

# Venture Boss,



*The world waits for you*

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**Our mission is to help, train and coach 1 million young entrepreneurs by 2026.**

We provide entrepreneurial education, mentorship, network, and investment to young adults through a collaborative learning-by-doing program. Our 5-day model can be run in any language, online or in-person, by thousands of trainers worldwide.

*We believe in a world where young entrepreneurs act as engines of the economy while building their local communities.*

[Watch our introduction video](#)

*Simran Ajwani,* [REDACTED]

*Prabhat Agrawal,* [REDACTED]

*Prof. Bryan Cassady,* [REDACTED]

*Prof. Martin Kupp,* [REDACTED]

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## OUR BIG WHY - OUR PURPOSE

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Born in Malawi, Africa, ██████████ is a young schoolboy who comes from a family of farmers. His hobbies include looking through the local junkyard for electronic components and learning about wind energy in the school library. But his family is unable to afford school fees and he is soon thrown out of school.

In 2001, failing crops due to drought devastated his entire village and within 5 months, all Malawi's began starving to death. ██████████ could only afford to eat one meal a day.

Seeking to save his village from the drought, 14-year-old ██████████ built a small prototype of a windmill that works successfully, but to build a larger windmill, he requires his father's bicycle for spare parts, the family's last major asset. With the help of his friends and after much reluctance from his father, he builds a full-size wind turbine. This leads to a successful crop being sown and a life-changing experience for the entire village.

Word of ██████████ windmill spreads and he is awarded a scholarship to attend school, ultimately receiving a degree from Dartmouth College.

Nobody taught ██████████ about opportunity identification, problem-solving, effectuation, and prototyping. Nobody supported William by bringing him the spare parts of a bicycle or by guiding him on wind energy. But what if somebody had? What if cultivating an 'entrepreneurial mindset' was part of every school curriculum? How many more Williams would we have today?

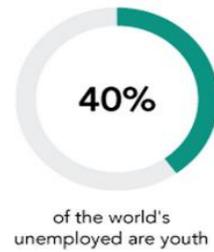
*There is a ██████████ in every village, every school, and every street.* We believe that it is a crime to let their talent go to waste. And that is why, at Venture Boss, we empower young entrepreneurs to run small thriving businesses while collaboratively addressing local issues. We cultivate an 'entrepreneurial mindset', which is built over time by students successfully solving problems with the help of local mentors under resource-constrained circumstances.

Today, millennials are more aware of pressing local issues and feel a responsibility towards resolving them. At Venture Boss, we provide the learning environment to increase this awareness further and enable them to take sustainable actions.

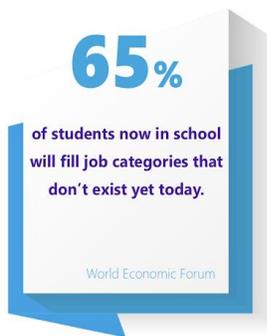
## EXECUTIVE SUMMARY

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Currently, there are 358 million young people in the world not in education, training, or employment.<sup>1</sup> The covid pandemic has further worsened youth unemployment rates.<sup>2</sup> Research<sup>3</sup> by UK-based Milkround shows just 18% of graduates are securing jobs this year compared to the typical 60%, while US-based ZipRecruiter states that the number of available jobs has dropped by 77%.



Source: World Economic Forum



While unemployment is a significant measurable problem, the rates of under-employment are far worse and cannot be measured accurately. With this growing uncertainty and no relief in sight, it is crucial to teach students about opportunities they can build for themselves. While there are a few entrepreneurship initiatives run by B-schools and incubators, they remain mostly inaccessible, expensive, and tedious.

### Our solution? The Venture Boss Train-the-Trainer program

We offer training, network, and investment to help young adults build an 'entrepreneurial mindset'. Our 5-day learning-by-doing program is based on research with over 400 companies and can be run in any language, online or in-person, by trainers worldwide. Based on collaborative local efforts, our programs are independent and easy to scale. We've already run 2 pilot programs with students from 22 countries and gained interest in Malaysia, Nigeria, India, and Angola.

### Our mission is to help, train and coach 1 million young entrepreneurs by 2026.

Venture Boss might look like a non-profit business, but it is not. Discussions with NGOs and Government organizations guarantee us a gross margin of [REDACTED]. With 1 million students, that is [REDACTED]

We seek [REDACTED] and a network to accelerate the program for [REDACTED]

You can make a good investment, help start hundreds of ventures and change millions of lives.

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<sup>1</sup> <https://www.weforum.org/agenda/2015/09/can-entrepreneurship-solve-the-youth-unemployment-crisis/>

<sup>2</sup> <https://www.theatlantic.com/family/archive/2020/05/class-of-2020-graduate-jobs/611917/>

<sup>3</sup> <https://www.fenews.co.uk/press-releases/45779-coronavirus-impact-on-graduates-securing-jobs-just-18-of-2020-graduates-securing-jobs-compared-to-60-in-previous-years>

## THE VENTURE BOSS PROGRAM

Our 5-day learning-by-doing program teaches young learners the essentials of entrepreneurship through collaboration with local mentors.

Students benefit from the personal attention and domain expertise of their local mentors.

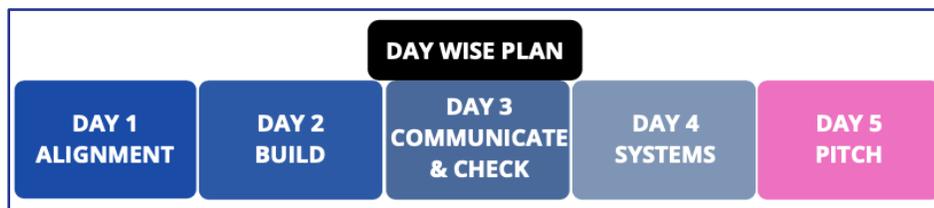
Our programs are easily accessible because:-

- It is free to apply
- 20 minutes online is all you need to apply
- The application test is based on fluid intelligence and not previous education
- It is a short 5-day program, so more people can dedicate time to it

### Would you pass our test?

*A hiker left his tent and trekked 10 kilometres south. He then turned west and trekked for 10 kilometres. He then turned north and trekked for 10 kilometres, at which time he saw a bear entering his tent and gulping his chicken roast. What colour was the bear? Why?*

The curriculum has been designed by research with over 400 companies and in consultation with leading corporates such that students cultivate the entrepreneurial mindset by performing tasks and ‘experiencing’ entrepreneurship. Our ABC’s model is supported by the upcoming book and toolkit- CYCLES, which is co-authored by 22 innovation experts and is being continually improved.



The critical life skills we focus on developing are opportunity identification, effectuation, problem-solving, risk assessment, systems approach, and so on.

The business environment in Western Europe is very different from that in South-East Asia, hence a one-size-fits-all approach is not appropriate. We provide our trainers with the right resources and online tools to conduct programs effectively while giving them the freedom to modify and adapt the program to local requirements.

**This model ensures that the program remains locally relevant and continually improves with each iteration.**



Priced at [REDACTED] the program is a fun, fast, and efficient way to help students develop an entrepreneurial mindset and elevate their careers.

Through our pilot programs run with students as young as 17 from 22 different countries, we learned 2 things: Students learn best *'by doing'* and learning can be fun.

### Milestones achieved



From the pilot programs, we received a Net Promoter Score (NPS) of 79 and stellar testimonials from our students.<sup>5</sup>

[REDACTED] In exchange for a small share of equity in their venture, we will provide access to a local support network, investment, and guidance to launch and scale their business.

Our long-term goal at Venture Boss is to replicate and scale our program to 1 million students by 2026, in a way that boosts local entrepreneurship while helping students make a real difference in their communities.

<sup>4</sup> [https://en.wikipedia.org/wiki/Wikipedia:Text\\_of\\_Creative\\_Commons\\_Attribution-ShareAlike\\_3.0\\_Unported\\_License](https://en.wikipedia.org/wiki/Wikipedia:Text_of_Creative_Commons_Attribution-ShareAlike_3.0_Unported_License)

<sup>5</sup> <https://drive.google.com/file/d/1yl5gi9IhAHed2qu3-rv2wrKb3Z8nZRzo/view?usp=sharing>

## ORGANISATIONAL PLAN

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*Purpose:* Venture Boss aims to make entrepreneurship education accessible to young adults along with providing access to seed capital and network to jumpstart their ventures.

*History and Genesis:* The concept of Venture Boss stemmed from the CYCLES REMOTE program, orchestrated by Prof. Bryan Cassady. With the dawn of the pandemic, online education saw an unprecedented level of acceptance as virtually all schools and universities pivoted to online classes. Prof. Bryan Cassady saw this as an opportunity to impart entrepreneurship education online. With leading corporates and innovation experts, he co-developed a 5-day experiential curriculum, where students engaged in interactive classes and worked on real case studies in a fun and exciting way.

*Current status:* We are upgrading the curriculum based on student feedback and our learnings from the pilot programs. Based on our previous successes, we have started new programs in Nigeria, Angola, India, and Malaysia. Our long-term goal is to have self-organizing regions and networks across countries.

## MANAGEMENT TEAM

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**Prof. Bryan Cassady**  
Established 8 successful companies in 6 different countries.

Award-winning entrepreneurship professor



**Prof. Martin Kupp**  
Associate Professor at ESCP Europe

Co-founder, Renaissance Fusion  
Author, The Fine Art of Success



**Prabhat Agrawal**  
100% Merit Scholarship Management student at ESCP.

Entrepreneur in ed-tech and e-commerce startups



**Simran Ajwani**  
100% Merit Scholarship Management student at ESCP.

Educator and trainer  
3rd-generation entrepreneur

## Previous Mentors:



**Radina Nedyalkova**



**Shayne Smart**



**Jorg Reckhenrich**



**Fritz Zeidel**



**Angelique Slob**

Our local mentors play an integral role in delivering the program. With a commitment of 1 hour a day for 5 days a week, they empower our students with their esteemed expertise and guidance.

## MARKET ANALYSIS

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The current market for entrepreneurship education consists of B-schools, the internet, and incubators. Each failing in its own way.

Competitor	Issue	How we fill the gap
<b>B-School</b>	Limited access, very expensive, long application process	5-day program available to all at an affordable price
<b>Internet</b>	Too much information, lack of clarity on the right method, no support network.	Tried and tested ABC's model developed by research with over 400 companies. Local mentors and network.
<b>Incubators</b>	Limited access, only provide help after a student shows some level of success, long and tedious application process, if the venture fails - then what?	Accessible to anyone who wants to develop an entrepreneurial mindset. Relevant even for those students who do not start a future business.

In this increasingly uncertain, complex future, we believe in the 'learning-by-doing' approach to forge agile and young entrepreneurial leaders. **Our approach to entrepreneurship is based on "effectuation" or leveraging what we know, who we know, and who we are to take action.**

Most other competitors tend to focus more on lengthy risk and return calculations. Their motive is to help students develop the skills to become full-fledged entrepreneurs rather than teaching a universally applicable skillset (and are unreasonably expensive enough to remain inaccessible to most youth). **Therefore, our competitive advantage lies in our 'definition' of entrepreneurship and our unique experiential approach which is accessible remotely and is relevant to young adults around the world.**

## MARKETING STRATEGY

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For our program to work smoothly, a good network of local mentors and trainers is needed. We plan to recruit trainers by [REDACTED]

[REDACTED]

[REDACTED] We will not only share our program content but also create a system linking teaching and centralized tools to easily scale and continually improve the program.

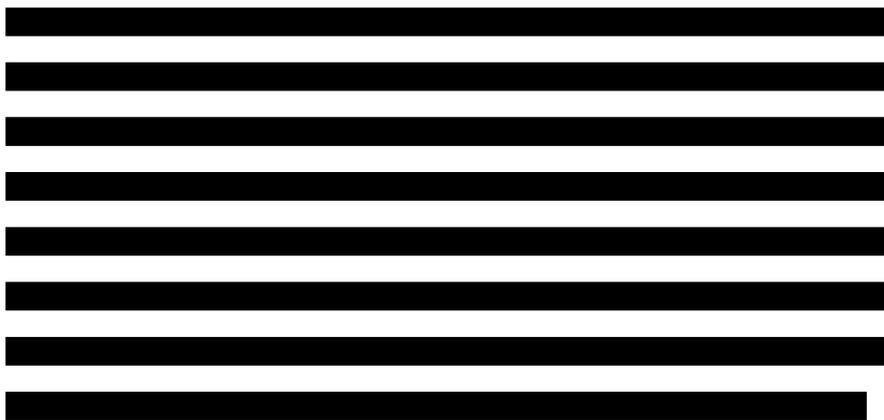
Our marketing plan focuses on creating [REDACTED]

[REDACTED] This system will work because the course will continue to become better and simpler. It will also allow us to keep our per-student cost [REDACTED]

### **OPERATIONAL PLAN- TRAIN THE TRAINER MODEL**

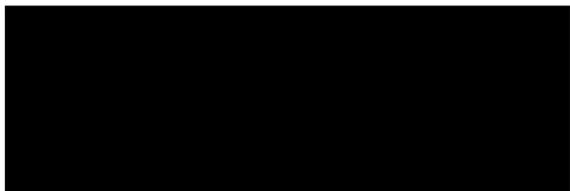
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Our business model hinges on the quality of our trainers, who act as facilitators carrying out smooth instruction of the program. This is why we spend a lot of time and effort arming them with the knowledge and tools to impart our program effectively and efficiently. The trainers go through a comprehensive and strict onboarding process. They will be able to recoup their one-time [REDACTED] and a lot more during their [REDACTED] itself.



Following a low-cost and asset-light model allows us to operate efficiently and ensure profitability at the unit level. [REDACTED] guarantees a substantial incentive for the trainers to promote the program heavily and invest time and effort.

Some students from our pilot programs have already been mentors and shown interest in signing up as trainers themselves. In our first full year, we plan to onboard [REDACTED] and we expect a total of [REDACTED]



## FINANCIAL PLAN & INVESTMENT PROPOSAL

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Ask and Offer: We are seeking [REDACTED]

As an investor, you will benefit from:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]

Your investment will go towards financing our acquisition of trainers and students, development of the IT infrastructure to support the instruction of the program, organising our bi-annual business plan competition, marketing and so on.

While we have set the average fee per student at [REDACTED] we understand that currency valuation and prevailing market rates will differ from country to country. Hence, we plan to offer variational flexibility to our trainers to set the program price after discussions.

We expect to be profitable within [REDACTED] with [REDACTED]. We will deliver our investors with [REDACTED] on their investment [REDACTED] accounting for a valuation multiple of [REDACTED].

Based on our targets and ambitions, we expect to teach [REDACTED] from our [REDACTED] as explained in our operational plan. To support these students, we will require a team of [REDACTED].

The financial soundness of our business plan lies in unit economics as well as our low-fixed cost model supported by our network of trainers and mentors.

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<sup>6</sup> <https://docs.google.com/spreadsheets/d/1fe--00f2S7PsSVoDQYmNcVsLpgb2sDQBBD7JjscjARQ/edit?usp=sharing>

## OUR SUSTAINABILITY ENDEAVOURS

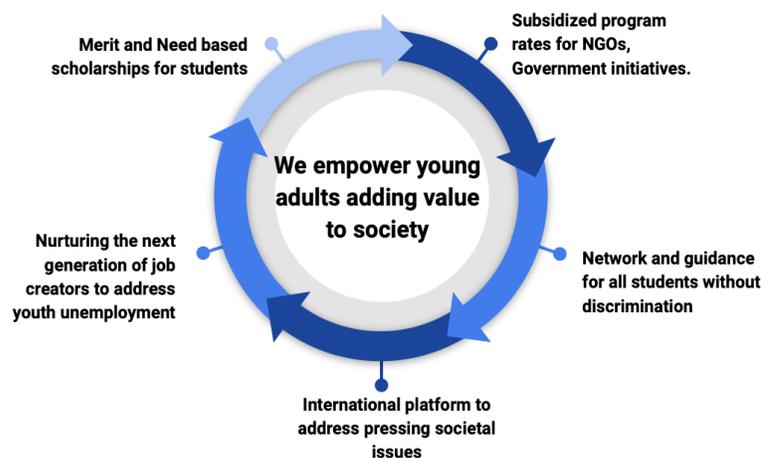
Our core philosophy is strengthened by our commitment to solving local challenges by running specialised programs addressing key topics in sustainability such as poverty, sanitation, healthcare, transportation and climate change.

### The SDG Goals form the heart of our plan:-



- 1. Remote learning-** It is well known that online education benefits the environment in multiple ways: conserving paper, reducing CO2 emissions and electricity usage, etc.<sup>7</sup>
- 2. Subsidized program rates for low-income groups-** Our financial plan includes and offsets the cost of training young adults from marginalized communities and developing nations with government support.
- 3. Upto 100% Merit and Need-based scholarship-** We believe that education is for all and no student should be turned away because of their inability to cover the program costs.
- 4. Zero tolerance policy towards discrimination-** Our students receive equal opportunity and attention irrespective of their gender, caste, social background, nationality, etc.
- 5. Focus on Social innovation projects-** Our program encourages students to solve their immediate and pressing local issues under the guidance of experienced mentors.

*When you and I become successful, we profit from it but when a [redacted] from a drought-ridden village in Malawi becomes successful, the destiny of that entire village changes.*



<sup>7</sup> <https://www.triplepundit.com/story/2015/4-unsung-environmental-benefits-online-education/35151>

## APPENDIX

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1. Financial Model: [REDACTED]

2. Overview of course curriculum

DAY-WISE PLAN	COURSE CONTENT & READINGS	ACTIVITY IN GROUPS
<b>DAY 1 ALIGNMENT</b>	<ul style="list-style-type: none"><li>• The idea building process and alignment</li><li>• Cycles Introduction</li><li>• Summary: Lean Startup and Competing against Luck</li></ul>	<ul style="list-style-type: none"><li>• Exploring your hunches with JTBD</li><li>• Decide on a project: Write TRUE NORTH</li></ul>
<b>DAY 2 BUILD</b>	<ul style="list-style-type: none"><li>• Building Ideas</li><li>• Cycles: Build Section</li><li>• Summary: Jump Start Your Business</li></ul>	<ul style="list-style-type: none"><li>• Build a spark deck</li><li>• Individual brain writing</li><li>• Group Idea Building section</li></ul>
<b>DAY 3 COMMUNICATE &amp; CHECK</b>	<ul style="list-style-type: none"><li>• Communicating/Checking Ideas</li><li>• Article: Cognitive Biases and Design Research</li><li>• Video: The MOM Test</li></ul>	<ul style="list-style-type: none"><li>• Rebuild/Extend Ideas/Concepts</li><li>• Testing Concepts</li><li>• 1 Minute Video</li></ul>
<b>DAY 4 SYSTEMS</b>	<ul style="list-style-type: none"><li>• Systems Thinking</li><li>• Business Model Designs</li><li>• Pitch Training</li><li>• Cycles: Systems Section</li><li>• The St. Gallen Business Model navigator</li></ul>	<ul style="list-style-type: none"><li>• System analysis: What is your business?</li><li>• Death Threat</li><li>• Business Model</li><li>• Prepare Pitch</li></ul>
<b>DAY 5 PITCH</b>	<ul style="list-style-type: none"><li>• Speed Dating Feedback</li><li>• 10 Minute meetings with the professor</li><li>• 3 Pitch Videos</li></ul>	<ul style="list-style-type: none"><li>• Work on pitches</li><li>• Get Feedback from other groups</li></ul>