



## A Great Project Starts with a Problem

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# THE ELEVATOR ACADEMY

HAVE AN IDEA? build,  
collaborate,  
& launch!

WANT TO CONTRIBUTE? funding,  
materials,  
or skills?



# Who are you?

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# City of Guelph's Community Investment Strategy (Innovation Fund)



Founders



The Elevator Project

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# Collaboration - FOUNDERS



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# LET'S MAKE GUELPH GREAT!



HAVE AN  
IDEA? build,  
collaborate,  
& launch!

funding,  
materials,  
or skills? WANT TO  
CONTRIBUTE?

# IDEA MAKERS

- Build their idea
- Find collaborators
- Get it out there

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# Investment

Time

Supplies/Materials

Coaching/Mentoring

Connections

Promotion

In-kind services

Skills

Money

Advice

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# How to round two

Identify



Build & Collaborate



Launch



Community Vote



Community Panel



Celebrate

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# How to round two - NEW

Identify – NOW!



Build & Collaborate - January & February



Launch – February 20th



Community Vote – March 9-13



Community Panel – Scores posted April 1



Celebrate – Mid April

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# How to round two - returning

**Identify – NOW!**



**Notify & Interview – January 30<sup>th</sup> & Early February**



**Launch – February 20<sup>th</sup>**



**Community Vote – March 9-13**



**Community Panel – Scores posted April 1**



**Celebrate – Mid April**

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# Identify as an idea maker!



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# COMMUNITY VOTE

## MARCH 9-13

Same:

- Still not a popularity contest
- Pick your top 5
- 1 vote per IP address

Different:

- Boarda system to score
- Scores posted online with project descriptions

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# Community Panel

- 9 members nominated from the general community
- Nominations are open now and close January 30<sup>th</sup>
- Review all applications according to the rubric
- One meeting to discuss
- Projects sorted into three categories based on scores
- Categories published online with project descriptions

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# The “Great” Standard

- Tells you exactly what “great” means to us (and investors!)
- Helps you assess where your project is at
- Used by the Community Panel to “mark” your project
- Living tool

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# Project model/plan

- *1A. What problem am I trying to solve? Why is it a problem?*
- The “Great” Standard 5= Group has clearly identified the problem they are trying to solve, why it is a problem and how they are going to solve it. There is evidence that they have conducted research to support their theory and talked to others to validate their ideas.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0 = Group hasn’t considered what problem their project solves. They have conducted no research and talked to no one to validate their idea.

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# Project model/plan

- *1B. How will I know if my project is successful? (what things will have changed? What can we measure?)*
- The “Great” Standard 5= Group clearly articulates what their success will look like and has achievable plans to measure that success. They have clearly defined what will be different in the community as a result of their project. Project demonstrates significant potential impact on the community.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0 = Group has no idea or wildly unrealistic ideas about what success looks like for their project. They have no way to measure their success. They have not articulated what will be different in the community as a result of their project. The project will have little to no impact on the community.

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# Project model/plan

- *1C. Who will benefit from my idea? And how?*
- The “Great” Standard 5= Group has identified a large group or niche group of community members (target market) whom this project will benefit. They are able to clearly define their target market by segments (gender, age, income, etc). There is evidence they have a plan to reach their stated market and that they have validated their plan by either discussing their idea with key market members or run a pilot of their idea.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0 = Group has not identified a target market or strategy, or naively feels everyone will be a user.

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# Team & expertise

- 2A. *Why are we the right people to solve this problem?*
- The “Great” Standard 5= Group has clearly defined the skill sets required to tackle their problem and recruited the appropriate team members to fulfill those requirements. Team is well balanced and dedicated. Leadership has the vision, experience and network to deliver results. Team has dedicated time to work on the project. Team has the confidence and tenacity to go the extra mile. There is evidence they are working in cooperation and/or collaboration with other groups who are working towards similar goals.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0 = Group has one founder with little to no project management experience. The combined skills of the leadership team have never managed a project or led a team, have limited experience with no accessible network. The leadership team are working full time at other careers. The project is 100% hobby. The leadership team see coaching as a means to an end; they are not coachable; they have a my-way-or-the-highway approach; their approach tends to turn off potential investors, partners and users; Usually they end up failing before they start.

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# Project value

- *3A. What makes my solution the right solution? What sets my solution apart from other currently available solutions?*
- The “Great” Standard 5= The project has a clearly defined “unique” value proposition. It is clear they have researched other potential solutions and/or others solving the same issue in the community. The solution is innovative or just plain fun. The project innovatively enhances existing or model programs or is a brand new thing that doesn’t exist yet.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0 = Group has not developed a clearly defined value proposition. They have no idea why their solution is the right one and they have not completed any research into who is currently solving this problem in the community and how. Their solution unnecessarily duplicates other work already being done on the community. The project is not innovative or fun.

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# Project value

- *3B. What resources do I need to make my project a success? What resources have I already gathered?*
- The “Great” Standard 5= Group has identified a realistic amount of monetary funds or goods needed to complete the project. There is evidence they have considered the smallest version of their idea that could still be effective in solving their stated problem. The project is cost effective based the impact they expect to have. The resources they seek are beyond just funds and/or they have considered alternative ways of funding their project such as donated services or goods (if appropriate). Group has already secured some resources.
- 3-4= Quite a bit of evidence of the Great Standard but not everything
- 1-2= Some evidence of the Great Standard but not much
- 0= Group has set a wildly unrealistic and unattainable goal for funding. They are relying entirely on support to come from The Elevator Project and have not found any resources themselves to date. The project is very expensive for the planned community impact.

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# What problem am I going to solve?

*“....Argentina and saw that they didn’t have adequate shoes to protect their feet.”*



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# What problem am I going to solve?

*“I live in a urban setting and don’t need or want the expense of a car but need to use one and a while”*

*Or*

*“With the amount I use a car I don’t find it socially responsible to own my own vehicle”*



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# Who cares about the problem?

(not who is affected by the problem)

## Car Sharing

- **Municipalities**
- **Customers or community**
- **Car manufactures**
- **Rental Companies**
- **Environmental Groups**
- **Businesses**

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# Who cares about the problem?

(not who is affected by the problem)

## **Municipalities**

- Less congestion on streets
- Reduced parking demand at participating transit stations, member employer sites, and residential locations
- Potential infrastructure changes (charging stations)
- Transit planning

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# Who cares about the problem?

(not who is affected by the problem)

## Customers or Community

- More careful consideration of the necessity, duration, and distance of automobile trips, resulting in decreased vehicle use and ownership.
- Greater consideration given to alternative modes, resulting in increased transit ridership, biking, and walking.
- Cost savings to individuals and employers.
- Energy savings and air quality benefits.

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# Is the problem and solution scalable?

## January 2014

- United States 1,228,573 members sharing 17,179
- Canada 224,523 members shared 4,174 vehicles
- Mexico 5,634 members sharing 50 vehicles.
- Brazil 3,326 members shared 56 vehicles

## Potential Issues

- Restricted to urban usage or requires a population mass
- Not cost effective for all users
- Changing Personal Behaviours (People like Cars)

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# What problem am I going to solve?

*“Children has lost touch with how their food is produced and don’t understand the importance of agriculture”*



Partner with local schools to create community gardens, harvest the food and learn to create locally sourced meals

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# Who cares about the problem?

(not who is affected by the problem)

## **Community Garden's - Children Focused**

- Children
- Parents
- Schools (Teachers, Boards, Administration)
- Municipalities

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# Who cares about the problem?

(not who is affected by the problem)

## Children & Parents

- Without interest and support from the end-user the project will not get off the ground
- Will the interest be sustained when the school steps away from the project in the summer?
- Who is paying for the supplies and resources (cost effective to buying groceries?)

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# Who cares about the problem?

(not who is affected by the problem)

## Schools

- Is the garden on school property?
- Is there any liability to the school?
- Who is paying for the supplies and resources?
- What involved is required from faculty?

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# Is the problem and solution scalable?

- It was wildly popular and they got a lot of kids out so that site had a lot bigger participation numbers than the other site
- Once summer hit they had no reliable connection to those kids or structured way to keep them involved
- Parents didn't have the time to get involved In the other neighbourhood they ran it differently because they didn't have access to the kids
- Without the school on board to support not having access to kids will change the dynamic of the program

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# Imagining Your Success

Useful first step in articulating project impact

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# What is different because of your project?

## Consider in what ways is the community better because of your idea?

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# But how do you know you have been successful?

Measuring impact:

- # users/people effected
- Attendance
- Surveys & opinions
- Social media & marketing
- Resources collected
- Tools developed
- # new connections, relationships or partnerships

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THE **ELEVATOR**  
PROJECT



GUELPH'S  
COMMUNITY-BUILDING  
LAUNCHPAD

@ElevatorGuelph

Find us on Facebook and LinkedIn

New website coming soon to:

[www.theelevatorproject.ca](http://www.theelevatorproject.ca)

[gabrielle@theelevatorproject.ca](mailto:gabrielle@theelevatorproject.ca)

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