

### Coach Modules Summaries

Sales Background	Marketing	Accounting	Law/regulations	IT specialists	Communication
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Module	Days	Approx. Timing	Summary	Recommended Coach Skill Set
1.3 Group Ideation	1-3	Early Sept	Inspire group to begin identifying meaningful problems to solve that will become the source of their business opportunities. It is important to start the process by generating the Topics/Opportunities to ideate around. Students need to understand the importance of consumer insight, "the why" behind strong product/service ideas. Once teams are clear on what problems are worth solving, then they can begin generating ideas that represent potential solutions to the problem.	One of the most important roles. Great facilitation skills needed. Brainstorming, working the room, group creative exercises, sorting and grouping of ideas. Someone who has worked on innovation development and has good questioning and inquiry skills to get at the meaning of the problem they are solving. Go to incubators or qualitative market researchers working in innovation.
1.6 Value Proposition	1-3	Mid Sept	Develop and present the team's elevator pitch for their business model. Students will create a unique and meaningful Unique Value Proposition UVP. UVP is what makes the students products/service different from their competitors	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	1-2	Late Sept	Students need to understand and define their customers beyond using a demographic label. The students will have a better understanding of their customers and will be better prepared to get out and talk with these customers.	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.
2.4 Market Sizing	1-3	Mid Oct	Students identify the market opportunity for their business idea by estimating market size.	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 segmenting. Comfortable directing students to make strategic choices.
3.1 Positioning	1-3	Late Oct	Students need to understand the link between product, brand, and positioning statement and how that translates to what they see about that brand in the marketplace. Students should be able to describe how they want their customer target to THINK, FEEL, and CONNECT with their product/service.	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 Basics of Internet Communication	1-3	Early Nov	Students will understand what options they should consider as marketing tactics to get customers aware, interested, and purchasing their product or service.	High level of proficiency in digital marketing. Understands tactics of how to promote business on line, 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	1-2	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.
4.5 Financial Modeling	1-3	Early Dec	Students will be introduced to the use of financial modeling in a startup application. Students start to evaluate the financial feasibility of their business.	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.

5.1 Web/App Development	1-3	Early 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. 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	1-2	Early Feb	Students will learn the importance of project management as a tool to launch and track their Minimum Viable Product (MVP) experiment. Students will understand time management, workflow, and delegation of tasks.	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 Business Regulation	1-2	Mid Feb	Introduce students to the business regulations and requirements of the federal, state and local governments for starting a business and provide them with the resources to complete such requirements.	Village or local business representative to outline details of establishing business locally including permits, regulations, etc. Flexible time needed as this coach can be used during class, but could also establish meetings with teams outside of class time to meet learning objectives.
6.4 Technology Planning	1-3	Early Mar	Students begin to identify technology needs and learn to estimate costs as it relates to building the business and growing the business.	Tactical IT specialist that can establish big picture and insight for technology planning and then work with individual teams providing guidance. Developing an operations IT plan and to do list around establishing the business via the cloud and server. Identify IT requirements, estimating costs and where to source them.
6.5 Legal	1-3	Mid Mar	Students learn 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 Growth Engine	1-2	Mid Mar	Students learn the three main marketing growth engines (paid, sticky, and viral) used to grow a business. Students must identify the criteria used to choose which growth engine is most relevant and cost effective and how to apply it to their proposed business.	Analytical sales/marketing executive or sales manager who has grown business from idea to in-market success. Understanding on how to scale a business. Successful entrepreneur. Concept of "GROWTH ENGINE" is a Lean Startup Concept and taught using those principles.
7.2 Marketing Planning	1-2	End Mar	Students learn to create a comprehensive list of marketing and promotional actions as well as budgeting and planning for those actions.	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	1-2	Early April	Students learn how to prepare for selling their product or service. Specifically students must address sales actions for target markets.	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.
8.1 Staffing and Operations	1-2	Mid April	Students learn to understand a staffing plan and the basic HR needs for growing a business.	HR generalist. Could be from corporate or smaller business. Can provide a general overview and importance of HR role of hiring, staffing, growing the business. Will spend time working with teams individually to outline needs and direct teams to resources for estimating costs.
8.2 Insurance	1-2	End April	Students learn to understand and evaluate the role insurance can play in their business and how to use insurance to deflect the risk of the business.	Commercial insurance broker to explain what is required of new business, how to evaluate options and can communicate big picture role of insurance to business start-ups. Will spend time working with teams individually to outline needs and direct teams to resources for estimating costs.
8.3 Finances	1-3	End April	Students learn to review and adjust the many assumptions and estimations they have gathered in the planning process.	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.
8.4 Funding Requests	1-2	Early May	Students will learn to assess their model and determine how much capital their business will require as well as how to finance their business ideas.	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.