



maverick
C H A L L E N G E

2020 - 2021 Maverick Challenge
High School Business Pitch Competition

Challenge Resource Guide

Contents



COUNTY COORDINATOR STEPS	3
STUDENT STEPS	3
RULES AND GUIDELINES	4
ENTRY COMPONENTS	5
TEACHER CURRICULUM GUIDE	6
Maverick Challenge Information	6
Course One: The Big Idea	6
Course Two: Market Research: Will Anyone Buy It?	7
Course Three: Marketing Your Business	7
Course Four: Funding and Financials	8
Course Five: Business Plan Essentials	9
Course Six: Presentation Skills	9
Course Seven: Final Steps to Complete Before Submission	10
Maverick Challenge Post Test	10
PITCH SCORECARD	11
ROUND 1 - SCORING GUIDE	12
ROUND 1 - JUDGING SCORECARD	13
ROUNDS 2 & 3 - SCORING GUIDE (Local & Regional Finals)	14
ROUNDS 2 & 3 - JUDGING SCORECARD (Local & Regional Finals)	15
CONTACT INFO	16



COUNTY COORDINATOR STEPS

Step 1: County Coordinator registers with the Columbus Area Chamber to participate in the regional Maverick Challenge. (Entry Fee Applies)

Step 2: County Coordinator creates timeline that aligns with local school calendars. This timeline must also align with the [regional deadlines](#) determined by the Maverick Challenge Coordinator (Columbus Chamber).

Step 3: With the assistance of local teachers, the County Coordinator promotes the Maverick Challenge to participating schools in their county and students who reside in the county.

Step 4: County Coordinator directs students to sign up via the [registration link](#) provided by the Maverick Challenge Coordinator (Columbus Chamber) by the regional registration deadline. County coordinators and teachers will receive manager credentials for our online curriculum which is hosted on Lessonly. The Maverick Challenge Coordinator (Columbus Chamber) will grant all challenge participants access to the online curriculum by the regional deadline.

Step 5: County Coordinator works with teachers and students to ensure students are completing Maverick Challenge deliverables & deadlines. It is the responsibility of the County Coordinator to ensure that participants are meeting the requirements for each of the local competition rounds (Video requirements, slides requirements, curriculum deadlines, etc.)

Step 6: County Coordinator organizes local competition rounds and determines one (1) winner to compete at the regional level. The County Coordinator may request tools for streamlining the deliverables submission process and for streamlining the return of judge feedback from the Maverick Challenge Coordinator. (Note: It is the responsibility of each county to fundraise their entry fee and any additional award money they would like to award at the local level.)

STUDENT STEPS

Step 1: Students register for the Maverick Challenge [online](#).

Step 2: Students are assigned Maverick Challenge online curriculum via Lessonly.

Step 3: Students review the Maverick Challenge rules and guidelines posted in the online curriculum on Lessonly. Students also review their county's timeline and use the pacing guide on Lessonly to plan ahead for deadlines.

Step 4: Students complete the online curriculum by deadline.

Step 5: Students complete deliverables based on their county deadlines and work with their teacher(s) and/or county coordinator for assistance. Teacher(s) and/or the county coordinator will communicate how students should submit deliverables.

RULES AND GUIDELINES



The following are a listing of rules for the Maverick Challenge:

1. All participants of the Maverick Challenge must be a high school student in **Bartholomew, Brown, Dearborn, Jackson, Jennings, Ripley, or Scott Counties** (or another participating county).
2. Participants must register for the Maverick Challenge by the regional deadline (stated on the registration webpage & [timeline](#)).
3. Participants may compete individually or as a team. If participating as a team, no more than three students may be on a team. Teams may consist of students from different high schools located within their participating county.
4. The business idea can be for a product, service, platform, or system.
5. Teams moving beyond the first round should demonstrate that customer validation has been completed.
6. In order to be eligible for the grand prize, participants of the Maverick Challenge should complete the following deliverables (if applicable) in their county:

Pitch

Round 1: Plan

Round 2: Present

Round 3: Present

Mentor Q&A

Maverick Challenge Online Curriculum

*** Please see the next section of this handbook, "Entry Components", for details regarding the requirements listed above.*

7. All teams **MUST** submit their deliverables by the due date stated by their county of participation. Failure to do so will result in disqualification from the Maverick Challenge. Please refer to your county's timeline and review any additional rules set by your county.
8. Participants **MUST** read and agree to the rules of the Maverick Challenge. Failure to do so will result in disqualification from the competition.
9. While there are criteria and scoring guides for the judging of the business plans, all decisions made by the judging panel are final.
10. Please note that these rules may be subject to change at both the local/county and regional level.

ENTRY COMPONENTS



The following are a listing of items students **MUST** turn in and/or complete as part of the Maverick Challenge:

1. **Pitch:** (Local Round) 3 minute video and 1 page Executive Summary

The Executive Summary should:

- Explain the purpose of the business
- Tell what the business will provide (product/service/platform/system)
- Provide a description of the market
- Share the competitive advantage
- Describe funding sources

2. **Round 1: Plan** - (Local Round) 5 minute video and up to 10 slides; 10 teams per county advance to Round 2

The Round 1 video should:

- Contain all items from previous round
- Describe the market opportunity
- Share the profitability
- Display professionalism
- Be an organized presentation

3. **Round 2: Present** - (Local Round) 10 minute in-person presentation and up to 20 slides; 1 team per county advances to Round 3

The Rounds 2 & 3 presentations should:

- Contain all items from previous rounds
- Demonstrate business etiquette
- Include customer validation

4. **Round 3: Present** - (Regional Round) 10 minute in-person presentation and up to 20 slides

5. **Mentor Q&A:** (Local & Regional Requirement) Students must show at least three proofs of contact with mentors. These may include business cards or copies of communication with mentors. Mentors can be members of the community, teachers, professors, business owners, etc.

6. **Maverick Challenge Online Curriculum:** (Local & Regional Requirement) Students must complete ALL lessons, tests, and surveys included in the Maverick Challenge Online Curriculum by the stated deadline. Students/teams who do not complete the curriculum by the deadline will be disqualified from the Maverick Challenge. The curriculum is housed on Lessonly, and the Maverick Challenge Coordinator will provide all participants, teachers, and county coordinators login information.



JUDGING CRITERIA

Judges in the Maverick Challenge will be scoring the following items:

Executive Summary
Professionalism
Organization

Market Opportunity
Profitability
Customer Validation

Presentation Skills
Overall Impact
Length

In addition to the above, attention to the following details will help:

- **Writing Style:** Write for your audience - business professionals. Avoid jargon.
- **Graphics:** Graphics should help tell a story. Use them where they make sense.
- **Edit and Re-Edit:** Before submitting your presentation, run it by people who will give you an honest assessment about your idea and how it is presented. Typos, misspellings, and grammatical errors should be avoided at all costs.

*** Complete rubrics and scorecards for each round can be found at the end of this guide.*

TEACHER CURRICULUM GUIDE

The goal of The Maverick Challenge Online Curriculum is to provide all participants with the same exposure to business foundations content and to provide teachers with additional resources. The seven courses help students understand the process of bringing an idea to the market and how to create a business plan.

Maverick Challenge Information

- 0.1 Rules & Guidelines
- 0.2 Entry Components
- 0.3 Judging Criteria
- 0.4 Pacing Guide
- 0.5 Helpful Tips
- 0.6 Technical Support

Course One: The Big Idea

1.1 Maverick Challenge Pre-test: Students will take a pre-test to determine their business planning knowledge prior to completing the course.

1.2 Vision Statement: Students will craft a vision statement for their business.

1.3 10 Business Success Stories: This lesson features short descriptions of current successful businesses and key takeaways from each business.

1.4 Turning Your Idea Into Reality: Students will evaluate traits of businesses that are successful and those that are not. Students will read case studies that highlight how to take an idea and identify the right people and resources to take an idea to the next level.

1.5 E-commerce vs. Brick and Mortar: Students will compare a brick and mortar business to an innovation driven (online) business.



1.6 Career inventory & Personality Assessment: Students will take a personality assessment to help them identify personal traits that may help them as an entrepreneur. Students will also take a career inventory that will give them results in career pathways that fit their interest.

1.7 Industry Profile: Students will conduct industry research including growth trends, profitability, target markets, trends, and life cycle. Students will create an industry profile.

1.8 Course 1 Assessment

1.9 Maverick Challenge Progress Check 1

* Course aligns with the Pitch Entry Component/Deliverable

Indiana State Academic Standards Met in Course One:

Entrepreneurship and New Ventures Capstone:

- ENV-1.2: Analyze the characteristics of an entrepreneur
- ENV 3.1: Diagnose market trends, competitive factors, and consumer demands to identify business opportunities
- ENV-3.3: Assess entrepreneurial opportunities by applying concepts of market research for entrepreneurial ventures
- ENV-4.4: Synthesize idea generation through case studies for cultivating the entrepreneurial mindset

Course Two: Market Research: Will Anyone Buy It?

2.1 Target Market Research: Students will conduct research on their target market and will focus on ten questions to answer when identifying their target market. Students will complete a target market template.

2.2 Researching the Competition: Students will identify the competition in their field, and students will learn how to research their competition and the benefits of such research. Students will complete a competition research template.

2.3 Course 2 Assessment

2.4 Maverick Challenge Progress Check 2

* Aligns with the Pitch Entry Component/Deliverable

Indiana State Academic Standards Met in Course Two:

Principles of Marketing:

- PMK-2.3: Explain the concept of competition
- PMK-10.1: Investigate the nature of marketing research

Course Three: Marketing Your Business

3.1 Branding: What do you want your business to be known for?: Students will answer key questions that will help them analyze what they want their business to be known for and begin to identify a brand. Students will use key features of their business to complete a branding template.



3.2 Marketing Message: What's your message?: Students will learn the basics of the components of a marketing message. Students will craft their own marketing message for their business.

3.3 Marketing Plan: Students will analyze how to deliver their marketing message to the right audience via the right channel. Students will explore the various types of media channels and will create a marketing plan.

3.4 Course 3 Assessment

3.5 Maverick Challenge Progress Check 3

* Aligns with the Pitch Entry Component/Deliverable

Indiana State Academic Standards Met in Course Three:

Entrepreneurship and New Ventures Capstone:

- ENV-6.4: Formulate a marketing strategy that connects the product, price, promotion, and location of a new venture.
- ENV-7.2: Explore Internet, social media, and communication technologies for business promotion.

Principles of Marketing:

- PMK-3.1: Determine strategy, image, and position
- PMK-3.2: Identify company's brand promise
- PMK-5.1: Explain the role of promotion as a marketing function
- PMK-5.3: Identify the elements of the promotional mix
- PMK-6.1: Differentiate types of advertising media, both traditional and electronic
- PMK-6.4: Identify communications channels used in sales promotion

Course Four: Funding and Financials

4.1 Financial Planning: Startup Costs: Students will estimate their startup costs and use an online tool to calculate their costs. Students will complete their estimated costs on a template.

4.2 Operating Expenses: Students will analyze operating expenses including salaries and wages and other fixed expenses such as insurance, rent, and utilities. Students will begin to calculate their anticipated operating expenses.

4.3 Sales, Cash Flow, and Balance Sheets: Students will learn how to predict and create their sales forecast. Students will also be introduced to the financial tools of a cash flow statement and a balance sheet. Students will create a projected sales forecast, cash flow statement, and a balance sheet.

4.4 Funding Sources: Students will analyze different funding sources including self-funding, crowdfunding, family funding, small business loans, and venture and angel investors. Students will also analyze the relationship between credit and rates.

4.5 Financial Templates: Students can plug information into the spreadsheet and see how the numbers may change. Students will be required to complete the first 6 financial spreadsheets.

4.6 Course 4 Assessment



4.7 Maverick Challenge Progress Check 4

* Aligns with the Round 1: Plan Entry Component/Deliverable

Indiana State Academic Standards Met in Course Four:

Entrepreneurship and New Ventures Capstone:

- ENV-1.3: Identify the management, financial, marketing, and legal skills necessary to operate and grow an entrepreneurial business venture
- ENV-5.2: Construct and interpret financial statements
- ENV-5.4: Evaluate methods of funding a new business
- ENV-5.7: Estimate fixed and variable costs for new business operation

Course Five: Business Plan Essentials

5.1 Business Essentials: Students will learn about different business structures, permits and licensing, taxes, and insurance. Students will also be provided with some examples of business plans.

5.2 Maverick Challenge Progress Check 5

(Quiz questions are embedded within the lesson in course five.)

* Aligns with the Round 1: Plan Entry Component/Deliverable

Indiana State Academic Standards Met in Course Five:

Entrepreneurship and Ventures Capstone:

- ENV-1.3: Identify the management, financial, marketing, and legal skills necessary to operate and grow an entrepreneurial business venture
- ENV-8.1: Understand and build the framework of a business plan
- ENV-8.3: Evaluate forms of business ownership and related tax implications

Course Six: Presentation Skills

6.1 Building an Effective Presentation: Students will analyze how first impressions can affect one's presentation, the importance of knowing your audience, the do's and don'ts of a presentation, creating a "wow" statement, and how to end a presentation with a strong finish. Students will create their own "wow" statement for their business.

6.2 Professional Appearance and Demeanor: Students will examine the relationship between personal appearance and professionalism. Students will learn how to do a proper handshake, basic business communication skills, and how to prepare for a presentation.

6.3 Course 6 Assessment

6.4 Maverick Challenge Progress Check 6

* Aligns with the Round 1: Plan & Round 2: Present Entry Components/Deliverables



Indiana State Academic Standards Met in Course Six:

Entrepreneurship and Ventures Capstone:

- ENV-8.8: Design a succinct communication strategy (including an elevator pitch) to articulate the core value propositions of the new venture to potential funders, partners, and customers

Course Seven: Final Steps to Complete Before Submission

7.1 Pitch: What makes an effective pitch?

7.2 Pitch Self-Evaluation and Peer/Adult Feedback

7.3 Maverick Challenge Progress Check 7

* Aligns with the Pitch Entry Component/Deliverable

Maverick Challenge Post Test

Post-test: Students will take a post-test to determine their business planning knowledge after completing the course.

PITCH SCORECARD

Student(s):						Comments
Presentation Elements	Needs Work		Good		Excellent	
Introduction and opening of pitch.	1	2	3	4	5	
Apparent preparation and practice.	1	2	3	4	5	
Appropriate language and overall speaking skills.	1	2	3	4	5	
Enthusiasm and confidence are displayed	1	2	3	4	5	
Executive Summary	Needs Work		Good		Excellent	
Purpose of the Business	1	2	3	4	5	
Explanation of what the business provides	1	2	3	4	5	
Market Description	1	2	3	4	5	
Competitive Advantage	1	2	3	4	5	
Funding Sources Explained	1	2	3	4	5	
Additional Comments						
Evaluator Signature: _____						

ROUND 1 - SCORING GUIDE



	10-9	8-6	5-3	2-1
	Excellent	Above Average	Fair	Below Average
Professionalism	Student(s) displays excellent professional demeanor. Tone and language is very respectful and body language displays confidence.	Student(s) displays a mostly professional demeanor. Tone and language is respectful and body language displays some confidence.	Student(s) displays an attempt at a professional demeanor, but is unsuccessful. Tone and language does not display respect and body language lacks confidence.	Student(s) is consistently unprofessional and/or disrespectful in demeanor, tone, and language.
Organization	Presentation follows an exceptionally clear and purposeful organization. Each point/topic leads to the next to create a distinguished flow of thought.	Presentation follows a mostly clear and purposeful organization. Each point/topic leads to the next to create some flow of thought.	Presentation follows a basic organization that needs improvement for clarity. Points/topics do not always flow to the next.	Presentation lacks organization. Points/topics are very difficult to follow.
Market Opportunity	Student(s) displays extensive understanding of the venture's industry and target market and the role the venture will play in it.	Student(s) displays partial understanding of industry and target market and the role the venture will play in it.	Student(s) displays little understanding of industry and target market and the role the venture will play in it.	Student(s) displays no understanding of industry and target market and the role the venture will play in it.
Profitability	Presentation includes detailed explanation of how the venture is financially and independently profitable.	Presentation includes some discussion of the venture's profitability, but is not well detailed.	Presentation includes very little discussion of the venture's profitability with little or no detail.	Presentation does not include discussion of the venture's profitability.
Overall Impact	Presentation is unique and memorable, and student(s) shows enthusiasm for the venture that adds to the overall persuasiveness.	Presentation is somewhat memorable and unique and student(s) shows some enthusiasm for the venture.	Presentation conveys few memorable qualities and student(s) lacks enthusiasm for the venture.	Presentation does not exude any memorable or unique qualities and student(s) lack enthusiasm entirely.

	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts
Length (Presentation falls between the lengths listed.)	4:45 - 5:15	5:16 - 5:30 or 4:30 - 4:44	5:31 - 5:45 or 4:15 - 4:29	5:46 - 6:00 or 4:00 - 4:14	6:01 - 6:15 or 3:45 - 3:59	6:16 or longer Less than 3:44

ROUND 1 - JUDGING SCORECARD



Student/Team Name: _____

Professionalism	/10
Organization	/10
Market Opportunity	/10
Profitability	/10
Overall Impact	/10
Length	/5
TOTAL	/55

Feedback for student (s):

Criteria is the same or similar as used for the Ball State University "Innovate WithIN" competition.

ROUNDS 2 & 3 - SCORING GUIDE (Local & Regional Finals)



	10-9	8-6	5-3	2-1
	Excellent	Above Average	Fair	Below Average
Professionalism	Student(s) displays excellent professional demeanor. Tone and language is very respectful, and body language displays confidence.	Student(s) displays a mostly professional demeanor. Tone and language is respectful, and body language displays some confidence.	Student(s) displays an attempt at a professional demeanor, but is unsuccessful. Tone and language does not display respect, and body language lacks confidence.	Student(s) is consistently unprofessional and/or disrespectful in demeanor, tone, and language.
Organization	Presentation follows an exceptionally clear and purposeful organization. Each point/topic leads to the next to create a distinguished flow of thought.	Presentation follows a mostly clear and purposeful organization. Each point/topic leads to the next to create some flow of thought.	Presentation follows a basic organization that needs improvement for clarity. Points/topics do not always flow to the next.	Presentation lacks organization. Points/topics are very difficult to follow.
Market Opportunity	Student(s) displays extensive understanding of the venture's industry and target market and the role the venture will play in it.	Student(s) displays partial understanding of industry and target market and the role the venture will play in it.	Student(s) displays little understanding of industry and target market and the role the venture will play in it.	Student(s) displays no understanding of industry and target market and the role the venture will play in it.
Profitability	Presentation includes detailed explanation of how the venture is financially and independently profitable.	Presentation includes some discussion of the venture's profitability, but is not well detailed.	Presentation includes very little discussion of the venture's profitability with little or no detail.	Presentation does not include discussion of the venture's profitability.
Customer Validation	Student(s) has validated their venture with customer feedback and implemented those ideas.	Student(s) has customer feedback but has not implemented.	Student(s) has some customer feedback and has not yet implemented.	Student(s) has no customer feedback or validation.
Presentation Skills	Student(s) has dressed appropriately and demonstrates a clear understanding of business etiquette (handshake, business attire, eye contact, etc.).	Student(s) has partially demonstrated understanding of business etiquette, but has not mastered the skills.	Student(s) has little understanding of business etiquette.	Student(s) was poorly dressed and showed no business etiquette.
Overall Impact	Presentation is unique and memorable, and student(s) shows enthusiasm for the venture.	Presentation is somewhat memorable and unique, and student(s) shows some enthusiasm for the venture.	Presentation conveys few memorable qualities, and student(s) lacks enthusiasm for the venture.	Presentation does not exude any memorable or unique qualities, and student(s) lacks enthusiasm entirely.

	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Length (Presentation falls between the lengths listed.)	9:30 - 10:30	10:31 - 11:00 or 9:00 - 9:29	11:01 - 11:30 or 8:30 - 8:59	11:31 - 12:00 or 8:00 - 8:29	12:01 - 12:30 or 7:30 - 7:59	12:31 or longer 7:29 or less



ROUNDS 2 & 3 - JUDGING SCORECARD (Local & Regional Finals)

Student/Team Name: _____ Round: 2 3

Judge Name: _____

Professionalism	/10
Organization	/10
Market Opportunity	/10
Profitability	/10
Customer Validation	/10
Presentation Skills	/10
Overall Impact	/10
Length	/10
TOTAL	/80

Feedback for student (s):

Criteria is the same or similar as used for the Ball State University "Innovate WithIN" competition.



CONTACT INFO

Maverick Challenge

A Program of the Columbus Area Chamber of Commerce

500 Franklin St.
Columbus, IN 47201
(812) 379-4457

Courtney Rushton

Maverick Challenge Coordinator

courtney@columbusareachamber.com

(317) 445-0249

www.maverickchallenge.com