



SE4Y

SOCIAL ENTREPRENEURSHIP FOR YOUTH



Capacity building Course on Social Entrepreneurship towards Sustainable Growth

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Module 1 – Me as a social entrepreneur

Module description

This module will be mostly practical: every unit should be built upon a central group activity aiming at stimulating self-awareness on student's attitudes, passions and missions and fostering collaboration spirit and teamwork.

Overall Duration:

4 hours

Learning Objectives:

- To inspire and encourage young people in their local communities.
- To make young people aware about the importance and the impact of their work both on the society and in the development of local communities.
- Enhance self-realization, young people purpose and role in community.

1.0 Introduction

This module is designed to be an introduction to the SE4Y capacity building course on social entrepreneurship towards sustainable growth using “Ikigai to explore personal strengths, values and purpose in your community/world”. The module will be a stress test for future social entrepreneurs willing to undertake a career as self-employers in the social area. It will go deep into the self-assessment, aspirations, and motivations of young people.

The objective is to create an icebreaking and self-realization exercise to start off the learning and creative process of potential social entrepreneurs participating in the course. Participants will interview each other and fill in Ikigai templates to define with their interviewee how they can use their personal strengths to improve their world or a community. Facilitator presents the Ikigai model to the participants and gives them worksheets to write down their profile individually and then discuss in pairs (2 and 2 together) taking down results for each other.

Training methods: Participatory learning and problem-based learning.

Reference material: Ikigai template (annex 1) to be used for interviews and reporting.

Online training option: If opted for online training then online training (zoom/learnworlds) rooms will be applied in interviews and group sessions. Supporting material will be shared online as well as allowing for individual sharing between participants.

1.1 Activity - Course Introduction

Learning objectives of the activity:

Getting the knowledge on course objectives (social innovation, entrepreneurship, and sustainability) and structure and the Ikigai approach to self-realization.

Activity type:

Information, tutoring and discussion

Necessary material:

Slide presentation (handouts)

Duration:

10 min.

Activity description:

Facilitator presents the SE4Y capacity building course, modules and objectives, underlining the importance of social innovation and entrepreneurship for a more sustainable future as well as the importance of young people being active in creating sustainable future, with reference to other SE4Y models on Agenda 2030, sustainability and social entrepreneurship.

Facilitator gives a short presentation of the Ikigai module, using white board and taking examples either from him-/herself or participants. Demonstrating how this model can be used to discover one's purpose and role in life with reference to community needs and sustainability. Using a link to [Ikigai template](#), printout or whiteboard version and/or slide presentation.



1.2 Activity – Let us to get know each other

Learning objectives of the activity:

Training active listening and reporting.

Activity type:

Team building activity and icebreaker

Necessary material:

Slide presentation (handouts)

Duration:

50 min.

Activity description:

Facilitator asks people to interview the person on their left-hand-side, getting basic information, name, age and hobbies or passions in life (if ready for that challenge). Then participants will exchange roles using the same questions and/or additional questions if given time (each interview not exceeding 3 minutes). If an odd number, then one student will interview the facilitator or other trainers attending the training. (10 minutes).

Then each participant will present the person he/she interviewed to the group allowing for corrections. (each presenter should not take more than 2 minutes for their presentation, or total of 40 minutes for all presentations)

1.3 Activity – How to use Ikigai to discover our purpose

Learning objectives of the activity:

How to use the Ikigai model to identify strengths, interests, passion, and purpose.

Activity type:

Lecture and demonstration

Necessary material:

Ikigai template for clarification and/or Slides (see annex 1)



Duration:

20 min.

Necessary material:

Slide presentation (handouts)

Activity description:

Facilitators further present the Ikigai module, using white board and taking examples either from him-/herself or participants. Engaging participants in discussion on the topics to prepare them for interviewing each other and filling in the templates distributed in class.

Drawing their attention to the overlapping fields between the four topics that is passion, mission, vocation, and profession and finally the Ikigai in the centre.

Encouraging and explaining active listening and reporting, what is expected, setting minimum and maximums for each topic (5 min. each). Participant can either get paper or online versions of the template.

1.4 Activity - Interviewing and analysing using Ikigai

Learning objectives of the activity:

Self-empowerment and realization of participants links with community and individual purpose.
Training interview techniques, active listening, empathy, and documentation skills

Activity type:

Workshop

Necessary material:

Ikigai template for clarification and/or Slides (see annex 1)

Duration:

40 min.

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Activity description:

Facilitator presents the structure of the second part, filling out the Ikigai template for each other in interviews, allows for questions and discussions as well as providing guidance in the classroom. Encourage participants to help each other if necessary, providing constructive feedback and ideas.

The work is based upon following **key Ikigai concepts** (template) that participants will work with:

- **What are you good at?** Defining their personal strengths and skills, encourage them to think out of the box and identify as many strengths as possible, including soft skills like kindness, patience etc.
- **What you love?** Defining as many actions as possible and activities they like, movies, singing, running, soccer etc.
- **What your community/world needs?** What do you think your community needs (jobs, changes, facilities etc.) everything that comes to mind?
- **What you can be paid for?** Current job opportunities in your community and elsewhere.

Each interview should last no longer than 15 minutes and then switch. The interviewer then hands their interviewee results over to them and vice versa. Facilitator will remind participants when to switch.

If there is not an even number of participants one group will include 3 participants that each will have 10 minutes for the interview.

1.5 Activity - Summary and discussion

Learning objectives of the activity:

Understanding how personal and team strengths can make a difference in facing community challenges and lead to social innovation and entrepreneurship. Defining group strengths.

Activity type:

Summary and discussion

Necessary material:

Ikigai template for clarification using whiteboards.

Duration:

40 min.



Activity description:

Facilitator calls for participants attention and discussion on:

- How did it work?
- Was it easy, difficult?
- Something that surprised you?
- Did you identify your/your partner Ikigai?

Using a paper whiteboard or computer facilitator goes through the exercise and takes notes (or selects participants to take notes) from participants on:

- What are they good at?
- What do they love?
- What can they get paid for?
- What does our community (or the world) need?

For each section ask if it overlaps with another section using the categories of passion, mission, profession, and vocation concluding and imagining what could be the Ikigai for each report (something that combines all these factors).

Summarizing group superpowers using a whiteboard: Strengths, skills, passions and what we can contribute (purpose) to our community. Facilitating participants discussion to conclude:

- What does the community need?
- How can we contribute?

Evaluation session

Facilitator will lead the evaluation session, including both discussion and participants evaluating their own performance during the course module using the outcome descriptors below.

Following are descriptors to measure learning outcomes from the implemented lesson. Knowledge refers to being able to read, understand and interpret information and guidelines. Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness. Participants will have competences to put general knowledge to practice and skills acquired.



The evaluation table below is useful for learning outcome indicators as described above using linear scale from Poor (D) to Excellent (A) to evaluated performance.

Knowledge, Skills and Competences in the following domains should be evaluated:

OUTCOME/DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) Ikigai approaches to exploring their own strengths, passion, and purpose				
(K) The community, where they live in relation to their professional preferences and strengths.				
(S) Identifying their own strengths, passions, and possible community purpose				
(S) Defining their own role based upon their interest referring to community needs/challenges				
(S) Training active listening and reporting skills when conducting interviews				
(C) Empathy and understanding of others				
(C) Self-realization and sense of purposefulness				
(C) Application of personal strengths to community needs				

Following are a few general descriptors for facilitators to evaluate the workshop process/outcomes:

1. Participant's engagement, everyone involved.
2. Communication and cooperation.
3. Number of:
 - Topics identified in each section.
 - Community/world needs for social innovation
4. Quality of session output
 - The Ikigai Templates" gathered for each participant,
 - Summary of what our community needs (challenges) for social innovation and entrepreneurship.

Possible to include a short evaluation form as well as facilitators will evaluate each participant based on following defined descriptors on learning outcomes.



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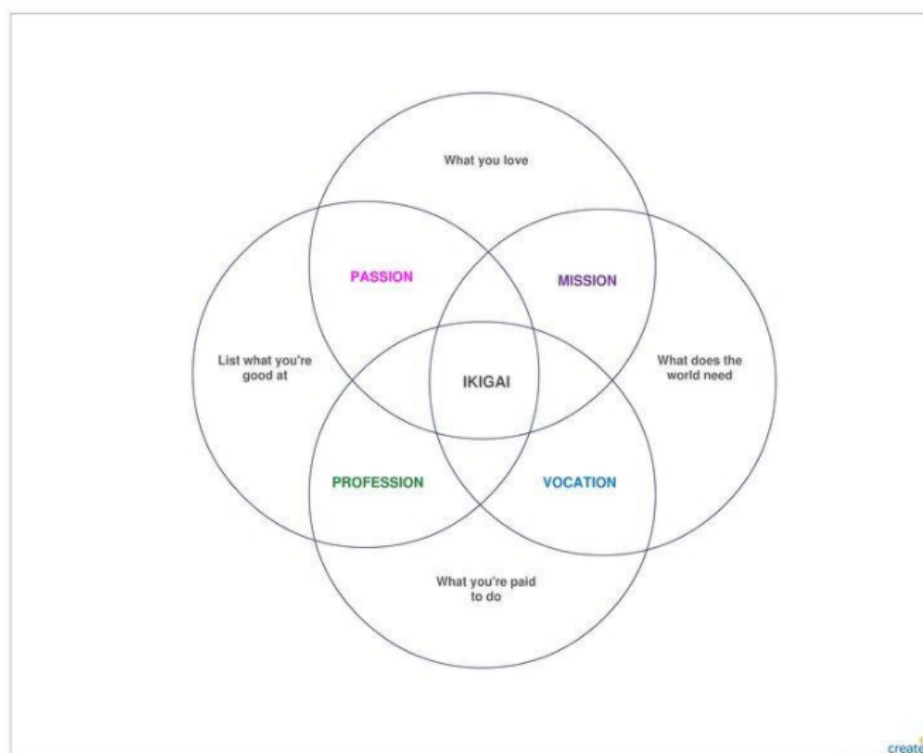
Annex 1: Ikigai Template

Finding your purpose in life and your place in community

The work is based upon following key Ikigai concepts that participants use to interview each other (max 15 min per interview and then switch):

- What are you good at? Defining their personal strengths and skills, encourage them to think out of the box and identify as many strengths as possible, including soft skills like kindness, patience etc.
- What you love? Defining as many actions as possible and activities they like, movies, singing, running, soccer etc.
- What your community/world needs? What do you think your community needs (jobs, changes, facilities etc.) everything that comes to mind?
- What you can be paid for? Current job opportunities in your community and elsewhere

Participants will use following Ikigai template in their interviews:



Concluding questions:

- What was a surprise?
- Did you find your purpose?



Module 2 - Social entrepreneurship in the partner countries - Legal frameworks and purposes

Module description:

The module deals with the EU and national legal framework regulating the definition, the criteria and the functioning of a social enterprise. This section will help participants to better address themselves facing the variety of rules and procedures to establish a social enterprise. In particular, after framing the general EU definition, the focus will be on the procedures for registration, the fiscal advantages and the historical evolution of laws on social enterprise.

Overall Duration:

6 hours

Learning Objectives:

At the end of the module, the trainees will know the main elements of the EU and national legal framework and identify the external opportunity or challenges coming from the legal aspect enabling them to strengthen their analytical skills and solve the external challenges in order to efficiently manage all bureaucratic aspects for the constitution and the management of a social enterprise

2.0 Introduction

Currently, there are over 2 million social economy enterprises in Europe, representing 10% of all businesses in the EU. More than 11 million people – about 6% of the EU's employees – work for social economy enterprises. Their primary objective is to serve the members and not to obtain a return on investment as the traditional mainstream capital companies do. The members act in accordance with the principle of solidarity and mutuality.

The first law regulating the social economy in Italy dates back to 1991. This law (n. 381) is still one of the most interesting and innovative laws on social enterprises in Europe (and in fact, other European countries for example Poland have taken it as a model for elaborating their own national legislation). In Italy, social cooperation is a strong economic actor constantly growing and increasingly playing a key role within the national economy. The social cooperative has been the first structured and operational form of social enterprise in Italy and a model used by other EU countries to develop their social entrepreneurship sector.



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Social cooperatives are economic organisations of a small medium size, which collaborate very closely with local public authorities and the communities where they operate by offering social, health care and educational services as well as work integration opportunities for disadvantaged people. During the last twenty years, the growing importance and role of social cooperation in Italy, has widened and legitimised the cultural, scientific and political debate around social cooperation itself and has promoted new ideas and visions. For example, it allowed to overcome the old idea that social activities and economic activities are incompatible. The key role in modifying this type of misleading assumption has been played in Italy by those social cooperatives working in the social, educational and healthcare sectors and those working for the work integration of disadvantaged people. The work of those social cooperatives has shown how, within the solidaristic action, economic and entrepreneurial aspects are not antagonistic but, on the contrary, are complementary and can accomplish economic as well as social goals. The following chapters will better highlight this trend.

2.1 Eu legal framework

There are over 2 million social economy enterprises in Europe, representing 10% of all businesses in the EU. More than 11 million people – about 6% of the EU's employees – work for social economy enterprises. They have different legal forms and various objectives ranging from agriculture and banking to provision of employment and sheltered workshops.

The primary objective of the traditional social economy enterprises is to serve the members and not to obtain a return on investment as the traditional mainstream capital companies do. The members act in accordance with the principle of solidarity and mutuality, and manage their enterprise on the basis of 'one man one vote' principle.

An important and growing group of social economy enterprises are the social enterprises. Their main objective is to have a social, societal or environmental impact for the general interest. Social economy enterprises are important because of their:

Membership	Objectives	Size
<ul style="list-style-type: none"> up to 160 million people in Europe are members of social economy enterprises (mostly retail, banking and agricultural cooperatives, as well as mutual societies offering services complementary to social security regimes). 	<ul style="list-style-type: none"> social economy enterprises contribute to the EU's employment, social cohesion, regional and rural development, environmental protection, consumer protection, agricultural, third countries development, and social security policies. 	<ul style="list-style-type: none"> social economy entities are mostly micro, small, and medium-sized enterprises (SMEs).



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On 22 July 2003 the Council of the European Union adopted the **Statute for a European Cooperative Society**, which “allows the creation of new cooperative enterprises by natural or legal persons at European level” and “ensures the rights of information, consultation and participation of employees in a European cooperative society (SCE)”.

Although there is room to improve this legal framework for European cooperatives, in line with Cooperatives Europe concrete proposals, this statute is a good example to develop a European legal framework for mutual societies, associations and foundations.

Adequate legal frameworks play a fundamental role in strengthening SSE ecosystems across all levels of governance. Enabling laws and policies at various territorial levels can significantly enhance the recognition, consolidation and expansion of SSE.

Although SSE initiatives also develop in the absence of SSE-specific legislative frameworks, in most cases they face uphill battles in overcoming barriers imposed by ill-adapted legal systems that discriminate against them vis-à-vis conventional forms of profit-maximizing economic activities and relations or misrepresent SSE entities as negligible associations without economic impact.

A positive trend, however, is the recent significant boost in legal recognition of SSE as an economic model that can address multidimensional sustainable development challenges and respond to many of the limitations of conventional profit-maximizing enterprises.

Legal recognition of SSE offers many advantages:
<ul style="list-style-type: none"> • easing the start-up of SSE enterprises or organizations
<ul style="list-style-type: none"> • raising the visibility of SSE in the quest for transformative models that address the multiple challenges of sustainable development
<ul style="list-style-type: none"> • opening the doors (beyond simple recognition) for special public support measures, such as capacity building, tailor-made financial support, preferential public procurement and better access to markets;
<ul style="list-style-type: none"> • reinforcing the principles of autonomy and independence of SSE organizations from government
<ul style="list-style-type: none"> • bringing some degree of continuity between political cycles
<ul style="list-style-type: none"> • discerning the distinct identity of SSE entities against “false” SSEOs, or companies that practice corporate social responsibility (CSR) but maintain profit maximization as their primary objective



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•	bringing some degree of continuity between political cycles
•	discerning the distinct identity of SSE entities against “false” SSEOs, or companies that practice corporate social responsibility (CSR) but maintain profit maximization as their primary objective



Evaluation session

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
K: He/she knows the main element of the legal framework				
S: He/she shows good analytical skills				
C: He can take into account all administrative requirement to set a business				
K: He/she can identify external challenges				
S: He/She can solve external challenges				
C: He/She can manage all bureaucratic aspects				



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Module 3 - Co-creating and co-financing

Module description:

The following module deals with the organisational aspect and the external funding of a company. Nowadays, employees consider company culture and a lively working environment as a fundamental feature before applying for a job. Thus the first unit will better express the strategies to build a good company culture. The second unit will go deep into the aspect of value co-creation, which can be defined as a process of creating value and providing problem solutions, in which consumers and enterprises make use of the linkage between their resources. The third unit lists in detail all the potential funding sources to take advantage of, during the start-up period of a social enterprise. The landscape of funding in the social economy is changing. In particular, opportunities are being sought to finance social entrepreneurship from private sources, as public ones are declining. There is a shift from the logic of subsidies to the logic of investments.

Overall Duration:

3 hours

Learning Objectives:

- To be aware of the strategies to set up a good company culture
- Learning to productively perform in teamwork
- To be acquainted about the possible funding options of a social business

3.0 Introduction

Nowadays, employees consider company culture and a lively working environment as a fundamental feature before applying for a job. Thus the first unit will better express the strategies to build a good company culture.

Company culture is the personality of a company. It defines the environment in which employees work. Company culture includes a variety of elements, including work environment, company mission, value, ethics, expectations, and goals. And just why is company culture so important? For starters, it leads to higher productivity, better morale, greater employee engagement, more sales and creativity, lower turnover and so much more.

On top of that, a Glassdoor study found that “56% of workers ranked a strong workplace culture is more important than salary, with more than three-in-four workers saying they’d consider a company’s culture before applying for a job there.



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The second unit will go deep into the aspect of value co-creation, which can be defined as a process of creating value and providing problem solutions, in which consumers and enterprises make use of the linkage between their resources. It concerns the acquisition of resources, exchange and interaction of knowledge and skills which can: enhance the decision making process of enterprises; form customer satisfaction and loyalty Influence customer loyalty and the enterprise's brand value encourage all parties to participate and solve social problems more effectively; eventually satisfy the social enterprise's commercial appeal, securing sources of profits, which in turn can satisfy the needs of social enterprise growth.

The third unit lists in detail all the potential funding sources to take advantage of, during the start-up period of a social enterprise. The landscape of funding in the social economy is changing. In particular, opportunities are being sought to finance social entrepreneurship from private sources, as public ones are declining. There is a shift from the logic of subsidies to the logic of investments.

3.1 Build a company culture

Having a good company culture is no longer just an optional further benefit. Today's workers consider it as much as they consider salary. In fact, fantastic company culture is almost expected along with other traditional benefits.

While the culture that works for one company might not work for another, you can learn a lot from companies who are doing it right, and get started on company culture hacks of your own.

1. Employee Wellness Matters

When hiring employees always do the best to make sure that they feel physically, mentally, and emotionally. They are the core of your company, without them, success would just be a dream. You need to offer as many resources, tools, and on-site opportunities for your employees so that they can live their healthiest life – whether inside or outside the office.

Always be on the lookout for new ways you can lower employee stress so they can perform more productively.

2. Build-Off Your Current Company Culture

Ask for continuous feedbacks to them. Ask your employees what they like about the current company culture, what they don't like, and what suggestions they have to help create and foster a great company culture that works for everyone.



3. Hire The Right Team

The people you hire directly impact your business and company culture so make sure you are not just hiring just based on skill or need, but also consider how an individual will fit into the overall picture. For example, if your company culture focuses on teamwork but your new hire hates working with others, they can seriously mess or even damage the flow you've established.

Make sure your hiring process compliments your company culture:

- Candidates must appreciate your culture and values: It is much easier for your employees to work toward the same goal if everyone is aligned with the company culture and values. Ask the following behavioral questions to determine if a candidate will make a good fit.
- Attitude comes before skills and experience: It is far too easy to hire someone who can do the job "right now" and needs little training. Usually, a new hire like this has an immediate impact but rarely do they grow with your company thus raising that turnover rate. You will have greater success if you hire someone who doesn't have all the skills required but fits into the company culture and is genuinely excited to learn and grow. These hires stay longer at the company and can grow into different roles.
- Avoid "mini-me"s: Hiring someone to fit your company culture doesn't mean that the individual should look like, think like or act like you and everyone on your team. Instead, you're adding someone to enhance and diversify the culture. Create a balanced and diverse company culture!

Your hiring process needs to reflect your company culture in order to attract candidates who will make a great fit into the rest of the dynamic. Plus, you need to be able to easily gauge who is and isn't the right "one".

4. Use The Right Tool

Given today's technologically advanced world, employers find themselves turning to online solutions and mobile apps to reach their employees wherever they are. It's just expected that the tools you use grow with modern times, and this isn't a nice to have but a must.

- Employee Recognition & Acknowledgement: celebrate when new hires join the team, share personal milestones like anniversaries to boost engagement, create an employee spotlight, and allow employees to nominate peers for awards.
- Share Employee Success: send real-time updates on business milestones like bringing new customers, exceeding the sales goal or KPI, etc. Plus, celebrate success stories received by customers with letters, pictures, videos, a story, and more.
- Put Employees Front & Center: make smarter decisions based on organizational surveys, execute a suggestion box to gain feedback, and introduce an open-door policy to allows employees to approach HR or senior management.
- Wellness & Benefits: provide all key information in one app that employees can access whenever is needed and allow your staff to register for company events in a click from their own mobile phone.



- Non-serious Communication: use fun GIFs for interactive content, allow people to like and comment to be part of the discussion but in a structured safe organizational environment, and start interactive, fun polls like which Grey's Anatomy character are you?
- A Personal Touch: share videos from the CEO to every single employee to allow front line employees to approach senior management in a structured and controlled environment.

5. Meaning Matters

The time of just wanting to bag a paycheck is over. Employees want meaning and purpose in the work that they do, otherwise, they're just not interested. And without meaning and purpose, job satisfaction drops majorly. If your company culture has no meaning behind its work, you're doomed to fail before you even begin. Therefore, it is crucial that you have a mission statement and core values that your employees are aware of – show them examples of how their role will make a positive impact on the company, the clients, and even the community.

6. Workplace Relationships Are Gold

Fostering a great company culture means building workplace relationships. If your employees don't really know one another and interaction is limited, your culture can't grow. Create opportunities for social interactions in the workplace – like team meals, company outings, happy hour, or even team building games.

7. Positivity Is Key

Building a great company culture requires positivity in the workplace. On a daily basis, you should express gratitude, offer recognition when due, smile often, and be optimistic during times of crisis. Even offering a casual dress code creates a fun and positive environment and atmosphere. Employees will engage more when they are accompanied by positive behavior in the workplace. In the click of a button, everyone can read messages to celebrate the employee of the month, achievements like exceeding goals or KPIs, positive reviews from clients, and more. By socially sending messages, you show employees their value and how much they matter, that social recognition can raise employee engagement in a heartbeat.

8. Listen More

An easy way to build a great company culture is to be a good listener. CultureIQ reported that 86% of employees felt senior management listened to them in a strong culture environment, compared to 70% without a great company culture. Therefore, listen to your employees and ensure that their voices are heard. Ask for feedback at every possible turn, whether it's about company goals or how to better customer service, what to paint the kitchen, and more, make sure you're listening and acting on what your employees say. Do not just wait for an annual review! Instead, actively seek your employee's feedback and suggestions.



9. Reinforce Core Values

Programs and initiatives should be in place so that you are regularly reinforcing the core values that make up your company culture, that's how you keep it thriving. A way to do this is through "peer awards". Have an annual and monthly award that is given to the employee who best exemplifies the core values – they best represent your company culture. The award doesn't have to be something fancy either, it can be a stuffed animal or plastic flower.

Sometimes, living these values can benefit your customers too, "Some of my favorites aren't programs at all but are the small examples of going above and beyond: Sending customer flowers when we learned about their 30th wedding anniversary; ordering an Uber for one of our customer's tenants who was in a bind; sending co-workers prepared meals when they and their families are going through a tough time. You won't find any of these things in any company handbook or manual. **These are just examples of our employees exemplifying what it means to be a Buildian. That's a culture we're proud of," says Michael Monteiro, CEO of Buildium.**

Food for thought questions

- Which do you think are the factors enabling harmony within the workplace?
- What actions or elements would you consider to build a strong and committed team?
- Please list an example, based on your experience when there was not much unity of intents within the team try to find the possible causes.

3.1.1 – Activity – Human Knot

Learning objectives of the activity:

- Problem solving
- Building strong relationship with pairs

Activity type:

Team building activity

Necessary material:

Ikigai template for clarification using whiteboards.

Duration:

15 minutes



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Activity description:

Form a circle with everyone facing one another. Stand shoulder to shoulder. With their right hand, everyone must grab the hand of someone standing across the circle from them. Then, repeat the process with left hands, making sure everyone is holding the hands of two different people. The team must work together to untangle everyone from this “knot” without letting go of the hands they’re holding.

This is a simple game that focuses on problem solving and allows natural leaders in the group to flourish. It highlights the importance of teamwork while allowing for some fun mingling amongst co-workers.

3.1.2- Activity - Lego replication

Learning objectives of the activity:

- Problem solving
- Building strong relationship with pairs

Activity type:

Team building activity

Necessary material:

Lego replication

Duration:

30 minutes



Activity description:

Form groups of four to six people. Build one model construction out of Legos, initially hidden from the view of participants.

In each group, assign the roles of builder, runner, and looker; everyone else is an observer. The builder gets a bag of Legos and is the only person who may touch them.

The looker gets to see the model Lego construction and tells the runner what to do to recreate it.

The runner is not allowed to see the model construction or touch the Legos. He or she tells the builder what the looker instructed. (The looker is not allowed to see what the builder is creating, and the builder is not allowed to speak or see the model.)

The builder tries to replicate the construction of the model. When the runner can't remember any more details or wants to confirm a detail or ask questions, the runner and looker may talk about the details.

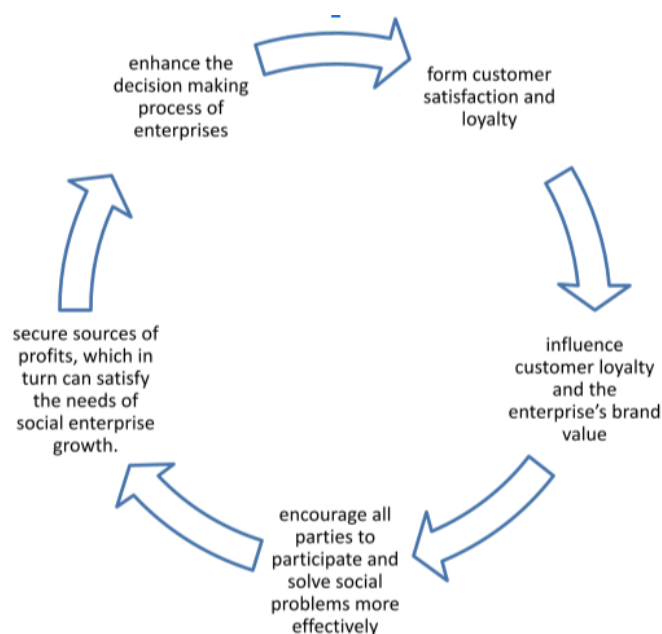
The observers make notes about what worked in the process, what didn't, and how the players handled the pressure. The observers are not allowed to participate in the building process or talk.

A timer is set for ten or 15 minutes. At the end, each group gathers and compares their finished construction to the model. They discuss how it worked and how successful they were, and identify any lessons for improved communication.

The large group reconvenes and reviews the highlights. Each group briefly recaps their experience.

3.2 Co-creating social value

Value co-creation can be defined as a process of creating value and providing problem solutions, in which consumers and enterprises make use of the linkage between their resources. It is the acquisition of resources, exchange and interaction of knowledge and skills which can:



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.Value co - creating behaviour explains the social enterprise in the process of operation through

- the effective use of relatively scarce resources,
- creating more intrinsic value for customers
- and solving social problems

Due to the dual logic of the commercial and social nature of social enterprises, and the fact that the customers of social enterprises are not beneficiaries of social interests in a large number of practices, the construction of the competitive advantage of social enterprises becomes the key to obtain profits and continue creating social value.

Value co-creation can effectively make customers perceive the corporate image and establish a connection with it to form a sense of identity. Consumers hope to play a role in the operation of the organization in order to create value in line with their ideas.

Therefore, it can be considered that the customer value co-creation behaviour of social enterprises effectively meets the social externalities and social goals themselves. The growth of social enterprises needs to consider the dual goals of economic and social interests, and the value co-creation behavior itself may play a role in promoting resource acquisition of social enterprises, commercial competitive advantages, customer recognition, and social externalities.

3.2.1 Activity - The importance of networking

Learning objectives of the activity:

This activity deals mainly with the ability of participants to do networking by effectively teamwork to achieve a certain goal. As there is to complete agreement before making every decision, this activity will give room to robust communication, discussions, and diverse strategies. This will ensure communication and cooperation. Participants will be able to develop their negotiation, problem-solving, teamwork, communication and networking skills.

Activity type:

Team building activity

Necessary material:

Jigsaw puzzles

Duration:

30 minutes



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Activity description:

This activity mainly on how well do participants networking by effectively teamwork to achieve a certain goal. Because there has to complete agreement before making every decision, this activity will give room to robust communication, discussions, and diverse strategies. This will ensure communication and cooperation. Participants will be able to develop their negotiation, problem-solving, teamwork, communication and networking skills.

How to play:

- Split people into groups of four or less.
- Give every group a different easy difficulty jigsaw puzzle
- The catch of this game is that some pieces of the puzzle will be mixed at random with puzzles of other groups.
- Their task is to complete their puzzle by negotiating, trading, or bartering team members or puzzle pieces with other teams. However they do it, the group must arrive at a consensus before making any decisions.
- The team who completes their puzzle first wins this team building activity.

3.3 Funding options

Get public funding could be a crucial activity in the start up phase of your business. Here, in brief, a list of available funding options at european level



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Combination Public - Private Funding
<p>National funding and support mechanisms</p> <p>They aimed at social enterprises and can be supported by targeted interventions and general measures to support SMEs</p>
<p>Social Business Initiative</p> <p>The Social Business Initiative seeks to create an ecosystem to enhance social entrepreneurship.</p>
<p>Support for Small and Medium Enterprises (SMEs)</p> <p>Social Enterprises belonging to the category of Small and Medium Enterprises have the opportunity to use the available financial instruments provided by the EU and Greece.</p>
<p>Programs of the Labor Employment Organization (OAED)</p> <p>Koin.S.Ep. can be part of entrepreneurship support programs, programs of <u>Labor Employment Organization (OAED)</u> to support work and all kinds of active employment policies ".</p>
<p>NSRF programs</p> <p>In recent years, Koin.S.Ep. are eligible for various NSRF programs related to the establishment of a new business and existing companies.</p>
<p>European Funding and Aid Mechanisms</p> <p>The European Funding and Aid Mechanisms, ie direct grants from the EU, are given by topic: European Investment Fund (EIF), Social Impact Accelerator, European Progress Microfinance Facility, Joint European Resources for Micro to Medium Enterprises (JEREMIE) Initiative, Joint Action to Support <u>Micro finance Institutions</u> (JASMINE) Initiative and 3. National Fund for Entrepreneurship and Development (ETEAN)</p>



Evaluation session

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
K: Knowledge about the strategy to build a strong company culture				
S: Ability to work harmoniously and efficiently in team				
C: Work together and cooperate with others to develop ideas and turn them into action				
K: Knowledge about the main available instruments to get financial support				
S: Ability to individuate the resource needed				
C: Get and manage the material and non-material resources needed to turn ideas into action.				



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Module 4 - The Do's and Don'ts of Social entrepreneurs

Module description:

The module will be a good practice for trainees to discover the most important attitudes and behaviour of planning, establishing and developing a social enterprise. The module will give practical lessons and skills what characteristics and competences needs to have every social entrepreneurs

Overall Duration:

3 hours

Learning Objectives:

After completion of the exercise, participants will:

- be aware of 10 personal entrepreneurial competencies;
- have enhanced certain personal entrepreneurial qualities, such as teamwork, networking, commitment to work contract, opportunity seeking, goal setting, system planning and self-confidence;
- get tips on DO's and DON'Ts for entering into social entrepreneurship;
- understand risk as a necessary ingredient of every business life;
- understand the difference between gambling and moderate risk taking;
- have learnt to adjust strategies to changing external conditions (laws, fundings, markets, customers...);

4.0 Activity - The DART exercise

Dart can be seen as simple game. But, this exercise transforms it into an experience which gets under the skin. Several social enterprises compete on the dart market. Technical skills are not decisive. Those companies will win if they find the right match of strategy, leadership, competences and calculated risk taking. Real money is involved to make decisions relevant. Far beyond a game, the companies enter into serious business decisions. Apart from risk taking, other personal entrepreneurial qualities are developed, such as commitment to work contract, teamwork, networking, opportunity seeking, goal setting, systematic planning and self-confidence.



Activity type:

Group activity, based on experiential learning

Duration:

3 hours

Necessary material:

Trainers/assistants:

One lead trainer and 1-2 co-trainers

Didactic aids to prepare

- Dart Board Score Chart
- Companies' Scoring Chart

These can be found in the materials section of this manual

Materials for the trainers (during the exercise):

- Coins (small change)
- Money box for every company to put in its investment
- 1 dartboard (preferably fixed on a wooden base or laid on the floor)
- 3 light, very simple darts
- 3 heavy, semi professional darts (new technology)
- Masking tape
- Colorful - metaplan cards
- Soft boards and flip charts
- Large sheets of paper (to be fixed on the soft boards)
- Marker pens

The chart explaining the different sections of the Dart board should have the scores indicated on them to reduce the number of charts to be drawn and increase the understanding of scoring.

Materials for the participants (during the exercise):

- Real money (Participants must bring their own money; it must not be provided by the trainer!
The value depends on the financial situation of the participants. As a rule: average income for about 1 to 2 hours per company and round)
- Paper
- Pens, pencil
- Metaplan color cards
- 1 marker pen per group
- 1 small box to keep the collected money



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Participants should be informed a day earlier to come along with real money, as it involves payment for registration and trials.

Registration should be 1 – 2 hours average income per company and round.
Trial throw (set of three darts) is about ½ of this value.

Activity description:

Dart may be simply seen as a game. This exercise transforms it into an experience which gets under the skin. Several social enterprises compete on the dart market. Technical skills are not decisive. Those companies will win if they find the right match of strategy, leadership, competences and calculated risk taking. Real money is involved to make decisions relevant. Far beyond a game, the companies enter into serious business decisions. Apart from risk taking, other personal entrepreneurial qualities are developed, such as commitment to work contract, teamwork, networking, opportunity seeking, goal setting, systematic planning and self-confidence.

The trainer explains to the participants that they should form groups (or companies) consisting of five to six members, each. Each company is required to make specified real money investments. The companies will compete in a Dart market as each group throws the darts to a dartboard following specified rules, and in return gains specified points. The exercise is played in three rounds during which the members of the companies decide jointly about the risk to be taken by every active player. There are always only three active players per company and round. The other members act as silent partners. The rules of the game change from round to round in order to simulate different market conditions. The companies' success or failure depends on their capability to develop and effectively employ suitable strategies to match the players' skills with the distance from which the darts are to be thrown, and the changing conditions (rules of the exercise).

Areas of use:

This exercise is suitable for the following fields of learning:

- Entrepreneurship and social entrepreneurship;
- Organization
- Communication
- Team Work
- Strategizing
- Creation and establishment of new business
- Decision making
- Planning
- Risk Management



Exercise steps:

STEP 1: Preparing the room (5 minutes)

- Dart board is hung on the wall at shoulder height or laid on the floor
- Preparing the multipliers with masking tape and meta plan cards.

Preparing the distances:

- Put the multiplier cards on the floor and fix them with the masking tape. The participants later on will choose their position and throw from these cards.
- The trainer must do this well before the class commences

Grouping:

Forming of groups through energiser. You need at least 3 groups. Number of group members should not exceed 6.

Hints: Allow for sufficient time for group formation. The trainer should use any of the group formation energizers

STEP 2: Introduction of the exercise (5 minutes)

The purpose and general rules of the exercise are explained, i.e.:

- The groups are to enter and compete in the dart market.
- The groups prove their skills in successfully throwing the darts onto the dart board.
- The participants have to invest to enter the market. Therefore, a specified entrance fee has to be paid by all groups for registration.
- Only three members per group are allowed to play per round.
- A prize will be awarded to the best company.

Hints:

Emphasize that the exercise is not only fun but also a good opportunity to learn important lessons that can make the participants become better entrepreneurs.

Take enough time for explaining.

Explain the meaning and role of the 'silent partners'.

Allow for enough time for the groups to determine the active distance and their throwing distances.

Avoid too many rules.

Since participants use their own money, and can win or lose, the prize is not decisive.



STEP 3: Explaining the rules of 1st round (15 minutes)

- The participants can see the light darts and are allowed to touch them before round 1 starts.
- With the help of the Dart Board Score Chart the lead trainer explains how the scoring will be done.
- The trainer shows the masking tape with the multipliers and explains the multipliers' function.
- The lead trainer explains that the group scoring highest during the respective round will win the amount paid by all groups.

STEP 4: Preparation of groups for action (15 minutes)

- Each group selects three members to play in round 1.
- Each group also chooses the distance (multiplier) from which every active member will throw the darts. There will be three shots per active group member and in round 1 all three of a company will throw from the same multiplier.
- The names of the players and the throwing distances are written on metaplan cards by the companies and collected by a co-trainer.
- The lead trainer allows individual trial shots against a moderate payment of a specified training fee for sets of three shots.

STEP 5: ACTION (20 minutes)

Companies act for the first round, one after another.

The trainer announces the score of each shot and transfers the results for each individual to the Companies Scoring Chart

The trainer should check that the participants do not step over the distance mark (multiplier card) on the masking tape.

The result of each shot should be announced properly and loudly. Cheering from the group members is appreciated.

A co-trainer closely controls the handling of the darts and watches safety matters.

STEP 6: PUBLISHING of results from 1st round (5-10 minutes)

Announcement of the overall results of round 1.

Giving the award (i.e. money collected as entrance and trial shot fees) to the winning group.

STEP 7: Explanation of rules of 2nd round (10 minutes)

The trainer explains the new rules for round 2, that is: each group with a negative score (below zero) has to pay a penalty that equals the entrance fee. The penalty paid is added to the winning companies' prize. The lead trainer allows individual trial shots against payment as before. The companies submit the paper with names and distances of the active members.

STEP 8: ACTION 2nd round (15 minutes)

The companies act for the second round, one after another.

The trainer announces the score of each shot and transfers the results of each player to the Companies' Scoring Chart.

This time, active members can choose individual distances (multipliers). Remember: in the 1st round members of one company had to agree on one position and throw from the same.

Carefully observe, if the groups use their own results and performance of competitors for their new strategy in the discussion. Or do they only play around? Do they discuss new rules as options for their business?

The trainer should check that the participants do not step over the distance mark on the masking tape.

The result of each shot should be announced properly and loudly.

A co-trainer closely controls the handling of the darts and watches safety matters.

STEP 9: PUBLISHING 2nd round and explanation of 3rd round rules (10 minutes)

Announcement of the overall results of round 2.

Giving the award (i.e. money collected as entrance fee and penalty) to the winning group.

The trainer explains the new rules for round 3 as follows and play the 3rd round:

- Double entrance fees.
- Use of heavy darts as an option to be chosen by companies. A fee of $\frac{1}{4}$ of the entrance fee is charged for that.
- Individual trial shots against payment are allowed as before.
- Retention of the penalty rule.
- Companies may declare bankruptcy against payment of an equivalent of $\frac{1}{4}$ of the entrance fee (to avoid further losses).
- Announcement of the scores of each shot.
- Co-trainer transferring the results to the scoring table
- Announcement of the result of the 3rd round and the overall results.
- Award of the money collected as entrance fees and penalty to the winning group.

STEP 10: PROCESSING (30 minutes)

The exercise is then processed and the learning points generalised considering the specific environment of the participants and the country. Key questions concerning the groups' strategies under changing conditions:



- How did your company decide about names, active and silent members as well as the distances to be taken (individual decisions or group consensus)?
- How did you reconcile minimising risk and maximising opportunity?
- Why did you decide like you did on the distances (basis for decision)?
- How did the penalty affect your strategy?
- Ask all groups for interpretation if changes of active members and distances during the various rounds took place. Refer to the Scoring Sheet! Why?
- Why did the losing companies not meet their goals?
- Ask the respective groups for clarification if anything unusual happened (bankruptcy, quarrelling, payment of penalty, ...).
- Why did some groups or individual members not use the training opportunity (trial shots)?
- Why did they not use training to test the heavier darts and to learn how to use them?
- Which entrepreneurial qualities did you experience? Write on metaplan cards! Discuss individual cards and ask the other participants to comment on it.
- Which business lessons did you learn from this exercise?
- Lead over to the strategies applied by the different companies. Show their respective performance with the help of the Scoring Chart.
- Inquire from them how they changed (or not) their strategy.
- Ask them to classify these strategies according to the three main ones previously mentioned during the training.
- Which company decided to use an adapting strategy, i.e., through practice, method of throwing, changing distance, or the usual case to adapt to the new situation (rules) with the same personnel or same darts?
- Which company tried to change the situation, e.g. by influencing the trainers to introduce other rules or not to introduce those rules played during the game because it feared losses? Who tried to influence members of others companies (disturbance during their shots, "psychological war")? Which company gave a personal loan to another company (which was short of cash)?
- Which strategy was the most effective? Do not only look at the results and the money gained! Poor (throwing) qualities of one company may have barred its way to win the money.

Hints for learning outcomes during processing:

Reinforce the need for calculated risk-taking attitude of successful entrepreneurs based on the individual and corporate skills of the company and its members. This reinforcement has to centre around the fact that - like in this exercise - people will invest their own money into their business and may be in danger of losing it, if they are too confident and not taking feedback as learning experience to calculate their risk.



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Reinforce the need for calculated risk-taking attitude of successful entrepreneurs based on the individual and corporate skills of the company and its members. This reinforcement has to centre around the fact that - like in this exercise - people will invest their own money into their business and may be in danger of losing it, if they are too confident and not taking feedback as learning experience to calculate their risk.

Explain that calculated risk lies in a distance of about 3-4 metres!

Get from the participants that calculated risk lies somewhere in the middle, i.e.: If you chose distance 1 or 2, you are not ambitious enough. You will probably not survive competition. You show an attitude that is rather typical for people who apply for public service. If you choose 32 or 64 you are a gambler. This attitude has nothing to do with entrepreneurship.

Explain that the feedback of results was transformed into adjusting strategies!

Check if the results and new rules were taken to adjust strategies. Refer to examples from the result chart: a participant who failed to hit the board increased distance in the next round – why? / A participant who hit in the centre, did not increase distance – why? / An unsuccessful participant was not replaced – why?

Check if the value of training is appreciated by the group. Check if a group who used trial shots performed better (especially when getting the new technology). Use this example for discussion.

Check if and why new technology was used or not.

Explain that the throwing technique was new.

Why didn't they invest in training and practice to familiarise themselves with the technology?

Too much confidence or missing self-confidence prevailed?

Why was the distance not adapted accordingly?

Each round was not properly planned by the whole group.

Why did the silent partners not interfere?

The risks taken were too high and the chosen strategy did not match with the members' abilities!

Explain decision making, assess new techniques, goal setting, skill factor like investment in trial shots, pursuit of a strategy which had to be continuously adapted to the changing situation, etc.

Alternatively you can ask which company applied a complementing strategy, i.e. to bring in new throwers from among the silent partners or to apply the new technology.

Explain that a strategy is only appropriate if its own qualities and environment are considered adequately. The goals of all companies were the same in this exercise, namely to make income! It is difficult to favour only one strategy at any time. A good entrepreneur always tries to figure out the strengths and potential outcome of several strategies before he/she decides to go for one.

STEP 11: GENERALIZING (30 minutes)

Questions to help you with generalising phase:

- What are typical behaviours in your country/town/region? Do social entrepreneurs rather gamble or are they very cautious? Give examples.
- Is this kind of situations are happening in real social businesses?
- Let us think about a social enterprise that employs disadvantaged women to make pastry and cookies (chose examples which are relevant for the group). What would be too cautious, what is too risky in your village/town?
- Let us think about a carpenter who wants to buy a new high technology bandsaw which would require all his savings. When would such a decision be gambling? When would it be calculated risk?
- A simple risk analysis graph should be used for pictorial generalisation. Note: the graph should not be pre-drawn but developed with the participants.
- Do you personally know some social entrepreneur? what are they advising? what to do or not to do in starting and running a social enterprise?

Variations and Modifications

OFFLINE: There are cultures where gambling is essential. A person who risked all and lost all will be more esteemed than another who started cautiously and small and survives with a small growing business. There are other, risk averse cultures where people try to transfer all risk to others (banks, supporters, projects, donors, workers, customers) and where they hesitate to enter into entrepreneurship with no risk. Both attitudes are unhealthy for business people: enterprising is not gambling on one side. On the other hand, entrepreneurship without risking your own funds, work, efforts, time does not exist.

Participants need to find out their own pattern with regard to risk taking. Finally, they need to understand and internalize, even appreciate moderate risk taking.

Mathematical concepts for risk calculation (probability, impact) are not applied here and not needed for small and social businesses.

However, the result chart is quite big and may confuse participants, especially with a lower educational background. Nevertheless, exercise works out. As an experiential (or CEFE) trainer you need to observe a lot (assistants should take care of managing the result chart and logistics in the exercise). Use these observations during processing by simply referring to them. When you use this, participants with limitations in reading and analysing the result chart will follow you and benefit from the discussion.

ONLINE: Instead of playing Darts, the online facilitator can challenge the participants to play Typing Test <https://www.typingtest.com/> or other competitive games that can be found online. Main importance is to keep the competitive spirit, simulate the teamwork, formation of teams, strategizing, risk taking, decision making, skills practicing...



INSTRUCTIONS and RULES:

Rules for ROUND1:

1. Three social enterprises are competing
2. Real money will be used
3. Distances are chosen by individual members in the phase of planning
4. Three shots per player
5. Fixed distance for shooting
6. Trial shot (training) is 10 cents (0.10 euros)
7. Company registration and entry into market is 2 euros

Rules for ROUND2:

1. Companies are free to change players
2. Flexible distance and decision from where the player will shot
3. Score below zero at the final calculations attracts a penalty of 2 euros
4. Penalty money will be added to the final prize money

Rules for ROUND3:

1. Companies may declare bankruptcy, against paying the half of the entry fees (1 euro)
2. The other rules are the same as round 2

Annex 1 - Distance Multiplier Chart

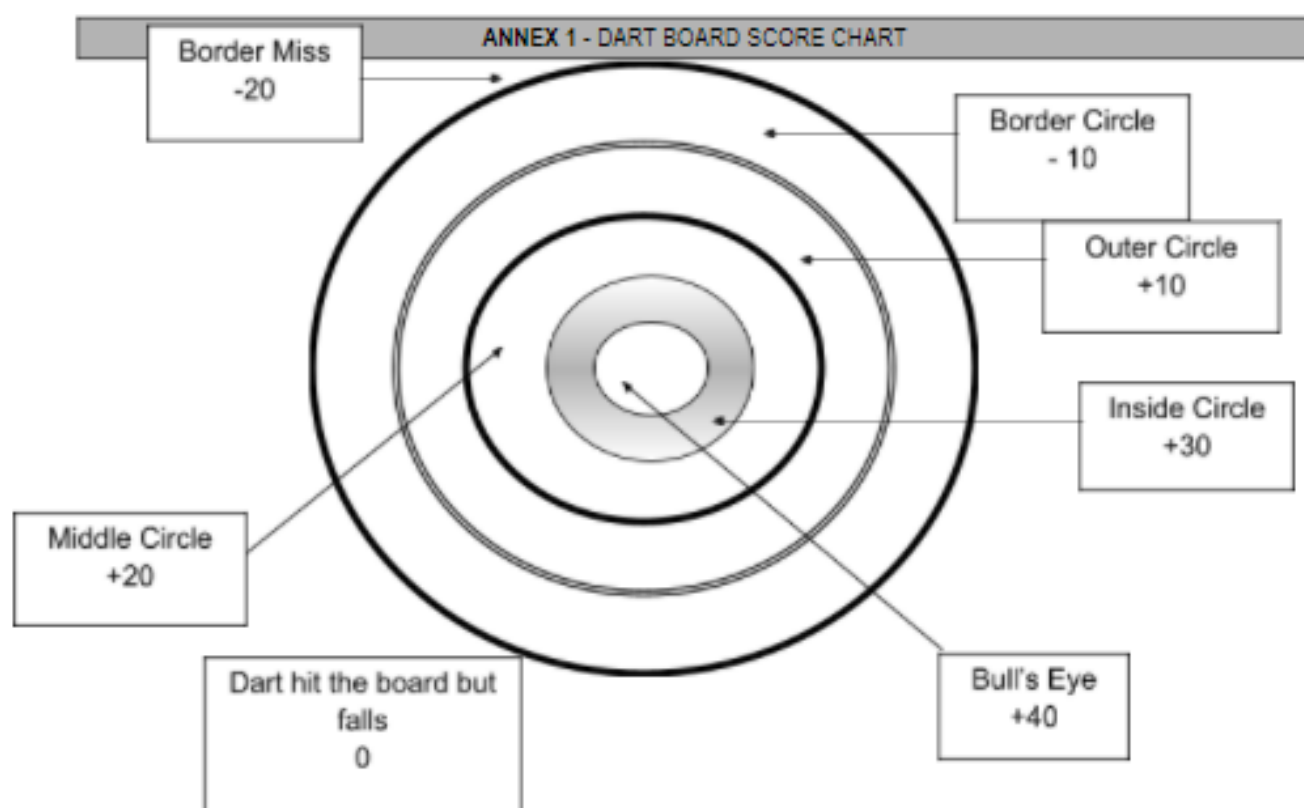
Distance	Multiplier
2 m	1
3 m	2
4 m	4
5 m	8
6 m	16
7 m	32
8 m	64

The final score is obtained by multiplying the distance factor with that factor derived from the outcome of the throw (see annex 1)

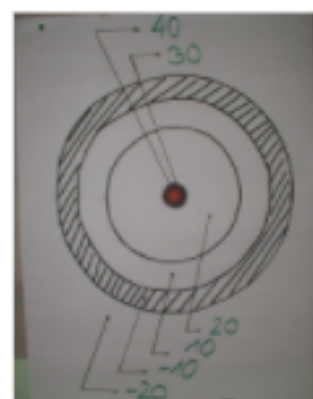


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Annex 2- Dart Board Score Chart



Scoring	
Bull's	+40 Points
Inside Circle	+ 30 points
Middle Circle	+ 20 points
Outer Circle	+ 10 points
Border Circle	- 10 points
Border Miss	- 20 points
(even if dart fails to stick)	
Dart Falls	0 points
(hits inside, middle or outer circle but fails to stick for at least three seconds)	



Annex 3 – Companies Scoring Chart

Annex 3 - Companies' Scoring Chart													
DART	Round 1				Round 2				Round 3				Grand
	Name	Mult i	Scor e	Tota l	Name	Mult i	Scor e	Tota l	Name	Mult i	Scor e	Tota l	Total
Compa ny													
Total													
Compa ny													
Total													
Compa ny													
Total													
Compa ny													
Total													
Compa ny													
Total													

Note: Draw this chart according to the number of companies on a large flip chart paper.



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HANDOUT AND LEARNING MATERIALS

4.1 Advices on what to do and not to do in social

DO's	DON'Ts
START AS EARLY AS POSSIBLE	EXPECT SUPPORT AND SMILES FROM EVERYONE
RESEARCH YOUR MARKET AND NEEDS	ASSUME YOU WILL GET FUNDING
NETWORKING (YOUR NET-WORTH IS EQUAL TO YOUR NETWORK)	EXPLOIT YOURSELF OR OTHERS
REALISE THAT YOU MIGHT WORK MORE THAN ONE BUSINESS MATTER	UNDERESTIMATE THE VALUE OF A STRONG TEAM
ENTER COMPETITIONS AND APPLY FOR PROJECTS AND FUNDS	GET NERVOUS FROM MAKING MISTAKES - SEE IT IS A WAY OF LEARNING AND GROWING
HIRE PROFESSIONALS	DO EVERYTHING BY YOURSELF - DON'T MAKE COMPETITION TO YOURSELF
LEARN FROM (OTHERS) MISTAKES	GET TOO COMFORTABLE
MAKE DECISIONS	BE AFRAID TO SAY NO
TAKE CARE OF YOURSELF AND YOUR TEAM	PRACTICE UNHEALTHY WAY OF LIVING (SLEEPLESS, EXHAUSTION, HUNGER)



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4.2 Personal Entrepreneurial Competences

Personal Entrepreneurial Competencies

What are 10 PEC's ?

1. Opportunity seeking	Achievement Cluster
2. Persistence	
3. Commitment to work contract	
4. Demand for quality and efficiency	
5. Risk taking	
6. Goal setting	Planning Cluster
7. Systematic planning and monitoring	
8. Information seeking	
9. Persuasion	Power Cluster
10. Self-confidence	

Risk Taking matrix

How much risk can you take?

Type of Risk	Pay-off	Probability	Who does this?
Low	Low <i>Loose change</i>	High	Clerical, employment
Moderate	Medium to High	Manageable, calculated	Entrepreneurs
High	Very High <i>Jackpot!</i>	Beyond your control	Gamblers, Criminals

Boring (pointing to Low risk)

Challenging (pointing to Moderate risk)

"Suicidal" (pointing to High risk)



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Handout Materials for TRANSLATION

DO's for social entrepreneurs:

1. Start as early as possible
2. Research your market and needs
3. Networking (your net-worth is equal to your network)
4. Realize that you might work more than one business matter
5. Enter competitions and apply for projects and funds
6. Hire professionals
7. Learn from (others) mistakes
8. Make decisions
9. Take care of yourself and your team
10. Don't be afraid to take calculated risk

DONT's for social entrepreneurs

1. Expect support and smiles from everyone
2. Assume you will get funding
3. Exploit yourself or others
4. Underestimate the value of a strong team
5. Get nervous from making mistakes - See it is a way of learning and growing
6. Do everything by yourself - don't make competition to yourself
7. Get too comfortable
8. Be afraid to say NO
9. Practice unhealthy way of living (sleepless, exhaustion, hunger)
10. Enter in a market without previous research about it

What are 10 Entrepreneurial Characteristics?

1. Opportunity Seeking
2. Persistence
3. Commitment to work contract
4. Demand for quality and efficiency
5. Risk Taking
6. Setting Goals
7. Systematic planning and monitoring the actions
8. Information seeking
9. Persuasion
10. Self-confidence



Evaluation session

The general evaluation on participants and group work includes indicators like: Knowledge (K), Skills (S) and Competences (C)

Following is an evaluation table for learning outcome indicators as described above using linear scale from Poor (D) to Excellent (A) to evaluated performance:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
K: Awareness on key competencies Social Entrepreneur should have				
S: Make strategy for implementation of an idea in social, cultural and economic terms				
C: Apply the ability to execute idea in social, cultural and economic terms				
K: Awareness on losing strategies, attitudes and risk taking				
S: Identify problems and critical steps in the entrepreneurial careers				
C: Ability to develop a strategy for the development of the project containing potential risks and threats				



Bibliography

- Adapted and customized from CEFE Manual 2012 and CEFE Manual 1998 by Jovan Stalevski (CEFE Master Trainer and Advisor)
- CEFE Manual developed by CEFE International, GTZ. [http:// www.gtz.de](http://www.gtz.de)



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Module 5 - The concept of sustainable growth - Best practices

Module description:

The module will have a special focus on sustainability practices, going in details into the concept and analysing and showing some local good practices.

Overall Duration:

6 hours

Learning Objectives:

- To promote sustainable development in terms of business
- To make young people aware about the importance and the impact of their work both on the society and in the development of local communities
- To foster responsible action

5.0 Introduction

What Is Sustainability?

To begin with, the most widespread definition of Sustainable Development is coming from the 1987 Brundtland Report (Schaefer & Crane. 2005).

“Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Sustainable Development focuses on a wide range of issues that fall under the three conceptual pillars of “economic sustainability”, “social sustainability”, and “environmental sustainability”.

Countries across the world adopted the UN’s Sustainable Development Goals (SDGs) in 2015 when the Millennium Development Goals ended. In an attempt to learn from the past the SDGs have adopted a much different approach to tackling the world’s issues. This resulted in new structured and well-defined targets and indicators that could be realistic and completely feasible.



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Figure 1: Relationships in sustainable development – environmental, social and economic concerns.

The UN developed the new SDGs using a huge network of consultation on national and regional levels, engaging the civil society, local organisations, and citizens through the whole decision-making process. The SDGs aim to empower local governments and people to be the drivers behind sustainable development wherever they are and whatever they do. The new goals span a huge range of issues that are relevant to people and initiatives throughout every corner of the planet.

The UN approved the 2030 Agenda (SDGs), which are a call to action to protect the planet, end poverty and guarantee the well-being of people (Taylor, 2016). The 17 goals, listed below, are all accompanied by specific targets – 169 in total.

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns



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1. Take urgent action to combat climate change and its impacts
2. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
3. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
4. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
5. Strengthen the means of implementation and revitalize the global partnership for sustainable development

The 17 SDGs primarily seek to achieve the following summarised objectives.

- Eradicate poverty and hunger, guaranteeing a healthy life
- Universalize access to basic services such as water, sanitation and sustainable energy
- Support the generation of development opportunities through inclusive education and decent work
- Foster innovation and resilient infrastructure, creating communities and cities able to produce and consume sustainably
- Reduce inequality in the world, especially that concerning gender
- Care for the environmental integrity through combating climate change and protecting the oceans and land ecosystems
- Promote collaboration between different social agents to create an environment of peace and ensure responsible consumption and production (Saner et al., 2019).

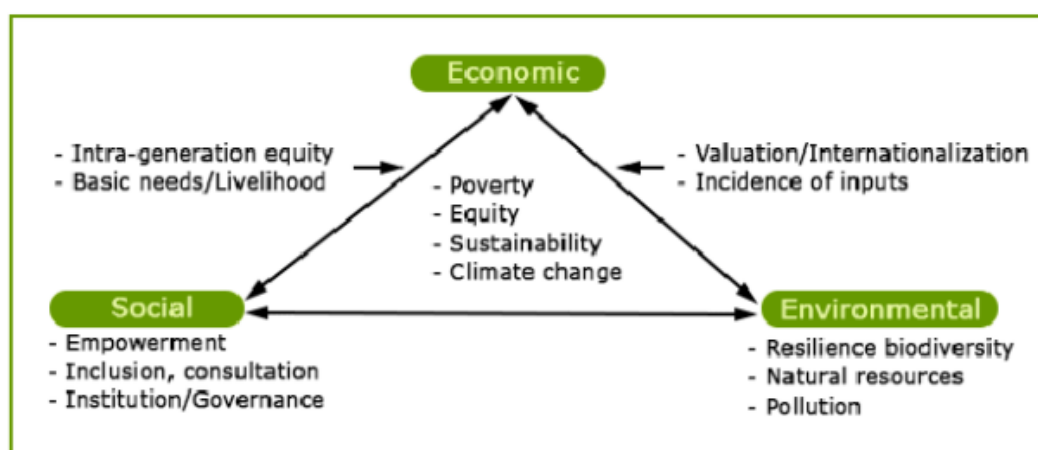


Figure 2: Objectives of Sustainable Development

Figure 2: Objectives of Sustainable Development



These all are just a framework for governments and organisations to shape policy. They do not include a guide or any methodology to tackle the issues at hand. This is left to everyone and anyone, whether that is government policymakers or the general public.

Although the term sustainable was not always combined with the term growth; over the 21st century it strategically gives an enormous high thrust or boost in all sectors to gain worldwide sustainable development and therefore, the term growth has been associated with the term sustainable development.

In simple terms and with reference to a business, sustainable growth is the realistically attainable growth that a company could maintain without running into problems. To achieve sustainable growth, a business owner must repeatedly re-evaluate his company's sense of purpose and make sure the organisation serves it well. When there is an authentic and realistic purpose, it's easier to create products and services of value, and it's also easier for the team generally to be engaged and involved in the production process.

Sustainable growth has two main meanings in the world of business and finance – a traditional and a more recent definition.

1. Traditionally, it has meant the realistically achievable growth that a business or national economy could maintain without facing any problems.
2. Today the term is frequently used by environmentalists, sociologists, activists, etc., meaning economic growth that can continue over the long term without creating an unreturned negative impact on the environment, community, or society.

5.1. Activity – Further understanding of what is sustainable growth through video

- Sustainability explained through animation. A short animated movie explaining sustainability created for RealEyes by Igloo Animations.

https://www.youtube.com/watch?v=B5NiTN0chj0&ab_channel=RealEyesvideo

- What is Sustainable Growth?

https://www.youtube.com/watchtime_continue=71&v=D90OTBXMcyY&feature=emb_title&ab_channel=MBNVideoDictionary

- What is sustainable growth? This short animation explains how we view sustainable growth in the context of the Sustainability plan.

https://www.youtube.com/watch?v=jxjaStUPiK4&ab_channel=Interserve



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5.2 - What is sustainability in business?

In business, sustainability refers to doing business without negatively impacting the environment, community, or society as a whole.

Generally, sustainability in business addresses two main categories:

- The effect business has on the environment
- The effect business has on society

The goal of a sustainable business strategy is to have and create a positive impact on at least one of those areas. When a business fails to take into consideration the above and then does not assume responsibility, the opposite can happen, driving to issues like environmental degradation, pollution, inequality, and social injustice and exclusion, etc.

Sustainable companies acknowledge a wide array of environmental, economic, and social factors when making decisions for their development. Therefore, it is important to monitor the impact of business operations to ensure that their short-term profits don't turn into long-term liabilities and greater, long-lasting issues.

The combination and the application of sustainable strategies in business are a unique procedure to each organization as they tie into larger business goals, organizational values, and local/national needs.

Some examples of successful sustainability strategies in business are presented below:

- Using sustainable materials in the manufacturing process
- Optimizing supply chain to reduce greenhouse gas emissions
- Relying on renewable energy sources to power facilities
- Sponsoring education funds for youth in the local community

Four ongoing sustainability trends in businesses:

Currently, there are four (4) ongoing trends in businesses:

1. growth in companies setting Science-Based Targets; (b) greater attention towards reducing supply chain emissions; (c) tech and internet companies stepping up on sustainability; and (d) increased innovation.

Trend 1: Speedy growth of companies using Science-Based Targets

Following the abrupt pace of 2020, many companies are setting new reduction goals, and Science-Based Targets have emerged as the new industry standard. Here's why: They are not a marketing claim, they are in line with the goals of the Paris Agreement and SDGs, they ensure accountability and they give companies a competitive advantage.

Trend 2: Businesses are looking forward to combating their chain emissions

It is identified that companies are trying to spot alternative ways to reduce emissions across their entire value chain, or are working to better understand, and quantify their impact. Without a doubt, every modern company should have a truly comprehensive greenhouse gas management plan, fully consistent with climate, energy, as well as circular economy policies, and so have a continuous involvement in ambitious and decisive climate actions, to improve living conditions and health for the society.

Trend 3: Computer and Internet businesses are becoming serious about sustainability

Tech and internet companies have the power to make our lives easier while also reducing our impact on the planet. For instance, the following companies are committing to 100% renewable energy: Apple, Facebook, and Microsoft, and Google Computer-based companies are stepping up to decrease energy used by their platforms and at the same time empowering their users to reduce emissions.

Trend 4: Innovations in the environment are currently changing corporate sustainability

From industry to industry, company to company, going beyond the low-hanging fruit requires finding solutions that are unique to a business. Nowadays, businesses are faced with challenges in reducing their carbon and/or greenhouse gas emissions footprint, and so they can breed innovation and creativity through production.



5.2.1 Activity – Sustainable thinking and acting – Greenwashing

Learning objectives of the activity:

- Understand the relationship between business and the environment.
- Discover various principles and characteristics of sustainable development.
- Critically assess the social, technological and natural aspects of a range of environmental issues.
- Realize the evolution of sustainable development since the world is continuing at a brisk pace, and is something that everyone should comprehend.
- To reinforce the exchange of ideas and support by sharing their perceptions on how to make a company more sustainably friendly.
- To enhance the importance that it can have on companies and its impact on their long term goals.
- Reflect on personal modes of practice and knowledge attainment in line with sustainable lifestyles and sustainable futures.
- Learn to appreciate local innovation as regards global transformation.

Activity type:

Case study

Necessary material:

pen, piece of paper, board

Duration:

50 minutes

Activity description:

Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker reads out loud the following text. The trainer makes sure that the couples have the chance to talk respectively analysing and discussing the following case study. The participants should think about the following case study and come up with a plan according to their personal opinion and what they have learned so far and then write it down.

A factory that is located in an industrial area has a long history of violating the atmosphere and decides to “go green.” It makes a shift in which it switches to a more biodegradable cleaning detergent for cleaning its premises and starts a paper recycling program for its offices to reduce the usage and recycle of paper.



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The cost of the change is very limited to the company. However, the company does not change any of its air polluting machines. As a way to promote the environmentally friendly approach that the company is following it commences a marketing campaign through the company's official account on social media, advertisements on television and radio spots in which It is claiming that it has now shifted in becoming a sustainable company.

Questions for exploration:

- Do you think this is an example of greenwashing? If not, why?
- Do you believe that these practices are enough to achieve sustainable thinking?
- What other ways could be used to increase a company's sustainable goals?

Evaluation of their performance in the activity:

- Did you come up easily with a conclusion?
- Did you enjoy the process?
- Was this case study interesting for you?

5.3 What are the sustainable practices?

Many successful organizations participate in sustainable business practices; however, no two strategies are exactly the same. Examples of Sustainable practices:

- **Train employees to start thinking green**

Spend adequate the time and sources in training the company's employees on the importance of sustaining the environment using environmentally friendly materials and start thinking how to conduct their jobs in a way that and share what the organization is doing. Ideas coming from employees might be proved extremely useful in minimizing waste and improving their work environment ensuring at the same time their wellbeing.

- **Supply Chains**

Based on a variety of statistics conducted on consumers in different countries, it can be seen that customers would rather buy staff from sustainable companies that are environmentally friendly. By maintaining environmentally friendly vendors and making it a priority to only use organizations that embrace sustainable business practices.

- **Establish Workplace Policies based on sustainability**

It is critical to develop various sustainability policies and procedures to reinforce the efforts in becoming a sustainable company. Setting policies in which priority is turning the power down or using up to date equipment to enable energy savings settings on all computers and desktops are examples of policies that can be taken in a business. All companies, even small scale ones can effectively contribute to conserving the environment.



- **Heat, Water and Electric Preservation**

Reducing electricity rates, conserving water levels and arranging the heat / air conditions in the workplace is something employees can take into consideration. It is important to start shifting to energy-efficient faucets, toilets, and lighting can be a great way to save water, energy, and budget dollars. Even if it is costly in the beginning to set up air conditions for example that are friendly to the environment it will become cost effective in the long term.

- **Look for energy-efficient electronic products**

Using environmentally friendly settings on office equipment as well as buy and use waste management vendors to help create a process for this. Buying new types of computers and electronic products that can maintain and ensure the highest levels of efficiency.

- **Recycling Programs**

Incorporate in-house programs for recyclable products. Set bins in offices that are used by many employees such as the printing room or kitchen to ensure that it is visible to everyone and make recycling “obligatory”. The following items that can be found in every office are recyclable: fluorescent light-bulbs, electronic applications, computers and monitors, paper products, supplies, batteries etc.

10 strong brand examples of sustainability practices

Christy Dawn

This LA-based brand makes dresses out of deadstock fabrics; the stuff manufacturers usually leave behind on sewing tables and, therefore, waste. Also, the company promotes sustainability everywhere they can: create limited edition pieces, reduce the usage of fabric, deliver their product in wooden boxes rather than polyurethane bags, and advocate minimalism to support the overall image of the brand.



PepsiCo

Its sustainability goals lay on three aspects: human sustainability (the brand promotes healthy food and drinks, and respects human rights), talent sustainability (the brand works to attract top talents and create a diverse company culture), and environmental sustainability (the brand works on minimizing their footprint and operates in a manner to protect resources).




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Brown-Forman

This distributor of wine and spirits demonstrates sustainability by using climate-sensitive and water-intensive ingredients for their products. Aimed at protecting natural resources for future generations, they partner with other businesses for sustainability initiatives such as concentrating on reused or recycled materials and organizing joint actions to solve climate change problems, achieve to build consumer relationships and endure the brand.



BROWN-FORMAN

Nike

It is a sports brand that integrates sustainable design across its products. Back in 2013, they created the Making app, revealing the sustainability index of their materials to the public, inspiring other manufacturers to create a more sustainable design, too. Nike understands its environmental impact, minimizing the brand's footprint. They work with like-minded suppliers, take part in climate change summits, promote circular economy, and build a global community of responsible people for creating a more sustainable future.



Ford Motor Company

The brand has increased its usage of renewable materials in vehicles. They've reduced their global waste by 5.5% in 2018 and got 14.5% reduction in water use since 2010. The 100% renewable energy for all manufacturing plants globally by 2035 is in its plans. Ford Motor Company invests millions in electrified vehicles, promotes volunteering, and supports minority, women, and veteran-owned businesses, celebrating diversity and enhancing people's lives the way they can.



Go Further

Bank of America

The company launched its Environmental Business Initiatives back in 2007, encouraging customers to deploy their capital to sustainable activities.



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In other words, they finance opportunities that create positive change to the planet. It works on reducing their environmental impact (the 2020 goals include reducing GHG emissions by 50%, water use - by 45%, and waste - by 35%) and has strong governance of all their initiatives. Also, they have an ambitious program for employees, encouraging them to act as environmental advocates everywhere they can.

Ben & Jerry's

The brand has a long history of business development and fighting for environmental sustainability. Since 2002, they launched carbon offsets programs, ran global warming advocacy campaigns, and invested in efficient manufacturing and supply chains to lower their footprint.

All of their products are made of non-GMO ingredients. Ben & Jerry's works on reducing methane emissions from farms, and their plan is to get to 100% clean energy at their U.S. sites by 2020.

Their programs are all about sustainability as well. In 2013, the brand got the Good Dairy Award for their Caring Dairy program that helped farms adopt sustainable practices for raising cows without growth hormones. Their foundation engages employees in social change work and supports communities for environmental justice.

Xylem

This water technology provider does everything to operate their business in a way to ensure its safety and quality but minimize its environmental footprint.

They even have senior executives responsible for Xylem's sustainability performance. They work on optimizing global water management, preventing water pollution, and reducing waste to landfill. The achieved goals include a 16% reduction in water use and 18% reduction in net GHG emissions. Xylem won Forbes, Fortune, and Global Water Awards for being among the top just and changing the world companies. Their **sustainalytics score** is currently 78.

BANK OF AMERICA 



xylem
Let's Solve Water



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General Mills

The focus areas of this business include climate change, the sustainability of water use, and improving ecosystems in their supply chain. They support the humane treatment of animals (they've even developed Animal welfare policy) and work on improving the social and economic impact of their products. In 2018, 85% of General Mills ingredients were sustainably sourced, and their goal is to reach 100% by 2020. They invest millions in soil health initiatives, support human rights across their value chain, and do their best to update their global responsibility issues regularly.



Dell

The brand focuses on transforming lives with technology, cultivating inclusion, and advancing sustainability. They integrate alternative materials in products and packaging, those designing for end-of-life and recyclability, work on improvements in energy efficiency, and plan to reduce the energy intensity of their products by 80% in 2020. Dell works on reducing greenhouse gas emissions, recycling (or recovering) used electronics properly, sourcing sustainable materials, and partnering with responsible suppliers only. They've already developed their vision for 2030, which once again confirms the fact that sustainability in business is all about long-term, SMART goals and clear objectives.



Evaluation session

1.Trainer assesses the knowledge acquired

Following is an evaluation table for learning outcome indicators as described above using linear scale from Poor (D) to Excellent (A) to evaluated performance:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
K: Ability to recognize sustainable practices				
S: Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment				
C: Apply the concept of sustainable growth to develop the business project				
K: Awareness on the importance of the sustainability concept				
S: Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen				
C: Apply sustainable practices during the development of the project				
K. Ability to distinguish the sustainable development concept from the sustainable development growth in practise				
S: Extending the critical thinking skills and cognitive capacity				
C: Get involved in more local, national and global sustainable actions by promoting the SDG goals through your business				



2. Trainees assess themselves and the training module

The criteria used for assessment will be:

- All materials have been read and questions about materials answered;
- Performing and presenting independent work tasks;
- Active participation in case study activity and group-work;

Please choose TRUE or FALSE.

The first step to driving change is assessing what sustainability means to your team, client, business, industry. (TRUE)

Business sustainability can be defined as the practice of operating a business without impacting the environment negatively. (TRUE)

If a company typically leaves the electricity or heat on, even when there no employees at workplace does not make any significant change in becoming sustainable. (FALSE)

By shifting to sustainability in business, we mean two categories: its effect on the environment and its effect on society. (TRUE)

Brands with higher ESG ratings (Environmental + Social + Governance metrics) have proved to be more successful. (TRUE)

A business can establish its sustainability mission and long-term strategy based only on its values. (FALSE)

The beliefs and personal values of management and employees can also significantly influence engagement in sustainable business practices. (TRUE)

There are some external factors that can influence a business's decision to become more sustainable, such as governmental laws and European regulations. (TRUE)

Companies with sustainable business models do not necessarily mean that are one step ahead of the competition as business shifts into the next century. (FALSE)

“Greening” your business requires a lot of capital in advance that does not save your money in the long term. (FALSE)



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Module 6 - Designing a social business plan - Use and tips

Module description:

In this module, participants will have the opportunity to go all through the steps leading to the creation of their final SBMC (Social business model canvas): from the choice of the social problem to solve (which will become the core business), to the analysis of stakeholders and customers. Participants will also conduct a SWOT analysis of their business idea and design the first version of their future social enterprise, by reflecting on the main elements of a business idea: profile of potential customers and channels through which to reach them, key stages, potential partners, resources needed, etc. After having defined the key elements participants will fill their Social business canvas model that will be their operational guide during the constitution of their business.

Overall Duration:

8 hours

Learning Objectives:

The module aims to enable participant(s) to develop a project or action plan that allows them to move forward with their first idea, find needed support, and take advantage of networking opportunities. At the end of the module participants will:

- Be aware of the importance of formulating realistic ideas
- Be aware of the need to adapt a plan according to changing conditions and emerging difficulties
- Knows that it is important to follow a plan of action
- Be aware of the benefits of teamwork
- Be able to apply different methods to evaluate a project/business idea.
- Be able to develop their own project/business idea and to evaluate it critically
- Be able to make adjustments if the situation requires it
- Be able to identify obstacles in order to adapt and overcome difficulties
- Be able to develop and follow an action plan
- Be able to act and work independently, pursuing goals and carrying out planned activities
- Be able to collaborate and seek out support teams
- Take advantage of teamwork and find support teams for specific issues in his/her project
- Know how to carry out networking activities in the interest of his/her project
- Know how to benefit from networking activities for his/her project



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6.0 Introduction

This module will lead participants towards the concrete elaboration of a social business idea. For this purpose, attendees will go through several activities that will teach them to properly analyse both the landscape, the strong and weak points of their idea and the external factors such as their potential customers and competitors. Participants will find the key elements of their idea, through the "steps to create change" activity and then define it better through the Social Business Model Canvas.

6.1. Activity - Steps to create change

Learning objectives of the activity:

To enable the participants to think of and plan specific steps along the “path of change” that would help reach their goal

Activity type:

Group work (or individual work)

Necessary material:

Post it notes/paper sheets, pens, markers, board, template 6.1 and 6.2.

Duration:

60 minutes

Activity description:

In this exercise we start with the central point for social enterprises: a social problem we want to solve. The template we created shall help the participants to find a way through the “path of change” and think of all-important elements of a project (problem addressed, value proposition, potential customers, channels to reach them, key steps/activities). In many cases the problem we want to solve is very clear to us, whilst the solution is not. Thus, it happens that we put too much emphasis on the description of the problem, the justification of our idea instead of the solution and how this idea might work out. In this way this exercise helps the participant to leave the state of the problem description and move forward to a plan of change by putting their energy on the clarification of necessary aspects.

Ask participants to form working groups according to their project idea (it is also fine if a person is working alone) and hand out the working sheets to them.



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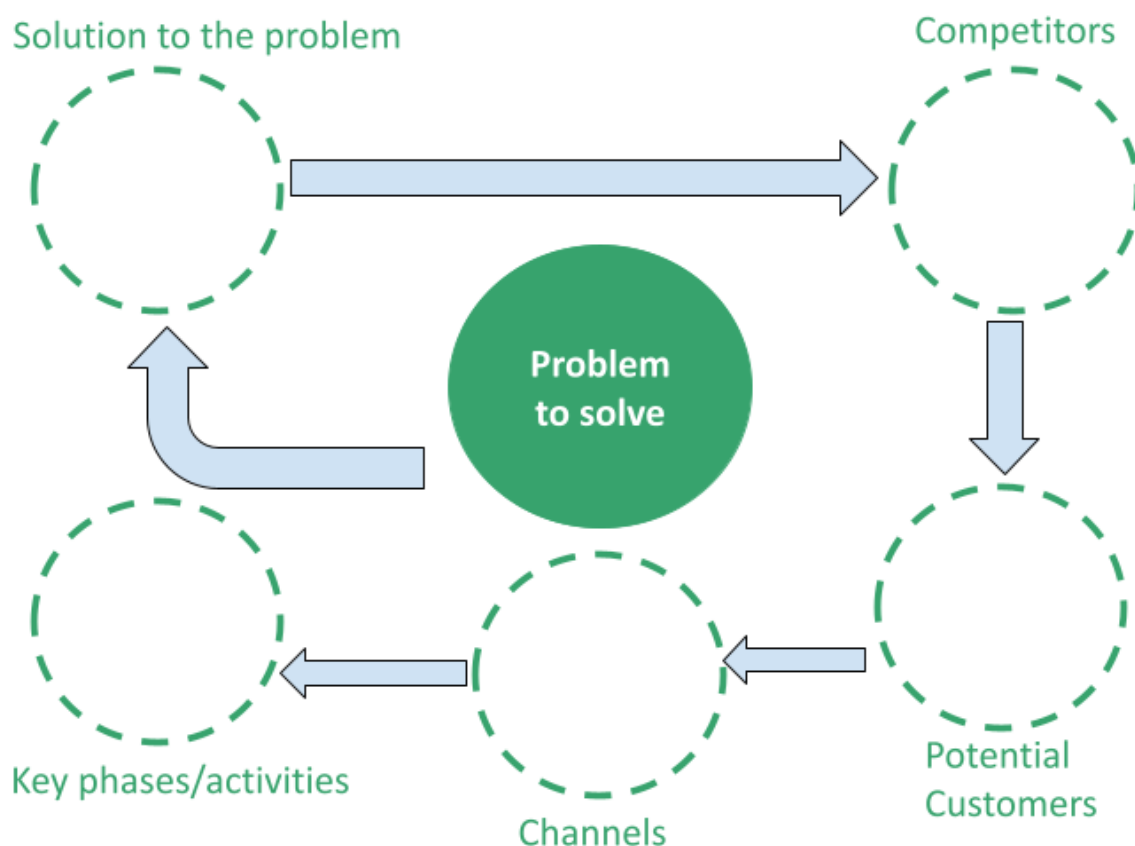


Figure 6.1: path of change

Shortly describe the task: by following the “path of change” on the sheet, the participants have to reflect on and discuss the most important milestones of their path of change. You can also explain the challenge as we did before, not to spend too much time reframing the problem but to focus on the future solution.

The problem to solve is only the starting point from where we move forward in the “path of change”. When they define the problem they want to address in this exercise, there are different milestones they have to reflect on.

- Value proposition, or the solution to the problem identified. Here, it is important that the participants answer two questions:

- 1) What do they suggest to tackle the problem identified earlier (solution)?
- 2) What value their product/service brings to the customer?

This is a very specific step and it is important that they formulate this as precise as possible. This step will help the participant to get a clearer idea of what they really want to achieve. As a trainer or mentor, ask for a description as precise as possible. It makes sense to have this point written down, because you always can refer to the original idea, but also in case of a change or adaption of the original idea, it helps the participant to be aware of them. Changes/adaptions are a good sign, they mean that the idea has undergone a reality check and it gets more precise.

- Analysis of competitors/existence of similar projects: before getting down to the project, it is important to conduct primary research, or market analysis – in other words, other projects that aim to solve the same problem (that is, potential competitors) or those on similar topics. This step might be very useful in two aspects:

It will help the participants to clarify if they can learn from others, seek cooperation or if there might be risks for their success – in this case an adaptation of the plan is needed. In any case, they should be aware of the environment they want to be working in.

- Potential customers: the participants should answer to questions such: Does the project address broader public or its specific segment? What is the age, gender, background (educational, professional, etc.) of your prospective customer? The identification of prospective customers helps to find ways to reach them (which is the next step) and makes clear specific tasks to set.

Having a clear understanding of the benefits for the others also helps to bring them on board if their support is needed. Also, this step might lead to adaptations to needs of a specific target group or environment. Thinking on the benefits of these customers might help to better understanding their motivation. The clearer potential customers are to the participants, the more they know.

- Channels to reach potential customers: when the participants made a profile of their prospective customers, it is easier to decide what the best way is to reach them – simply by choosing the right location to get enough visibility, putting advertising on TV, newspaper or in organisations offering similar or complementary services of products, or creating an account on Instagram? This step helps to choose the right channels and not just those that we might “always” use or are recommended. The more focused you are in your promotion, the less energy / budget might be needed to get in touch with your targets.

- Next key phases/activities: having completed all the previous tasks, the participants may get down to planning the specific next steps they have to make in order to make their idea come true. To be able to do so, it is recommended to define each step as precise as possible with timeline, output (expected results) and responsible person: what needs to be done, till when, by whom, in which way? Do not go too much in the future, as this might be too difficult to supervise. Just plan the steps till the next training unit, like information to be checked, people to be contacted. The important issue is not to plan all steps till the project’s finalisation, but train the participant how to structure such a “To Do List” and how to supervise its implementation. Not to forget the experience of the good feeling, when it’s carried out successfully. If a participant thinks about creating a football training camp for youngsters, parts of such a to-do list might be:

- 1st October: I will check which facilities are available in the desired area and what their costs are.

a• 3rd October latest: I will pass this information to B (financial expert) so that he/she can do calculations.

• 6th October: I will talk with C about financing, etc.

To make the planning process more structured and clearer, suggest that the participants fill in the following template in addition to the previous one.

Deadlines	Key activities	Stakeholders involved

Figure 6.2 Planning the steps

There they can define all tasks that have to be carried out in a chronological order so that they can organise it per area concerned. Established timelines and resources – when activities and outputs are expected to be happening – help to monitor the progress. Monitoring is not only a tool for control, but also for celebrating small successes and staying motivated. Besides, if the whole seems too big to achieve, breaking it down into smaller tasks is the solution.

Throughout the remaining time, go from group to group to check whether they are on the right way and provide recommendations on possible improvements, if needed. Having completed and understood this process once, they could further use this information for any project they would like to achieve and this is the most important impact of this exercise.



6.2 Activity - Problem tree analysis

Learning objectives of the activity:

Helping participants to conduct a proper context analysis by the use of problem tree through which establish a cause-effect relationship between social problems and consequences

Activity type:

Individual activity or group activity (depending from the individual or collective ownership of the business idea).

Necessary material:

Post it notes/paper sheets, pens. markers, board, template of problem tree (figure 6.4)

Duration:

60 minutes

Activity description:

Now that you have a problem to work on, it will be useful to analyse the causes and effects of this problem before we go any further. There is a very simple diagram that is called Problem Tree. It represents a summary of the existing negative situation. To start with it, please have a blank page and show the core problem in the middle, the effects of the problem on the top section, and the root causes underneath. This problem tree shall represent a situation concerning the selected business field participants have chosen previously. Please follow the guidelines to complete your problem tree:

- 1) Start with setting the core problem of an existing situation
- 2) Identify major problems that are related to the problem (by brainstorming) and write down each on a separate card.
- 3) Establish hierarchy of causes and effects: problems which are directly causing the core problem shall be put below, problems which are direct effects of the core problem shall be put above.



4) Connect the problems with cause-effect arrows.

Further suggestions:

- Write the problem in a sentence by specifying it like this: ‘Subject – verb – object’
- Problems should be phrased as negative situations.
- Each card should include only one problem.
- Problems must be existing ones, not future or imagined ones.
- Avoid generalization and be specific. Please look at the following example of a Problem Tree:

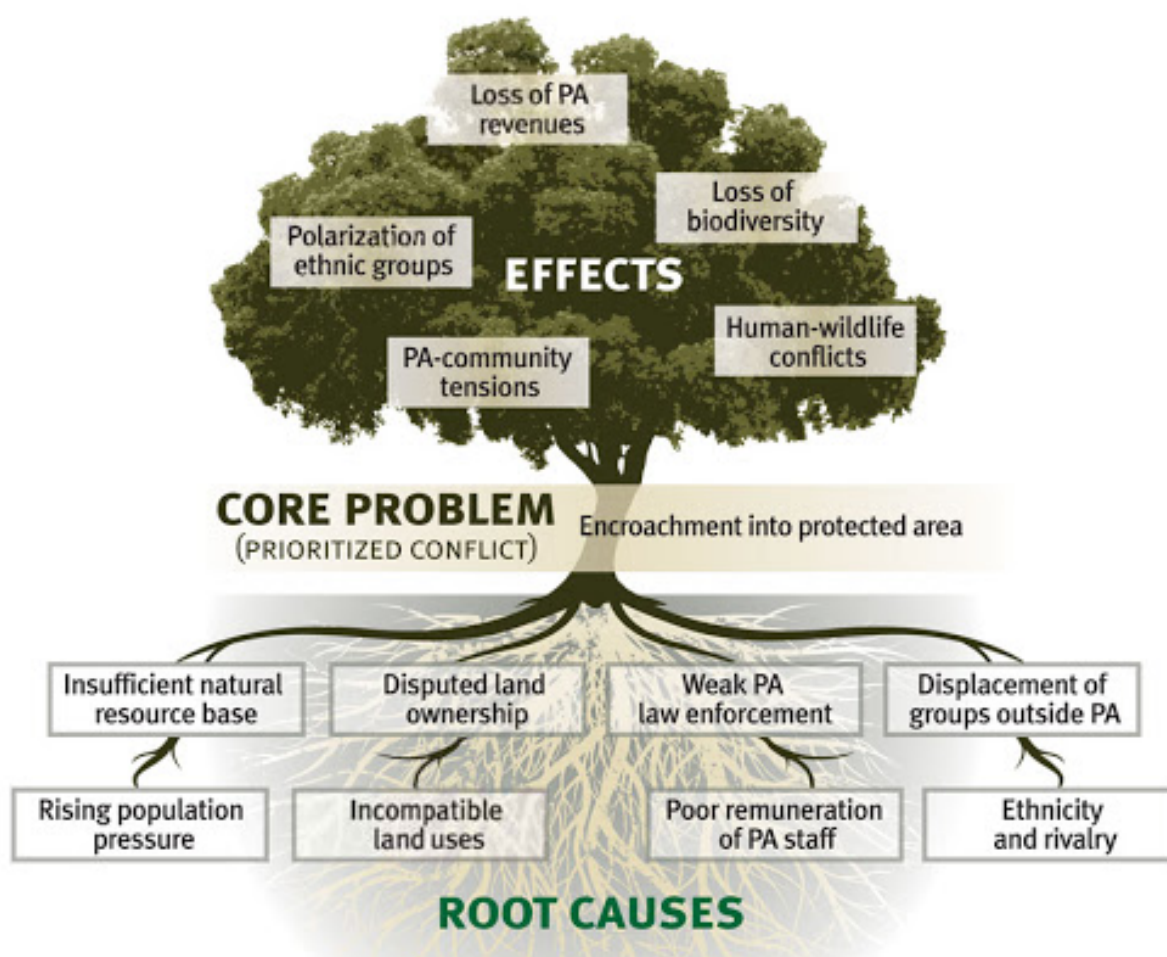


figure 6.3. Example of a problem tree. Source: <http://www.mspsguide.org/tool/problem-tree>

Take next 60 mins to work on your problem tree analysis.

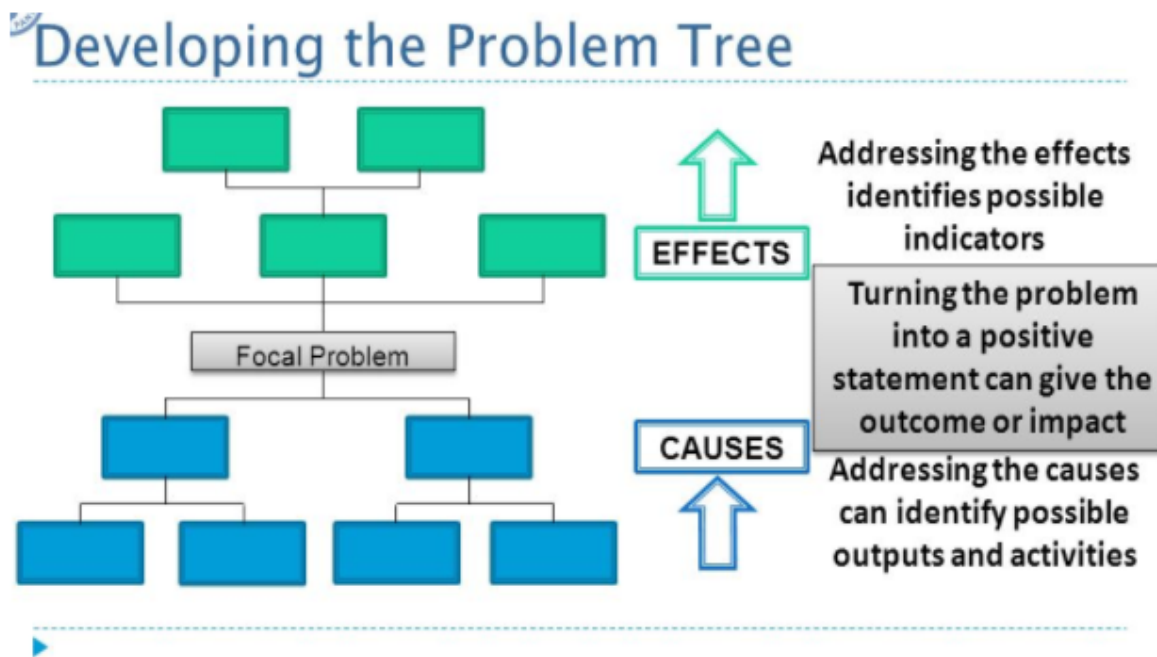


Figure 6..4. Template for the problem tree. Source: <https://slideplayer.com/slide/9217948/>

6.3 Activity – The Minimum Viable product

Learning objectives of the activity:

Introduce the participants to the concept of MVPs through some of the most inspiring success story of worldwide famous companies

Activity type:

Individual activity (watching a video, reading, writing)

Necessary material:

Pen, markers, paper sheets, post-it notes, templates 6.5

Duration:

60 minutes



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Activity description:

This activity is intended to help familiarize the participant(s) with the concept of a Minimum Viable Project (MVP). To introduce this concept to the participants you should show them the following video which uses Henrik Kniberg's drawings to explain the difference between traditional design thinking and the MVP strategy.

After watching the video, the participant(s) should understand that the MVP is the first saleable version of a product or service designed with minimal functionality that is sufficient to satisfy the first user(s) and to validate usability assumptions and analyze the market in which the final product will be developed. The goal of MVP is to test key features with early users and discover what needs to be changed. By taking this approach, you can reduce costs in the design phase and avoid situations where a person or company releases a product that has a multitude of features but does not match the needs of the customer(s) or is simply overkill. To ensure that the participant(s) embrace this concept, ask them the following questions (you may choose to print copies of the following template, display it on a screen, or simply copy it on the flip chart, see annexes 1-8 at the end of the module):

- What is an MVP (Minimum Viable product)?
- Why is MVP so important?
- Is it always necessary?
- What are the Main features of an MVP?
- How can you validate an MVP?

- Dropbox
- Airbnb
- Groupon
- Buffer
- Zappos
- Twitter
- Foursquare
- Spotify

Give the participants around 10 minutes to study the case studies and tell them they may search additional information about the product/service under study by using available electronic devices (mobile phones or computers). Then, ask them to shortly present their case studies by answering the questions above.

In the final practical part of the session, ask the participants to develop their own MVP based on the project idea they have identified in Module 3. To do so, they have to describe their idea according to the following questions:

1. What is your Value Proposition? Which problem does it address?

2. What are the main assumptions to validate? (ideas behind your proposition that have to be checked)

3. How can you validate these assumptions? (Check whether these ideas are true or not)

The participants will have time until the end of the session (around 20 minutes) to think over their MVP. The trainer might either consult each participant individually, or encourage them to present their ideas in the group so that other participants could also share their feedback and comments.

Apart from that, two caveats should be made:

- If the participants change their mind and decide to work on another idea, encourage them to do so;
- If several participants want to work on the same idea, it is also allowable (as it will help them practice their team working skills and accumulate ideas and experiences).

6.4 Activity – User's Journey

Learning objectives of the activity:

Introduce the participants to the concept of MVPs, provide information about customer interest in the product, and enable them to develop their own MVPs

Activity type:

Individual activity (watching a video, reading, writing)

Necessary material:

Laptop/PC/tablet, pens, whiteboard, the 4.1 model: My first MVP, case studies

Duration:

60 minutes

Activity description:

The user's journey is a synthetic representation that describes step-by step how a user interacts with a product/service. The process is mapped from the user perspective, describing what happens at each stage of the interaction, what touchpoints are involved, what obstacles and barriers they may encounter. The journey map is often integrated with additional layers representing the level of positive/negative emotions experienced throughout the interaction.



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This tool is useful to depict the whole user experience, representing the process as well as pain points and emotional flows.

This technique can be developed as a storyboard, using key-frames and captions – as in a movie – to select the main stages of the solution and understand the related main needs expressed by the user of the service/ product and the touchpoints to the service/product. Different storyboards can be completed for the different personas.

Storyboard: Draw the key frames of the user journey.				
Needs: For each frame identify the main needs.				
Touchpoints: Define the touchpoints according to the user's need.				
Obstacles/Barriers: Reflect on the possible obstacles/barriers.				
Emotions: Reflect on the feelings related to this action.				

Figure 6.5 User's Journey template

6.5 Activity – SWOT analysis

Learning objectives of the activity:

Help the participants identify the strengths of their projects and associated risks by conducting SWOT analysis.

Activity type:

Individual work (writing) and group discussion

Necessary material:

Paper sheets, pens, templates of SWOT Analysis (figure 6.6)

Duration:

60 minutes

Activity description:

Another factor of success or failure of an entrepreneurial endeavour is the readiness to handle unforeseen and/or critical situations. The trainer may start the exercise by saying that being aware of the potential risks and difficulties that might occur (and, ideally, having a plan how to tackle those) may increase a person's resilience and perseverance in addressing those.

To conduct a comprehensive analysis of own entrepreneurial idea both from positive and (potentially) negative sides, one could use the SWOT analysis tool. The trainer shows the printed-out SWOT Analysis Design chart (alternatively, it can be drawn on flipchart paper or displayed on a screen) and explains what each letter in the abbreviation stands for:

Within SWOT approach, each idea is analysed against 4 criteria: strengths, weaknesses, opportunities, and threats. The first two belong to internal factors (inherent characteristics of your idea), whereas the latter two – to the external ones (characteristics of the environment that might be favourable or, on the contrary, obstructive to the realization of your idea). When analysing those 4 criteria, one should answer the following questions:

Strengths:

- What makes your product or service so special? How are they different from those of your competitors?
- Which of your practices have proven to be most successful so far?
- What assets (knowledge, skills, experience) do you have in your team?

Weaknesses:

- What is hindering your entrepreneurial activities?
- What advantages do your competitors have?
- What resources (human, financial, expertise) are you missing?

Opportunities:

- Are there any trends you can take advantage of?
- Where can you find new partners or investors?
- How can you enlarge your customer base?
- Are there any free-of-charge educational offers you can use to improve your competences?
- Are there any upcoming events that you can participate in to broaden your presence on the market?

Threats:

- What if another company brings out a similar product or starts offering a similar service?
- How can changes in legislation affect your enterprise?
- Is your business prepared for unforeseen situations such as a global pandemic, financial instability, natural calamity or supply disruption?
- What trends can become a significant threat to your business?



This list is not exhaustive: aspiring entrepreneurs might also consider other factors that might serve as advantages or pose risks to their business.

Once the participants got acquainted with the concept of SWOT analysis, they may proceed with the practical exercise and apply this methodology to their own project ideas. Hand out the SWOT Analysis Template, give the participants 15 to 20 minutes to reflect on their project ideas in terms of strengths, weaknesses, opportunities and threats and fill in the template.

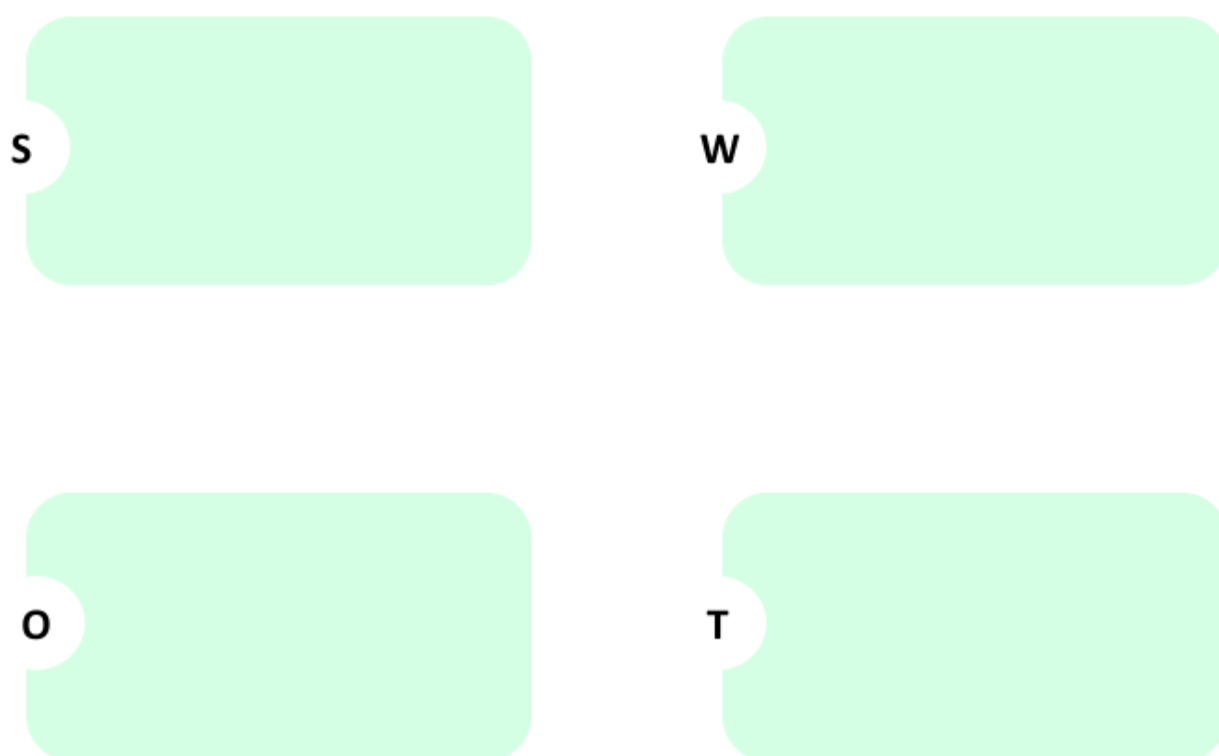


Figure 6.6: template of SWOT analysis

6.6 Activity - The social business canvas model

Learning objectives of the activity:

To enable the participants to think of and plan specific business areas of their future social enterprise.

Activity type:

Group work (or individual work)

Necessary material:

Template 6.7, Paper sheets, Pens/Markers

Duration:

180 minutes

Activity description:

A Social Business Model Canvas is a powerful visual tool which describes how you will reach customers, give them something they value, and make enough money from doing so to achieve your social impact. SBMC allows you to visualize your business model, detect weaknesses, test whether it can work and create new strategic alternatives. Alex Osterwalder and Yves Pigneur, authors of the best selling book the Business Model Generation define a business model as the rationale of how an organization creates, delivers and captures value. A business model can best be described through nine basic building blocks that show the logic of how a company intends to make money.

The nine blocks cover the four main areas of a business: customers, offer, infrastructure, and financial viability. The business model is like a blueprint for a strategy to be implemented through organizational structures, processes, and systems.



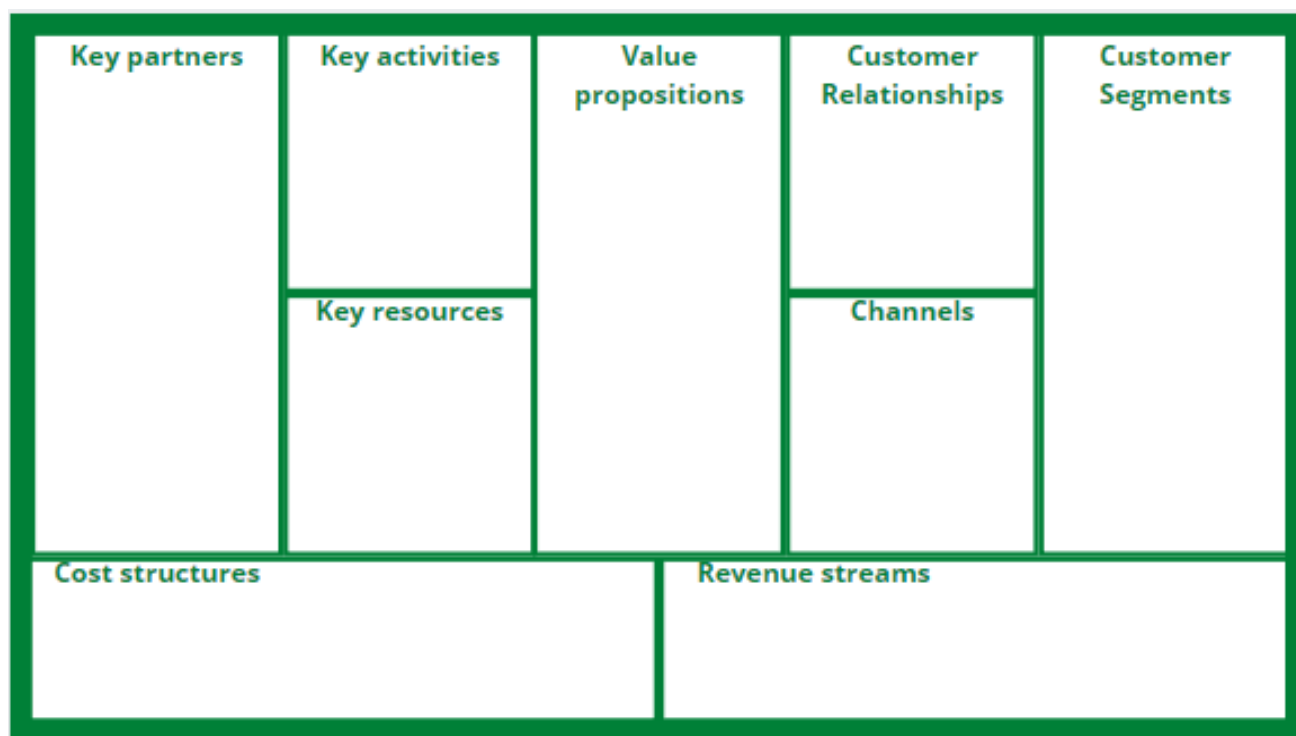


Figure 6.7; Template of Social Business Model Canvas

1. Customer segments

The Customer Segments Building Block defines different groups of people or organizations an enterprise aims to reach and serve. In order to better satisfy customers, a company may group them into distinct segments with common needs, common behaviours, or other attributes.

For whom are we creating value? Who are our most important customer? A business model may define one or several large or small Customer Segments. An organization must make a conscious decision about which segments to serve and which segments to ignore. Once this decision is made, a business model can be carefully designed around a strong understanding of specific customer needs.

Customer groups represent separate segments if:

- Their needs require and justify a distinct offer
- They are reached through different Distribution Channels
- They require different types of relationships
- They have substantially different profitabilities
- They are willing to pay for different aspects of the offer

Types of segments:

Mass market - Business models focused on mass markets don't distinguish between different Customer Segments.

Niche market - Business models targeting niche markets cater to specific, specialized Customer Segments.

Segmented - Some business models distinguish between market segments with slightly different needs and problems.

Diversified - An organization with a diversified customer business model serves two unrelated Customer Segments with very different needs and problems.

Multi-sided platforms (or multi-sided markets) - Some organizations serve two or more interdependent Customer Segments.

2. Value Proposition

The Value Propositions Building Block describes the bundle of products and services that create value for a specific Customer Segment. VP is the reason why customers turn to one company over another. It solves a customer problem or satisfies a customer need. Each Value Proposition consists of a selected bundle of products and/or services that caters to the requirements of a specific Customer Segment. Some Value Propositions may be innovative and represent a new or disruptive offer. Others may be similar to existing market offers, but with added features and attributes.

- What value do we deliver to the customer?
- Which one of our customer's problems are we helping to solve?
- What combination of benefits will we bring?
- Which customer needs are we satisfying?
- What bundles of products and services are we offering to each Customer Segment?

Think about the things you might say to convince your customers to buy from you. A list of potential values:

Newness - Some Value Propositions satisfy an entirely new set of needs that customers previously didn't perceive because there was no similar offering. This is often, but not always, technology related.

Performance - Improving product or service performance has traditionally been a common way to create value.

Customisation - Tailoring products and services to the specific needs of individual customers or Customer Segments creates value.

"Getting the job done" - Value can be created simply by helping a customer get certain jobs done.

Design - Design is an important and a product may stand out because of superior design.

Brand/status - Customers may find value in the simple act of using and displaying a specific product or service.

Brand/ Price - Offering similar value at a lower price is a common way to satisfy the needs of price-sensitive Customer Segments.

Cost reduction - Helping customers reduce costs is an important way to create value.

Risk reduction - Customers value reducing the risks they incur when purchasing products or services.



Accessibility - Making products and services available to customers who previously lacked access to them is another way to create value.

Convenience/usability - Making things more convenient or easier to use can create substantial value.

3. Channels

The Channels Building Block describes how a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Communication, distribution, and sales Channels comprise a company's interface with customers. Channels are customer touch points that play an important role in the customer experience.

- Through which Channels do our Customer Segments want to be reached?
- What channels will you use to reach your target customers?
- Which ones will be most effective?
- How are we integrating them with customer routines?

Focus initially on the channels most likely to bring success. Channels serve several functions, including:

- Raising awareness among customers about a company's products and services;
- Helping customers evaluate a company's Value Proposition;
- Allowing customers to purchase specific products and services;
- Delivering a Value Proposition to customers;
- Providing post-purchase customer support.

Channel types:

Own direct: salesforce, web sales, own stores

Partner indirect: partner stores, wholesaler

Channel phases:

Awareness. How do we raise awareness about our company's products and services?

Evaluation. How do we help customers evaluate our organization's value proposal?

Purchase. How do we allow customers to purchase specific products and services?

Delivery. How do we deliver a value proposition to customers?

After sales. How do we provide post-purchase customer support?

4. Customer Relationship

The Customer Relationships Building Block describes the types of relationships a company establishes with specific Customer Segments. A company should clarify the type of relationship it wants to establish with each Customer Segment. Relationships can range from personal to automated.

Customer relationships may be driven by the following motivations:

- Customer acquisition
- Customer retention
- Boosting sales (upselling)

What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established?

How costly are they? How are they integrated with the rest of our business model?

We can distinguish between several categories of Customer Relationships, which may co-exist in a company's relationship with a particular Customer Segment:

Personal assistance - This relationship is based on human interaction. The customer can communicate with a real customer representative to get help during the sales process or after the purchase is complete.

Dedicated personal assistance - This relationship involves dedicating a customer representative specifically to an individual client.

Self-service - In this type of relationship, a company maintains no direct relationship with customers.

Automated services - This type of relationship mixes a more sophisticated form of customer self-service with automated processes.

Communities - Increasingly, companies are utilizing user communities to become more involved with customers/prospects and to facilitate connections between community members.

Co-creation - More companies are going beyond the traditional customer-vendor relationship to co-create value with customers.

5.Revenue Streams

The Revenue Streams Building Block represents the cash a company generates from each Customer Segment. A company must ask itself:

For what value is each Customer Segment truly willing to pay?

Successfully answering that question allows the firm to generate one or more Revenue Streams from each Customer Segment. Each Revenue Stream may have different pricing mechanisms, such as fixed list prices, bargaining, auctioning, market dependent, volume dependent, or yield management.

Types of revenue streams:

1. Transaction revenues resulting from one-time customer payments
2. Recurring revenues resulting from ongoing payments to either deliver a Value Proposition to customers or provide post-purchase customer support Social enterprises rely on a mix of revenue streams to become financially sustainable.

- What are the main sources of earned income, grants, and donations that you will generate to support our work?
- Ideally, how much would each source contribute to our overall income?

Think about how you will achieve a sustainable balance.

There are several ways to generate Revenue Streams:

Asset sale - The most widely understood Revenue Stream derives from selling ownership rights to a physical product.

Usage fee - This Revenue Stream is generated by the use of a particular service.

Subscription fees - This Revenue Stream is generated by selling continuous access to a service.

Lending/Renting/Leasing - This Revenue Stream is created by temporarily granting someone the exclusive right to use a particular asset for a fixed period in return for a fee.

Licensing - This Revenue Stream is generated by giving customers permission to use protected intellectual property in exchange for licensing fees.

Brokerage fees - This Revenue Stream derives from intermediation services performed on behalf of two or more parties.

Advertising - This Revenue Stream results from fees for advertising a particular product, service, or brand

6. Key Resources

The Key Resources Building Block describes the most important assets required to make a business model work. Every business model requires Key Resources. These resources allow an enterprise to create and offer a Value Proposition, reach markets, maintain relationships with Customer Segments, and earn revenues. The resources could be human, financial, physical, or technological. They can be owned or leased by the company or acquired from key partners.

- What are the key resources you own, or will you need to acquire or develop?
- Which resources will be most important to achieving success?

Key Resources can be categorized as follows:

Physical - This category includes physical assets such as manufacturing facilities, buildings, vehicles, machines, systems, point-of-sales systems, and distribution networks.

Financial - Some business models call for financial resources and/or financial guarantees, such as cash, lines of credit, or a stock option pool for hiring key employees.

Intellectual - Intellectual resources such as brands, proprietary knowledge, patents and copyrights, partnerships, and customer databases are increasingly important components of a strong business model.

Human - Every enterprise requires human resources, but people are particularly prominent in certain business models.

7. Key Activities

There are things that your social enterprise must do, deliver, or produce to deliver value to customers and make an impact. The Key Activities Building Block describes the most important things a company must do to make its business model work.

These are the most important actions a company must take to operate successfully. Like Key Resources, the Key Activities required to create and offer a Value Proposition, reach markets, maintain Customer Relationships, and earn revenues.

Categories of Key activities:

Production - These activities relate to designing, making, and delivering a product in substantial quantities and/or of superior quality.



Problem solving - Key Activities of this type relate to coming up with new solutions to individual customer problems.

Platform/network - Business models designed with a platform as a Key Resource are dominated by platform or network related Key Activities. What are the mission-critical activities you must pursue?

8. Key Partnership

It's unlikely that your social enterprise will succeed by going it alone. The Key Partnerships Building Block describes the network of suppliers and partners that make the business model work.

- Who are the people and groups that you must involve to achieve success?
- What value will they bring?

Think about the funders, partners, suppliers and others that will influence your success and how you will work with them.

We can distinguish between four different types of partnerships:

1. Strategic alliances between non-competitors;
2. Coopetition: strategic partnerships between competitors;
3. Joint ventures to develop new businesses;
4. Buyer-supplier relationships to assure reliable supplies.
 - Who are the people and groups that you must involve to achieve success?
 - What value will they bring?

Think about the funders, partners, suppliers and others that will influence your success and how you will work with them.

9. Cost Structure

- The Cost Structure describes all costs incurred to operate a business model. This building block describes the most important costs incurred while operating under a particular business model. Creating and delivering value, maintaining Customer Relationships, and generating revenue all incur costs. Such costs can be calculated relatively easily after defining Key Resources, Key Activities, and Key Partnerships. What are the major elements of cost involved in delivering your work and meeting needs?
- What resources and activities are most expensive?
- How will you control your main costs?

There are two broad types of business model:

Cost-driven - Cost-driven business models focus on minimizing costs wherever possible. This approach aims at creating and maintaining the leanest possible. Cost Structure uses low price Value Propositions, maximum automation, and extensive outsourcing.

Value-driven - Some companies are less concerned with the cost implications of a particular business model design, and instead focus on value creation.



Cost Structures can have the following characteristics:

Fixed costs - Costs that remain the same despite the volume of goods or services produced.

Variable costs - Costs that vary proportionally with the volume of goods or services produced.

Economies of scale - Cost advantages that a business enjoys as its output expands.

Economies of scope - Cost advantages that a business enjoys due to a larger scope of operations.

Evaluation session

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
K: Know how on the development of a business project				
S: Owning a vision to turn ideas into action				
C: Considering all organizational, financial and marketing aspects to develop the business project				
K: Knowledge about the cost of transforming an idea into a value-creating activity				
S: Manage financing to make sure value-creating activity can last over the long term				
C: To plan, put in place and evaluate financial decisions over time				



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Annex 1 – Case study – Dropbox



Drew Houston is the CEO of Dropbox, a Silicon Valley company that makes an extremely easy-to-use file-sharing tool. Install its application, and a Dropbox folder appears on your computer desktop. Anything you drag into that folder is uploaded automatically to the Dropbox service and then instantly replicated across all your computers and devices.

The founding team was made up of engineers, as the product demanded significant technical expertise to build. It required, for example, integration with a variety of computer platforms and operating systems: Windows, Macintosh, iPhone, Android, and so on. Each of these implementations happens at a deep level of the system and requires specialized know-how to make the user experience exceptional. In fact, one of Dropbox's biggest competitive advantages is that the product works in such a seamless way that the competition struggles to emulate it. These are not the kind of people one would think of as marketing geniuses. In fact, none of them had ever worked in a marketing job. They had prominent venture capital backers and could have been expected to apply the standard engineering thinking to building the business: build it and they will come. But Dropbox did something different.

In parallel with their product development efforts, the founders wanted feedback from customers about what really mattered to them. In particular, Dropbox needed to test its leap-of-faith question: if we can provide a superior customer experience, will people give our product a try? They believed—rightly, as it turned out—that file synchronization was a problem that most people didn't know they had. Once you experience the solution, you can't imagine how you ever lived without it. This is not the kind of entrepreneurial question you can ask or expect an answer to in a focus group. Customers often don't know what they want, and they often had a hard time understanding Dropbox when the concept was explained.



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Houston learned this the hard way when he tried to raise venture capital. In meeting after meeting, investors would explain that this “market space” was crowded with existing products, none of them had made very much money, and the problem wasn’t a very important one. Drew would ask: “Have you personally tried those other products?” When they would say yes, he’d ask: “Did they work seamlessly for you?” The answer was almost always no. Yet in meeting after meeting, the venture capitalists could not imagine a world in line with Drew’s vision. Drew, in contrast, believed that if the software “just worked like magic,” customers would flock to it.

The challenge was that it was impossible to demonstrate the working software in a prototype form. The product required that they overcome significant technical hurdles; it also had an online service component that required high reliability and availability. To avoid the risk of waking up after years of development with a product nobody wanted, Drew did something unexpectedly easy: he made a video.

The video is banal, a simple three-minute demonstration of the technology as it is meant to work, but it was targeted at a community of technology early adopters. Drew narrates the video personally, and as he’s narrating, the viewer is watching his screen. As he describes the kinds of files he’d like to synchronize, the viewer can watch his mouse manipulate his computer.

Drew recounted, “It drove hundreds of thousands of people to the website. Our beta waiting list went from 5,000 people to 75,000 people literally overnight. It totally blew us away.”

“To the casual observer, the Dropbox demo video looked like a normal product demonstration,” Drew says, “but we put in about a dozen Easter eggs that were tailored for the Digg audience. References to Tay Zonday and ‘Chocolate Rain’ and allusions to Office Space and XKCD. It was a tongue-in-cheek nod to that crowd, and it kicked off a chain reaction. Within 24 hours, the video had more than 10,000 Digg.”

In this case, the video was the minimum viable product. The MVP validated Drew’s leap-of-faith assumption that customers wanted the product he was developing not because they said so in a focus group or because of a hopeful analogy to another business, but because they actually signed up.



Annex 2 – Case study – Airbnb



Just over a decade ago, two friends were sitting in their San Francisco apartment, dreaming of starting a business but barely able to afford rent. Until one day, they noticed a design conference was coming to town.

Designers themselves, the duo wanted to open their accommodation to fellow creatives: a cheaper alternative to the inflated prices of hotel rooms just down the road.

A few photos later, their loft-room was ‘available for rent via a pieced-together website. And three guests quickly snapped up the offer – a woman from Boston, a father from Utah, and a gentleman from as far afield as India – each paying for the privilege of a single airbed in a shared loft space, breakfast included.

Brian Chesky’s and Joe Gebbia’s minimalist Airbedandbreakfast, as it was known, kick-started the development of what is now a \$31 billion-dollar giant, Airbnb. In their case, the MVP was:

- A very basic website
- 3x airbeds
- Breakfast

An MVP offers accelerated learning during the product design phase. It validates your assumptions while hinting at new ideas, offerings, and opportunities to create value.

For Chesky and Gebbia, the in-person interaction proved their hypothesis was true: ‘people of varying demographics are willing to pay to stay in a stranger’s home.’ Moreover, it demonstrated what customers expected from the experience and so helped them design and build out their online offering.



Annex 3 – Case study – Groupon



Groupon began as a result of the frustration that founder Andrew Mason had when he tried to cancel a cell phone contract and got charged with a \$200 cancellation fee. His goal: to build a platform for digital activism to fight such unfairness. Groupon was just one of the ways he'd monetize the platform — by offering people the opportunity of collective buying.

Andrew didn't experience outright success with Groupon. He first experimented with a platform called The Point. The Point started with a 500-person mailing list, and all subscribers worked in the same office building where Andrew was working at the time. In the beginning, the whole business was conducted through that mailing list. The first deal offered two-for-one pizza slices at a restaurant located in the very same building. Really, it was that simple.

This is what all of those hundreds of copycats were missing. It took Andrew 10 months to perfect The Point, but it took only about a month for him to launch Groupon.

Can you build a viable product to validate an idea in a month? If you want something perfect, polished and automated, then no, you can't. But you can hack things together and make it work. Groupon started as a WordPress blog that sold T-shirts, and the only way to buy a T-shirt was by sending an email. The coupons were generated in FileMaker, a MacOS desktop app, and were sent to a mailing list via the script running on a local machine — no fancy Ruby-on-Rails backend and no JavaScript engineers involved whatsoever. It wasn't perfect, even for 2007. The more sophisticated product was built as a way to catch up with the demand, not something to generate the demand.

Groupon used their original platform, The Point, and an audience that was within arm's reach as a launching point.



Annex 4– Case study – Buffer



Buffer is a simple app that lets you schedule your social media posts, essentially letting you space out your updates so that you don't flood your friends' newsfeeds at one point in the day. When starting out, Joel Gascoigne, Buffer's founder, didn't want to get stuck building something no one wanted to use. So he began with a simple test.

Buffer's first minimum viable product was just a simple landing page. It explained what Buffer was and how it would work, encouraged people to sign up and offered plans and a pricing button for people to click on if they were interested. When they did, however, they were shown a short message explaining they weren't quite ready yet and that people should sign up for updates. But instead of leaving potential customers hanging, Joel used the email addresses received from the signup form to start conversations with interested users, gaining valuable insight into what they wanted.

Next, they tested the hypothesis that people would want to pay for this by adding the prices table in between the landing page and the signup form. When someone clicked on the pricing plans button, they were shown the plans to see whether they would be interested in paying for something like Buffer. This showed Joel how many of the visitors to the site could potentially become paying customers. This zero-risk MVP helped Buffer identify the market and shape their product features for upcoming development.



Annex 5– Case study – Zappos



Zappos is an online retailer with over 50,000 clothing items for sale and \$2 billion in annual revenue. In 2009, after an unsuccessful attempt to launch a competitive product, Amazon purchased Zappos for \$1.2 billion.

While it seems inevitable now that consumers would be willing to shop for clothes online, the idea wasn't so obvious at the time of Zappos' founding. In 1999, founder Nick Swinmurn, frustrated with his inability to find a pair of shoes he wanted at his local mall, came up with the idea of selling shoes online.

However, before the company spent thousands of dollars buying inventory, Swinmurn needed to prove that his idea of selling shoes online was viable.

Rather than investing a large chunk of seed money into inventory upfront, Swinmurn headed out to his local mall armed with a camera. He photographed pairs of shoes and posted them for sale on his website. When a customer placed an order, he would head back to the store to purchase the shoes. Zappos would then send the shoes to the customer.

Obviously, this wasn't a viable way to run a business in the long term, as he was losing money on each purchase made. But the strategy worked perfectly as a proof of concept—the company was able to prove that consumers were willing to buy shoes online. Furthermore, they were able to learn about consumer demand and which styles sold best.

When the time came to build out their own inventory, they were armed with the confidence of a proven concept.

The strategy Zappos employed early on is a great example of a Minimum Viable Product (MVP). The company was able to cheaply test its hypotheses, gauge consumer demand, and get early feedback on its website.



Annex 6– Case study – Twitter



What was originally called twttr is the 140-character social network responsible for the invention of the #hashtag. Back in March of 2006, four board members (Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass) of Odeo, a podcasting company, came up with an idea of developing an SMS service that would allow a person to communicate with a small group of people. The original Twitter prototype was designed for internal users at Odeo as a way to send messages to other employees and view them on a group level. After the initial internal testing, Twitter was released to the public on July 15, 2006. Twitter's real success came when it was featured in the South by Southwest Interactive conference in 2007. The social networking platform saw an increase in tweets during the event from 20,000 a day to 60,000. After the conference, Twitter's popularity and its user base increased rapidly. Twitter received a total of eight investment rounds before going public in 2013. Here are some of its earlier investments:

- Series A: \$5 million on July 1, 2007.
- Series B: \$15 million on May 1, 2008.
- Series C: \$35 million on February 13, 2009.
- Series D: \$100 million on September 25, 2009.

Twitter went public on November 7, 2013. The original share price jumped from \$26.00 to \$44.90 a share on its first day on the stock exchange, leaving Twitter with a market capitalization of \$26.46 billion.

Key's to the MVP's Success

- Twitter was released to a small group of people for testing and gaining feedback.
- Many of the features Twitter encompasses now were not included in the first few releases, allowing the platform to focus on its initial goal.



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Annex 7– Case study – Foursquare



FOURSQUARE

Foursquare is a location-based social network that lets users check-in with their location to share with friends and family. After their first such network, SMS-based Dodgeball, was acquired by Google, founders Dennis Crowley and Naveen Selvadurai set out to work on a mobile app based network they called Foursquare.

Backed by VC funding, they didn't let development time slow them down, however, and launched with a single-featured MVP that didn't bog them down in design and unnecessary features. They began with check-ins and the gamification rewards and focused on improving that side of the user experience, using feedback to mould their product.

Once they were comfortable with the basic functionality, they began adding extra features like Recommendations and City Guides years later. Additionally, they used existing services to help manage the service, for example using Google Docs to gather feedback and requests from users, which goes to show that you don't need to do everything yourself when you start in order to build a scalable business.



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Annex 8- Case study – Spotify



Spotify is a force to be reckoned with. Since the company's launch in 2008, it has completely revolutionized the modern listening experience, and today dominates the music streaming market. Currently, Spotify lays claim to 232 million active listeners and 108 million subscribers in 79 markets globally. The Spotify mission is to unlock the potential of human creativity – by giving millions of creative artists the opportunity to live off their art and billions of fans the opportunity to enjoy and be inspired by it. Eleven years later, the company is still delivering on this promise by iteratively introducing new ways to experience and share music with a platform that allows artists and their listeners to build authentic connections. The answer is simple. Spotify grew into the mobile app it is today because of the company's ability to act on user feedback and learn from in-app user behavior. Successful apps follow the “build-measure-learn” cycle for the purpose of developing a small, quality product to test. By using the principles of MVP development, Spotify could release iterations of their product to ensure long-term value and user alignment, gradually. Over time, Spotify discovered new ways to add value to the listener experience while helping artists use the mobile app to maximize the impact of their music at every stage of their marketing funnel. On top of incorporating new features to delight users, Spotify also strategically aligned every addition towards achieving specific product goals.

Spotify began with a narrative; unlocking the potential of human creativity, from there, Spotify delivered product iterations that struck the right balance between minimalism and completeness to intelligently plan solutions to new customer pain points as they became apparent.





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