviewing, including the potential for confirmation bias and the tendency to want to pitch your solution during the interviews. • **NOTE**: Finding prospective customers to interview & scheduling mutually convenient times to complete the interviews will be a challenge. Getting started early will be helpful in positioning students to successfully complete the interview-related deliverable (see module – 2.4); remember the lessons on successful outreach from Module 1.3.	"Running lean – customer interviews" New DC15: A special note on customers and their problems (4:48) New DC16: Customer discovery interviewing 101 (4:30) New DC17: Developing a customer discovery interview script (3:54) New DC18: Tips for customer discovery interviewing (3:31) Customer discovery.ppt	Conduct mock customer discovery interviews. After students have developed draft customer discovery interview scripts have them complete a mock interviews with their classmates. The purpose the mock interviews is to refine scripts and increase students' comfort in conducting interviews. NOTE: This may also be an opportunity to engage students from another school that is participating in EntreX in mock interviews.	**For UD** (formative): Quiz 5

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1-2	**2.4 Persist, pivot or perish?** • Discuss the three options that entrepreneurs have after gathering evidence to test a business model hypothesis – (1) persist by continuing forward without altering their vision, (2) pivot by modifying their vision based on evidence or (3) perish by ending their pursuit of the vision (and potentially initiating pursuit of a new idea for creating, delivering and capturing value. • Prompt students to engage in REALITY CHECK #2: Are you pursuing a vision or a delusion?	"Pivot or persevere? The key to startup success" Persist, pivot or perish.ppt Reality check #2 worksheet	Complete reality check #2 worksheet. Validated learning presentations. Students prepare and deliver presentations highlighting: (1) what they tested, (2) how they tested it – interviewees and questions, (3) summary findings and (4) persist, pivot or perish decision. Classmates comment on the strength of evidence supporting the decision as an entire class or in groups of 4-5.	**For UD** (summative): Prepare and submit a customer discovery interview report that details the script, prospective customers interviewed, interview responses and conclusions.
1-2	**2.5 Business models** • Introduce the notion of a business model canvas to highlight previously undiscussed model components pertaining to value delivery and capture. • Discuss common variations of business model canvases, including the Osterwalder business model canvas, lean canvas and social impact canvas. • Emphasize the flexibility and limitations of canvases, including the challenge of translating a completed canvas into a compelling new venture narrative.	"How to create your lean canvas" New DC13: Using a business model canvas (4:32) New DC14: Using a business model canvas, part II (5:34) Business models.ppt	Complete a lean canvas (and share the assumptions represented on your team's canvas with your classmates)	

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2+	**2.6 Solution testing** Introduce the two basic forms of solution testing – solution interviews and minimum viable product (or MVP) experiments.	"Solution interviews" "What is MVP & what are the key MVP types? New DC20: Solution interviews (3:01) New DC21: MVPs & experiments (5:42) 3 Awesome minimum viable products (4:53) Solution testing.ppt	Devise a solution interview script and complete mock solution interviews with classmates to test and refine the script. Design and execute an MVP experiment to validate the appeal of a new product's unique value proposition.	**For UD** (formative): opportunity notebook submission #2. Submission should include several dated entries and thoughts about the best MVP to use in testing the solution being envisioned.
2	**2.7 Delivering and capturing value** • Explore three components associated with value delivery: (1) devising a marketable version of the product, (2) validating a cost-effective channel for gaining traction in selling the product, and (3) establishing a distribution channel for getting the product into the hands of customers. • Introduce the notion of value-based pricing. • NOTE: Figuring out how you plan to deliver and capture value provides the basis for an initial estimate of fixed costs and back of the envelope calculations of financial feasibility, as discussed in the EntreX PD. If you feel you're your students need more on feasibility before they complete their written concepts you can accelerate coverage of Module 3.4 at this point.	"Traction – book summary" "Pricing for profit" "Capture more value" New DC22: Back of the envelope math for startups (3:29) New DC23: Back of the envelope math for startups, part II (4:26) Delivering & capturing value.ppt Breakeven worksheet (posted to EntreX Toolkit site)	Require students to develop an evidence-based estimate of the marginal costs associated with producing one unit of their product/service. Calculate the breakeven quantity under varying assumptions about price and fixed costs to show the importance of value-based pricing and the impact of bootstrapping to keep startup costs low. Consider the 19 channels described in "Traction" then find a specific example of a company that's using one of them effectively & share it.	**For UD** (formative): Quiz 6

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1-2	**2.8 Telling your story** • Discuss storytelling and how to put the pieces together – the idea, the evidence and the team - to write a compelling business concept. • Prompt students to engage in REALITY CHECK #3: Does your story have any gaping holes that are likely to be noticed? If so, it's okay. This reality check is more about pointing out the work that still needs to be done to confirm that you are on the right track.	"Seven deadly sins of startup storytelling" "5 secrets of crafting the perfect startup story" New DC24: Telling your story (5:24) Reality check #3 worksheet	Complete reality check #3 worksheet. Students/teams swap written concepts, review them, ask questions and provide feedback.	**For UD** and Diamond Challenge – New Venture Concept Narrative (summative): Prepare and submit a 3-5 page written concept that provides a compelling narrative for a new business or social venture. **For UD** (summative): Reflect back on your performance in Module 2 with respect to the expectations that you set at the start of the program then consider which ones you've met as well as specific opportunities for improvement.

Module 3: STARTUP BASICS

The third EntreX Lab module addresses topics pertinent to actually forming, funding and launching a new venture. It begins with a discussion of how to pitch to investors (and others from whom you may need to gain buy in). It also addresses a few key factors that are necessary to establish a new venture on a strong foundation that will facilitate success. This part of the program can be expected to require approximately 4-6 weeks to complete.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
2-4	**3.1 Raising capital (and gaining buy in)** • Introduce and discuss the pros and cons of the many potential sources of capital for startup ventures, including customer revenue, which is the ideal source of funding for most ventures. • Provide an opportunity for students to gain firsthand experience in preparing and delivering a persuasive pitch to potential investors (and others from whom they may wish to gain buy in).	"10 funding options to raise startup capital for your business" "How to pitch investors" Raising capital.ppt Horn Entrepreneurship template pitch deck – for investment	Each student/team presents their pitch to the class. Guest opportunity: Invite school leaders and others to attend your students' presentations and participate in giving supportive and constructive feedback. Peer-to engagement: Make arrangements with another EntreX teacher to have your students pitch to each other.	**For UD**: Prepare and deliver a 5-minute pitch to gain buy in for your idea.
1-2	**3.2 Entrepreneurial leadership & the team** • Define **entrepreneurial leadership**: the process of influencing others toward a shared (or common) vision for creating value from new ideas • Discuss the importance of effective leadership to entrepreneurial success • Highlight the importance of the team	"9 essential qualities of entrepreneurial leadership" "Anthony Wedo's 12 commandments of leadership" "How early stage VCs decide where to invest" OPTIONAL: "What makes a leader?" How to increase your influence as a leader (6:41) Entrepreneurial leadership.ppt	Ask students to develop a set of leadership principles that could be used to guide their actions when influencing others toward a shared vision. For example, see Wedo's 12 commandments. Ask students to pair off and have a conversation. Assign one student to listen and ask questions only. After a few minutes, switch roles. Students will learn that they are not always actively listening during interactions and can begin to focus more being empathetic.	

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1-2	**3.3 Market sizing & go to market strategy** • How big is the market? Introduce the notion of TAM (total addressable market), SAM (serviceable available market) and SOM (serviceable obtainable market or share of market), which help the entrepreneur to understand and communicate the potential economic impact of their venture. • Explore the full set of strategic activities that the venture will need to plan and execute to attract its first customers.	"TAM SAM SOM" "9 steps to build a go to market strategy" Market sizing and GTM.ppt	For the idea that each student/team is pursuing, estimate the TAM, SAM and SOM.	
1	**3.4 Startup Finance Basics** • Introduce students to the concepts of **burn rate**, **runway**, **cash flow** and **working capital** to get them thinking about the financial aspects of starting a business and the challenge of getting it established before running out of funding.	"Entrepreneur's domain: Understanding working capital a must for success" Working capital definition – management approach (2:34) Startup finance basics.ppt	Have students develop a comprehensive list of all of the potential costs that they would face if they actually launched their venture. Then have them consider what could be bootstrapped (secured in-kind, reused, borrowed) and what would need to be paid for.	**For UD** (formative): Quiz 7
1	**3.5 Establishing an entity & other legal issues** • Explore the considerations that go into choosing a legal structure for a startup entity. • Highlight other legal issues (and potential major pitfalls for new ventures), including operating agreements and intellectual property.	"Choose your business structure" "8 major legal risks faced by startups" IP basics: What is intellectual property? (1:20)	Have the students visit an online site like incorporate.com to see how easy it is to establish a formal business entity. Alternatively, have them research pro bono legal services that may be available in their state.	

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1	**3.6 Finding mentors and advisors** • First time founders need A LOT of help. This sessions addresses two potential sources of assistance – mentors and advisory boards. • Introduce the notion of an advisory board and explore how to pick one that will add value to a startups. • Highlight the value mentors can provide.	"Why your startup needs an advisory board" "How to find a mentor for your startup" How to find a mentor: 6 unexpected secrets to connect with the best (9:02)	Challenge students to identify at least 1 prospective advisory board member and 1 potential mentor and think about how to connect with them to see if they would be willing to join the team. Be sure to remind them that the answer is automatically "no" if they don't even bother to ask.	**For UD** (formative): opportunity notebook submission #3. **For UD** (summative): Reflect back on your performance in Module 3 with respect to the expectations that you set at the start of the program then consider which ones you've met as well as specific opportunities for improvement.

Module 4: SPECIAL CHALLENGES

The fourth EntreX Lab module addresses special circumstances associated with technology-based startups, startups that seek to address societal & environmental challenges, and intrapreneurship (innovation & entrepreneurship within an established company). This part of the program can be expected to require approximately 2-5 weeks to complete. (NOTE: The VG curriculum videos are currently under revision and are expected to be revised and ready for use on/around Sept. 1; an updated roadmap will be provided when the videos are ready for use).

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1	**4.1 Invention, innovation & entrepreneurship** • Introduce and define (1) **invention**: a new idea, method or device, and (2) **innovation**: the translation of a new idea, method or device into something that provides value for a customer/user/beneficiary. • Discuss the difference between innovators and entrepreneurs.	"Invention, innovation and entrepreneurship: Different processes, different people" "The difference between innovators and entrepreneurs" Creativity and innovation (1:56) Invention, innovation & entrepreneurship.ppt	Consider the implications of automation and/or artificial intelligence in a specific industry – for example, in hospitality or trucking. What is one invention that seems likely to be highly disruptive (either by eliminating jobs or gaining widespread adoption and use)?	**For UD** (formative): Quiz 8
1	**4.2 Founder's curse and other special challenges** • Introduce a Nobel Prize winning idea called prospect theory, which suggests that losses loom larger than gains. • Discuss the implications of prospect theory for entrepreneurs who are seeking to get customers to adopt new products that are typically associated with certain losses and uncertain gains.	"Eager sellers and stony buyers" "Most science startups fail" "Deep tech investments" Would you take this bet? (7:18) Founder's curse and other special challenges.ppt	Give ½ the students in the class a cool new pen or pencil, then ask the half with the pens how much you would need to pay them to buy them back and ask the other half how much they would be willing to pay to buy one. Then compare the distributions and averages. Those who were given the pens will likely want a lot more $ because giving it back involves a loss.	**For UD** (formative): Quiz 9

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
2	**4.3 Defining social entrepreneurship** • Re-introduce an important variety of entrepreneurship - **social entrepreneurship**: pursuing the creation and sustained delivery of value through the development of new solutions to society's most pressing social, cultural and environmental challenges. • Discuss the limitations of traditional entity types for social entrepreneurship and the potential advantages of B-corps.	"What is social entrepreneurship?" "Social entrepreneurs need to think beyond business" VG1: What is social entrepreneurship? (6:14) VG3: Social entrepreneurship process (4:48) Why B-corps matter (5:59)	Research the founder of a specific social venture. Then prepare and deliver a brief presentation on them, their purpose and the impact of their social venture. Use breakout rooms to have students discuss which type of organization they'd rather work for – a traditional for-profit company or a social venture.	**For UD** (summative): B-Corp reflections
1	**4.4 Wicked problems and grand challenges** • Societal and environmental problem tend to be relatively complex and affect large segments of the global population; therefore, social entrepreneurs should plan to spend a lot of time developing a rich understanding of the problem prior to the development of solutions.	"Government alone cannot solve society's biggest problems" "Building shared understanding of wicked problems" VG2: Wicked problems and grand challenges (8:24) Lucky iron fish: Shape of health (2:47)	For a societal problem of your choosing, interview a subject matter expert (someone who studies the problem or works for an organization that is committed to solving the problem).	

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1-2	**4.5 Social impact models and unique issues** • Introduce the notion of a social impact canvas, which is analogous to a business model canvas but includes other aspects that are unique to social entrepreneurship. For example, when solving many societal problems it will be necessary to consider both the beneficiary (the one who receives the solution) and a customer (the one who pays for it); unintended consequences are also an important consideration.	"Measuring social value" VG5: Social impact models (7:45) VG6: Beneficiaries and payers (6:28) TED2013: Dan Pallotta: The way we think about charity is dead wrong (18:39) Horn social impact canvas	Complete a social impact canvas for one of your own ideas or to map the model utilized by an existing organization.	
1-2	**4.6 Intrapreneurship (Corporate Entrepreneurship)** • Explore the rate at which technology is disrupting existing industries and companies and the innovation imperative that all companies and organizations face. • Discuss the unique pros, cons and methods used by companies to develop new products.	"Intrapreneurship" "Four reasons why you need to focus on innovation" Strategy and innovation in companies (2:28) Corporate innovation & intrapreneurship.ppt	Pick a company or industry and consider the new products it has produced over the last 1-2 years. Then predict what might be a promising new product (a new and improved version).	**For UD** (formative): opportunity notebook submission #4. **For UD** (summative): Reflect back on your performance in Module 4 with respect to the expectations that you set at the start of the program then consider which ones you've met as well as specific opportunities for improvement.

Module 5: LAUNCHING THE PROFESSIONAL YOU

The fifth and final EntreX Lab module addresses the overall usefulness of each student's entrepreneurship mindset, skillset and means to their professional success. All companies and organizations face an innovation imperative; therefore, they need innovative and entrepreneurial talent to fuel the endless process of searching for better ways to solve customer/beneficiary problems. This part of the program can be expected to require approximately 2-5 weeks to complete.

Length (# sessions)	Content/Topic(s)/Objectives	Readings, Videos, .ppts & Other Materials	Experiential Activities	Assessment(s) & Deliverable(s)
1-2	**5.1 Approaching your career like an entrepreneur** • Highlight the impact of rapid technology-driven changes to industries and career paths. • Discuss the relevance, utility and importance of approaching your career with an entrepreneurial mindset.	"How an entrepreneurial mindset can benefit you in any workplace" "Entrepreneurial talent" "Need a job? Invent it" The startup of you (7:30)	Interview someone who has a job that you might be interested in and ask them how it has changed over the last few years and how they see it changing in the years to come. Guest speaker opportunity: Bring in a professional service provider who is responsible for attracting new business and ask them to discuss the role that entrepreneurial thinking has played in their success.	**For UD** (formative): Quiz 10
1	**5.2 Building a genuine and authentic network** • Remind students that connections are a vital component of entrepreneurship means, as there is very little that you can accomplish without help from others. • Provides insight into how to build an authentic network based on a desire to provide mutual benefit.	"6 ways networking helps entrepreneurs" "10 ways to authentic and genuine networking" "3 reasons why curiosity is your key to authentic networking" "The surprising power of questions" Connected, but alone? (19:48)	Have your students actually practice networking in one of 3 ways: (1) have your students role play strangers at an event and give each other feedback, (2) host an in-classroom event with at least a handful outside guests, or (3) take your students on a field trip to a community event and have them engage in real networking.	

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2	**5.3 Beginning to build your network** • Introduces the notion of personal branding as what people say about you when you're not in the room • Highlights LinkedIn as a powerful tool for building a professional network • Provides an overview of the key components of a LinkedIn profile page	"10 tips for building a personal brand that can boost your career" "How to network with alumni from your school" "5 tips for picking the right LinkedIn profile picture" "5 ways to establish a personal brand on the internet" What is personal branding? (5:10) How to use LinkedIn for beginners (9:36) Networking assessment & development worksheet	Work on LinkedIn profiles during your class session. Network assessment and development activity – posted to the EntreX Toolkit site	**For UD** (summative): Create/update your LinkedIn profile and submit your individual LinkedIn URL.
1	**5.4 Continuing the journey** • Emphasize that completing EntreX is just the end of the beginning of students' entrepreneurship education; it is imperative for them to continue to develop their entrepreneurial mindset, skillset and means after program completion. • Reiterate that successful creators, innovators and entrepreneurs are lifelong learners. • Encourage students to explore future learning opportunities and commit to a plan of action.	The importance of continuous learning (6:35) Horn Entrepreneurship website – www.udel.edu/horn	Encourage students to consider their plans for continuing their entrepreneurship education by exploring websites of the colleges they are interested in attending and/or searching for opportunities in your local community. By making a plan and sharing it with others, students will be much more likely to follow through.	**For UD** (summative): Reflect back on your performance in Module 5.

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2	**5.5 Course wrap up and reflection** • Looks back at the program's major learning objectives to highlight how far the students have come and how much they have added to their entrepreneurship means • Encourages thoughtful reflection on what the students will take away from the course and reinforces an early lesson about the entrepreneurial mindset by asking them to consider what they could have done better		Encourage students to share their biggest takeaway(s) from the EntreX Program and capture their testimonials for use in recruiting future students or justifying requests made to school leadership.	**For UD** (ungraded): Complete a final post-program survey that will enable us to evaluate the overall impact of the program (at an aggregated level). **For UD** (summative): Prepare and submit a final reflection on the EntreX Lab Program.