

TD

Entrepreneurship Challenge



PROUDLY PRESENTED BY



JUDGES' OATH

On my honour, I agree to serve today
as an official judge of an Enactus competition
in a completely fair and impartial manner.

I personally commit to this responsibility
with no previous conflicts of interest
or pre-determined expectations
for the outcome of the competition.

I will make my evaluations based entirely
on the students' presentations and written reports
using only the judging criteria provided to me.

And I will make my judging decisions with integrity
and without regard as to the academic institutions
or communities represented by these students.

TD ENTREPRENEURSHIP CHALLENGE

JUDGE REFERENCE GUIDE

JUDGING CRITERION

Which Enactus team most effectively used entrepreneurship programming to empower people to improve their livelihoods in an economically, socially and environmentally sustainable way?

How should a team conduct a “needs assessment”?

- Enactus teams must properly showcase how they have researched and identified that their chosen audience was lacking entrepreneurial skills, knowledge or education which has prevented them from exploring entrepreneurship as a viable career option or running a successful business.
- To score well on this criterion, teams must also demonstrate that they have addressed their defined need and shifted project participants from dependency to self-determination, teaching them to do things for themselves. This could include providing an aspiring entrepreneur with the confidence and skills required to manage their new small business, or providing a small business owner with the marketing knowledge to grow their existing business.

What is “entrepreneurship programming”?

- Entrepreneurship programming, from an Enactus perspective, can be either teaching others about entrepreneurship or helping set up a social enterprise. Teams should seek to empower others to consider entrepreneurship as a viable career option or help existing entrepreneurs become more successful.

How are people “empowered”?

- Teams directly empower individuals when the project beneficiaries take the skills and/or knowledge they learn during the initial stages of the project and implement the skills and/or knowledge in their lives
- Direct empowerment requires communication, understanding and challenging long-standing assumptions about what outcomes people need
- A collaborative approach is key when working with the target audiences. Project beneficiaries should be an active part of all the stages of project design and execution
- Teams should always consider incorporating solutions for long-term empowerment in their project design

What are direct vs. indirect outcomes?

- Outcomes: The benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program’s outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status, or other attributes. They are what participants know, think or can do; or how they behave; or what their condition is, that is different following the program.
- Direct Impact: The number of individuals the team directly worked with. Direct impact can be claimed when the project target audience takes the skills and/or knowledge they learn during the initial stages of the project and implement those skills and or/knowledge in their lives
- Indirect Impact: The number of individuals who interact with the project but the team did not work with directly

TD ENTREPRENEURSHIP CHALLENGE

JUDGE REFERENCE GUIDE

What are livelihoods?

- A livelihood is the means and activities involved in sustaining an individual's life. Livelihoods are fueled by what are known as livelihood assets, which have five categories:
 - Financial assets: Financial resources available to an individual
 - Social assets: Networks, groups and relationships
 - Natural assets: Natural resources available to an individual (e.g. air, water, land, etc.)
 - Physical assets: Basic infrastructure and goods (e.g. shelter, transportation, water supply, sanitation, energy, etc.)
 - Human assets: Skills, knowledge and ability to work and pursue livelihood strategies
- Livelihood strategies are the methods and processes used to transform livelihood assets into outcomes
 - Successful Enactus projects investigate the current livelihood strategies employed. Teams should work with the target audience to take an entrepreneurial approach to current strategies or develop new sustainable strategies instead
- Livelihood outcomes are the benefit or changes for individuals during or after participating in Enactus projects
 - Livelihood outcomes are not always income-based
 - Other positive livelihood outcomes may be better health, less vulnerability, environmentally sustainable use of natural resources or food security

What makes an Enactus project “economically, socially and environmentally sustainable”?

- These three areas of focus are in reference to the triple bottom line concept, (i.e. profit, people, planet) and are meant to illustrate the fact that for a project or initiative to be truly effective and sustainable it must make sense economically as well as socially and environmentally
- Due consideration must be given to the three areas, although one or more may have greater relevance in particular circumstances
- To the degree that any of the three areas of sustainability are relevant to the situation, they should be addressed in an integrated manner as a part of the project rather than as separate activities

PLEASE USE THE JUDGING CRITERION TO EVALUATE ALL ENACTUS TEAMS

TD ENTREPRENEURSHIP CHALLENGE

JUDGE REFERENCE GUIDE

COMPETITION FORMAT

Written Report

Each Enactus team is required to create a written report that summarizes their projects and explains how they have met the judging criteria. Written reports are limited to one (1) sheet of 8½" x 11" paper with print only on one side of the sheet. The students are also allowed and encouraged to present the judges with a team roster including biographical information on their members.

Live Presentation

Each Enactus team will have a sixteen (16) minute time block to deliver a live audio/visual presentation to the judges. After the team is introduced, the structure of the time block will be as follows:

Three (3) Minutes	Equipment set-up and written report distribution
Seven (7) Minutes	Live audio/visual presentation
Five (5) Minutes	Question and answer period
One (1) Minute	Equipment tear-down and students exit room

NOTE: An Enactus assigned League Coordinator will keep track of the time.

JUDGING PROCESS

1. During the set-up period, the Enactus team will distribute their written report and team roster if they so choose. At this time, take out a green Individual Team Evaluation Form and write the name of the competing school in the space provided. As well, use this time to read the written report.

NOTE: Make notes on this green Individual Team Evaluation Form throughout the presentation, keeping in mind that the students will use these comments to help improve their projects, positive constructive feedback is encouraged. On each green Individual Team Evaluation Form please assign an E (excellent), VG (very good), G (good), F (fair) or I (insufficient) to how you feel the team addressed each component of the criterion.

2. After each Enactus team has completed their sixteen (16) minute presentation time block, fill out the yellow Cumulative Evaluation Form for each Enactus team.

Repeat steps 1-2 for all presenting Enactus teams.

3. After you have seen all the presentations in their entirety, on the yellow Cumulative Evaluation Form rank the Enactus teams in order of preference with one (1) being the best.

NOTE: A tie between two or more Enactus teams is not permitted. Please rank each presentation from first to last, assigning no two teams with the same rank.

4. Once you have completed your rankings, write an Enactus team's name next to each ranking at the bottom of the yellow Cumulative Evaluation Form. Once every judge has made their decision, the League Coordinator will begin the process of tabulating the results. Please do not discuss your rankings with other judges during this time.
5. Hand in all your green Individual Team Evaluation Forms and your yellow Cumulative Evaluation Form to the League Coordinator.

EVALUATION SHEETS

Individual Team Evaluation Form

Institution Name: _____ Date: _____

Judging Criterion

Which Enactus team most effectively used entrepreneurship programming to empower people to improve their livelihoods in an economically, socially and environmentally sustainable way?

Assess the team's effectiveness in:

	Insufficient	Fair	Good	Very Good	Excellent
<i>Seeing Opportunity</i>					
Conducting a thorough needs assessment with the target audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Taking Action</i>					
Using entrepreneurship programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Enabling Progress</i>					
Measuring and reporting direct and indirect outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowering people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving livelihoods in an economically, socially and environmentally sustainable way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Valuable insights or suggestions related to the team's projects and activities:

Constructive feedback on the team's ability to communicate results:

Individual Team Evaluation Form

Institution Name: _____ Date: _____

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<i>Taking Action</i> Using entrepreneurship programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Enabling Progress</i> Measuring and reporting direct and indirect outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Cumulative Evaluation Form

Judge Name: _____ Organization: _____ Date: _____

Assessment Legend
I – Insufficient F – Fair G – Good VG – Very Good E – Excellent

Transfer your assessments from the Individual Team Evaluation Forms. Please use the codes I, F, G, VG, and E to note level of performance. Using your assessments as a reference, rank the teams (with 1 being your top choice). No ties allowed.

Team Names:

Please list team names in order of presentation.									

Seeing Opportunity									
Conducting a thorough needs assessment with the target audience									
Taking Action									
Using entrepreneurship programming									
Enabling Progress									
Measuring and reporting direct and indirect outcomes									
Empowering people									
Improving livelihoods in an economically, socially and environmentally sustainable way									
Ranking: Please rank the teams (with 1 being your top choice). No ties allowed.									

About Enactus Canada

Enactus Canada is shaping generations of entrepreneurial leaders who are passionate about advancing the economic, social and environmental health of Canada.

We rally the energy, ideas and passion of Canada's best and brightest students who see business as a way to address social issues.

Guided by academic advisors and business experts, the student leaders of Enactus Canada create and implement community empowerment projects and business ventures in communities coast to coast.

This experiential learning platform helps students unleash their entrepreneurial spirit and develop the talent and perspective essential to leadership in our ever changing world.

Each year, we are reminded it is the people involved with Enactus Canada - students, academic professionals and business leaders alike – who continue to make us so successful. Together, this year alone, we were able to:

- engage 2,347 students and 118 faculty advisors on 59 campuses
- implement 259 community development projects
- employ 1,600 people through skill development and business creation
- impact 643,026 people

As a global network of 36 countries, our community of student, academic and business leaders is enabling progress through entrepreneurial action.

Enrolled Campuses

British Columbia

British Columbia Institute of
Technology
Kwantlen Polytechnic
University
Okanagan College
Royal Roads University
Simon Fraser University
Thompson Rivers University
University of British
Columbia
University of Victoria
Vancouver Island University

Alberta

Ambrose University
MacEwan University
Medicine Hat College
Mount Royal University
NAIT
SAIT Polytechnic
University of Alberta
University of Calgary
University of Lethbridge

Saskatchewan

University of Regina
University of Saskatchewan

Manitoba

Brandon University
University of Manitoba

Ontario

Brock University
Carleton University
Centennial College
George Brown College
Humber College
Lakehead University
Lambton College
Laurentian University
Loyalist College
McMaster University
Niagara College
Nipissing University
Queen's University
Ryerson University
Sheridan College
St. Lawrence College
University of Guelph
University of Ottawa
University of Toronto
University of Toronto –
Scarborough Campus
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

Quebec

Bishop's University
Concordia University
McGill University
Université de Sherbrooke

New Brunswick

Mount Allison University

Prince Edward Island

University of Prince Edward
Island

Nova Scotia

Acadia University
Cape Breton University
Dalhousie University
Nova Scotia Community
College – Waterfront
Campus
Saint Mary's University
St. Francis Xavier University
Université Sainte-Anne

Newfoundland and Labrador

College of the North Atlantic
– Clarenville
College of the North Atlantic
– Grand Falls – Windsor
College of the North Atlantic
– St. John's
College of the North Atlantic
– Stephenville
Memorial University of
Newfoundland
Memorial University of
Newfoundland
– Grenfell Campus

