

MIND MAPPING EXERCISE – INSTRUCTOR SUPPLEMENT

Instructor note: This is a high-energy exercise. Timelines will vary based on length of class period. Suggested timeline = 5-10 minutes for sections 2, 3, 4 and the written part of 5. One minute per student for elevator pitch sound off, one minute per student for teacher and student reaction/comment. Be prepared for heavy coaching / walking around classroom for individual check-ins.

Your passion/area of interest. Previously, we discussed areas about which we are passionate. Take out that list and choose an area on which you'll focus today.

MIND MAP STEPS

- **1. Topic** - Write that topic in the middle of the circle on page 2.
- **2. Brainstorming** - Brainstorming - Have students brainstorm various words that come into their mind around the topic. For instance, if someone has "dogs" as their topic, words that may come to mind include, "leash, collar, walk, brown, yellow, black, fleas, big, small, exercise, clean up, etc. etc.". Encourage them not to limit themselves and just write.
- **3. Clustering** – After brainstorming, students should use pen or pencil (or colored markers) to create linkages between words that "connect". For instance, "Walk, leash" and some other words may seem to go together in the mind of the creator. They can draw circles around these terms, and squares around groups of other terms that go together. One term can go with multiple clusters. There should be approximately 3-5 words in each cluster. If it is larger, they will have to narrow down words prior to the next step.
 - **Choosing favorite cluster** - Cluster selection - Students should select their favorite cluster of words. The words in the cluster should be written in the box at the center/top of page 3. Using the dog example, one could put "leash, collar, walk, exercise, clean up" at the top/center of page 3.
- **4. Product or service development** - Students should create 3-4 product or service ideas inspired by their favorite words they have just written (*Note: Many students get "stumped" at this stage. Instructor should circulate and offer individual coaching to students having problems with this step. Examples are helpful*). Using the dog-terms example, here are 3-4 businesses:
 - An exercise club that walks dogs.
 - A pedometer for dogs which clips on their dog leash/collar.
 - A walking/running shoe with a doggie clean up bag Velcro attachment.
 - An iPod case insert which includes doggie clean up bags (*this is an example of an idea which piggybacks on another idea, but, is not 100% directly related to the words...this is allowed...again, we are going after creativity, not precision*).

- **5. Product or service pitch** – An elevator pitch is a common business term used to describe the ability for an entrepreneur to describe his or her business idea in the time it takes to ride an elevator. It refers to a situation where an investor might step into the elevator, and you have to provide a compelling description of your business in about 30 seconds.
- **Elevator pitch detail:** Choose your favorite product/service idea and fill out the following. After this step, practice (mentally) so that you can give an “elevator pitch” which means a compelling, 30 second to 1 minute description of your product/service. Example:
 - **Product/Service description & target audience** – A doggie pedometer which clips on a dog’s collar. Targeted to vets who encourage exercise among their clientele.
 - **What need is met through this product / service** – Rising number of pets with health conditions related to weight (*Note: Students are allowed to guess at market trends*). Allows people to love and care for their pets. Helps vets monitor physical activity, especially of dogs with health conditions.
 - **Competitive advantage (even if it is made up)** – Endorsed by World Veterinary Association. Exclusive manufacturing partnership with “Company X”, the leading manufacturer of pedometers. *Note: Competitive advantage – Students are encouraged to be creative with this. The focus is on “what is a good competitive advantage” vs. “what is reality”.*
- **Complete elevator pitch components** - Students should fill out the components listed for the elevator pitch. They are given up to 1 minute (instead of 30 seconds) since it might be their first elevator pitch.
- **Sounding off** – Go around the room and have students give their elevator pitches. Most successful = all students participate (instead of just a few volunteers). Time for quick teacher and student comments/questions after each pitch adds to exercise (e.g., commenting on competitive advantage, etc.). *Note: Students always vary in their approach to the elevator pitch...start with a student you think “gets it” and can set a good example for the rest of the class (e.g., short and to the point, enthusiastic, etc.).*