

What Makes a Great Coach?

- Engaging personality, authentic, passionate about their business expertise
- Excited to work with students and share their knowledge
- Practice!!! Teaching and engaging teen students is also a skill and is very different from a business environment.
 - o Get in classroom to meet students before your lesson
 - o Do a dry run with teacher
 - o Understand some of the basic dynamics of each section you work with
- Flexible. If what you are doing is not working, adjust. Don't be afraid to ask the students what they need more of.
- Comfortable prioritizing the most important concepts to teach. (Despite their amazing depth of skill set and knowledge)

Semester 1 ***Recommended Coach Lessons**

<p style="text-align: center;">Unit 1 – Ideation</p> <p>This unit introduces students to what a startup is and how to develop a sound business plan using a Business Model Canvas. Students will start to develop ideas individually and will form teams based on common interests. Students will begin to refine and develop their idea by going through the process of competitive analysis and identifying the value proposition customers will find meaningful.</p> <ol style="list-style-type: none"> 1. Introduction - 5 2. BMC - 3 3. Group Ideation - 5 4. BMC Refinement - 3 5. Competitive Analysis - 4 6. Value Proposition - 5 	<p style="text-align: center;">Unit 2 – Customer Discovery</p> <p>Students learn the importance of customer feedback in the business development cycle. They will create detailed customer segment profiles to guide business choices They will begin to test some of the assumptions they developed on their business canvas by completing problem and solution interviews. They will be matched with mentors, receive feedback and define their mentor student relationship.</p> <ol style="list-style-type: none"> 2.1 Customer Segmentation - 3 2.2 External Advice/Mentor Match - 3 2.3 Problem Interview - 6 2.4 Solution Interview - 11 	<p style="text-align: center;">Unit 3 – Customer Connections</p> <p>Students will outline the most effective and efficient path to reach customers including physical channels and virtual channels. This unit will define the various ways to connect with customers from messaging to identifying specific marketing tactics to gain awareness with early customers. Teams will create positioning statements, for their product/ service that will guide how they communicate to customers and what they will say that will be influence customers to purchase.</p> <ol style="list-style-type: none"> 3.1 Positioning - 3 3.2 Channels - 2 3.3 Customer Relationships - 3 3.4 Marketing Tactics - 4 	<p style="text-align: center;">Unit 4- Dollars and Cents</p> <p>This unit will cover the fundamentals on how to use a financial model spreadsheet to determine the financial viability of a business. Students will learn the inputs to the model which will include assumptions how they plan to earn revenue and the cost estimates to produce their good or service. Market sizing will define the opportunity of their idea in terms of potential number of customers and dollar revenue. The unit concludes with a student developed model outlining the profit potential of the business.</p> <ol style="list-style-type: none"> 4.1 Pricing - 2 4.2 Market Sizing – 3 4.3 Mechanics of Excel - 2 4.4 Estimating Costs - 3 4.5 Intro to Financial Statements - 2 4.6 Financial Modeling - 5
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Semester 2

Unit 5 – Building Your MVP	Unit 6 – Validation/ Experimentation	Unit 7 – Promotion	Unit 8 – Pitch Your Story
<p>Students will develop an abbreviated prototype of their business to test the efficacy of their idea before bringing it to full scale. This is called the Minimum Viable Product (MVP). Each team will present their MVP and funding proposal to the Board of Advisors who will provide each team valuable feedback and possibly a small amount of funding to launch their MVP.</p> <p>5.1 MVP Design - 8 5.2 Web/App Development - 3 5.3 MVP Funding - 3 5.4 Prep for Pitch - 6 5.5 MVP Pitch - 2</p>	<p>The experimentation starts now and continues through the end of semester. Students begin testing the riskiest assumptions to their business model. Project management skills are introduced to keep teams on task and focused on getting as much marketplace data in the time allotted before final pitch. Students will be testing and adjusting their model to validate its potential. Practical legal concepts on company formation and intellectual property are introduced.</p> <p>6.1 Implementation Planning - 2 6.2 MVP Experimentation - 12 6.3 Legal - 4</p>	<p>Students begin building their “story” that will outline their business idea and persuade customers and potential investors. Marketing plans will develop and build on the concepts previously introduced in Unit 3. Using their latest marketplace data from MVP tests they outline the best tactics to promote their business. Students will develop marketing and sales plans for their company including promotional strategies.</p> <p>7.1 Storytelling - 3 7.2 Marketing Planning - 3 7.3 Sales Planning- 3</p>	<p>Students focus on developing the financial story that will be part of their pitch. The business financial model will be updated with refined estimates based on the MVP learning. The year will culminate with teams pitching their plan to investors with the hope of winning funding what will allow them to launch their idea during the summer and following year.</p> <p>8.1 Finances - 5 8.2 Funding Requests – 5 8.3 Preparing for Pitch - 10 8.4 Pitch - 3</p>

Semester 1 - Recommended 8 Coaching lessons

Lesson Plans	Days	Approx • Timing *	Objective Of Lesson	Recommended Coach Skill Set
1.3 Group Ideation	4-5	Late Aug or Early Sept	Students will be challenged to creatively think about and discover problems worth solving. They will clearly outline all who are affected by this potential problem. Then they will learn to prioritize their ideas by asking if the problem important enough to matter, can it be solved, and would anyone pay for this idea.	One of the most important roles. Great facilitation skills needed. Brainstorming, working the room, group creative exercises, sorting and grouping of problems to solve. Someone who has worked in innovation development and has good questioning and inquiry skills to get at the meaning of the problem they are solving. Look for resource at your local startup incubator or qualitative market researchers working in innovation.

Coaching Roles Overview 2016/2017

1.6 Value Proposition	5	Mid Sept	Students complete Unit 1 in this unit by clearly identifying and evaluating the uniqueness of their business idea. They will create and present an elevator pitch of their top team idea.	Strong communicator, very articulate, high energy. Could have sales background, or entrepreneur. Guiding students to craft a concise message about the problem they are solving and potential solution. Guides on elevator pitch creation, presentation, and evaluation.
2.1 Customer Segmentation	3	Late Sept	Students go through a series of exercises to better understand the customer segments that are impacted by the problem they are trying to solve. They prioritize the segments to identify early adopters. They revisit the original value proposition created and confirm that each segment is matched with a meaningful value proposition. Students are introduced to concept of market sizing and begin to quantify to number of potential customers in their segments.	Marketing or advertising background. Someone who can lead exercises and push students to creatively develop customer profiles (personas) which students can reference and use to guide their communication, and product development decisions that will most resonate with their target group because they have deep understanding of them.
3.1 Positioning	2-3	Late Oct	Students define what positioning is and how it represents the evolution of their UVP. Teams develop positioning statements for their business that will be used to guide all communication with their customers. Students choose a working brand name for their business idea.	Marketing or advertising background. Large, small agency or corporate experience can relate to this content. Understanding of product positioning in market, brand benefits, brand messaging and translating positioning into communication plans.
3.4 Marketing for Startups	4	Early Nov	Students will learn the fundamentals of free and paid communication vehicles and choose tactics that can be used to reach early potential customers. They will learn about web/app/social media marketing tactics that can be used to reach and get customers.	Marketing generalist that is familiar with the many marketing tactics used to acquire customers. High level of proficiency in digital marketing is helpful. Understands tactics of how to promote business online, via social media, and using existing tools like google analytics and AdWords. Has the ability to filter and introduce most up to date tools in clear and concise manner.
4.1 Pricing	2	Mid Nov	Students will learn about different pricing strategies and determine the optimal price to begin testing with customer segments.	Could be marketing or finance background, or entrepreneur who has made these strategic decisions early on in developing a business. Someone grounded in different pricing methods. Local business owners usually have good perspective and can speak from experience and leverage some of their hits and misses in pricing to use as good examples. Understanding of online pricing for applications, mobile and virtual products important.

Coaching Roles Overview 2016/2017

4.2 Market Sizing	3	Early Dec	Students identify the market opportunity for their business idea by estimated market size. They research the size of their customer segments, and learn to calculate the TAM total addressable market, SAM serviceable addressable market, and market share and capture in excel spreadsheets.	High analytical skills, spreadsheet estimating. Understanding purpose and concept of sizing a potential market as a business investment. Could be marketing professional, investment specialist. Comfortable directing students to online resources to estimate buyers, population, geographic segmentation. Comfortable directing students to make strategic choices.
4.6 Financial Modeling	5	Mid Dec	Introduce students to the use of financial modeling in a startup application. Students get familiar with a multitable model that will be used throughout the class and functions based on their multiple inputs and estimations for revenue, expenses, costs, etc. They learn the variables of the model but focus on how they will generate revenue and estimating cost of goods to produce their product or service.	Excel expert, proficient in financial modeling. One of MOST COMPLEX ROLES. Will be working and editing a plug and play excel forecasting model setting up revenue, expenses, and profitability. Financial Analyst or young analyst out of larger corporate role. Because this topic can be difficult and not as glamorous and others, this coach needs to be engaging with students and creatively turn financial acumen into positive learning.

*Timing is based on Semester 1: Aug- Dec timeframe and units 1-4 covered. School must customize and revise timing to fit specific needs and Calendar.

Semester 2- Recommended 8 Coach Lesson Plans

Lesson Plan	Days	Approx • Timing *	Objective Of Lesson	Recommended Coach Skill Set
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Coaching Roles Overview 2016/2017

5.2 Web/ App Development	3	Mid Jan	Students are introduced to web development, the planning process involved in developing a web site, and cost estimating.	Someone who knows how to develop websites with basic existing tools on web today like WordPress, Weebly or Wix. Most likely a scrappy developer or young resourceful entrepreneur who has had to do this for themselves and on the cheap.
6.1 Implementation Planning	2	Early Feb	Learning the importance of project management as tool to launch and track their MVP experiment. Understanding of time management, workflow, and delegation of tasks. Introduction of project management tools, and skills for students to apply how they choose to manage their team activities.	Detail oriented, disciplined project manager and organizer. Familiar with online project management tools and can tactically teach how to organize projects, assign tasks, and develop timelines. This skill set does not come easy for students and needs to be taught through application coach can lead.
6.3 Legal	4	Mar	A general overview of legal issues impacting entrepreneurs today including patents, intellectual property, truth in advertising, trademark law and the formation of legal corporate entities.	Most schools have an established relationship with a law firm and they may be willing to assist. General Attorney with understanding of Corporate law. Students need to understand basics of establishing business as LLC and implications for their team. Look for a local law firm that represents entrepreneurs, often mentioned on their websites. Such a firm may be will to donate days.
7.1 Storytelling		End Mar	Help students translate their learning, experience and the potential of their business idea to persuade investors.	This role is very similar to the 1.6 Value proposition coach. Strong communicator, very articulate, high energy. Could have public relations background, or be an entrepreneur. Guiding students to craft a concise message about the problem they are solving and potential solution.
7.2 Marketing Planning	2-3	April	Students focus on creating a more comprehensive list of marketing and promotional actions, budget, and plan. Builds on concepts learned in Unit 3	Similar and could be the same coach from 3.4 Marketing tactics. Tactical marketing/promotion specialist. Should understand and be able to teach the concept of creating overall marketing plan, establishing a budget, and establishing measurements for tracking success. Could be well marketed small business that knows most cost effective tactics, or seasoned marketing/promotional executive.
7.3 Sales Planning	2	April	Prepares students for selling their product or services. Includes planning, creating sales actions for target markets and practicing.	Sales executive with understanding of both B2B or B2C planning is helpful to address variety of team ideas. Will help develop sales approach, prioritizing customers, and tracking. Can role play and get students comfortable with practice and resilience needed succeed in sales and how to overcome objection.

Coaching Roles Overview 2016/2017

8.1 Finances	3	End April	This lesson is the “financial readying of the books” for each business. Teams review and adjust the many assumptions and estimations they have gathered. They are also updated their model to reflect learning from their in-market MVP testing that could be impact some original assumptions.	Accountant or financial specialist. This person has can easily assess each team business model and assumptions to guide and challenge assumptions. They will help polish the student’s model with instruction and analysis to build their financial story for valuation. This coach has prior experience validating company business financials and can apply this skill in a student instructional setting.
8.2 Funding Requests	2-3	Early May	Students assess their model to determine how much capital their business will require and how to finance their business idea. Creating IRR, ROI for worst, target and best case.	Full understanding of company valuation and investor decision making. A COMPLICATED ROLE, but will be utilizing an existing plug and play excel model to instruct students. Investment banker, private equity investor or manager. Must be able to break down how investors look at the financial models, determine funding requests, and interest offers. Should be able to have fun with this serious topic as student prepare themselves for “pitch” much like a “shark tank” presentation and negotiation at the class culmination.

*Timing is Based on Semester 2: Jan - May timeframe and units 5-8 covered. School must customize and revise timing to fit specific needs