



inspire

**WP3: Business Plan
Competition**

D.3.1.
Business Plan
Competition
& Evaluation
Guideline

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1 Document Overview

1.1 Presentation

The document describes the guideline and timeline for Social Enterprise Business Plan Competition as well as Social Enterprise Business Plan Template and Rubric that the INSPIRE / Indonesian / Partners team will be using to evaluate and score the submitted business plan from the participants.

1.2 Aims and Backgrounds

a) AIMS

The main objectives of the social enterprise business plan competition are to host a fair, transparent and interesting selection mechanism that will attract promising talents from the social entrepreneurs' pool. This pool of students from inside and outside Indonesian partner universities will also provide the real information about existing social problems in their area and the potential solution to eradicate those problems.

To ensure comparability among the institutions, a standardized and reasonable evaluation criteria and application template will be provided as guideline.

The focus of the competition will be on supporting prospecting social entrepreneurs in testing their ideas in the real world. Therefore, an expert panel that has the expertise and experience will be functioning as an evaluator and strategic guide for the upcoming activities.

b) BACKGROUNDS

INSPIRE is Capacity Building in Higher Education (CBHE) project focused on the fostering of social entrepreneurial mind-set among graduates and enhancing innovation capacity in Indonesia by encouraging innovative learning practices, and strengthening university-enterprise cooperation.

In 2014 Indonesian universities did not provide standardized curricula focusing on entrepreneurship, lecturers lacked skills and the few entrepreneurship centres established at universities were operating poorly (Effectiveness of Entrepreneurship Education in HEIs, Ghina, 2014). This shows a great need for in-depth teacher training and practical entrepreneurship initiatives.

Furthermore, Indonesian society is struggling with societal and environmental challenges. Environmental problems associated with rapid urbanisation and economic development; include issues related to air pollution, traffic congestion, and garbage management, use of natural resources and reliable water and wastewater services. These issues are mainly connected to the



growing rural exodus, rising intolerance between the ethnic diversity of the population and the exclusion of disadvantaged groups from the labour market (Statistics Indonesia, 2014 - 2016).

Rather than leaving societal and environmental needs to the government or the common business sector, SOCIAL ENTREPRENEURS can take on these issues. SOCIAL ENTREPRENEURSHIP is commonly defined as applying business techniques, methods and solutions to social, cultural and environmental problems (Ashoka, 2017).

Social entrepreneurs address social and environmental issues with their businesses and spur economic growth at the same time. Therefore, strengthening the SOCIAL ENTERPRISE DEVELOPMENT may help Indonesia resolve current social and environmental challenges and concurrently maintain its economic growth (UnLtd Indonesia, 2014).

Data from the Global Entrepreneurship Monitor Report 2015 (Special Report on Social Entrepreneurship) shows that Social Entrepreneurship is still a rare phenomenon in Indonesia. According to the study, social entrepreneurship activity in Indonesia is limited; the percentage of social entrepreneurial activities amongst the total adult population (18 - 64 years old) is far below the international and South East Asian average.

According to the figures broken down above, an in depth analysis for a better understanding of the nature and logics of internal mechanisms that can both hinder or ease the development of social entrepreneurship culture and activities, needs to be carried out to ensure and increase the effectiveness and impact of the INSPIRE project. Thus, meeting also the (CBHE) criteria and requirements.

1.3 Procedures

Besides acquiring theoretical knowledge and tools from the student workshops, interested potential social entrepreneurs shall be able to bring forward and expand their skills by submitting their ideas in the form of a business plan. Applications from members from socially excluded groups will be encouraged. Evaluation will be done via a competition, open to all disciplines, with the prize of a one-year mentorship for 6 social entrepreneurs per region.

The competition is open to Indonesian partner universities students as well as external student participants. The target groups will be reached through online advertisement, printable flyers and active campaigning by HEI staff to reach students.

To keep it fair and respect the different levels of know-how, students and external student participants will be evaluated separately and 3 winners each will be chosen. Thus, each region will produce 3 students from Indonesian university partners and 3 external student participants to be included in a Mentoring Relationship. Evaluation will be conducted by an expert panel from within the project consortium.

WP Objectives:

- To host a fair, transparent and interesting Business Plan Competition that will attract promising talents from the social entrepreneurs' pool

- To create standardized and reasonable evaluation criteria and application templates to ensure comparability among the institutions
- To support prospect social entrepreneurs in testing their ideas in the real world
- To create an expert panel that has the expertise and experience to function as an evaluator and strategic guide for the upcoming activities

WP Responsibilities:

The Indonesian partner UNPAR will coordinate this WP due to their experience and expertise in developing Social Enterprise Curriculum, in organizing several Social Enterprise projects and collaboration. Each Indonesian partner shall contribute in recruiting participants and selecting the 6 winners from their areas, as well as providing the mentoring activities afterwards.

Monitoring and evaluation of work:

The applicability and implementation of the guideline developed in this WP will be evaluated by the project coordinator and the Quality WP leader. Additionally, European partners can provide guidance to their Indonesian counterparts when it comes to evaluation guideline and WP implementation. To ensure the same point of view and scoring metrics, the WP leader will provide an evaluation guideline to be used.

Timeline of the competition:



Participants criteria:

- a. University students of 4 ERASMUS-INSPIRE university consortium members (Universitas Sumatera Utara, Universitas Udayana, Universitas Andalas, dan Universitas Katolik Parahyangan) and university students from the universities outside the consortium members.
 - Bachelor degree/D4 maximum in the 6th semester
 - D3 maximum in the 4th semester
 - Master degree maximum in the 2nd semester
- b. Individual or team of 2 up to 5 students
- c. Age: 18-30
- d. 0-3 years active as a business (legally binding statement).
- e. The idea submitted had never won a business plan competition before (legally binding statement)
- f. Fully committed (signed contract) to be involved in 1 year – incubation period (from November 2019 to October 2020) and willing to spend minimum 8 times face to face meeting with the mentor



2 Evaluation Guideline

Aimed to ensure comparability among the institutions, a standardized and reasonable evaluation criteria and application template is provided as guideline.

All participants should be able to submit a social enterprise business plan with a specific template which will be scored using a scoring rubric as follows:

Social Enterprise Business Plan Template:

1. Cover page

(Formal company logo, address, founder's position and contact information, the date of the prepared plan)

2. Table of contents

3. Describing the Opportunities

3.1. Executive summary

- A mission statement: one or two sentences that describe what the business is about, its philosophy, and the vision for its future.
- A succinct description of the industry and market environment in which the venture will develop and flourish.
- An explanation of the unique business opportunity the students will be taking advantage of.
- A brief mention of the competitive advantages that differentiate the students' product or service from rival's offerings.
- A rundown of the financial potential of the new venture as well as the anticipated risks.
- A description of the management team and their respective roles.
- Information about the stage of the business (on the drawing board, in startup mode, ready to expand), its financial status, and its structure.
- Details on the capital needed to build the business

3.2. Business description

- Business descriptions differs from the executive summary because it provides a high-level, forward looking overview of proposed venture.
- This is the section of the plan where students go into greater detail about their business.
- The business description must also demonstrate how an opportunity can grow, in other words, how the new venture can increase its range of products or services, expand its customer base, or widen its geographic scope.
- This section will also highlight their venture's special features and points of differentiation from the competition.

3.3. Business Environment Analysis

3.3.1. Industry background

- The first element of business environment analysis is industry background, which provides details about the shape and size, as well as other important features, of the industry.

Some questions to consider:

- What is the industry?* What are the products or services currently produced by the

industry? How big is it? What is its overall profitability? What characteristics define the industry? What are its special challenges? Is the industry spread out geographically, or is it concentrated?

- *What is the industry's outlook?* What important trends are emerging? What is the industry's predicted growth rate? What factors might contribute to future growth? What new patterns of growth are emerging?
- *Who competes in this industry?* Is the industry fragmented, consisting of many small participants? Or are there a few major competitors controlling it? Which companies have offerings that meet the same need as proposed products or services? What resource do they control?
- *What are the industry's barrier to entry?* What is the window of opportunity to enter the market? What are the obstacles that could block the students from entering this industry? What resources, knowledge or skills does it take to enter this industry? Are there restrictive federal or international regulations, large capital requirements, or areas of sophisticated technical knowledge associated with providing the products or services

3.3.2. Competitive analysis

- The second part of evaluating the business environment is a competitive analysis.
- In this section, the students identify any direct and future competitors of their venture and describe the threats they represent to their success.
- Whether the target audience is potential investors or a corporate leadership board, the readers require that students thoughtfully appraise their current and potential rival in order to weigh the viability of their idea

Some questions to consider:

- *Who are the competitor?* Think in terms of which companies solve the same problems for the customers that the students intend to. What are their products and services? How much market share does each competitor control? Consider that rival companies could exist in another industry.
- *What are the competitor's strengths and weaknesses?* Do they enjoy strong brand recognition of their products? What are their marketing strategies? What has been key to their profitability?
- *What distinguishes the students' business from rivals?* How are they responding to a customer need in a new and useful way? What differentiates their product or service from competitor's offerings?
- *What is the competitive outlook for the industry?* How much of a threat are these competitors to students' venture? Will they aggressively block the entrance of new rival? Will they poach their ideas, appropriating them for their own business (killing their unique value proposition)? Who else might be able to observe and exploit the same opportunity?

3.3.4. Market analysis

- The final part of assessing the business environment is the market analysis.
- In this section, students focus on their target market-the group of people or companies that will choose to purchase or remain loyal to their product or service because they solve a problem or meet a need for them better than their rivals do.
- This is where students demonstrate that there is indeed an opportunity within this market and that their new venture can capitalize on it.
- Talk to people, who are directly affected by the problem and will consequently benefit from the solution. Give data or proof about that.

Some questions to consider:

- *Who are the target customers?* How many of them are there? What is the forecasted growth for this group? Consider the target market from different perspectives, such as geographical location or segmentation (national, state, suburban, city, neighborhoods), demographic features (age, gender, race, income level, occupation, education, religion), and behavioral factors (customer's attitudes and responses to types of products).
- *What are the prospective customer's critical needs?* Are those needs being met? How does the customer make decisions about buying certain products or services? Are these purchase patterns affected by economic cycles or other seasonal factors? What job is the customer hiring the product to do?
- *Why will the customers purchase the products or services?* What are the solutions to customer problems? What customer discomfort will the product or service ease? How will the customers differentiate students' product from those of their competitors?

4. Introducing Management Team

4.1. Management summary

Highlighting qualifications:

- *Where have the team members worked?* How much experience do they have? Who are their contacts in the related industries? What work have they done that relates directly to this proposed business?
- *What have they accomplished?* Where did they go to school? What are their achievements? Do they have a proven track record? What knowledge, skills, and special abilities do they bring to the business?
- *What is their reputation in the business community?* Are they known for their integrity? Do they have a reputation for being hardworking or especially dedicated to their work?
- *Are they realistic about the business's chances for success?* Are they capable of recognizing risks and responding to problems that arise? Do they have the courage to make the hard decisions that inevitably have to be made? Who on the team is a visionary? Who will offer words of caution?
- *How committed are they to this venture?* What motivates them? What do they hope to achieve? What benefits do they wish to gain? For ventures within an established organization, indicate whether the members of the team are there by choice or because they've been assigned to the project. If they've been assigned, what tools will the team use to motivate them to see the project through successfully?

Presenting the team as a unit:

- *Affirm the team's strengths.* Describe how the skills, knowledge, and experience of the individual members balance the team as a whole. Note what each member will bring to the table (legal expertise, great vendor relationships)
- *Acknowledge and address the team perceived weaknesses.* Investors and other backers want to see a team that has a history of overcoming internal conflicts and external problems to meet a goal. An untested team is generally considered a riskier proposition than a group that has worked together in the past. If management gaps exist, such as technical skills or marketing experience, explain how you'll address those weaknesses. If no team members have strong financial backgrounds, for example, clarify that the students have enlisted the services of an accounting firm.
- *Describe the team's management philosophy.* Develop a set of guidelines to help steer each member's behavior and decision making. A clear statement of management philosophy is an expression of company values and provides an example of the team's cohesiveness. Think about the team's guiding principles and leadership style. Reflect on how the team makes decisions, set goals and expectations, and measure quality. Consider how the team



believes customers and employees should be treated.

5. Bringing The Product to Market

5.1. Beneficiary Model Canvas for Social Enterprise

<i>Social Challenge</i> •	<i>Beneficiaries</i> •	<i>Resources</i> •	<i>Partners</i> •	<i>Social Challenge / Impact</i> •
	<i>Involvement of Beneficiaries</i> •			
<i>Desired Future State / Outputs</i> •			<i>Core Activities</i> •	

5.2. Customer Model Canvas for Social Enterprise

<i>Customer Segments</i> •	<i>Macro-economic Environment</i> •	<i>Value Proposition</i> •	<i>Product / Service</i> •	<i>Logistics / Getting to the Market</i> •
	<i>Competitors</i> •			<i>Marketing & Communication</i> •
<i>Cost Structure</i> •			<i>Revenue Streams</i> •	

5.3. Operations Plan

Key considerations:



•*What is the students' breakeven point?* The point at which unit sales equal operating costs – the breakeven point – is perhaps the most important operational factor for a new venture or spin off because it identifies the moment at which the business begins to make money. While financial projections of a prospective business are often just educated guesses, the audience will be looking for some indication of when they can expect a return on investment.

•*How will the students source supplies?* What are the raw materials necessary to create their finished item? How much do they cost, who are their suppliers, where are they located, and why did they choose them?

•*What is the students' manufacturing or distribution process?* How will they transfer information and data? How can their business benefit from technological improvements in the manufacturing? Are they able to organize their distribution system in a low-cost way?

•*Where is their business based?* Have they chosen a favorable geographic location? Does their location offer proximity to customers or suppliers? Do the businesses located near them complement their offering or compete with it? Also, what is their office like?

they might include a physical description of the site with pictures, layouts, or drawings of the location in the supporting document section of their business plan.

•*Who will work for them?* Do they have access to skilled employees? For instance, can they offer internships to recent college graduates who would provide the company with inexpensive labor in the present and experienced candidates to draw from for future positions? Is their labor pool stable? For example, are workers attached to the region and have they tended to remain there even during economic downturns? Are their prospective workers well equipped and do they have the educational backgrounds that your company needs? Or can they provide in-house training to ensure they have the expertise they need?

5.4. Marketing plan

Some key factors:

•*Concentrate on the opportunity.* What is the specific customer problem that their product or service solves? For example, they may be fixing a weakness in the competitors' services by offering product guarantees that aren't available elsewhere. As they develop particular marketing strategies, consider the opportunity from the perspective of the customer: Does the product or service they're proposing make their lives better.

•*Focus on customers' buying behavior.* When, where, why, and how do consumers buy their product or service? What needs does it fulfill for them? What are their customers' priorities? What factors are important to them in choosing this type of product or service? Is it price? Quality? Value? Other benefits?

•*Determine each customer's value to their business.* Weighing the cost to acquire a customer against the long-term value of that customer helps them decide which marketing strategies are most appropriate. Do customers often buy their product as a consumable, such as lipstick or notebook? Or are they selling a durable product that is purchased only occasionally during a lifetime, such as washing machine or car?

•*Review their objectives.* At what level of sales will they reach the breakeven point, and when do they anticipate achieving that level? After that, how long will it take to reach the next sale milestone?

•*Defining their marketing mix:* Product, Price, Place (distribution), Promotion

6. Projecting Financial Risks and Rewards

6.1. Financial plan

Key components:

•*Capital requirements:* How much money do they need to raise? How much do they expect from the investors? And how do they intend to use the money? Whether their project is a business expansion or a new venture, be transparent.

- Assumptions:** What are their expectations about growth rates in the industry and market? What are their assumptions about the internal components of the business, such as variable and fixed costs, growth rate of sales, cost of capital, and seasonal cash flow fluctuations? Their assumptions are the underpinnings of their financial plan, so they should be backed up with strong evidence and expert opinions. Include a more detailed set of assumptions as an attachment.
- Income statement:** This document details their forecasts for their business for the coming three to five years.
- Balance Sheet:** This is an expression of the business's assets, equities, and liabilities at a specific point in time, and is generally prepared by their accountants.
- Cash flow statements:** This shows the times of peak need and peak availability of money and indicates whether their company is successfully turning its profits into cash.
- Breakeven analysis**
- Assessing risk and reward**
- Anticipating financial returns**
- Exit strategy:** How will the investor ultimately get money out of the business, assuming that it is successful.

6.2. Attachments and milestones (Supplemental information and roadmap)

Scoring rubric for business plan submission (to select 24 winners):

Social Business Prototype Evaluation							
Section	Aspects	Definition	Score		Rubric		
			Weight	Weighted Score	Novice (0-35)	Apprentice (>40-75)	Expert (>75-100)
Entrepreneurial Traits	Motivations	Ability to show what motivates the entrepreneurs, in terms of generating profits, creating measurable positive change for the society and improving the planet.	50%		Showing 1 indication of tripple bottom line	Showing 2 indication of tripple bottom line	Showing all indication of tripple bottom line
	Key Traits of Successful Entrepreneurs	Ability to show that the entrepreneurs perform specific traits (solution orientated, strong self-belief, tenacity, innovative, Opportunistic, Passionate, Calculated risk takers, Expertise, Focused, Good Communicators, Impatient, Strong Leaders, and Resourceful)	50%		Showing 0-4 traits	Showing 5-8 traits	Showing 9-13
			20%				
Beneficiary Model Canvas for Social Enterprise	Social Challenge Identification	Ability to identify the present social problems and determining the root cause and the factors contributing to the problem	20%		Cannot identify social problem, root cause, and factors contribute to the problem. Symptoms are misunderstood as root causes.	Able to identify some part of the social problem, root cause, and factors contribute to the problem. Root causes are understood partly.	Able to identify clearly the social problem, root cause, and factors contribute to the problem. Root causes are understood clearly and in complete picture.
	Beneficiaries Mapping	Ability to identify the detailed target beneficiaries, their needs and expectations	10%		No clear identification of the target beneficiaries, needs and expectation	Some identification of the target beneficiaries, needs, and expectation	Very clear and complete identification of the target beneficiaries, needs, and expectation
	Resources Mapping	Ability to identify the human, material, financial, and know-how resources that are needed for the enterprise	10%		Not able to identify resources needed for the enterprise	Able to identify some resources needed for the enterprise	Able to identify correctly and completely resources needed for the enterprise
	Involvement of Beneficiaries	Ability to determine the channels to be used to involve beneficiaries and convince them to participate, and identify the challenges which may occur while trying to involve beneficiaries	10%		Not able to determine channels used to involve beneficiaries and cannot convince participation. Can't identify clearly challenges that may occur.	Able to determine some channels used to involve beneficiaries and can convince participation. Can identify some challenges that may occur.	Able to determine the right channels to be used to involve beneficiaries and can convince participation. Can identify clearly challenges that may occur and how to overcome them.



Beneficiary Model Canvas for Social Enterprise (continued)	Partners Identification	Ability to determine the social, business, and institutional partners that will be involved, and how to build relationships with them.	10%		Not able to determine partners that will be involved and how to build relationships with them	Able to determine some partners that will be involved and how to build relationships with them	Able to determine all partners that will be involved and how to build relationships with them
	Core Activities	Ability to determine the core activities for the enterprise as well as for the beneficiaries	10%		Not able to determine core activities for enterprise and for beneficiaries	Able to determine not very clearly core activities for enterprise and for beneficiaries	Able to determine very clearly core activities for enterprise and for beneficiaries
	Desired Outputs	Ability to determine the desired social state of the social problem, the expected outputs and the outputs measurement criteria	10%		Not able to determine desired social state of the social problem, expected outputs, and outputs measurement criteria	Able to determine part of the desired social state of the social problem, expected outputs, and outputs measurement criteria	Able to determine clearly all of the desired social state of the social problem, expected outputs, and outputs measurement criteria
	Social Change / Impact Identification	Ability to create vision and mission statement, determine social impact and social impact indicators	20%		No clear vision and mission statement. Not able to determine social impact and social impact indicators	Able to create vision and mission statement, event though still not absolutely clear. Able to determine some social impact and social impact indicators	Able to create vision and mission statement clearly. Able to determine social impact and social impact indicators
			30%				
Customer Model Canvas for Social Enterprise	Customer Segments Identification	Ability to identify the detailed customer segments, their needs and expectations	10%		Not able to identify clearly who is the customer segment and their needs and expectations	Able to identify some part of who is the customer segment and some of their needs and expectations	Able to identify clearly who is the customer segment and their needs and expectations
	Macro-Economic Environment	Ability to identify target geographical market, legal changes that might affect the enterprise, also economic, social and technological changes that might affect the market now and in the future	10%		Not able to identify macro economic environment affecting the business now and in the future	Able to identify some macro economic environment affecting the business now and in the future	Able to identify clearly macro economic environment affecting the business now and in the future
	Competitors Identification	Ability to identify direct and indirect competitors, how they fulfill customer needs, and ability to determine USP (Unique Selling Points)	10%		Not able to identify competitors and their USP	Able to identify some competitors and their USP	Able to identify clearly competitors and their USP
Customer Model Canvas for Social Enterprise (continued)	Value Proposition	Ability to determine a story behind product/service, the problems that the enterprise is trying to solve, the market gap, and the value that will be delivered to the customers	20%		Not able to give clear value proposition. How to fulfil customer needs, what problems are the enterprise trying to solve.	Able to give somewhat clear value proposition. How to fulfil customer needs, what problems are the enterprise trying to solve.	Able to give very clear value proposition. How to fulfil customer needs, what problems are the enterprise trying to solve.
	Product / Service Idea	Ability to determine the features, core, and elements of products/services, ability to offer unique and innovative products/services	10%		Not able to give clear product proposition and USP	Able to give some product specification and some USP	Able to give clear product specification and very unique USP
	Logistics / Getting to the Market	Ability to determine the resources needed, the supply chain and infrastructure, the channels to reach customers, and strategic logistic partners.	10%		Not able to identify channels to reach the market	Able to identify some resources and channels to reach target customers	Able to identify clearly and correctly all channels and resources needed to reach the target customers
	Marketing and Communication	Ability to determine the price ranges, the communication channels, the story presentation and customer relationship strategy. Ability to determine branding strategy and positioning, and marketing plan development.	10%		Not able to create good and sound marketing and communication channels to reach target market	Able to create some marketing and communication channels to reach target market	Able to identify correctly and create good marketing and communication channels to reach target market
	Revenue Streams	Ability to determine the sources of revenue and how the customer will pay. Ability to determine the growth assumptions and maximizing income generation. Ability to create an income and cashflow forecast. Ability to determine the exit strategy for the investors	10%		Not able to determine sources of revenue, how customer will pay, analyze growth, and create forecast. No exit strategy for investors.	Able to determine some sources of revenue, how customer will pay, analyze growth, and create forecast. Some exit strategy for investors.	Able to determine clearly and correctly some sources of revenue, how customer will pay, analyze growth, and create forecast. Sound exit strategy for investors.
	Cost Structure	Ability to identify the major cost drivers	10%		Not able to identify major cost drivers	Able to identify some cost drivers	Able to identify all major cost drivers and hidden cost as well
			30%				
Prototyping	Visualization	Ability to create and demonstrate a prototype (visual form) of the product/services	100%		Not able to create and demonstrate a prototype of the product / services or only create low fidelity prototype	Able to create and demonstrate low to medium fidelity prototype of the product / services	Able to create high fidelity prototype of the product / services
			20%				



Final scoring rubric (to select 2 winners):

Product Development							
Section	Aspects	Definition	Score		Rubric		
			Weight	Weighted Score	Novice (0-35)	Apprentice (>40-75)	Expert (>75-100)
Field Study	Social Problem Identification	Ability to identify social problem found during field study	10%		Not able to identify social problem during field study	Able to identify some symptoms and social problems during field study	Able to identify root causes and social problems during field study
	Community Engagement	Ability to approach community members to gain detail information	20%		Not able to approach community member to gain info	Able to approach community member, gain little bit of info	Able to approach community member and gain detail info
	In-Depth Root Cause Analysis	Ability to identify root cause of the problems based on primary and secondary data gathering from the stakeholders (observation, interview, data triangulation), and root cause analysis tool.	20%		Not able to identify root cause. No triangulation used.	Able to identify some root causes. Show some triangulation.	Able to identify root causes correctly, using the right methods of triangulation and data gathering
	Idea Generation	Ability to create detail products/services ideas that meet the needs and expectations of the beneficiaries and customers	25%		Not able to create detail product and services. No or little needs and expectations of beneficiaries are met.	Able to create some detail for product and services. Can identify some needs and expectations of beneficiaries.	Able to create detail products and services. Can identify correctly needs and expectations of beneficiaries.
	Community Development	Ability to conduct a community development project through series of events (trainings, workshops, visits, monitoring and evaluation)	25%		Not able to conduct community development projects. No event created.	Able to conduct community development project. Some events created.	Able to conduct very interesting community development project. Create creative and engaging event and activities.
			30%				
Piloting	Prototype Development	Ability to create a prototype based on the previous field study r	20%		Not able to create prototype based on previous field study results or only able to create low fidelity prototype	Able to create low to medium fidelity prototype based on previous field study results	Able to create medium to high fidelity prototype based on previous field study results
Piloting (Continued)	Prototype Testing	Ability to conduct a prototype testing with the involvement of L	30%		Not able to test prototype	with little or no involvement of beneficiaries	Able to test prototype with involvement of beneficiaries
	Final Product Development	Ability to create a final product based on the results and evaluation	50%		Not able to create final product, no consideration of previous feedback and evaluation from testing period.	Able to create final product development. Some revision based on testing period.	Able to create final product finalized based on testing period results.
			40%				
	Executive Summary	Ability to determine an executive summary consists of: a mission statement, a succinct description of the industry and market environment, an explanation of the unique business opportunity, a brief mention of the competitive advantages that differentiate products/services from competitor's offerings, a rundown of the financial potential as well as the anticipated risks, a description of the management team and their roles, and a description of the business model.	10%		Not able to create an executive summary	Able to determine some part of the executive summary. Give a little bit of big picture of the enterprise. Not very	Able to determine correctly and completely the executive summary in an interesting and engaging way.
Refining Business Plan (Continued)	Customer Model Canvas for Social Enterprise	Ability to elaborate the detail Customer model canvas for Social Enterprise	10%		Not able to elaborate customer model canvas for SE	Able to elaborate, some details, on customer model canvas for SE	Able to elaborate in details customer model canvas for SE
	Operation Management	Ability to articulate the day-to-day business, including the sources supplies, manufacturing and distribution process, where the business will be based, and the human resources aspects.	10%		Not able to articulate day to day operation of the business	Able to articulate some details on day to day operation of the business	Able to articulate in great details on day to day operation of the business
	Marketing Management	Ability to promote the value proposition by concentrating on the opportunity, elaborating customer's buying behavior, determining each customer's value to the business, reviewing the sales objectives and defining marketing mix.	10%		Not able to promote value proposition of the enterprise	Able to promote value proposition of the enterprise	Able to promote value proposition of the enterprise in a very innovative and creative way
	Financial Management	Ability to elaborate the capital requirements, growth assumption, income statement, cashflow statement, breakeven analysis, risk and rewards assessment, financial returns anticipation and exit strategy	10%		Not able to elaborate finance aspects of the enterprise	Able to elaborate some finance aspects of the enterprise	Able to elaborate clearly and correctly finance aspects of the enterprise
	Social Returns on Investment	Ability to establish the scope and identify key stakeholders, map the outcomes, evidence the outcomes and give them value, establish impact and calculate the SROI	10%		Not able to identify stakeholders and outcomes and calculate the SROI	Able to identify some stakeholders and outcomes and calculate the SROI	Able to identify completely stakeholders and outcomes and calculate the SROI
			30%				