The MIT Innovation Leadership In-Person Bootcamp

June 08 - 14, 2024
Zagreb, Croatia

Syllabus

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Why Bootcamp

The MIT Innovation Leadership Bootcamp is meant for aspiring entrepreneurial team leaders, who dream to advance positive change in the world through technology and innovation. We know that this is you. As such, the Bootcamp is an environment to learn the foundations of systematic entrepreneurial exploration and decision-making under conditions of uncertainty and resource scarcity. We call this foundation the Innovation Leadership Toolkit. Bootcampers will go through a sequential course of deliberate practice of the key skills in the toolkit. They will demonstrate the results of their practice through daily deliverables and through the tangible end-product of the program – the Innovation Pitch Presentation.

MIT Bootcamps are <u>team-based</u>, <u>project-based</u>, and <u>coaching-based</u> programs. Participants learn by working in teams on an innovation project of their choosing. In the process, teams are (A) guided by and receive feedback from a dedicated MIT Bootcamps coach and (B) receive instruction from MIT instructors and invited practitioners, entrepreneurs and investors.

Our goal is to strengthen participants' confidence in their potential to lead entrepreneurial innovation in a risk-free environment.

The MIT Bootcamp Learning Journey

Course Structure

The program is structured as a 6.5-day in-person, immersive learning journey. Each day is dedicated to a specific learning module.

The first 5 modules of the program are dedicated to learn and practice essential skills of innovation leadership. The last 2 modules of the program guide teams to put together their learnings into a cohesive Innovation Presentation.

Learning Goals

Innovation is complex, complicated, iterative, and often very unpredictable. This makes it fun and painstaking at the same time. While innovation is not a linear process, the learning journey that participants will take in this program will be linear to an extent. This is because we need to isolate specific and essential mindsets, skills, and behaviors of effective innovation leaders and to allow learners to practice them in a focused way.

Day	Module Theme	Learning Goals	Deliverables
Jun 08	1. Welcome, Meet & Greet, Team Building	- Advance self-awareness skills - Deploy best practices for effective collaboration - Develop an innovation team charter	- Form Team - Pick Team Name - Define Personal Goals & Communicate to Team - Write Team Charter - Choose daily CEOs
Jun 09	2. Problem - Opportunity Identification	- Lead team-based collective ideation processes - Identify how innovations look at the start - Deploy different approaches and techniques for ideation - Identify and down select an underlying problem worth solving - Describe a tangible problem - opportunity to innovate upon - Plan Primary Market Research (PMR) Interviews	- Identify problems - Practice the Five Whys Framework - Define Problem to Solve - Get ready for your Primary Market Research (PMR)
Jun 10	3. Understanding Stakeholders	- Brainstorm potential end customers - Plan and execute Primary Market Research (PMR) Interviews - Synthesize interview learnings and utilize them to adjust your assumptions - Iterate the problem the team is solving - Develop a Customer Segmentation - Describe the end user profile and persona - Select and quantify Beachhead Market (BHM) - Estimate the Total Addressable Market (TAM)	- Present PMR Report and Iterate Problem Statement - Describe Market Segmentation - Define End User Profile and Persona Profile - Analyze the Beachhead Market Selection - Estimate Beachhead Market Size - Calculate Total Addressable Market
Jun 11	4. Customer Journey	- Iterate on Primary Market Research (PMR) Interviews and capture its learnings - Narrow down and iterate the problem the team is solving - Describe pain points from the end users/customers - Define and quantify the value the team expects to add to the end users/customers - Create a High Level Product Specification	- Present PMR Report and Iterate Problem Statement - Describe Full Life Cycle Use Case - Create and Describe High Level Product Specification - Define and Quantify Value Proposition - Outline Business Model

		- Effectively describe the product in a few words - Define pricing and business model	
Jun 12	5A. Solution Viability & Leadership	- Iterate on Primary Market Research (PMR) Interviews and capture its learnings - Iterate the key elements of the venture - Estimate startup costs - Map a sales process - Outline Decision Making Unit and Decision Making Process - Estimate Lifetime Value (LTV) - Estimate Cost of Customer Acquisition (CoCA) - Identify and develop leadership capabilities	- Present PMR Report and Iterate assumptions - Develop a unit economics financial model - Develop Leadership Skills
Jun 13	6. Communicating your Solution with Influence	- Iterate on Primary Market Research (PMR) Interviews and capture its learnings - Iterate the key elements of the venture - Reflect about how sustainable and attractive the business could be - Detail team roles and relevant skills to build this venture - Identify alternative solutions available to your end users - Estimate the ask to an early stage investor - Apply principles of storytelling to describe an innovation - Craft a pitch presentation slide deck - Iterate the pitch presentation, and practice delivering it	- Outline Competitive Position - Describe main business challenges, risks and attractiveness - Create, practice and iterate pitch presentation
Jun 14	7. Demo Day	- Iterate the pitch presentation, and practice delivering it - Reflect upon the learning experience - Reflect on next steps and join the graduate community	- Deliver Final Pitch Presentation to Judges - Submit Final Surveys

In addition to the specific learning goals above, we want to spark in participants a change toward new mindsets and behaviors. Let us distill at a high level the change that we aim at:

New Mindsets	New Behaviors
1. Growth Mindset	Continuous reframing of setbacks. Taking the same facts and writing a positive story. Mistakes are an opportunity to learn.
2. Entrepreneurial Mindset	Continuous curiosity for and <u>conversations</u> with the world (customers, partners, ecosystem) and synthesis of learnings into testable hypotheses.
3. Leadership Mindset	Continuous pursuit of ways to make others better through good-willing and growth-oriented feedback for others and oneself.

Learning Process

- **Individual Study:** Learners will prepare for each Bootcamp Module on their own by completing a set of learning materials developed or curated by the MIT Bootcamps team.

- **Live Sessions:** Each lecture, case discussion and Innovation Workshop will focus on specific innovation and venture building methods and techniques;

- **Team Assignments:** Participants will be assigned a team once the Bootcamp begins. Teams are formed to maximize diversity at all levels (gender, education experience, industry, age, region, etc).

- **Team Deliverables:** This Bootcamp is about <u>learning by doing</u> as a team. In every module teams will have a required deliverable to be submitted as a team. The goal of each deliverable is to get teams to practice a specific skill from the Innovation Leadership Toolkit.

- **Coaching Sessions:** Each team will be assigned an MIT Bootcamps Coach, who is an experienced entrepreneur or executive, who will support and guide the team throughout the Bootcamp.

- **Deliverables Review Sessions:** Each module will also have a live session in which a member of the Bootcamp team reviews the deliverable of the day. This is an opportunity for rapid clarification, feedback and iteration.

- **CEO of the Day:** Every team member will have the opportunity to lead their team as CEO for a day. When a participant is the CEO, they will have a meeting with all other CEOs to discuss problems and exchange perspectives.

Assignments

The MIT Bootcamp is a team-based learning experience. As such, all deliverables (or assignments) are to be done and submitted as a team.

Expected Time Commitment

Participants should expect to spend 70+ hours in total for the program.

Component	Description

Individual Study	Pre-recorded video lessons and readings (posted on the course platform)
Live Sessions	Interactive workshops focused on specific skills from the Innovation Leadership Toolkit and inspiration from researchers and practitioners.
Team meetings	Participants meet with their teams to work on the team deliverable, and any asynchronous work to complete it
Coaching sessions	Team session with MIT Bootcamps Coach.
Deliverables	Guided exercises for team to complete each module, related to their venture
Optional sessions	CEO of the day, deliverables review, Q&A with MIT Bootcamps team and coaches

Bootcamp Completion Criteria

We will offer a Certificate of Completion in-print or other acknowledgment (a "Certificate") for Bootcampers who, in our judgment, have satisfactorily demonstrated participation and completion of the learning program and/or mastery of the learning program material. We expect learners to successfully work with their team (meet the expected contribution to the team as agreed upon by the team) throughout the program and to participate in the final pitch preparation and presentation. Certificates will be issued by and under the name of MIT Bootcamps. The decision whether a Certificate will be awarded to a given student will be solely within MIT Bootcamps' discretion.

In addition to participating in the final presentation, we will use the following to help determine participation and therefore whether a Certificate is awarded. As part of each Team Deliverable, including the Final Presentation, the team will be asked to provide what each member contributed to the deliverable, which team members have "unexcused absences" from team meetings, and which team members did not contribute to the team's progress when absent from meetings. Coaches will also report which team members have "unexcused absences" from coaching sessions. If participants know they will miss a coaching session, they should notify their team and coach in advance, letting them know how they are contributing to the team that Module.

CEO of the Day

Each Module will be led by a different team member who will act as CEO. The role of the CEO is to lead the team for that Module by setting the working agenda and making sure team members complete their assigned work. The CEO for the Module is ultimately responsible for turning in the Team Deliverables on time. In Module 1, teams will decide who the CEO is for each Module, including the first one.

Each team will have a broad range of academic and professional experiences. For example, a team may have someone still completing their education, other members with advanced degrees and some professional experience, and another with decades of professional experience. In the Bootcamp, we consider the team to be a "team of peers" regardless of each participant's previous academic and professional experience. Each team member will have ideas and perspectives to contribute; these should be evaluated on their merits, not the contributor's position outside the Bootcamp. For example, in discussion with team members, an experienced entrepreneur should make their case to the team by saying, "When I was raising funds, the feedback I heard from investors was xyz, which is why I think we should take this course of action," not "I've worked with VCs and I know what they want." When team members with less professional or leadership experience are Module CEOs, teammates with more experience should support the CEO to be a good leader, not take over their role. An example is to provide guidance and feedback with meeting agendas and setting a work plan for the Module.

Learning Platforms and Tools

Course Platform	Bootcamp learning management system • Link to Deliverables and deliverables feedback • Announcements from MIT Bootcamps • Team collaboration space
E-mail*	• Support from MIT Bootcamps (within two working days) Communications with coach • Announcements from MIT Bootcamps
Google Drive**	• Deliverables and deliverables feedback

* The support e-mail is bootcamps@mit.edu
** We also recommend participants to create a Google account (if participants not have one already) for the best possible experience

For additional teamwork and team communication, each team can decide together on other tools that better fit them.

Bootcamp Expectations

Bootcamp Values

1. **Respect for others** – we are a culturally diverse group with a range of cultural backgrounds, experiences, and perspectives. Participants should take the opportunity to learn something new from their peers.
2. **Open mind** – participants will be asked to go outside of their comfort zone. They should be aware of the discomfort but try not to resist it.
3. **Positive intent** – with such a diverse group, from different locations, cultures, backgrounds, age groups, and therefore realities, misunderstandings are bound to happen. Participants should assume the best in their peers, coach, and Bootcamps Team, and seek to understand them and their actions or point of view when these occur.
4. **Rigor** – MIT Bootcamp standards are high. Participants should expect to hear critical feedback and to be able to make and defend their decisions with data or solid assumptions. Participants should not be discouraged by critical feedback.
5. **Timeliness** – we will start live sessions and coaching meetings on time. If participants are running late to team meetings or coaching sessions, they should let their team and coach know.
6. **Open communication** – participants should communicate in advance to their teammates if missing a team meeting and their coach and teammates if missing a coaching session. They should align with their teammates how they will contribute to team deliverables while absent.
7. **Shared intensity** – MIT Bootcamps are intense! But the Bootcamp is designed so that participants will have their team's support and their team will have support from their coach at regular intervals.
8. **Trust the process!** Discomfort and sometimes feeling overwhelmed is normal when one is pushing thyself and growing. Participants should share these feelings with their team and coach.

Coaching expectations

MIT Bootcamps coaches are here to guide their team through the Project-Based Learning part of the Bootcamp. Their priority, when they are meeting with their team or giving their team feedback on Deliverables is to push and guide the team to better outcomes. Coaches are also busy professionals, with full-time responsibilities outside of the Bootcamp. These guidelines are to help set clear expectations of their time, availability, and responsibilities as a team's coach during the Bootcamp.

1. **Coach's role.** The coach is here to support the team, through feedback on what the team has done on the team project, how to best apply the concepts participants have learned (based on their knowledge of the curriculum and experience as entrepreneurs and innovators), and help navigate and manage team dynamics. They are not a member or the leader of the team and they should not make decisions for the team. Coaches know the program innovation curriculum, but they are not subject-matter experts in particular industries (tech, healthcare, finance, etc). While the coach will help their team figure out how to make a decision, ultimately, the decision is the team's to make and take responsibility for.

2. **Coaching sessions.** Each team will be assigned time during each Module for coaching sessions.

3. **Feedback on Team Deliverables.** Coaches will provide written or verbal feedback on Team Deliverables that are submitted on time. If the team does not submit the deliverable on time, it will be up to their coach whether they review and provide feedback to the team for that Module.

4. **Coach availability between coaching sessions.** Other than #3, coaches are not expected to be available for coaching, feedback, or deliverable review live or via email/text between coaching sessions. Some coaches may respond, from time-to-time, as their schedules permit, but it's not the expectation that they will be available. Teams should not let a non-response from their coach between coaching sessions hold back the team's progress.

5. **Coaching session agenda.** It is the role of the CEO of the Module to prepare the agenda for the coaching session. This could include questions about deliverables/feedback, specific course topics to address, challenges related to the course content or team dynamics, progress on the team project, and other issues the team would like to discuss with their coach. Teams should come prepared to coaching sessions to make the best use of the team's time with their coach.

6. **Conflicting advice.** Coaches don't have the "right answers." Through each team's work, participants will likely know more about the problem space than their coach does. Teams may receive advice from their coach that the team does not agree with. And during practice pitches, teams may receive conflicting feedback or advice from the coaches. This happens in the real world too! Teams will need to evaluate each piece of feedback or advice they receive and decide whether to accept or reject it.

7. **Coach is for the team.** Coaches are for the team and team project, not for personal/individual coaching or for projects outside of the Bootcamp. Please do not use team coaching sessions to discuss individual personal or professional issues. And participants should not ask coaches to meet with participants separately to discuss individual personal or professional issues.

8. **Content questions.** If participants have content or deliverable questions between coaching sessions, they should reach out to the Bootcamps support channels or in-person to the Bootcamps team, if available.

9. **Team conflict.** If a team faces extreme team conflict, their coach will refer the team or particular individuals to the Head Coach.

10. **Recommendations.** Many coaches are asked to serve as a reference or recommenders for employment, academic programs, or other pursuits. We advise participants not to make this request of their coach during the Bootcamp. And even after the Bootcamp, we find it is in one's best interest to have someone who has known them for a longer time and in a professional capacity to write recommendations. The typical Bootcamp coach-coachee relationship is limited to a few days in a team setting; One will be better served by having a supervisor, colleague, or university advisor who knows

them very well and can speak to their character, leadership, and growth over a period of at least one year to write a recommendation.