

SYLLABUS



StartHub Academy

Uganda

Contents

About this Syllabus	1
1 About StartHub Africa	2
1.1 StartHub Africa’s Mission	2
1.2 StartHub Africa’s Vision	3
2 StartHub Academy	4
2.1 The Academy in One Glimpse	4
2.2 Concept & Strategy of the Academy	5
Action-Orientation	5
Fast Feedback Loops & Human-Centred Design Thinking	6
2.3 Academy Outline	6
Sessions Plan Flow	8
2.4 The Starting Capital	8
2.5 Expectations for a Successful Completion of the Academy	8
References	11

About this Syllabus

This syllabus will provide a crucial understanding of StartHub Academy's unique approach. Students should read the syllabus in order to have a better comprehension of what to expect from the academy. They should especially gain the awareness of the intensity of our program due to our action-orientation.

In chapter 1, an overview of our whole organization is given, including our mission, vision and a short description of our three main pillars: the academy, the pitch event and the catalizer. However, this syllabus gives primarily further information about the academy. The remaining pillars are not described in detail. Interested students will gain important insights into the concept, structure and content of our academy in chapter 2.

1 About StartHub Africa

1.1 StartHub Africa's Mission

Sub-Saharan Africa has the fastest population growth projected between now and 2050 and the highest youth population in the world. This fact is very challenging for the African economy: the fast-growing youth needs to be educated, trained and employed properly to sustain the situation. Undoubtedly, entrepreneurship is an effective way to tackle the problem of unemployment. However, 90% of all businesses in East Africa stay small and informal with 1–4 employees¹. Inefficient microbusinesses do not create further employment and are likely to fail. This results in 70 % youth unemployment² and high informality. Moreover, university curricula need more hands-on skills promotion to educate better-qualified entrepreneurs and, thus, foster efficient small- and medium-sized business creation. Even if students have innovative ideas, network is a challenge: incubators and accelerators struggle to find professionally managed teams to invest in. Students feel unprepared, universities need more practical courses and incubators look for mature business ideas to promote.

StartHub Africa tackles all these challenges with a unique three-step-approach:

1. StartHub Academy

We train local lecturers who teach our entrepreneurship academy at the different partner universities. Students develop new ventures hands-on within one semester and build up the foundation for sustainable growth and professional management.

2. Nation-wide Pitch Event

All participating teams from different universities come together and present their ideas at the annual pitch event. Here, they get in touch with potential investors, like-minded peers and entrepreneurship experts. We create a massive alumni network of high-potential entrepreneurs. Additionally, monetary awards are offered for further motivation and further scaling their businesses.

¹According to Uganda Bureau of Statistics: Report on the Census of Business Establishments. (2011)

²According to Youth Policy: Youth Map. (2011)

3. StartHub Catalyzer

All the student teams are connected to our network of investors and accelerators. We build a startup movement and community at African universities. In this way, StartHub Africa supports and ensures further sustainable growth of the best ideas.

Our overall mission is simple: we turn job seekers into job creators.

1.2 StartHub Africa's Vision

We strive to build the first action-oriented entrepreneurship infrastructure across African universities to turn students seeking jobs into entrepreneurs creating jobs. We aspire to set the bridge between entrepreneurs at universities and the entrepreneurship ecosystem in Africa. In this way, StartHub Africa ignites, connects and catalyzes the entrepreneurial potential of African students.

2 StartHub Academy

2.1 The Academy in One Glimpse

During the academy, students will build up a marketable enterprise from scratch. For this purpose, lecturers from the participating universities will hold weekly sessions that will provide students with the necessary tools and knowledge to turn an idea into a real business. Students will have to tackle time-intensive tasks that are crucial for the development of their businesses between each session.

The StartHub Academy provides a framework for student teams that will help them to accomplish one goal: Founding a start-up and learning how to operate and expand it. This will require a high time investment aside the time required for the sessions.

Therefore, the individual students are the core of the academy. StartHub Africa sets up the required framework and ensures its quality and suitability to the universitarian context of a target country, while lecturers from the participating universities are crucial to teach the sessions as well as to provide guidance and encouragement for the students.

After the Academy students will be able to:

- Gather deep insights into Uganda's market environment
- Identify unique opportunities
- Tackle problems creatively
- Manage financial operations
- Create their own job and become a job creator

The goals of the Academy:

- To make self-employment more attractive and feasible
- To establish and strengthen an entrepreneurial mindset
- To build up confidence to act in a self-determined way
- To increase the start-up rate in African countries
- To turn job seekers into job creators

2.2 Concept & Strategy of the Academy

The StartHub Academy is divided into two phases: Orientation and implementation.

The orientation phase aims following aspects:

- Addressing the most important entrepreneurial mindsets to be successful especially during the implementation
- Building up trust between participants in order to form successful teams
- Prepare students for the ideation: students should come up with ideas that add value to the market
- Present to the students market niches and/or concrete impact domains with innovation and impact potential

In the implementation phase student teams start working hands-on on their on venture. It includes the action-oriented approach from the STEP training developed by Prof. Frese from University of Lüneburg. The research project showed evidence in job creation and business ownership, they were able to yield 88 additional jobs in one year for each 100 participants trained. Furthermore, the student teams will use starting capital while being trained in a design-thinking approach adjusted for developing countries, which was researched by Prof. Leifer from Stanford University. The initial funding functions as starting capital and aims to enable students to push through their ideas and create a real enterprise.

Action-Orientation

The sessions contain extensive Do-It-Yourself sessions to encourage learning-by-doing besides the theory. Moreover, students receive hands-on tasks (to-do's) to be tackled until the next session. The academy is oriented towards the action theory with following principles³:

- Combining knowledge acquisition with direct actions.
- Creating an adequate operative mental model containing action-relevant knowledge. An entrepreneur should be able to use feedback properly and change his business strategy according to evidence-based heuristics.
- Actively practicing and repeating actions during the training for deep processing and routinization.

³These principles are based on Prof. Frese's research at the University of Lüneburg. Please, check the underlying papers in the references for further details.

- Adopting a non-emotional and positive approach towards errors for a better usage of positive and negative feedback (fast feedback-loops).
- Developing a personal project.

Fast Feedback Loops & Human-Centred Design Thinking

The students will iteratively practice the process of venture design at increasing level skills, complexity and understanding⁴. The Venture Design Process used in our Academy is “Discover, Define, Develop, Deliver” (compare figure 2.1). During the process, students experience the fast “build-measure-learn” feedback loop. This allows students to redefine their business ideas with help of real customer feedback (huma-centred) and innovate in the right direction.

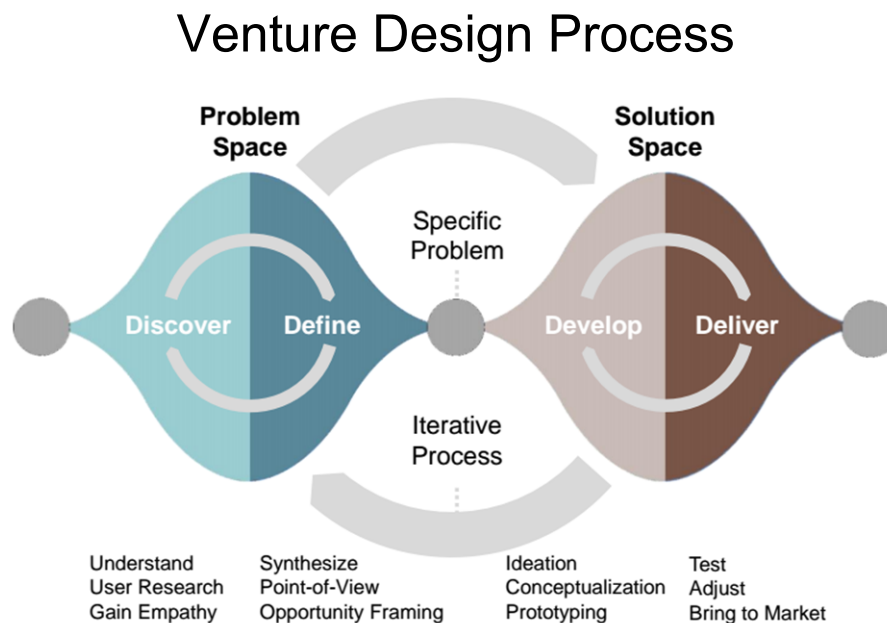


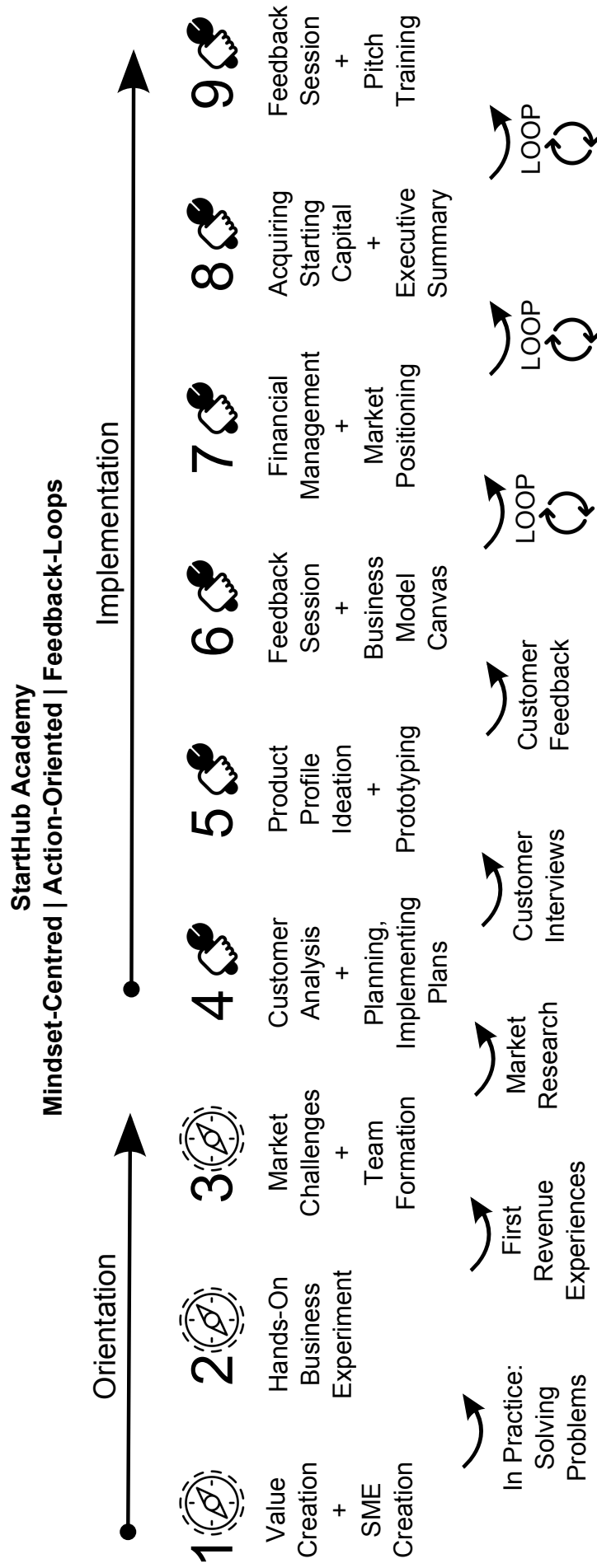
Figure 2.1: The applied venture design process throughout our academy

2.3 Academy Outline

First, the students go through three weeks of orientation to prepare them properly for a successful hands-on development of their venture. Latter will be done during the second phase of the Academy, the implementation, which will last further six weeks.

Figure 2.2 summarizes the concept of the academy and gives a high level overview of the sessions that will be taught.

⁴This approach is based on Prof. Leifer’s research at Stanford University. Please, check the underlying papers in the references for further details.



"Iteratively practice the process of Venture Design at increasing level skills, complexity and understanding."

Venture Design Process: Discover, Define, Develop, Deliver.

Fast Feedback Loop: Build, Measure, Learn.

Figure 2.2: Overview of the concept, strategy & lessons of StartHub Academy

Sessions Plan Flow

Each session comprises an introduction of 20 minutes, two action parts of 45 minutes and a closing part of 15 minutes. In every 45 minutes action part, explanation videos and hands-on working by the students will be combined. Between the two action parts a break of 5 minutes is recommended. Since the sessions may vary in their length, it is also recommended to calculate a buffer. Taking into account these aspects, one session will take roughly 3 hours of time. Figure 2.3 shows an overview of the “sessions plan flow”.

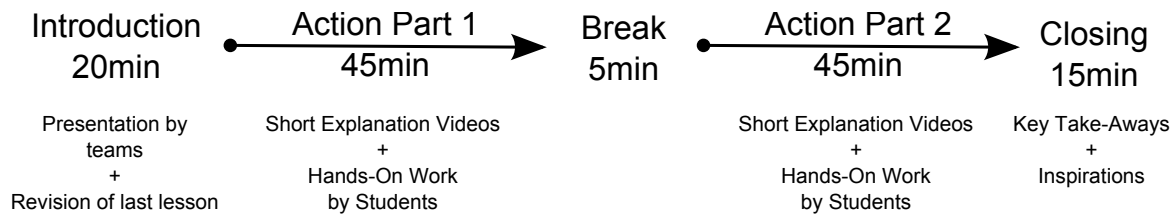


Figure 2.3: Overview of the sessions plan flow

2.4 The Starting Capital

There are no fees for participating in the program. However, every startup needs some starting capital. Therefore, each participant is due to contribute to form the startup capital of your company. You have to bring the startup capital in February 2018. All the money will be collected by StartHub Africa and will be given back to students throughout the academy to work with it. This is one of the **requirements to participate**. This capital will be **only** used by the teams to realize tasks requiring money and to leverage the business idea. Expenses will be tracked and supervised. Further revenues will belong to the team and should be used for growing the business.

2.5 Expectations for a Successful Completion of the Academy

To be part of the StartHub Academy means to accomplish a time-intensive project besides the curricular lectures of the student’s universities and the sessions of StartHub Academy. This project might create the future income of the team members. However, to found an enterprise requires effort and time. Thus, our program expects from the participants the willingness and the time to realize the tasks of each session rigorously and go even further voluntarily.

To sum up, StartHub Africa defines following indicators to assess if a team has successfully completed the academy course:

- Refunding the starting capital provided by the students.

- Being profitable by the last session.
- Creating added value for society by pioneering feasible innovations.
- Generating future income.

References

- Bischoff, K. M., Gielnik, M. M., & Frese, M. (2014). Entrepreneurship training in developing countries. *Industrial and organizational psychology help the vulnerable: Serving the underserved*, 92-119.
- Frese, M., Gielnik, M. M., & Mensmann, M. (2016). Psychological training for entrepreneurs to take action: Contributing to poverty reduction in developing countries. *Current Directions in Psychological Science*, 25(3), 196-202.
- Gielnik, M. M., Frese, M., Kahara-Kawuki, A., Katono, I. W., Kyejjusa, S., Ngoma, M., ... & Oyugi, J. (2015). Action and action-regulation in entrepreneurship: Evaluating a student training for promoting entrepreneurship. *Academy of Management Learning & Education*, 14(1), 69-94.
- Sonalkar, N., Mabogunje, A., & Leifer, L. (2016). Developing a Design Thinking Curriculum for Venture Creation in Resource-Constrained Environment. *INTERNATIONAL JOURNAL OF ENGINEERING EDUCATION*, 32(3), 1372-1384.
- Sonalkar, N., Mabogunje, A., Parmar, V., Cannon, D., & Leifer, L. (2012). A TESTBED FOR STUDYING VENTURE DESIGN TEAMS IN EMERGING MARKETS. In *DS 70: Proceedings of DESIGN 2012, the 12th International Design Conference, Dubrovnik, Croatia*.