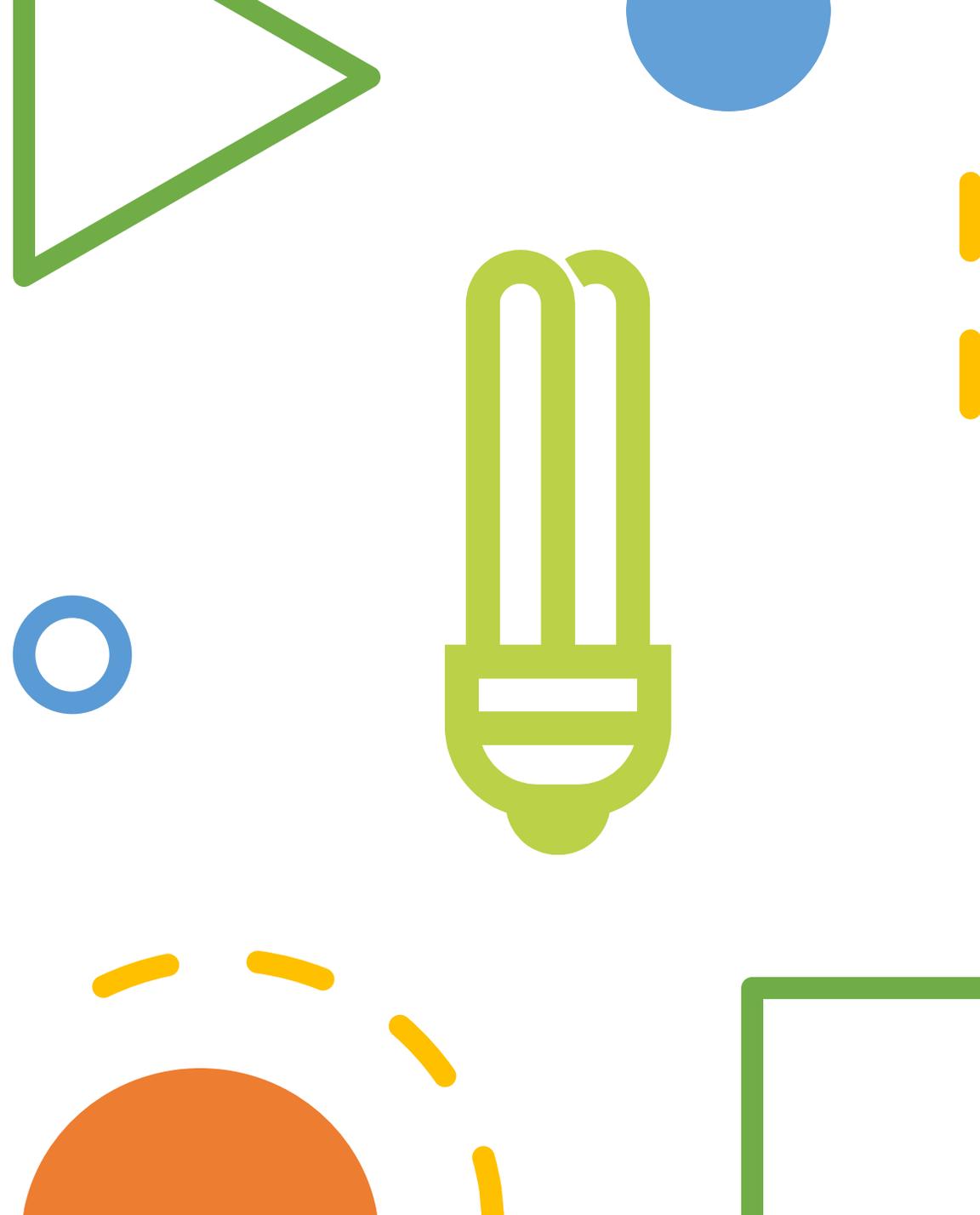# Identifying and supporting stakeholders

- *Identify local businesses/SMEs/company branch that has a history of local community involvement*

- *Approach with an ask to help provide students with feedback on enterprise projects from a "real world" or workplace perspective*

- *Offer to "train" volunteers and take them through the process.*

- *Emphasize that their participation as part of a 'test,' but rather part of the learning process*

- *Develop a "kit" for stakeholders, that includes access to the Rubric questions and a short description of the purposes of the learners' assignment*
  - *Google form is the easiest for all to use*

- *Plan the event!*

CASE STUDY: DELOITTE CANADA

Supporting stakeholders, II

"This tool is intended to evoke a structured conversation between students and volunteers at The Learning Partnership's culminating events. Here are some guiding principles: Send the students home feeling accomplished. There is no judging and no failure. Feedback captured through the tool should be shared with students in real time. Celebrate the uniqueness of each project and suggest areas for improvement. And above all, have fun!"

Entrepreneurial Success Rubric

Guiding questions	Competencies and skill	Emerging	Proficient	Highly Skilled
"I understand you have prepared an elevator pitch. Can I hear it?"	**Communication** Can the students explain their project, and incorporate the key elements of an elevator pitch? • Introduction to the invention, including a reference to its genesis and why it is important; • a description of the problem or need identified; • a description of the solution; • a description of the team and their strengths and weaknesses; • the "ask" (Investment? Next steps,, etc.)	The presentation was not clear, showed evidence of not being rehearsed, and did not exhibit the elements or structure required of an elevator pitch. ☐	The presentation was clear and contained most of the elements of an elevator pitch. ☐	The presentation was very clear, persuasive, made use of humour, demonstrated originality, explained the origin of the idea and contained all required elements of the elevator pitch. ☐
"Tell me a little more how you thought of and developed this idea?"	**Execution of idea** Did the student do what they say they wanted to do? Did the project work?	After several attempts, the student was not able to demo the project due to a lack of preparation. ☐	After a little tinkering, the demo was successful. ☐	The demo of the project worked without a hitch, showing exceptional preparation and forethought. ☐
"Did you encounter a problem at any stage of the project that required you to go back and trouble shoot? Did your teacher or another adult suggest improvements at any time?"	**Critical thinking and problem solving** Can the student explain a problem that they solved?	The student was unable to demonstrate through explanation that they understood the multiple purposes of the EDP, and/or that the project suffered from a lack of iteration. ☐	The student explained how they used the design process to identify errors made along the way and how they improved the project. ☐	The student was able to critically reflect on the use of the engineering design process, and to speak about how multiple iterations resulted in a superior project. The student demonstrated an ability to listen and act on critical formative feedback. ☐

Other comments: