ACADEMIC TRAINING PROPOSAL / 3-DAY ACCELERATED WORKSHOP

# AI to Grow Your Business

*From customer insight to practical marketing and operations workflows*

| DURATION | TRAINING | APPLICATION |
| --- | --- | --- |
| **3 days · 18 hours** | **9 hours · mornings** | **9 hours · afternoons** |

## A practical learning opportunity

For students exploring entrepreneurship, AI is most valuable when it helps them understand a customer, test an idea and improve a repeatable process. This program follows a simple business journey: identify a specific problem, develop useful content, build a small workflow and decide which numbers would show whether it helped. Activities use case material rather than unverified revenue promises.

In three days, participants move from a business opportunity to a small campaign and a practical workflow they can explain. The aim is not to promise growth in a weekend; it is to teach a disciplined method for testing AI-assisted ideas before spending time or money on them.

## What participants will take away

**FINAL PARTICIPANT OUTCOME**

A short opportunity brief, a reviewed marketing asset, a simulated customer workflow and a 30-day test plan with sensible metrics.

## Who this is designed for

| SUITABLE PARTICIPANTS | STARTING POINT |
| --- | --- |
| MBA, BBA, commerce, entrepreneurship-cell participants, student founders and multidisciplinary teams exploring a venture concept. | Basic familiarity with marketing or business problems is helpful. Participants may use a fictional business case rather than disclose a real venture. |

## Why it matters to the department

Supports entrepreneurship education, management applications and campus innovation initiatives through evidence-based practice rather than tool demonstrations alone.

This proposal is intended for academic review. Cohort-specific examples and delivery arrangements can be agreed with the department once there is interest.

02 / ACADEMIC DESIGN

## Learning outcomes and evidence

The outcomes below describe work a participant can show at the end of the program. They are deliberately scoped to the available instructional time.

| PARTICIPANTS WILL BE ABLE TO... | OBSERVABLE EVIDENCE |
|---|---|
| **Define a focused commercial problem** | An opportunity statement and target-customer assumption map. |
| **Use AI for useful research and messaging** | A source-checked insight note and two audience-specific drafts. |
| **Prototype an operational workflow** | A simulated lead-intake or service-response process. |
| **Plan a small, measurable experiment** | A 30-day action sheet with metrics and ethical boundaries. |

## How the workshop runs

| SESSION | TEACHING APPROACH | PARTICIPANT EXPERIENCE |
|---|---|---|
| **Morning · 3 hours** | Concepts, worked examples, instructor demonstrations and guided questioning. | Understand the method, challenge assumptions and see a complete example. |
| **Afternoon · 3 hours** | Hands-on labs, structured iteration, peer critique and feedback. | Apply the method to a case, improve an artifact and leave with evidence of learning. |

Illustrative daily timing: 09:30–12:30 training; 12:30–13:30 lunch (outside contact hours); 13:30–16:30 practice. The essential commitment is six instructional hours per day, split equally between learning and application.

## What we will not overpromise

The workshop does not promise sales, actual leads, ad performance or business outcomes. It does not include live customer outreach or production CRM deployment.

## How participant work is evaluated

| CRITERION | WEIGHT | WHAT REVIEWERS LOOK FOR |
|---|---|---|
| **Customer and problem insight** | 30% | Focused segment and evidence-aware assumptions |
| **Quality of market-facing content** | 25% | Clarity, originality and supportable claims |
| **Workflow practicality** | 25% | Logical steps, respectful handling of leads |
| **Experiment and presentation** | 20% | Useful metrics and credible next actions |

03 / SINGLE-PAGE TIMETABLE

## 3-day teaching and practice schedule

Each day deliberately links the morning lesson to an afternoon artifact. The complete timetable is kept together on this page for ease of academic review.

| DAY & FOCUS | MORNING TRAINING · 3 HOURS | AFTERNOON PRACTICE · 3 HOURS | DAILY EVIDENCE |
|---|---|---|---|
| **DAY 01**<br>**Find the real problem** | Business value, customer segments, research prompts, competitive alternatives and source checks. | Create an opportunity brief and customer profile using approved or fictional case data. | Opportunity + persona brief |
| **DAY 02**<br>**Communicate an offer** | Positioning, message testing, responsible content generation, funnel basics and quality review. | Build a mini campaign with landing-page copy, messages and an editorial checklist. | Campaign asset kit |
| **DAY 03**<br>**Prototype and measure** | Sales/service workflows, simple automation, relevant KPIs and basic experiment design. | Build a simulated intake/follow-up flow; present the concept with a 30-day validation plan. | Workflow + experiment plan |

## Daily learning rhythm

Explore the idea → see a worked demonstration → practise with feedback → check the output → record what improved. The afternoon closes with an artifact, not only a completed exercise.

## Practical emphasis

- One achievable problem is carried across all three days, so participants see continuity rather than isolated tool exercises.
- Each daily artifact is reviewed for usefulness, factual care and the participant's own decisions.
- The final day prioritises demonstration, feedback and an honest statement of limitations.

04 / LEARNING BY DOING

## Hands-on studio: what students will actually do

The following activities show the level of work expected in the afternoon sessions. Case material and examples can be aligned with the department while preserving the core learning outcomes.

### 01 Customer insight without wishful thinking

Students pick a fictional business, state what they believe about customers and use accessible sources or supplied research to challenge those beliefs.

**Evidence:** An assumption table separating evidence from guesses.

### 02 One offer, two messages

Teams draft two different value propositions for the same offer, test clarity with peer critique and improve claims that cannot be supported.

**Evidence:** Two revised campaign messages and an editorial checklist.

### 03 The lead-handling simulation

A form collects fictitious enquiries; teams design a response sequence with clear consent and review boundaries, then define what a useful result would be.

**Evidence:** A process map, sample outputs and an experiment scorecard.

## Capstone brief

END-OF-PROGRAM CHALLENGE

A compact AI-enabled growth experiment for a fictional or student venture: customer insight sheet, positioning, two marketing assets, a simulated operational workflow and a 30-day test plan.

## Examples of suitable practice contexts

- Research an imagined local service business and separate assumptions from sourced facts.
- Develop two messaging angles for a defined customer segment, then critique both.
- Build a simulated lead-intake and follow-up workflow with human review.

## Learning resources and safeguards

Approved AI assistant; documents and spreadsheets; a design/content tool and optional forms, CRM sandbox or no-code workflow platform. No real customer database is required.

Use fictional businesses or permitted public information. Do not scrape private profiles, upload customer records, or send unsolicited real-world marketing messages during training.

## What the institution can expect

Supports entrepreneurship education, management applications and campus innovation initiatives through evidence-based practice rather than tool demonstrations alone.

The host department may align case studies with the cohort before delivery. This proposal is ready for academic review; program logistics can be discussed separately if it is a fit.