The founder and facilitator journey

One week of Naventros as a student and a facilitator live it, on paper and in the digital workspace, using the sample lesson in this folder (Stage 2, Interviewing without bias) as the example.

The people

Role	Who	What they do in a week
Student (founder)	A student working alone or in a team of two or three on a venture of their own	Reads the lesson, practises on the fictional case, applies the lesson to the venture, submits a worksheet, acts on feedback
Facilitator	A member of university staff, or Kalle Sarraj in the first deliveries	Teaches the session, runs the guided practice, reads every submitted worksheet and gives written feedback: continue, or revise with guidance
Reviewer	A named person agreed in the delivery record, often the facilitator with a second reviewer	At the end of each stage, examines the fixed submission and records the stage decision
Mentor (optional)	A practitioner the institution invites	Gives context from experience; never writes the student's work and never decides a stage

One week, step by step

The week below is Stage 2, week 6 of the 30-week calendar, when students learn to interview customers without leading them. The same rhythm repeats for every lesson.

When	The student	The facilitator
Before the session (about 15 minutes)	Reads the lesson in short sections: why it matters, the five interview rules, how to rewrite a leading question, the worked example from the fictional MarketLink case	Reads the facilitator guide for the lesson: session plan, model answers, what usually goes wrong
The session (two hours)	Rewrites ten weak questions in pairs; drafts an interview guide for the venture; gets a critique from a peer or from their own AI assistant; keeps or rejects each suggestion with a reason	Teaches from the slides for about thirty minutes, then coaches; demonstrates the attempt, critique, compare routine on one team's draft
Guided practice (in or after the session)	Works the case exercise: diagnoses three flawed question sets and rewrites them; saves the attempt; only then sees the model answer and compares	Checks that every student saved an attempt before the model answer appeared

When	The student	The facilitator
Knowledge checks (15 minutes)	Answers short questions; the explanation opens after the answer is saved	Sees which checks a cohort finds hard and adjusts the next session
Field work (about three and a half hours over the week)	Runs interviews with people who fit the segment, with the five permissions recorded; enters each finding against a claim within an hour of the interview	Holds an office hour; samples two evidence ledgers per team for findings tagged to the wrong claim
The worksheet (about one hour)	Completes the lesson's worksheet on the venture: the revised interview guide, the first evidence entries, an AI use note stating what the assistant did and did not do	Reads the submission with the first attempt beside the final version; writes feedback: continue, or revise with specific guidance
Feedback (within the week)	Reads the feedback; revises if asked and resubmits; when the facilitator continues, the next lesson opens	Continues the student, which opens the next lesson, or asks for one more revision

On paper and in the workspace

Everything in the table runs on paper: the lesson and worksheets are printed, the practice attempt is written before the model answer is handed out, and feedback is written on the worksheet. The digital workspace offers the same lesson in the same order, with four differences:

1. The model answer and the knowledge-check explanations open only after the student saves an attempt, so the "attempt first" rule enforces itself.
2. The worksheet keeps the student's first attempt beside later revisions, so the facilitator sees what changed.
3. A task briefing for the student's own AI assistant is prepared from the lesson and the saved attempt, with private fields always left out; the student pastes it into whatever assistant the institution permits, or uses the peer route instead. No AI model runs inside the workspace.
4. In a guided cohort, the next lesson opens when the facilitator continues the student's work. In an open cohort every lesson is available from the start; the institution chooses.

The end of a stage

Stage 2 ends in week 9 with the G2 review, "Customer value investigated". The student hands in a fixed submission: the claim set with its criteria written before the interviews, the evidence ledger, the synthesis and the decision. A named reviewer examines it in four steps (claims and criteria, evidence against each claim, the student's own explanation without AI help, and the decision) and records one of four results: GO, CONDITIONAL with a dated action, NOT YET, or STOP where the evidence shows the idea does not hold. A STOP reached honestly earns full learning credit. The result is written in the completion record by a person; the workspace never issues a stage decision.

What the student has at the end of the week

- An interview guide, revised after critique, with the reasons for each change
- The first entries in the evidence ledger, each against a claim, with its source and commitment level
- A worksheet with facilitator feedback and the next lesson open
- An AI use note, or a note that no AI was used

All names and figures in the example are fictional. Times are planning estimates from the lesson texts, not measured timings; the first cohorts keep time diaries.