

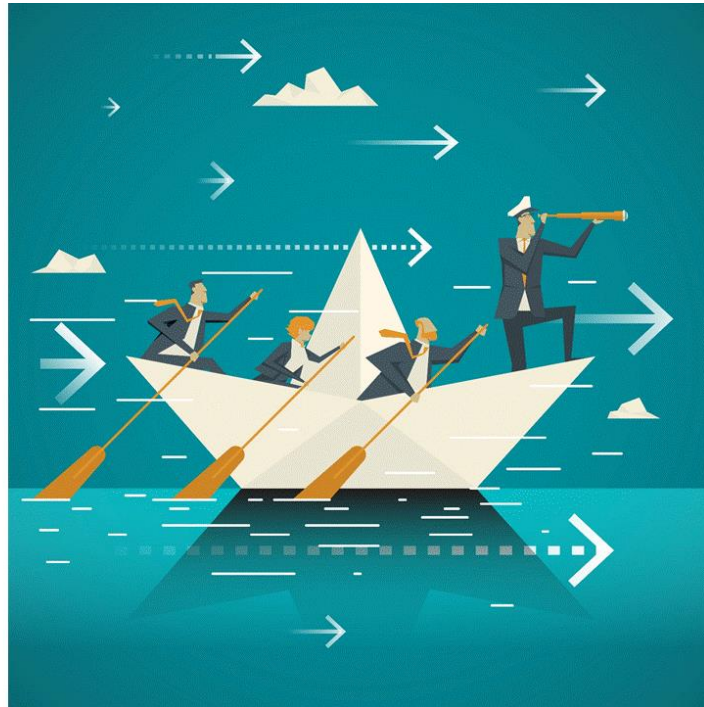
SOCIAL INNOVATIONS



m.art



"AUR"-A.N.S.R.U.



BALKAN INSTITUTE FOR LABOUR AND SOCIAL POLICY



JAYMAC CONSULTING



Co-funded by the Erasmus+ Programme of the European Union

The modules

Module 1 - The lifestyle of entrepreneur

(Curriculum structure of the training module)

1. Introduction.....	2
2. Curriculum	2
3. Objectives of (self-) training	3
4. What should you know in advance?.....	3
5. (Self-) Learning outcomes.....	4
6. Content of the topics of the module	4
7. Bibliography.....	6

1. Introduction

The lifestyle of a social entrepreneur is different from the lifestyle of a worker even from classic entrepreneur. It is a world with its own culture and social rules. This module is addressed to anyone outside the world of social entrepreneurship who wants to learn about the features of social entrepreneurship.

2. Curriculum

Training program for Module 1 The lifestyle of entrepreneur		
General presentation of the module		
<p>The lifestyle of an entrepreneur is different from other type of workers. And social entrepreneurs are also a kind that are singular. Because they aim to a greater purpose that goes beyond making business and money. Social entrepreneur acts to solve one or several social, societal or/and environmental issues. The life of a social entrepreneur is a long road is full of obstacles. So, it is for the people who believe strongly in what they are doing, in their purpose and have to be patient as Aristotle said, "Patience is bitter, but the fruit is sweet."</p>		
<p>There are categories of lifestyle entrepreneurs for Shaw and Williams (1998):</p> <ul style="list-style-type: none">• non entrepreneurs: they are motivated by a desire to live in an area rather than by entrepreneurial factors• constrained entrepreneurs: are often young professionals looking for a balance between lifestyle and profit motives		
<p>But social entrepreneurs have also another goal and are motivated by the desire to change society and so the lives of other. Which can be in contrast with classic entrepreneur lifestyle. And the lifestyle of a social entrepreneur can be a motivation.</p>		

So, every social entrepreneur has to adapt to the lifestyle of social entrepreneurship culture and environment. But without losing his purpose and his own identity and differences. This training aims to explore what is the lifestyle of a social entrepreneur and how to adapt to a such culture.

Recommended time for learning the module	About 2 hours	
Training method	Self-study / videos	
Consulting organization	Ressources Humaines Sans Frontières – Human resources without borders Email: contact@rhsansfrontieres.fr	

Annotation

During the training process under module “The lifestyle of entrepreneur” learners will gain knowledge about how to adopt a certain attitude in order to be successful. It will help them to have an attitude that suits the culture of social entrepreneurship and to balance their work and project with their daily life and it will boost their critical thinking.

3. Objectives of (self-) training

The objectives that will be realized through the mastering of the module “*The lifestyle of entrepreneur*” are:

- knowing what the history and the culture of social entrepreneurship is
- Learning how to communicate with stakeholders
- Building a network and a community

4. What should you know in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- Knowledge of the competences and abilities that a social entrepreneur should have: perseverance, resilience, humility, creativity, emotional stability, able to transform unjust social issues into strategic goals
- Ability to communicate and express themselves in order to develop a network: empathy, social and civic competences, courage, ability to learn from the others and listen to them
- Knowledge of social entrepreneurship environment. Who are the main actors they will interact with: capability of connecting other SEs and companies at international levels within a global vision?

- Good managerial skills: ability to convince others to join his project, ability to step back and have an overall vision, ability to manage the balance between “the human” and the economic indicators of the company
- Good knowledge of computing, internet and online social media
- Good writing skills

5. (Self-) Learning outcomes

At the end of the training in the presented module the participants in it must have acquired basic knowledge about:

- How to build and maintain a network to interact with in order to be surrounded by people who can help and support them
- How to express and communicate with all stakeholders
- How to balance their work with social life to keep going as a successful social entrepreneur

6. Content of the topics of the module

1. *WHAT A SOCIAL ENTREPRENEUR*

A social entrepreneur has a different way of living because of the purpose of its enterprise. His or her motivation goes beyond the simple fact to make money and earn a living. He or she aims to solve a social, societal or environmental issue.

Social entrepreneurship has a long history now and even though every social entrepreneur is different, there are some rules, myths and norms that learners should know about. Especially if they are new to this sector.

In this section the learners will understand the culture of social entrepreneurship:

- The History of social entrepreneurship. Knowing the past and the history of the social entrepreneurship is essential to understand how it is now.
- What are the rules, the norms, and the myths of social entrepreneurship?
- What are the goals and the expectations? Here it will help the learners to raise some questions on their expectations and make sure they undertake the journey for the good reason and have the good motivation.

2. *HOW TO COMMUNICATE WITH ALL STAKEHOLDERS*

The social entrepreneur will have to communicate with several stakeholders during all process of the creation of his enterprise. All stakeholders are different and have to be dealt with different ways. So it is important to adapt and adopt the right attitude in front of each stakeholder.

In this section, the learners will understand the rules to communicate with different stakeholders to gain

what they expect: funding, expertise, help etc.

3. BALANCE YOUR WORK AND DAILY LIFE

The social entrepreneur is defined as an individual who develops a life strategy by creating his or her own business to solve one or several issues. Enabling him or her to be in line with his or her personal values and to fulfil himself or herself through an activity that he or she likes or that makes sense to him or her, and who may provide the necessary funds to carry out his or her life project.

The social entrepreneur seems to be vested with a mission of general interest. Therefore, it can be drawn into building and developing the company and neglect his or her life. This can have negative impact on his or her family life, mental and physical health and can lead to a burnout and social exclusion.

In this section the learners will look at how to keep a balance between the social enterprise and his or her social life. Some tools and tips will be provided such as:

- Set some boundaries on working hours and take some time off
- Manage stress and fear
- Schedule, organize and prioritize the work
- Learn something new
- Breath and take time to reflect on yourself and your journey
- Delegate some of the tasks to your team

4. BUILDING AND MAINTAIN A NETWORK AND A COMMUNITY

“Community is the two-way relationship between one person and a group of people, in which each person trusts and invests in the group, in return for safety, connection, and belonging” – Deepti Doshi.

Having a community is vital for all social entrepreneurs. Only the network can help him or her to develop, grow, find new opportunities, find new ideas. A social entrepreneur must be opened to other people and other topics. The problem they solve may be connected to another problem solved by another social entrepreneur and collaboration is a key to success.

There is a lot of social entrepreneurs’ network locally and internationally, by sector or multi-sector. Those are spaces for exchanging ideas, resources and challenges and support each other.

Because it is very important for the social entrepreneurs to be surrounded with peers who can inspire and energise them, especially during hard moment. It is even more important for social entrepreneurs from vulnerable groups: single parents, young unemployed and people with disabilities.

In this section the learners will look at how to build and maintain a network and a community:

- Identify all networks that social entrepreneurs can be part. Those network can be online like [“Change maker X Change”](#), [“Global Social Entrepreneurship Network”](#) or on social media such as Facebook. They can also find some network locally in the country or even in the local territory such as [“Mouves”](#) in France.
- How to find a mentor and develop a professional relationship to share ideas, fears, doubts, success with him or her
- How to be part in social events, conferences, and lectures and how to interact with other attendees.
- How to use social media such as LinkedIn and Facebook to develop and interact with other people from the community
- Practical tools to help maintaining the network and people met

5. TESTIMONIES OF SOCIAL ENTREPRENEURS

Lifestyle of social entrepreneurs is very different from one person another. Having some testimonies of social entrepreneurs from different part of the world can help the learners. They can hear the stories of successful stories but also non-successful stories. How those social entrepreneurs adapt their lifestyle, how they manage their daily life. And how they overcome their challenges.

7. Bibliography

Shaw, G. & Williams, A. (1998). Entrepreneurship, small business culture and tourism development. In Ioannides, D. & Debagge, K.D. (Eds.) *The Economic Geography of the tourism Industry*. (London: Routledge) pp.235-255.

Boluk, K and Mottiar, Z (2014) Motivations of social entrepreneurs: blurring the social contribution and profits dichotomy *Social Enterprise Journal* Vol. 10 Is. 1 pp.53-68

Community Entrepreneurship: Solving Problems and Weaving Society Back Together - <https://skoll.org/2019/05/13/community-entrepreneurship-solving-problems-and-weaving-society-back-together/>

A social entrepreneur's guide to networking - <https://www.redbull.com/int-en/top-networking-tips-for-social-entrepreneurs>

Christiana Weber & Jan Kratzer, 2013. "Social entrepreneurship, social networks and social value creation: a quantitative analysis among social entrepreneurs," *International Journal of Entrepreneurial Venturing*, Inderscience Enterprises Ltd, vol. 5(3), pages 217-239

--	--	--

Module 2 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.
2. Training program

Training program for Module 2 “Exploring your entrepreneurship”		
1. General presentation of the module <p>This module should invite the learners to have a closer look at “their” future enterprise. They are guided and asked questions which intend to give them a clearer picture about their idea of running a business. The main focus is not on learning the necessary steps, but to get a little insight and be better prepared for the realisation of their business. It clarifies the terms and shows different forms of enterprises. It also includes a link to questionnaires, which can be used by the learners to check their ideas and request to start a business. It can be used as a reality check and one of the first steps.</p>		
Recommended time for studying the module	About 4 hours	
Training method	Self-directed training /self-study	
Organisation - consultant		
2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)		
<p>This module involves the learners more actively. They should reflect on their ideas and try to prepare their "project" in such a way that it can be presented. In doing so, they may come across unrealistic ideas. But it can also increase their motivation and enthusiasm when they realise that they are working on an exciting "project". Such reflections can therefore have both positive and negative effects and be a first reality check. As always with self-learning, there is the risk that the learning process will be interrupted at an unpleasant point.</p>		
3. Objectives of self-directed training/self-study (for the present module)		
<p>The main objective of this module is:</p> <p>Self-reflection and reflection of their plan to start a business. The learners have spent time re-thinking their entrepreneurship. Doing this they will have a clearer picture of what they intend to do.</p> <p>The goal of this module is less, to provide information, but to give food for thought – to re-think their idea</p>		

of becoming entrepreneurs.

4. What should be known in advance? *(description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.)*

This training curriculum is based on self-studying.

In order to complete the training the learners should have the ability to:

- express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- use digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- adapt to independent learning, which is related to the ability to follow and organise their own individual learning, in accordance with their own needs and awareness of methods and opportunities.

Additionally, the learners should also have the competences and skills helpful in managing enterprises such as

- perseverance
- resilience
- enthusiasm
- self-motivation
- creativity
- rooted social values (especially for SE)
- emotional stability
- communication skills
- empathy
- social competences
- decision making competences

5. Self-study outcomes *(what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module)*

After completing this module the learners

- will review their idea of running an enterprise. They will have a clearer picture and have brought their ideas closer to the ground

- will know about different types of enterprises and have an idea which type suits them best
- will know about their qualification or the requirements for it
- will develop their idea of work-life-balance or work-life blending (full-time or part-time,...)

6. Contents of the module *(describe the topics and subtopics covered in this module)*

- a. At the beginning of this module the learners are invited to make a self-assessment about setting up their own business.

Self-assessments are a good and quick tool to find out your own attitudes, ideas, characteristics, skills, etc. Although they are mainly a snapshot, they provide information and food for thought and can help you to better assess and understand yourself. It can also support you in getting more confident about yourself and feel confirmed in your chosen path.

After doing the assessment the learners are asked to reflect upon the outcomes. Are the results surprising? Do they show what I already thought? What is positive for me and my plan to start an enterprise? What seems negative and should be looked at closer?

- b. What type of entrepreneurship fits for my idea?

We think that most of the possible entrepreneurs of our target group will start with a one-person company or a small company with a few employees. In most of the countries SME are the largest type of business. Another option will be founding a Social Enterprise – the preferred option for the learners¹. The legislation concerning the types of enterprises are different across Europe. But the challenges and advantages of the different types will be quite similar in different countries.

- c. Are you suitably qualified for your project? Check out the legal requirements which are different in our countries, but in some countries (like Austria) quite restrictively regulated.

- d. Do you want to start self-employment full-time or part-time? It is important for entrepreneurs to

¹ <https://www.wko.at/service/netzwerke/ein-personen-unternehmen.html>; checked 26.8.2020, in German. Basic information on One-Person-Enterprises

https://www.wko.at/service/wirtschaftsrecht-gewerberecht/Welche_Gesellschaftsformen_gibt_es_in_Oesterreich_.html; checked 28.8.2020, in German. Overview of different types of companies in Austria

be prepared and have a realistic picture of the time requirements of managing their business. And it is important to check the personal life situation and check together (maybe with partners and other family members) what is possible for you at the moment, in one year, in three years and in five years.

This question covers the terms work-life balance and work-life-blending (which will be more suitable or realistic) for entrepreneurs.

The (better known) work-life balance assumes a strict separation between work and private life. Work and leisure are understood as two different weights which have to be balanced on a scale.

Work-life blending assumes that work and private life should not be clearly separated areas, they should be mixed with fluid transitions. This approach includes the risk that business captures the entire time.

Measures suggested by the European commission to support better work-life balance are amongst others: flexible working arrangements, paternity leave, strengthening the right to parental leave, carers' leave.²

- e. The learners are invited to prepare a short presentation of their project idea/product addressed to financiers. This presentation should include:
- Which problem will be solved?
 - Founding idea, products/services
 - Who will be the customers and what are their needs
 - "Single unique selling point". The virtual presentation should be addressed to possible financiers.
 - Why do you want to set up this business?

7. Bibliography

Article on exploring entrepreneurship: <https://www.entrepreneur.com/article/317342>

Reading recommendation: Richard Blundel, Nigel Lockett, Catherine Wang: Exploring Entrepreneurship, Sage Publications, 2.revised edition 2017

<https://www.gruenderservice.at/site/gruenderservice/erste-ueberlegung/Unternehmertest.html>; checked 31.8.2020, in German. This is a questionnaire called "Founder's Test" provided by the Austrian Chamber of Commerce.

<https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx>; checked 28.8.2020, in English. This Canadian website offers a self-assessment on the entrepreneurial potential

² <https://ec.europa.eu/social/main.jsp?catId=1311&langId=en>; checked 26.08.2020, in English

<https://www.wko.at/service/netzwerke/ein-personen-unternehmen.html> ; checked 26.8.2020, in German.
Basic information on One-Person-Enterprises

https://www.wko.at/service/wirtschaftsrecht-gewerberecht/Welche_Gesellschaftsformen_gibt_es_in_Oesterreich_.html; checked 28.8.2020, in German.
Overview of different types of companies in Austria

<https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx>

https://www.wko.at/service/unternehmensfuehrung-finanzierung-foerderungen/wifi_mitarbeiterfuehrung.pdf; checked 28.8.2020; in German. Guide of the Austrian Economic Chamber for people who want to develop their One-person company in a small company

<https://ec.europa.eu/social/main.jsp?catId=1311&langId=en>; checked 26.08.2020, in English

3. Final recommendations (*for example, which module is recommended to proceed with after completing this module*)

We suggest this module quite at the beginning. The planned order foreseeing it as module 2 after module 1 – introducing the lifestyle of an entrepreneur seems fine.

Module 3 - Curriculum structure of the training modules

1. Introduction – By undertaking this module, students will have an opportunity to reflect on the skills, knowledge and attributes required to be an effective social entrepreneur. This is a foundation module, and as such it marks the beginning of your journey into social entrepreneurship.

2. Curriculum

Title of the module: How to be your own boss		
General presentation of the module		
Recommended time for learning the module	6 hours	
Training method	Self-study/tutor supported	
Consulting organization	Jaymac Consulting Ltd jaymacconsulting.co.uk	
Annotation (<i>contains the general problems arising during the training with the module, the cognitive and developmental value of the topic and other general instructions</i>)		
<p>The European Commission has defined a social enterprise as being <i>“an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities”</i> (Communication from the Commission, 2011/682 final).</p> <p>A social entrepreneur is someone who develops an organisation for the purpose of social change. The main purpose of this type of organisation is to address a social or environmental problem.</p> <p>In this module learners will develop an understanding of skills and qualities that enterprising people and entrepreneurs need to run a social enterprise. They will understand their own enterprise skills and qualities and the importance of enterprise within different environments.</p> <p>A social entrepreneur recognizes a social problem and uses entrepreneurial principles to create, organize and manage an entity that produces social change. Social entrepreneurs identify what doesn't work and solve the problem by changing the system, multiplying the solution and persuading the whole society to</p>		

make a leap forward. To be a social entrepreneur requires certain attitudes, aptitudes, and behaviours.

The partners have identified that the social entrepreneur is first and foremost open to **participatory management, collaboration and partnership**. He has an intimate conviction and recognition of **shared decision-making**, internally and externally, as a development tool and not as a loss of power. As a manager, s/he shall be able to constantly explain the societal project and its evolution to the collaborators: indeed, the objective is more complex than that of a traditional company, so it is necessary to ensure that employees understand it so that they remain motivated. Finally, the social entrepreneur shall be able to demonstrate an **innovative project management** in an environment of limited resources. At the same time, s/he must be demanding in terms of project implementation while remaining flexible and open to his employees.

Therefore, this module – **how to be a boss of your own** - will support the learner to identify the key characteristics of successful entrepreneurs and social enterprises, as well as identify leadership and management styles appropriate to a social enterprise.

3. Objectives of (self-) training (*for this module*)

On completion of the module, learners will be able to:

Understand the skills and qualities of enterprising people and entrepreneurs
Identify strengths of an entrepreneur and what support is needed to run a social enterprise

What should you know in advance? (*description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.*)

As this is an introductory module, no previous knowledge is assumed or required. However, learner should have a basic understanding of social enterprise and social entrepreneurs.

5. (Self-) Learning outcomes (*what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module*)

On completion of the module, the learner will be able to:

Assess own enterprise skills and qualities
Assess the enterprising skills and qualities of enterprising people and entrepreneurs
Create an action plan to address any identified areas for development

6. Content of the topics of the module (*describe the topics and subtopics covered in this module*)

Learners will put together a portfolio that covers the following areas:

Behavioural characteristics of leaders

Defining your social enterprise idea

Key characteristics of successful entrepreneurs and social enterprises

Leadership and management styles

Action Planning

Learning styles

Explore individual learning style based on the Kolb experiential learning cycle. Apply Kolb's model (1973) which suggests that entrepreneurial success is mainly determined by the individual's ability to adapt to changes in the social environment. Explore new opportunities and learning from past successes and mistakes.

In the context of social entrepreneurship, the cycle starts with a concrete experience moves on to the stage of observation and reflection on what has happened and why; then onto making sense of what has happened in the form of a rule or guide for repeating successes or avoiding similar mistakes; and, finally setting up a new situation to test the new insights or rules (thus creating a new experience for the cycle to start again).

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.
2. Reflective Observation of the New Experience - of particular importance are any inconsistencies between experience and understanding.
3. Abstract Conceptualization reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. Active Experimentation - the learner applies their idea(s) to the world around them to see what happens.

Learning styles are linked to preferred **leadership styles**.

To get a better understanding of the sort of **leadership style** that might be the most suitable for the planned social enterprise, it is necessary to look at the role of the entrepreneur as leader. One of the key functions of an entrepreneur is to motivate and coordinate the firm in achieving its goals.

Leadership styles

Every person is unique, so it follows that every social entrepreneurs approach to leading a social enterprise is unique. Typically, how an individual approaches leadership depends on their personality type. Some

people are strict, while others are more laid back. Leadership styles can be categorised according to the leaders' personality traits. In this module, learners will be able to explore various leadership styles, and identify their own.

Module will cover the following leadership styles:

Autocratic

Democratic

Laissez-Faire

Transactional

Transformational

During the module, learners will also investigate the **behavioural characteristics** of social entrepreneurs, for example;

Adaptability

Delegation

Communication

Confidence

Determination

Intuition

Learners will also work through **case studies** of successful social enterprises identifying key characteristics

7. Bibliography

School for Social Entrepreneurs:

<https://www.the-sse.org/resources/starting/start-social-enterprise-10-steps/>

<https://www.businessballs.com/leadership-philosophies/>

<https://www.businessballs.com/self-awareness/kolbs-learning-styles/>

<https://www.businessballs.com/leadership-models/qualities-of-a-great-leader/#---1-adaptability->

3. Final recommendations (for example, which module is recommended to proceed with after completing this module)

Module 4 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.

2. Training program

Training program for Module 4 “Entrepreneurship Education”

1. General presentation of the module

This module introduces the main concepts of leading an enterprise. It would go beyond the scope of this module to go deeper into the individual points. However, it will provide an overview of the most important topics to manage a business.

Entrepreneurial Education is often categorized into three approaches:

1. Education ABOUT entrepreneurship: theoretical, content focused approach teaching a general understanding of entrepreneurship
2. Education FOR entrepreneurship: occupationally oriented approach, giving the requisite knowledge and skills
3. Education THROUGH entrepreneurship: process based, experiential approach guiding through an actual learning process (Kyrö, 2005)³

Within this module it is not possible to follow the most promising approach – the experiential, project-based approach. We are focusing on a mixture of the approaches 1 and 2, trying to give information, but also giving room to explore the knowledge and skills.

Also, in this module we follow the idea that entrepreneurship means “creating value”. This is a wider perspective that enhances our project focusing on Social Entrepreneurship.

Our curriculum is addressed to our target groups: single parents, youth and People with disabilities. We know from our experience and in our research done for previous Intellectual Outputs, that the “high potential” of this target group will probably look for and find other sources of support including Social Entrepreneurship support/trainings from universities, private foundations providing support for start-ups and social entrepreneurs. We suppose that the audience of our training modules will mainly be people who have some job skills, are possibly unemployed and want to start up an One Person Enterprises or a small enterprise with very few employees. The content of the following module is adjusted to this target group.

³ Martin Lackèus Entrepreneurship in Education. What, Why, When, How. Entrepreneurship365 Background Paper, 2015. https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf

Recommended time for studying the module	12 hours	
Training method	Self-directed training /self-study	
Organization - consultant		
<p>2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)</p>		
<p>It is obvious that a training of just a few hours cannot give the students the whole knowledge necessary for successfully managing an enterprise. But it highlights relevant issues of running a business. The module is structured into chapters that cover these important topics of managing a business. Some topics are only touched upon in this module since they are dealt with in detail in another module.</p>		
<p>3. Objectives of self-directed training/self-study (for the present module)</p>		
<p>The learners should get an overview and insight in the most relevant topics of being an entrepreneur:</p> <ul style="list-style-type: none"> • Human resources • Financial management including financial control • Internal information, communication • Customer relationship – Marketing, Networking • Data/information collection, use, storage and protection • Quality management • Decision making and problem solving • Occupational Health and Safety 		
<p>4. What should be known in advance? (<i>description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.</i>)</p>		
<p>This training curriculum is based on self-study.</p> <p>In order to follow the training programme the learners should have the ability to:</p> <ul style="list-style-type: none"> • the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing); • digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies; • ability for independent learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities. <p>Additionally, the learners should also have the competences and skills helpful in managing enterprises such as:</p>		

- perseverance
- resilience
- enthusiasm
- self-motivating
- creativity
- rooted social values (especially for SE)
- emotional stability
- communication skills
- empathy
- social competences
- decision making competences

5. Self-study outcomes (*what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module*)

After studying this module the learners should have acquired basic knowledge in what it takes to run their own company.

- They should have knowledge of what running a business involves.
- They should have basic knowledge and know where to get more information, training and support in order to run a successful small business
- They should be aware of the importance of leadership and know basic instruments, competences and skills of good leadership
- They should be aware of the importance of adequate communication and networking (internal and external) to be able to run the business successfully.

6. Contents of the module (*describe the topics and subtopics covered in this module*)

The content is focussing on the core elements and tries to give a picture of what should be known when running an enterprise. This module contains the following topics:

- a. Legal situation. Trade law, corporate types. The learner should be aware that there exist different types of enterprises and have information of the main differences. The learner is invited to have a look at the trade law of his country/region. This content is country specific (as far as the learners want to set up their business first in their country
- b. Labour law: Knowledge about the duties and rights of employer and employees. Knowledge where to get

- support. This is country specific
- c. Leading yourself – leading employees. Including motivation, leadership, communication, feedback, dealing with difficult situations. Giving information and showing that leadership is something intentional and important for success. Basics in communication which means: listening, formal/non-formal communication, awareness of the 4 messages speakers are sending and the 4 ways a listener is receiving a message (Friedemann Schulz von Thun's Communication Model); asking for and giving feedback, handling difficult employee discussions
 - d. financial management including controlling: basic knowledge and knowledge where required information can be obtained. This includes bookkeeping, cost accounting, controlling.
 - e. Customer Relationship Management: Customer acquisition, retention, networking
 - f. Marketing. This topic is presented in another module. In this module it is just highlighted that it is of great importance – especially people who are thrilled by their idea sometimes forget they have to convince others in order to be successful
 - g. Data collection, storage, usage, protection. Data protection is a serious issue in the digital world. The learners should be aware of it and get insight in core elements of collecting, processing and protecting data.
 - h. Quality management: Introduction of the topic and short presentation of different quality management systems
 - i. Occupational Health and Safety including the own safety
 - j. Decision making, problem solving, further development of the company. Different decision making tools (pro-contra, decision tree, decision matrix, 10-10-10-modell, time travel, etc.) and their strengths and weaknesses are introduced. SWOT-Analysis is also presented

7. Bibliography

- Ad a) Trade law Austria: <https://www.wko.at/service/wirtschaftsrecht-gewerberecht/gewerberecht.html>; checked 31.8.2020; in German
- Ad b) Labour law:

<https://www.wko.at/service/arbeitsrecht-sozialrecht/start.html>; checked 31.8.2020; in German. This site also provides sample contract templates

<https://www.arbeiterkammer.at/service/musterbriefe/index.html>; checked 31.8.2020; in German. This site of the Austrian chamber of labour addresses normally workers and provides several sample letters and information on labour regulations.

<https://www.arbeiterkammer.at/service/video/arbeitsrechtsvideos/index.html>; checked 31.8.2020; in German. This site of the Austrian chamber of labour addresses normally workers and provides also short videos on labour regulations (sick leave, parental part-time, termination of work contracts).
- Ad c)

Leading yourself:

https://www.youtube.com/results?search_query=lars+sudmann; checked 31.8.2020, in English. Ted talk on

the importance of and tips for self-leadership

Leading employees:

<https://www.bdc.ca/en/articles-tools/employees/manage/pages/default.aspx#cat-1>; checked 29.8.2020; in English. This Canadian website offers a lot of tools, tips and information.

<https://www.schulz-von-thun.de/die-modelle/das-kommunikationsquadrat>; checked 29.8.2020; in German.

<https://www.thoughtfulleader.com/Files/People%20Management%20%26%20Performance%20Checklist.pdf>; checked 31.8.2020. This is a checklist, supporting the awareness of some important issues concerning leading employees.

<http://onlineincubator.eu/wp-content/uploads/2017/01/leadership.pdf>; checked 31.8.2020, in English. This guide provides basic information about managing a SE. On chapter with 10 Top Tips for employers to optimise leadership and management performance.

- Ad d) Financial issues:

https://www.gruenderservice.at/site/gruenderservice/nach-gruendung/Betriebliches_Rechnungswesen.html; checked 31.8.2020, in German. Information about business accounting

https://www.gruenderservice.at/site/gruenderservice/publikationen/lf_gruender_2020.pdf; checked 31.8.2020; in German. Information about bookkeeping and accounting, pages 96 ff.

- Ad i) Occupational Health and Security

<https://www.arbeiterkammer.at/arbeitundgesundheit>; checked 31.8.2020; in German. Website of the Austrian Chamber Labour

<https://www.wko.at/service/arbeitsrecht-sozialrecht/arbeitnehmerschutz.html>; checked 31.8.2020; in German. Website of the Austrian Economic Chamber

- Ad j) Decision making:

<https://karrierebibel.de/entscheidungstechniken/>; checked 31.8.2020; in German. Presentation of various decision making tools

<https://www.impulse.de/management/entscheidungen-treffen-methoden/2055260.html>; checked 31.8.2020; in German. Presentation of various decision making tools

3. Final recommendations (*for example, which module is recommended to proceed with after completing this module*)

Module 5 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.

2. Training program

Training program for Module 5 "MY SUCCESSFUL ENTERPRISE"		
<p>1. General presentation of the module</p> <p>Ensuring that a company will be successful and that it is sustained is impossible. Our business experiences will encounter multiple variables, some of them unknown at the time of creating the business and others, although known, unpredictable.</p> <p>But we can lessen the negative effects and even reverse their impact in positive conditions for our business if we take into account two main elements of analysis:</p> <ol style="list-style-type: none"> 1. A definition of the business focused on the needs of customers and users of our products and services, which allows redefining its elements according to the following key element. 2. An agile ability to adapt to changes together with a constant innovation approach that allows us to position our business model against the competing offer. <p>The above elements must ensure maintaining the innovative social identity of the entrepreneur and his/her business as a basis for its development and growth.</p> <p>In this module, students will be able to define a business model with the highest probability of success and will adopt a resilient and innovative attitude as an intrinsic part of a social business model.</p> <p>The structuring of the training content is by sections and topics. For each section there are topics to which additional guiding materials are provided to support the process of self-study.</p>		
Recommended time for studying the module	About 24 hours.	
Training method	Self-directed training /self-study	
Organization - consultant	M.ART e-mail: ra@m-art.info ncabmed@gmail.com	
<p>2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)</p>		
During the training process under module 5:"MY SUCCESSFUL ENTERPRISE" learners will gain knowledge		

about how to build a social business plan.

This definition process begins by contrasting the business idea with the needs of the clients, the general and specific environment in which the idea will be implemented using analysis tools such as PESTEL and the examples of Michael Porter's Diamond of Five Forces.

In this first phase, the above tools are complete with the analysis on the context and trends in the field of social entrepreneurship, applying appropriate research techniques.

To build a social business model, students will learn how to deal with variables and elements that determine their success, with particular attention to customers and stakeholders needs.

To do this, an internationally tested methodology will be used: the Business Model Canvas. This method will allow the entrepreneurs to describe their social business based on nine blocks that contain variables and information on which to make decisions to achieve an economically viable business model.

During the learning process, it may be necessary to make changes to the initial idea. It is an iterative process that allows information to be collected and the model adapted to new circumstances or new opportunities.

The different chapters on which the training is carried out contain practical exercises for which work tools are available: business model canvas, empathy map, customer journey. This will allow the entrepreneur to build the business model in practice, based on a real case determined by the entrepreneur.

Entrepreneurs will thus be able to define their own business model by drawing all the aspects that determine their success.

3. Objectives of self-directed training/self-study (for the present module)

The objectives that will be realized through the mastering of the module "My successful business" are:

- Acquisition of knowledge about how to build a success business model increasing the possibilities of success through aligning business approaches with a social mission.
- Build a viable and sustainable social business plan useful as a work tool for the social entrepreneur or as a basis for the search for financing.
- Learn to analyse the variables and determining elements in the success of the social business and learn to act to use these variables and elements as a source of competitive advantage.
- Know and apply agile social entrepreneurship methodologies (Lean Startup, Customer Development, Agile) to real cases as agile tools when creating sustainable and scalable social business models.
- Stimulate the spirit of innovation and creativity as a source of identification and systematic exploitation of business opportunities and problem solving.
- Acquire basic training on planning the strategic lines of projects or business ideas as a subsequent step to validate the business model.

4. What should be known in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- The ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- Digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- Ability for independent learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities.
- Motivation to adopt new work approaches suitable for starting social businesses around the principles of sustainability, social responsibility and innovation and creativity.

5. Self-study outcomes

At the end of the training in the presented module the participants in it must have acquired basic knowledge about:

- How an idea can become a social business, the previous research and reflection tasks to determine if the idea is a business opportunity.
- The key elements to build a business idea under the business model canvas approach.
- The variables integrated in each of the nine modules of the business Canvas, their concepts and how affect the social business success.
- The importance of assuming an iterative process to progressively check and improve the social business value proposition, thanks to real data and feedback from the players involved
- The importance of a customer-centred approach and empowerment of them and stakeholders in the design, production or delivery of products and services.
- The steps to be followed by entrepreneurs to define the social value proposition and other related value proposition.
- How to ensure the value proposition provides added value and suits the needs, demands and contributions of customers and stakeholders

Competencies as expected learning outcomes – learners:

- Business development strategy
- Management of social business
- Market analysis in the social environment
- Strategic vision

4. Contents of the module

Module 5 "MY SUCCESSFUL ENTERPRISE"

1. BUSINESS DESIGN

The social entrepreneur, by definition, has a business idea in mind. This idea need to be structured in different elements that will configure the social business canvas. At this point, the entrepreneur needs to place the idea in a context, to satisfy the customers' and user's needs and to generate added value for them.

1.1. BUSINESS IDEA

The purpose of this chapter is to understand the different elements and components of the idea defining services or products to be offered and customers and partners.

At this point the entrepreneur must stop and ask her/himself which are the drivers behind the idea, what are the motivation to set up a social business, what are the entrepreneurs' capacities and abilities and what are the better ways to achieve his/he objectives and how to speed up the business implementation.

The entrepreneur will use specific tools to sketch the social business idea by answering the above questions.

The entrepreneur must also be ready to adopt alternative ideas and be creative and open minded to change the initial idea.

1.2. CONTEXT

Everything is connected, the business idea is part of the entrepreneur ecosystem in which other elements and players are key to build the business model. The context in which the social business operates is ruled by different dimensions that have been gathered in the known PESTEL analysis: Political, Economic, Social, Technological, Environmental, Legal. These dimensions must be applied to the entrepreneur geographical scope.

In social businesses, this analysis must consider market and social trends and changes in the different areas of study as this can be a source of inspiration to build profitable businesses.

The PESTEL analysis is completed by the specific analysis of the business environment using the "5 Michael Porter's Diamond of Five Forces" to determine the probabilities of the social business to generate profits in its sector.

In this context, the entrepreneur must identify the social or environmental problems and customers' needs that are going to be addressed by means of a business.

1.3. OBJECTIVES

Once the entrepreneur understand the context in which the business operates and the social challenges and market to which the business is addressed, it's time to set the objectives, missions and goals that will

guide the entrepreneur.

These objectives must be translated into indicators applying SMART criteria: specific, measurable, achievable, realistic and time bounded.

In social businesses, the definition of the mission and vision is very relevant, as it embraces the business essence and reason for being in the mid and long term approach.

At this stage, the social entrepreneurs can detect the business opportunities to access to a market in which the customers need their products and services and the sustainability of the business in the mid and long term.

2. THE SOCIAL BUSINESS MODEL

A business model describes the key elements on which a company create, deliver and generate added value. The business model can be built using the business model canvas which can be used for social businesses. The business model canvas allows entrepreneurs to define the business model in simplified terms, understandable and flexible without simplifying the functioning of a company.

2.1. THE NINE MODULES OF A SOCIAL BUSINESS CANVAS

This chapter provides an overview of the ingredients of the business using the Business Model Canvas (A. Osterwalder) structured in nine basic modules that reflects the logic of company to achieve incomes according to the already defined objectives and mission.

This framework covers all the elements as a blueprint of a business strategy to be implemented in the structure, process and philosophy of the social business: customers and stakeholders, value proposition, customer relationships and channels, source of income, key activities and resources, key alliances and cost structure.

The canvas acts as the core element in the business definition and must be flexible and iterate according to next steps of validation.

2.2. CUSTOMERS AND KEY STAKEHOLDERS

Customers and users are the main players in any business model. Their needs justify the existence of the social business.

In this group, stakeholders are also considered key players as they have an influence in the attainment of customers' objectives.

- The team
- The partners
- The beneficiaries
- The local community
- The public administration
- The NGOs

Through their engagement, the social entrepreneur will be able to create and receive value (social or environmental) in an optimal way (balanced 'give & get' exchanges).

The map of stakeholders helps to identify these agents and prioritize them according to their interest in the activity or solutions of the social businesses and power or degree of influence in the business development. Entrepreneurs must know how they are, and how they feel in relation to the social business applying research techniques.

Customers and users must be understood as the main stakeholder, the one who has the master key to the business viability. But these group must be identified and gathered attending their behaviors, needs and characteristics (customer identification and profiling) and calculating the existing market around these groups.

Segmentation and positioning allows entrepreneurs to foresee the market size and adopt differentiated and, therefore, more effective strategies with respect to the competition's. This customer-centric approach will contribute to define the value proposition of the social business. This connection needs also a process of analysis in which the social entrepreneur must create empathy and thinks, says, feels as the target segments of customers and understand their needs and frustrations in order to design the best solution to them.

2.3. VALUE PROPOSITION

The value proposition represents the set of attributes of services and products that add value to specific market segments.

The value proposition is the factor that makes that the user or customer choose one or other option. Therefore, it constitutes the competitive advantage over the competitors.

In social entrepreneurship the value proposition is assured through the integration of the vision of customers and stakeholders. This is made through co-creation processes allowing to drive social challenges into real social value taking into account the necessary sustainable profitability in the mid and long term.

Differentiation can be reached also through searching techniques or differentiation opportunities that match the social entrepreneur strengths:

- Innovation, satisfying needs unknown until the actual moment.
- Performance improvement in the design, production or delivery of the product or service.
- Customization, matching services and products to specific needs of customers or segment of customers.
- Design, improving the quality of the design.
- Branding.
- Price, analyzing the implications of a lower or similar price.
- Cost reduction, transferring this lower cost to the customer.
- Risk reduction.
- Accessibility to products and services for customers that didn't have access until the moment.
- Utility, making things easier or more practical.

In social business the most logical way of achieving and enrich the above value propositions is by empowering customers and stakeholders and matching their specific needs.

At this point, the value proposition must define how they benefit the customers and how they ease their pains (gains creators and pain relievers).

2.4. CUSTOMER RELATIONSHIPS AND CHANNELS

Channels (owned or in partnership with other intermediaries or agents) have different phases but they are not all present necessarily in social business. The social business must find the perfect combination of channels to reach their targets: Information, Evaluation, Purchase, Delivery and After-sale service.

There are different categories in the entrepreneur relation with his/her customers of determined segment:

1. Personal assistance: when the entrepreneur gets involved personally in attending his/her customers, not

delegating to other people or machines. Example: a nurse, a teacher, etc.

2. Dedicated personal assistance: it is a particular type of personal assistance in which the businesses singularly attend a few of their customers. They are special from the rest of their customer segment, so they attend them individually, with special care and dedication they do not provide to others in the same customer segment. Example: a manager or agent for actors.

3. Self-service: it means that the customer develops actions that generate the service he/she is expecting.

4. Automatic service: With an automatic service, the customer remains a passive subject and the service is provided by a machine.

5. Community based: relationships based on community rely on the force and inputs from all the members of the community. For instance: YouTube, where millions of users create contents and interact with each other.

6. Co-creation: by co-creation the entrepreneurs engage their customers in the development of their service; they take an active part in its design and even its production.

The methodology approach to know how to interact with customers is known as Customer Journey Map. This tool is very useful for customer-centred actions. Mapping the customer shows what are the customers' efforts, emotions, doubts, influences, weaknesses and frustrations in the process of exploring, evaluation, consideration, purchase or provision and after-sale service. Knowing the customers behaviors in different phases helps entrepreneurs to interact with them properly

2.6. KEY ACTIVITIES & KEY RESOURCES

Key activities (KAs) and key resources (KRs) integrate those activities and resources the social entrepreneur needs to offer a value proposition, to reach to the markets, to interact with customers and to receive incomes for the services or products provided.

The main challenge in this block is to maximise the value for customers and stakeholders while optimising the dedication of efforts to design, produce or deliver the products or services. At this point, the social entrepreneur must consider techniques or abilities to minimise economic, social and environmental costs.

Key activities can be divided in the following categories:

1. Production: activities related with the design, manufacturing and delivery of products and services.
2. Problem-solving: implies finding new solutions to individual needs (personal assistance, nursing home...)
3. Platform/Network/Sales: activities based on collaborative projects (market places, web communities for social causes)

Key resources can be categorised as follow:

1. Human resources. The key element in most of social businesses based on talented, enthusiastic and skilled people able to run the activity and contribute in the consecution of their objectives. Social business relies on optimistic, generous, passionate, innovative and creative people able to work in a diverse environment
2. Physical assets such as manufacturing facilities, buildings, vehicles, machines, systems, point-of-sale systems, and distribution networks come into this category.
3. Intellectual resources are brands, proprietary knowledge, patents and copyrights, partnerships, and customer databases. All are increasingly important components of a strong business model.
4. Economic resources. Some business models depend heavily on financial resources and/or guarantees: as cash, lines of credit, or a stock option pool for hiring key employees.

2.7. COST STRUCTURE

In this chapter the entrepreneurs must define the main costs they have to assume to work under the framework of a determined business model. Costs must be minimized in any business model although low level of costs are more important in some business models than in others as the differentiation strategy can be based in costs or in value.

In this context, the social entrepreneurs must learn to analyze different kind of costs in their projects:

- Fixed and variable costs.
- Direct and indirect costs.
- Opportunity costs
- Scale economies

2.8. REVENUE STREAM

This block is referred to the cash flow generated by a company through different segments of customers. At this stage, entrepreneurs must reflect about pricing: how much customers are willing to pay.

The pricing strategy has different alternatives. Predefined prices are based on static variable: fixed list prices, bargaining, auctioning, market dependent, volume dependent or yield management.

In the other hand, prices can change according to the market through mechanisms such as: negotiation, revenue management, supply and demand, tenders.

Revenue streams can be generated by different sources, that must be determined by the entrepreneur:

1. Asset sale
2. Usage fee
3. Subscription fees
4. Lending/Renting/Leasing
5. Licensing
6. Brokerage fees
7. Advertising

3. TEST AND VALIDATION

The last phase in the definition of a business model and in order to best guarantee its success, consist in testing and validation the solution in the market.

A social business requires validating the elements defined in the above steps. The validation is useful for social entrepreneurs as allow to collect information from the market and iterate or pivot the business idea and get an optimal solution that is market-fit and creates maximal environmental and social value.

4. IMPLEMENT

The validation of the social business must be followed by a plan of implementation. At this stage, entrepreneurs must organize the activity putting all the tools and knowledge in support of the objectives.

The financial plan (income statement, balance sheet, profit and loss account, break-even point and cash flow projections) is a must in order to succeed the social business. With a financial plan, social entrepreneurs can determine the viability of the business idea. This viability can be conditioned to the financial needs. This aspect must be analysed to evaluate different investment and financial mechanisms

(investors, credits, crowdfunding, ethical banks...).

The implementation phase is completed with other relevant decisions such as the legal form election, marketing plan (module 10), operational calendar and management equipment.

5. Bibliography

References and links to resources for self-study

- Create your Green Business! The Handbook for Green Entrepreneurs in the Mediterranean (2015). Regional Activity Centre for Sustainable Consumption and Production (SCP/RAC) R. Farreny (Coordinator), A. Benet, L. Morales, N. Cerantola, M. Cormenzana, J. Iglesias and G. Merlo
- Create your Green Business! The Workbook for Green Entrepreneurs in the Mediterranean (2015). Regional Activity Centre for Sustainable Consumption and Production (SCP/RAC) R. Farreny (Coordinator), A. Benet, L. Morales, N. Cerantola, M. Cormenzana, J. Iglesias and G. Merlo.
- Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers (2010). A. Osterwalder and Y. Pigneur.
- Fundamentos de Administración de Empresas (2016) G. Martín de Castro, M^a A. Montoro, I. Díez.
- European Commission, Directorate-General for Employment, Social Affairs and Inclusion (2016): Mapping study on Social Enterprise Eco-systems – Updated Country report on Spain
- Competitive Strategy: Techniques for Analyzing Industries and Competitors (1980). M. Porter
- The Five Competitive Forces That Shape Strategy. 2008. M. Porter

Tools:

Business Model Canvas

<https://slidemodel.com/free-powerpoint-templates/free-business-model-canvas-template-powerpoint/>

Empathy Map

<https://slidemodel.com/?s=empathy+map>

Value Proposition

<https://slidemodel.com/templates/flat-value-proposition-canvas-powerpoint-template/>

Customer Journey

<https://slidemodel.com/templates/customer-journey-map-horizontal-powerpoint-funnel/>

3. Final recommendations

Module 6 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.

2. Training program

Training program for Module 6 „My entrepreneurial competences”		
<p>1. General presentation of the module</p> <p>An entrepreneur has to have certain cultivated and inherent qualities in him or her in order to make a success of his or her venture. Not every person can be a successful businessman or woman. Hard work and determination to win have made many successful business people to reach their aspired goals.</p> <p>Social entrepreneurship competencies, such as managerial and entrepreneurial competencies or social competencies, can be achieved through education and experience. The research in the field of social entrepreneurship is in its early stages, it is not clear whether the competencies that are taught to social entrepreneurs will meet their needs. Even though the empirical research explains the required competencies for management and entrepreneurship, the multi-dimensional nature of social companies created a challenge for us to further understand the required competencies within these companies. The entrepreneurial competencies for social entrepreneurs have to have a double approach: personal development potential (personal growth) and business development potential (social business plan).</p>		
Recommended time for studying the module	4 hours.	
Training method	Self-directed training /self-study	
Organization - consultant	AUR – National Association of Human Resources Specialists, e-mail: org.aur@gmail.com	
<p>2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)</p> <p>In order to be able to guarantee the success of his own entrepreneurial idea, the social entrepreneur must have a series of technical and specialized skills fundamental for the success of his/her business. These skills vary depending on the specific business environment in which the potential entrepreneur intends to operate. They can be structured in three categories:</p> <p>1. The personal dimension (personal skills) of the entrepreneur: the individual's ability to put ideas into practice including creativity, innovation, risk-taking.</p> <p>2. The economic dimension of the social business: the ability to plan and manage projects in order to</p>		

achieve the proposed economic objectives;

3. The social dimension of the business: the ability to plan and manage projects in order to achieve the proposed social objectives

3. Objectives of self-directed training/self-study (for the present module)

The objectives that will be realized through the mastering of the module "**My entrepreneurial competences**" are:

- Basic knowledge acquired about the entrepreneurial skills required in social entrepreneurship
- Improved awareness concerning the entrepreneurial skills they have to develop and have to use in order to be a success social entrepreneur.
- Understanding of personal development potential and business development potential

4. What should be known in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- ability for independent learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities.

In order for the learner to go through this module, it is important to have basic knowledge, skills and competences as: perseverance and resilient, enthusiasm, motivation, humility, creativity, rooted social values, emotional stability, knowledgeable and with proven competences in the field of the entrepreneurship, risk-taker, able to transform unjust social issues into strategic goals, able to step back and have an overall vision, willing to work tirelessly on his project, social and civic competences.

Also, learners must develop social skills concerning:

- communication in the local language,
- communication in foreign languages,
- ability to communicate,
- empathy,
- ability to learn,
- social and civic competences,
- open-mindedness,
- courage,
- basic competences in mathematics, science and technology,
- Computer skills.

5. Self-study outcomes

At the end of the module “**My entrepreneurial competences**” the participants will have:

- Acquired basic knowledge about entrepreneurial skills required in social entrepreneurship
- Improved their awareness concerning the entrepreneurial skills they have to develop and have to use in order to be a success social entrepreneur.
- Developed an understanding of both his/her personal development potential and business development potential
- An ability to assess their personal entrepreneurial skills

4. Contents of the module

1. Entrepreneurial Competencies as key competence for lifelong learning

The European Council has adopted an updated **Council Recommendation on Key Competences for Lifelong Learning**. The approach of the Recommendation is to promote the development of key competences and basic skills by:

- providing high-quality education, training and lifelong learning for all
- supporting educational staff in implementing competence-based teaching and learning approaches
- promoting a variety of learning approaches and contexts from the perspective of lifelong learning
- exploring approaches to assessment and the validation of key competences

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Essential knowledge, skills and attitudes related to this competence. Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

An entrepreneurial attitude is defined by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.

2. EntreComp: The Entrepreneurship Competence Framework

The development of the entrepreneurial capacity of European citizens and organizations is one of the key policy objectives for the EU and Member States. The EntreComp framework presents a shared definition of entrepreneurship as a competence and is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: „Ideas and opportunities”, „Resources” and „Into action”. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners’ and citizens’ entrepreneurial competences

3. Entrepreneurial competencies

There is a general understanding that the field is only at the beginning of the formulation of the necessary skills. But, even if they can be structured in several categories, these skills vary depending on a multitude of factors: the type of business, the environment in which it takes place, the specific qualities of the social entrepreneur, the type of social problem to which it is addressed. Every entrepreneur must have a set of personal and business skills. In addition, in the case of the social entrepreneur, there must be competencies aimed at implementing the social dimension of the business.

3.1. The personal dimension (personal skills) of the entrepreneur: the individual's ability to put ideas into practice. Here can be included:

PERSONAL DEVELOPMENT following the objectivity in assessing one's own skills and the permanent need for improvement. In this category can be found all personal competencies which can be associated with personal growth. There are plenty but each of one is important:

- **Decisive:** A successful entrepreneur has to be very decisive. He or she has to take many decisions sometimes on the spur of the moment. Any vacillation in decisions could affect their business. They have to be very firm in their decisions. Also, while taking decisions they must not get influenced by others. They should be able to take decisions independently.
- **Confident:** Achieving success in business requires confidence. A businessman or businesswoman has to be sure of him or herself about reaching the set targets of success. Diffidence does not help. Self-image is enhanced, when one is confident.
- **Willingness:** An entrepreneur must be willing to undertake any matters concerning their business venture. He or she must not hesitate for personal or other reasons. Willingness to extend a helping hand is very essential.
- **Persistence:** An entrepreneur is never disheartened by failures. He believes in the Japanese proverb 'Fall seven times, stand up eight'. He follows Try-Try Again for overcoming the obstacles that come in the way of achieving goals.
- **Self Confidence:** Top performers are not cowed down by difficulties as they believe in their own abilities and strengths. They have full faith on their knowledge, skill and competence and are not

worried about future uncertainties.

- **Assertive:** An assertive person knows what to say, when to say, how to say and whom to say. He believes in his abilities and ensures that others fall in line with his thinking, aimed at promoting the interests of the organization.
- **Persuasive:** A successful entrepreneur through his sound arguments and logical reasoning is in a position to convince others to do the works the way he wants them to do. It is not physical but intellectual force he will use for convincing others.
- **Empathy:** Ability to put themselves in the shoes of others, and imagine perspectives other than their own; this is one of the most valuable qualities for understanding the needs of others whom they serve.
- **Emotional and social intelligence:** They are excellent at connecting with others and building strong relationships.
- **Optimism** is about confidence that they can achieve a bold vision, even when many other people doubt them. They have a strong sense of self-efficacy and a belief that they have control to change their circumstances.
- **Grit:** This is a combination of perseverance, passion, and hard work—the relentless drive to achieve goals, complete commitment to achieving their task.
- **Resilience in the face of adversities, obstacles, challenges, and failures:** When things fall apart, they rise to the occasion. They thrive in the most ferocious storms. They see failures as valuable feedback.

LEADERSHIP AND TEAM WORK- representing the ability to define the objectives, roles and tasks of team members.

A successful entrepreneur must be able to lead his or her staff members as well as other associates. He or she must be able to guide others in carrying out business and make a success of it. They take initiative and action to solve problems (rather than complaining about what's wrong). Also, he/she is aware that the future of the organization depends on its employees. If the employees are dedicated, committed and loyal, the organization is bound to perform well. A successful entrepreneur tries to promote organization's interests through promotion of interests of the workers. He/she takes personal interest in solving problems confronting workers and generates the feeling that there is interdependence of the interests of workers and the management. Here are the competencies in:

- Team work. Processes within the team. Motivation of the team
- Stages of team development
- Roles within the team.
- The role of the common goal for team cohesion
- Leadership and management
- Managerial communication

PROBLEM SOLVING, INNOVATION AND CREATIVITY: Knows the main methods of developing creativity in decision making and problem solving

- **Innovative:** New ideas help make a business venture successful. A successful social entrepreneur must

be innovative and always strive for something better. New concepts must be formulated and new ways of doing business must be thought of.

- **Problem Solver:** Successful entrepreneurs take problem as a challenge and put in their best for finding out the most appropriate solution for the same. They will first of all understand the problem and then evolve appropriate strategy for overcoming the problem.
- **Creativity** is seen as a way of approaching professional activity. They see new possibilities and think in unconventional ways. They see connections and patterns where few other people would imagine.

RISK TAKING: Business involves many risks, which an entrepreneur must not hesitate to take. In this respect the entrepreneur has to have the necessary knowledge to evaluate the risk factors in the development of a project and to adopt the optimal control measures. Also, it is important to have both knowledge and the ability to use techniques for identifying, prioritizing and quantifying risks and to make qualitative and quantitative risk analysis

3.2. The economic dimension of the social business: the ability to plan and manage projects in order to achieve the proposed economic objectives. Here are included:

- Marketing and administration knowledge
- Organizational skills
- Market relations management capabilities
- Capacities for managing relations with staff and own collaborators (internal environment)
- Capacities to manage relations with external actors (such as suppliers, administration)

These knowledge and skills can be translated in competencies on:

- **Environment analysis** to identify opportunities for personal, professional and / or business activities. In this respect, the entrepreneur has to perform the analysis of the business environment, including: needs analysis, environmental analysis (internal and external), stakeholder analysis, the SWOT analysis
- **Proper Planning:** Successful entrepreneurs develop or evolve future course of action keeping in mind the goals to be realized. They believe in developing relevant and realistic plans and ensure proper execution of the same in their pursuit of attaining their goals. To plan and manage the projects they initiate. Clearly defines the stages of implementing a project. Included here is the planning of resources and costs required for project activities. Ability to establish the material resources, equipment and facilities necessary and accessible to the project
- **Effective Strategist:** A successful entrepreneur possesses the ability to evolve relevant strategy, aimed at safeguarding or promoting organization's interests. Strategy may be with respect to facing future uncertainties or challenges posed by competitors.
- **Effective Monitoring:** Top performers ensure that everything is carried out in their organizations as per their wishes. They ensure regular monitoring of the working so that the goals of the organization are achieved in best possible manner.

3.3. The social dimension of the business: the ability to plan and manage projects in order to achieve the proposed social objectives and the ability to integrate social issues of the community as an integral part of business operations.

A social entrepreneur is a person who works in an entrepreneurial manner, but for public and social benefit rather than to make money (for personal gain). Social entrepreneurs play the role of agents of change in the social sector, by:

- adopting a mission to create and sustain social value (not just private value),
- recognizing and continuously seeking new opportunities to fulfill this mission,
- innovating,
- adapting and constantly learning,
- acting courageously,
- not limited to available resources
- taking responsibility for the results obtained.

With the intention of developing a more comprehensive definition of social Peredo and McLean (2006) describe these categories of entrepreneurs through five actions:

- targeting social value creation,
- recognizing and capitalizing on opportunities to create that value,
- innovation in creating and distributing social value
- acceptance of at least an average degree of risk in creating and distributing social value
- continuous effort to generate social value despite insufficient resources.

5. Bibliography

https://ec.europa.eu/education/policies/school/key-competences-and-basic-skills_en

https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

Amini, Z., Arasti, Z. & Bagheri, A. **Identifying social entrepreneurship competencies of managers in social entrepreneurship organizations in healthcare sector.** J Glob Entrepr Res **8**, 19 (2018).

<https://doi.org/10.1186/s40497-018-0102-x> <https://link.springer.com/article/10.1186/s40497-018-0102-x>

Bird, Barbara (1995). **Toward a theory of entrepreneurial competency.** *Advances in Entrepreneurship, Firm Emergence, and Growth*, V, 51–72.

Bird, Barbara (2002). **Learning entrepreneurship competencies: The self-directed learning approach.** *International Journal of Entrepreneurship Education*, 1, 203–228.

Margherita Bacigalupo, Panagiotis Kampylis Yves Punie, Godelieve Van den Brande *EntreComp: „The Entrepreneurship Competence Framework”* in Science for Policy report by the Joint Research Centre, European Commission 2016 (can be found on <https://publications.jrc.ec.europa.eu/>)

Peredo, A.M. and McLean, M., 2006. **Social entrepreneurship: A critical review of the concept.** Journal of World Business, 41, pp.56-65.

Țigu, G., Iorgulescu, M-C., Răvar, A.S. and Lile, R., 2014. **A Pilot Profile of the Social Entrepreneur in the Constantly Changing Romanian Economy.** Amfiteatru Economic, 17(38), pp. 25-43

Entrenourial Competencies <http://www.simplynotes.in/mbabba/entrepreneurial-competency/>

15 Important entrepreneurial traits or competencies <https://www.publishyourarticles.net/knowledge-hub/entrepreneurship/15-important-entrepreneurial-traits-or-competencies/>

Module 7 - Curriculum structure of the training modules

1. **Introduction** – study of the available information on the social economy, entrepreneurship and innovation for the development of training activities and the implementation of training (*see the stages of the methodology for O5*)

2. Curriculum

Title of the module: How to build your own enterprise		
<p>1. General presentation of the module</p> <p>A social enterprise like every project and company must be built step by step. Every step count must be undertaken in order to have a successful story. Every entrepreneur has to be prepared thoroughly before starting a project and be ready to adapt in every situation, as the environment can change quickly.</p> <p>The social entrepreneur must answer a few questions before building the enterprise and those questions are answered in other modules:</p> <ul style="list-style-type: none"> • Will my enterprise create a change? (see module: Social effect and social change and Business Ideas generation) • Do I have the competences? (see module: My entrepreneurial competences) • Will my company be sustainable in a long run? 		
Recommended time for learning the module	About 32 hours	
Training method	Directed: 28 hours of initial training and 7 hours of mentoring	
Consulting organization	Ressources Humaines Sans Frontières – Human resources without borders Email: contact@rhsansfrontieres.fr	
<p>2. Annotation (<i>contains the general problems arising during the training with the module, the cognitive and developmental value of the topic and other general instructions</i>)</p> <p>During the training process under module “<i>How to build your own enterprise</i>” the practical knowledge and tools to build a business plan and start the social enterprise to get it running. This module is divided into 3 parts:</p>		

- the financial aspect: how to get the funding to start the social enterprise
- the organization aspect: how to make sure that the social enterprise is sustainable and can attract the potential investors
- the legal aspect: how to be sure the administrative process is done respecting the law and regulation

During this module, the learners will have to undertake some tasks on their own: drafting a business plan and a feasibility plan and preparing a quick speech to present the project.

3. Objectives of (self-) training (*for this module*)

To be successful in their social entrepreneurship adventure, the learners must understand how to build their own enterprise and where they can go to find funding. The objective is to make sure that the idea is sustainable in a long run by making a business plan that includes all the different scenarios, the opportunities and the threats.

4. What should you know in advance? (*description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.*)

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- The knowledge of the risks and realities of business ownership
- Basic competences in mathematics, science and technology and computer skills
- Ability to analyze the market and exploit information on market, social ideas, environment etc.
- Good communication skills
- To be proactive, rigorous, and meticulous

5. (Self-) Learning outcomes (*what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module*)

At the end of the training in the presented module the participants must have acquired basic knowledge about:

There are several steps to be undertaken before running a social enterprise. At the end of this module, the learners will have the capacity to undertake all steps with confidence and enough knowledge. Those steps are: financial (initial funding), marketing (business plan) and legal (administrative tasks).

- Financial: the learners will be able to identify all the sources of funding for their projects and be able to reach out to them. Those sources include own funding, crowdfunding, banks, call to proposals, local authorities etc. After completing this section, the learners will be able to move between various funding sources to gain the best results. The learners will feel more confident by understanding the range of funding available to their projects

- **Organization:** the learners will be able to develop a business plan to convince all the donors or investors to fund their projects. They will be able to conduct a feasibility study and plan their business and social or environmental project. They will know how to promote it and learn all about the internal or external resources they can utilize to make the best of their project / enterprise.

6. Content of the topics of the module (*describe the topics and subtopics covered in this module*)

1. Finance:

One social entrepreneur may have several sources of funding for their project. This part will explain to them all main sources and how to deal with all of them:

- **Internal:** it is the funds brought by the founders of the enterprise. It all depends on the resources of the founders and their capacity to bring in their savings into the project. This part will address
 - How to manage their own savings
- **Crowdfunding:** Crowdfunding platforms can collect from a few thousand to several tens of thousands of euros in donations or pre-sales. So, it is a good way to challenge the social idea and understand how some people will react to the project. This part will address:
 - Which platform to choose from: overall of all actors and their offers
 - Make the project attractive: have a concise and attractive text and images to present the project
 - Enlarge the circle of potential funders: mobilize the community, create buzz on social medias, news about the project
 - Manage the economic aspects: set a rational collection target, measure the cost of counterparties
 - Understand the legal and fiscal aspects
- **Bank loan:** The traditional banks can be a source of funding through direct loan by a bank. Some other banks are specialised in social enterprises. But all banks can give a loan to social enterprise if their find the project interesting. This part will address:
 - Identify the different bank and their strategy toward social enterprise, especially the ones who have solidarity loans
 - Understand the mechanism of loan: rate, guarantee etc.
 - How to present the project to a bank
 - How to use bank loan and cash flow during the life of the enterprise
- **Grants:** Grants are sums of money that do not need to be paid back. Grant funding is typically offered by charitable, philanthropic and government bodies either local authorities or the European Union. Those actors will hold some call for proposals to attract several social entrepreneurs to submit their projects. This part will address:
 - Identify all the different actors in the sector of the social entrepreneur

- The tools to keep aware of all the grants regarding social enterprise
- How to manage the call for proposals
- **Social Impact Bonds:** the SIB is a contract with the public sector or governing authority, whereby it pays for better social outcomes in certain areas and passes on the part of the savings achieved to investors. Instead of investing for financial return, they are investing in the social or environmental positive outcomes of the projects. This part will address:
 - Understand what a Social Impact Bond is
 - How to put in practice a SIB
- **Capital funds:** Those funds come from companies that invest amounts of money in emerging businesses. This way the company can enlarge and grow bigger by attracting a large amount of investment. Some funds are specialised in social entrepreneurship and social innovation. Those investors are either individuals or companies that want to invest some of their money in a company that address social or environmental issues. This part will address:
 - Identify all the different capital funds and their strategy
 - The difference between impact funds and investment funds
 - How to reach out to them
- **Companies investments:** Some companies as part of their corporate social responsibility strategy associate themselves with social entrepreneurs to address social or environmental issues. This part will address:
 - Identify all the different companies that invest in social entrepreneurship and their strategy
 - How to reach out to them
 - How to work with them in a long run
 - The legal aspect of investment

2. Organisation:

- **Feasibility study:** This study allows to visualize in a document all the characteristics of the market in which the future social enterprise will evolve. This study includes in particular: an analysis of the main competitors, the size and trend of the market, the method of communication, the habits of consumers, opportunities and threats, the costs to produce goods or deliver the service, what will be charge to the consumers and the part need to be brought by grants or donation, the number of staff needed, the legislation that need to be complied etc.

A market study should be used as a first referral to measure the viability of the project and to understand if it is sustainable. This is very important to guarantee the success and reduce the risks.

This part will address:

- The definition and the importance of a feasibility study
- Having the learners answer a quick feasibility test
- The tools to write a feasibility study such as Porter's five forces analysis, SWOT analysis

- All the steps to write a feasibility study: organization, financial, market, opportunities, threats, regulation.
- Stakeholders that could help to write a feasibility study
- ***Business plan:*** The business plan is a tool critical to every social entrepreneur. It includes the key aspects and the main objectives of the business it will run. Writing a business plan seems daunting but it will help the learners to clarify their idea and focus to what they are looking to achieve as a social entrepreneur. The business plan should demonstrate that the idea is well thought through and sustainable in the long-term. Funders, investors, and stakeholders will request the business plan. The business plan will also provide a route map that can be adapted to all situations. This part will address:
 - The definition, the importance of a business plan and when to do it
 - The critical success factors
 - The formalization of ideas, of the strategic vision.
 - The scenario planning and the road map of the project
 - The financial architecture of the business plan and the profitability of a business plan
 - Validate the reliability and the coherence of its business plan to better defend it

3. Legal

A social enterprise has to have a legal entity. The learners must think about the legal status of their company. This step is also of great importance in setting up your business. Indeed, legal entities in some countries are confusing but this entails a number of practical consequences: formalities for setting up, flexibility in the day-to-day management of the company, tax and social security regimes, salary, dividends etc. So choosing the right form for your social enterprise can help it grow and take advantages of the benefits offered to different legal identities. This part will address:

- The explanation of all possible legal entities to define what is best for the learners regarding their own project
- The administrative process to set up an enterprise in a legal way
- The fiscal and administrative day-to-day tasks
- The basic knowledge on day-to-day management of a legal entity
- The rules and the regulations that apply to a social enterprise

7. Bibliography

Le financement des entreprises de l'Économie Sociale et Solidaire - https://www.ess-france.org/sites/ess-france.org/files/ESS-FRANCE_rapport_financement.pdf

Social Impact Bonds : un nouvel outil pour le financement de l'innovation sociale - <https://www.institut-entreprise.fr/archives/social-impact-bonds-un-nouvel-outil-pour-le-financement-de-linnovation-sociale>

SOCIAL ENTERPRISE FUNDING 101- <http://socialgoodstuff.com/2016/12/social-enterprise-funding-101/>

List of social impact funds -

https://docs.google.com/spreadsheets/d/1JleZfCEvwPohM8ys_tclpBkK8KStqyseAzK_wfOd0WM/edit#gid=0

Young social entrepreneurship manual - https://www.socialsmeacademy.eu/wp-content/uploads/2019/04/SSMEA-Manual_EN.pdf

A business planning guide to developing a social enterprise -

https://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf

How to choose proper business model for social enterprise - <http://socialinnovation.lv/wp-content/uploads/2015/07/Business-model-webam-small.pdf>

3. Final recommendations (*for example, which module is recommended to proceed with after completing this module*)

Module 8 - Social entrepreneurship phenomenon and forms of social entrepreneurship

(Curriculum structure of the training module)

1. Introduction.....	44
2. Curriculum	44
3. Objectives of self-directed training	45
4. What should be known in advance?	46
5. Self-learning outcomes.....	46
6. Contents of the topics of the module	47
7. Bibliography.....	52

1. Introduction

This module reveals the nature and scope of social entrepreneurship by identifying its specific characteristics that distinguish it from other forms of entrepreneurship and socially oriented initiatives and activities.

2. Curriculum

Training program for Module 8 „Social entrepreneurship phenomenon and forms of social entrepreneurship ”		
<p>General presentation of the module</p> <p>The term "social entrepreneurship" is often used without clarity about its nature, scope and limitations. This module reveals the nature and scope of social entrepreneurship by identifying its specific characteristics that distinguish it from other forms of entrepreneurship and socially oriented initiatives and activities. Students will gain knowledge in the field of social entrepreneurship as a useful alternative for self-employment and for disadvantaged people.</p> <p>The structuring of the training content is by sections and topics. For each section there are topics to which additional guiding materials are provided to support the process of self-study.</p>		
Recommended time for studying the module	About 4 hours.	

Training method	Self-directed training /self-study	
Organization - consultant	The Balkan Institute for Labour and Social Policy, institute@bilsp.org	
Annotation		
<p>During the training process under this module: "The social entrepreneurship phenomenon and forms of social entrepreneurship" learners will gain knowledge about social entrepreneurship as an alternative approach to realizing their own business idea and professional realization of disadvantaged people, will increase their awareness of different types of entrepreneurship, and the opportunities of learners to apply new knowledge through self-assessment tasks and reflection activities will be examined.</p> <p>As this module is introductory to the training course, it is divided into 5 sections, each of which has 3 topics corresponding to the main goals and objectives of the module itself. The module aims to make training in social entrepreneurship more accessible and thus improve the sense of initiative and opportunities for realization of people who have not graduated in business.</p> <p>Among the advantages of the course is its flexibility. Each learner determines the pace of learning, depending on their commitments. For example, if you spend 1 hour per day, each module is to be completed in about a week - up to 10 days, but it is also possible to complete the entire course within 2 weeks.</p> <p>The tasks of the presented module 8 are:</p> <ol style="list-style-type: none"> 1. Analyzing the definition of entrepreneurship and social entrepreneurship; 2. Developing a basic understanding of how to distinguish between the two types of entrepreneurship and assess the possibility of learners to become entrepreneurs; 3. Presentation of business principles in social entrepreneurship; 4. Gaining practical knowledge in the field of social entrepreneurship, as a useful alternative for self-improvement of everyone who wants, including disadvantaged people, as well as a review of existing myths in the field of social entrepreneurship; 5. Development of basic understanding of the role of social entrepreneurship as an opportunity to solve significant social problems and causes. 		
3. Objectives of self-directed training		
<p>The objectives that will be realized through the mastering of the module "The social entrepreneurship phenomenon and forms of social entrepreneurship" are:</p> <ul style="list-style-type: none"> • Acquisition of knowledge about social entrepreneurship: essence; basic models and structures; main areas in which it is applied; advantages and benefits; role; myths. • Building skills to distinguish entrepreneurship from social entrepreneurship, to present the process of 		

how social entrepreneurship works for the benefit of society.

- Formation of competence for independent design and starting a business in social economy, applying the necessary knowledge and skills.

4. What should be known in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- ability for independent learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities.

5. Self-learning outcomes

At the end of the training in the presented module the participants in it must have acquired basic knowledge about:

- the nature and specifics of social entrepreneurship and entrepreneurial activity;
- the differences between the types of entrepreneurship - traditional and social;
- the difference between initiative and entrepreneurship;
- the main aspects of entrepreneurial thinking and behavior;
- the essence of the social economy;
- the social mission of the process of social entrepreneurship;
- the knowledge, skills and attitudes that make entrepreneurs successful;
- principles in formulating goals and types of goals (personal and of the enterprise) as an opportunity to separate traditional entrepreneurship from social one.

At the end of the training, participants must have developed useful skills to serve them in their professional development, namely:

- assessment of the various influencing factors (external and personal) on the entrepreneurial process;
- assessment of the indicators characterizing the entrepreneurial spirit, as part of the process of determining one's own possibilities and intentions for pursuing an entrepreneurial career;
- formulation of goals and planning of activities and resources for expanding the scale of an organization for social entrepreneurship;
- teamwork;
- project work.

Competencies as expected learning outcomes – learners:

- Define the basic rules of the social economy;
- Identify and analyzes the main economic problems of society;
- Compare the characteristics of social and traditional entrepreneurship;
- Evaluate the role of social entrepreneurship for the growth of the public economy;
- Understand and realize the strategic importance of the innovative side of social entrepreneurship;
- Distinguish between innovative and routine idea;
- Distinguish between desired and achievable goals and results;
- Use modern technologies in the learning process.

6. Contents of the topics of the module

MODULE 8: THE PHENOMENON OF "SOCIAL ENTREPRENEURSHIP" AND FORMS OF SOCIAL ENTREPRENEURSHIP

1. WHAT IS SOCIAL ENTREPRENEURSHIP?

- This is a different way of economic activity (doing business, economic activity), which mixes the ingenuity of business with a social mission, the skillful combination and balance of social and economic goals.
- Social entrepreneurship is a set of activities aimed at solving important social problems, and these activities also bring income to the entrepreneur.
- It is a balance between non-for-profit organizations and ordinary business ventures because it can be self-sustaining and profitable and at the same time help to overcome social difficulties.

1.1. SOCIAL ENTREPRENEURSHIP - KEY CHARACTERISTICS

Social entrepreneurs are creative and innovative individuals. They develop ideas that help solve the problems facing society. Social entrepreneurs are not businessmen in the traditional sense of the word. Rather, they are missionaries who adhere to their vision and are focused primarily on transforming society and solving its problems.

- Social entrepreneurship overcomes the barrier between the business sector and the public sector.
- It is related to the “non-profit” or “third” sector, as well as to the concept of the “social economy”, which emphasizes goals that serve the community and society as a whole, rather than just the company's profits.
- Sociality: context, process and / or outcome that is of public benefit.
- Innovation: creating new ideas and models that meet social and environmental problems.
- Market orientation: competition and efficiency-oriented perspective that leads to greater responsibility and cross-sectoral cooperation.

1.2. WHAT IS THE ROLE AND MISSION OF SOCIAL ENTREPRENEURSHIP

For social entrepreneurship, the main idea of the mission is to create and maintain social value. This is the core that distinguishes social entrepreneurs from others, even from socially responsible enterprises. It must deal with social problems or does not need private markets or government intervention.

For a social entrepreneur, social mission is essential. This is a mission for social improvement, which cannot be limited to creating private benefits for individuals. Providing profit, creating wealth or serving the desires of customers may be part of the model, but they are also a means to an end, not an end in itself. Social entrepreneurs are looking for a long-term social return on investment. Social entrepreneurs want more than an instant hit because they want to create lasting improvements. They think about maintaining the positive impact on society.

1.3. HOW IMPORTANT ARE SOCIAL ENTREPRENEURS FOR ECONOMIC DEVELOPMENT

- Development of the working environment

The first major economic benefit of social entrepreneurship is the most obvious that it shares with other entrepreneurs and companies: job creation and jobs.

- Innovation / new goods and services

Social enterprises develop and implement innovations important for social and economic development and at the same time offer new goods and services.

- Social capital

After economic capital, one of the most important goods created by social enterprises is social capital. This term refers to the institutions, relationships and rules that determine the quantity and quality of social relations in a society.

- Promoting equality

Social entrepreneurship favors the development of a more equal society by paying attention to social problems and trying to achieve a lasting sustainable effect through its social mission, instead of striving only for maximum profit.

2. SOCIAL ENTERPRISE AND SOCIAL ECONOMY

2.1. A different enterprise - CHARACTERISTICS OF THE SOCIAL ENTERPRISE

- Social enterprise is the economic activity carried out by a non-for-profit organization with a social mission. This activity is carried out in support of the mission and goals of the organization, while contributing to the receipt of financial and non-financial support.

- Enterprise,

- which is wholly supported by its own business on the market,

- which functions for the benefit of its employees by providing them with employment,

- or for the benefit of other vulnerable groups.

The organizational form is irrelevant - a company or an NGO, but since NGOs concentrate the needs of individual vulnerable groups, social enterprises are an opportunity for them to generate income from economic activity by engaging their target group in search of new and sustainable resources to implement socially useful activities (improving the quality of life of vulnerable groups, social missions, etc.), as an alternative to project activities, volunteering and philanthropy.

Provision of social services - social services are activities aimed at supporting assisted persons to lead a fulfilling life and social inclusion

- Social effect - means improving the social status of people from different groups, as it manifests itself in different ways:

- during the performance of the activity, when the persons are benefited from the fact that they find employment;

- when using the results of the activity, when these persons receive goods or services at preferential prices or free of charge.

2.2. A merchant or a cause? Entrepreneur or Entrepreneur 2.0? SIMILARITIES AND DIFFERENCES BETWEEN A COMMERCIAL AND SOCIAL ENTERPRISE

Entrepreneurship is the process of designing, starting and running a new business, which is initially often a small business. It is done by people called entrepreneurs who are willing to take risks to make a profit. These companies mainly seek to solve problems in the field of industry and services.

Social entrepreneurship is a similar process run by people called social entrepreneurs who aim to solve social, cultural or environmental problems, often without aiming to make a profit.

The ultimate goal of the entrepreneur is to create economic wealth, while the ultimate goal of social entrepreneurs is to fulfill their social mission.

Social entrepreneurship is a modern concept. In the developed world, social entrepreneurs are a group that implements ideas faster than those funded by the government. In the developing

2.3. Economy for the people - SOCIAL ECONOMY

- It is part of the economy, sometimes called the Third Sector (the other two are the private sector and the public sector).
- in the private sector - the main goal of organizations is profit
- in the third sector - the main goal is to improve the quality of life of vulnerable groups or social missions. This includes volunteering, donations, the activities of social enterprises, cooperatives. In Bulgaria, the social sector also includes the so-called temporary employment, which is offered to the long-term unemployed in order to adapt and subsequently move to the private sector of the economy.

Basic characteristics of the social economy

The characteristics of social economy organizations, which derive from their basic principles, are:

- ☑ profits from their economic activity are reinvested and are not the main motivation for entrepreneurial activity,
- ☑ significantly outperform public organizations in terms of flexibility and management of the activity,
- ☑ carry out democratic processes of participation in their decision-making mechanisms,
- ☑ Priority is given to people, quality and stability of jobs.

3. IT'S TIME TO GROW UP! - INCREASING THE SCALE OF A SOCIAL ENTREPRENEURSHIP ORGANIZATION

3.1. GROWTH APPROACHES FOR A START-UP SOCIAL ENTERPRISE

1. Increase the scale of your operations for more production capacity;
2. Increasing the scale of production;
3. Increasing the scale of your reach (by entering new markets and reaching more people with your activities);
4. Build strategic partnerships with others in the wider framework of actions.

3.2. INTERNAL GROWTH OF EXISTING ACTIVITIES

New social enterprises can grow by increasing the number of consumers or buyers, developing more and

more accessible retail outlets, offices or units. This is the most common way to grow a new social enterprise. It is a form of organic growth built on existing assets, staff and skills. The main challenges include more efficient use of resources while maintaining high product quality.

3.3. EXTERNAL GROWTH AND THREATS FROM THE EXPANSION OF EXISTING ACTIVITIES

Enlargement also includes going beyond the endeavor in partnership with others. You alone are not able to achieve the full range of changes you are striving for. The first step to collective influence is to give in and invite others. An example of expanding the influence from the outside is the creation of a network for lobbying or advocacy for social policy or the establishment of business associations with other companies. Another way to achieve this is by franchising your activities to other people, providing them with the know-how and resources to do what you do.

4. WE CHANGE PEOPLE AND THE WORLD - SOCIAL CHANGE AND SOCIAL IMPACT

4.1. SOCIAL PROBLEMS AND SOCIAL CHALLENGES

Defining a social challenge has two aspects: identifying the problem and seeing the opportunity. Understanding why the problem exists and the channels through which it manifests itself will allow a solution to be built around the problem by identifying unused resources and creating opportunities to improve the existing situation. Example: A social problem can be a group of people expelled from society (such as prisoners or immigrants). The social challenge is how to include these people in social life and increase their interaction with others, and the solution may be to use unused resources, such as a network of volunteers and opportunities where these people can participate and connect with other members of society.

4.2. ARE WE ALL EQUAL? SOCIAL INEQUALITY

Inequality must be seen as a fault in society for treating people unfairly and not adequately. The existence of inequality determines the level of discrimination in society. There are three models of inequality as a result of discriminatory practices:

☐ Hierarchical inequality: society is built in a pyramidal shape, with the base and the top significantly apart. The sharper the pyramid, the more uneven society is. The idea of equality can be realized if the pyramid gradually joins the top to the lowlands and turns back.

☐ Stratification: People are grouped according to their social status. Only individuals and groups at the same level in society can have equal opportunities.

☐ Social division: Society is divided by gender, age, ethnicity, religion, race, nationality, income / wealth, and more. This type of inequality could not be overcome without changing the attitude of individuals towards themselves and others.

4.3. LET OUR CREATIVE THINKING CREATE SOCIAL INNOVATION. SOCIAL INNOVATION, IMPACT AND SOCIAL CHANGE

Social innovations are new strategies, concepts, ideas and organizations that meet certain social needs of

society.

To be perceived as innovation, the process or result must meet two criteria.

The first is a novelty. Although innovations do not have to be original, they must be new to the consumer, applied in a new context or in a new area of public life.

The second criterion is improvement. To be considered an innovation, the process or outcome must be either more efficient or more efficient than the available alternatives.

5. ONE CAUSE - DIFFERENT FORMS. FORMS OF SOCIAL ENTREPRENEURSHIP

In the different countries, social enterprises may exist in different legal forms and have different legally defined advantages and disadvantages.

The business of social entrepreneurs operates in three different models, applicable in different situations and economic climates.

Non-for-profit:

These business models use the surplus of their financial and other resources to meet social needs instead of paying returns to their shareholders. Such companies do not pay taxes and often organize as charities.

For business purposes (profit):

These models are set up as businesses and pay taxes. They work in areas where it is difficult to find lending and financing for social needs. These companies are designed to address certain social needs.

Hybrid:

This organizational structure can take many forms. Its most distinctive feature is that it uses the profits from certain activities to support other activities that have a social or societal purpose. Non-profit hybrid organizations are often set up to deal with government failures or some market failures, as they generate revenue to maintain the business without requiring loans, grants and other forms of traditional financing.

Philanthropic entrepreneurship:

This term refers to traditional corporations that invest part of their profits to solve social, cultural or environmental problems. Very often the employees of these corporations are engaged in social entrepreneurship, which may or may not be supported by the company. Such activities are often called corporate social entrepreneurship.

7. Bibliography

References and links to resources for self-study

Alter, K. (2006). Типология на социалните предприятия. Virtue Ventures <http://virtueventures.com>

Arvidson, M., Lyon, F., McKay, S., & Moro, D. (2010). Амбициите и предизвикателствата на социалната възвръщаемост на инвестициите. Ashoka. (2011). <http://www.ashoka.org/> .

Bosma, N., & Levie, J. (2010). Глобален мониторинг на предприемачеството 2009 Global Report.

Cassel, Gustav :1967. Теорията на социалната икономика

https://mises.org/sites/default/files/The%20Theory%20of%20Social%20Economy_3.pdf

Chahine, Theresa (2016), *Introduction to Social Entrepreneurship*, CRC Press

Drucker, P. (1994) Епохата на социалната трансформация. Атлантическата месечна компания. Атлантическият месечен; Ноември 1994 г. ; Том 274, № 5; страница (и) 53-80,

Евростат. (2013). People at UNECLAC, official site, <http://www.eclac.org/default.asp?idioma=IN>

Международна федерация на социалните работници (IFSW), официален сайт, <https://www.ifsw.org/>

Monzón J. L. Campos &- R. Chaves, 2012. Социалната икономика в европейския съюз, Европейска комисия, <https://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf>

Организация за икономическо сътрудничество и развитие (OECD)

<http://www.oecd.org/cfe/leed/inclusive-entrepreneurship.htm>

Доклад на ООН, 2015 <https://www.un.org/en/sections/issues-depth/africa/index.html>

Доклад на Международния център за изследвания и информация за публичната, социалната и кооперативната икономика (CIRIEC) “Социалната икономика в Европейския съюз”, 2012

<https://www.eesc.europa.eu/resources/docs/qe-31-12-784-en-c.pdf>

Valenduc, V. & P. Vendramin, 2016. Work in the digital economy: sorting the old from the new, Working Paper 2016.03, ETUI, Brussels, ISSN 1994-4446. (Работа в цифровата икономика: сортиране на старото от новото, Работен документ)

--	--	--

Module 9 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.

2. Training program

Training program for Module 9 „ Business idea generation ”		
<p>1. General presentation of the module</p> <p>In the same way as “classical” businesses, social business can use “business idea generation” process to figure out what works for them. This module explores what idea generation is and examines its processes as well as some techniques.</p> <p>Business idea generation is the creative process or procedure that an entrepreneur, social entrepreneur in our case, uses in order to figure out solutions to any number of difficult challenges. It is a systematic process of generating ideas, developing idea variations and identifying good ideas that point to a promising venture creation. It involves coming up with many ideas in a group discussion, selecting the best idea or ideas, working to create a plan to implement the idea, and then actually taking that idea and putting it into practice.</p>		
Recommended time for studying the module	About 8 hours.	
Training method	Self-directed training /self-study	
Organization - consultant	AUR – National Association of Human Resources Specialists, e-mail: org.aur@gmail.com	
<p>2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)</p>		
<p>During the training process under module 9: "<i>Business idea generation</i>" learners will gain knowledge about social business idea generation in terms of concepts, process and methods and techniques.</p> <p>The module contains 3 sections featuring topics corresponding to</p> <ul style="list-style-type: none"> - Things to know: main concepts (Section 1: What should we know about business idea generation? definition & meaning) - Things to do: the process (Section 2: Ideation: The process of Business Idea generation) - Things to use: tools and techniques (Section 3: Tips, Tools and Techniques for generating ideas) <p>Every section contributes to achieving the module objectives in terms of knowledge, skills and competencies. We emphasize the 4 stages of the business idea generation process which correspond to a set of specific skills:</p>		

Opportunity Recognition

- Ability to identify potential sources of social ideas
- Ability to determine possible resources for implementing the social idea as a social enterprise

Idea Generation

- Ability to use different techniques for generating social ideas
- Ability to conduct a proper idea design

Idea Selection and Evaluation:

- Ability to evaluate the efforts to implement a social idea as a social enterprise
- Ability to assess the necessary capacity to implement the social idea as a social enterprise

Idea Communication:

- Ability to retrieve a viable social enterprise from a group of social ideas
- Ability to rank and select social ideas

3. Objectives of self-directed training/self-study (for the present module)

The objectives that will be realized through the mastering of the module "Business idea generation" are:

- Knowledge acquisition concerning business idea generation process: definition, steps, techniques for idea generation
- Skills building for identifying the problems to address, the opportunities to take and the solutions to implement
- Competence development in order to come up with a viable social business idea

4. What should be known in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- ability for independent learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities.

In order for the learner to complete this module it is important to have basic knowledge on:

- local community development

- creative techniques
- technical requirements of products and/or services tested
- evaluation process based on objective criteria
- business environment
- social need that needs to be addressed

5. Self-study outcomes

At the end of the module „**Business idea generation**” the participants will have:

Acquired basic knowledge about:

- business idea generation process
- tools for idea generation

Developed useful skills to serve them in their professional development, namely:

- assessment of the (social and environmental) problems who needs to be adressed in order to answer to local comunity needs (ability to identify potential sources of social ideas)
- assessment of the oportunities to be taken (ability to determine possible resources for implementing the social idea as a social enterprise)
- assessment of the solution to implement, in terms both of efforts (ability to evaluate the efforts to implement a social idea as a social enterprise) and of necessary capacities (ability to assess the necessary capacity to implement the social idea as a social enterprise) required.

Also, they will be able to:

- use different techniques for generating social ideas
- retrieve a viable social enterprise from a group of social ideas
- conduct a proper idea design
- to rank and select social ideas

Competencies as expected learning outcomes. At the end of this module, learners will be able to:

- Identify social needs by consulting community members
- Identify market oportunities by responding to social needs and focusing on real issues
- Outline the business idea according to the previously identified social needs and the oportunities identified in close correlation with the specific nature of the community
- Debate business ideas by consulting members involved in the community
- Select the business idea respecting the selection criteria so as to contribute to solving some of the identified social needs

4. Contents of the module

Business idea generation

1. What should we know about business idea generation? Definition & meaning

1.1 Definition: The process of creating, developing, and communicating ideas which are abstract, concrete, or visual. The process includes the process of constructing through the idea, innovating the concept, developing the process, and bringing the concept to reality. Idea generation (ideation) represents the creative process of generating, developing, and communicating new ideas, while an idea is understood as a basic element of thought that can be visual, concrete, or abstract.

1.2 Dimensions: Business idea generation involves two dimensions: **creativity** (soft thinking - brainstorm new product innovations) and **logic** (hard-thinking formal business planning)

1.3 Characteristics: A viable business idea has to be: **market driven** (solving a problem, is customer focused not product driven can be targeted an identified on a sizeable market); **feasible** (Is attractive because there is a demand, is achievable because it can be done, is durable because it lasts, creates value because it is worth something, is safe and is affordable for the target market); **unique** because it is differentiated vs. commodity, (How? Is faster, better and cheaper); **fundable** (is based on an revenue stream, is a manageable risk and is innovative, is sustainable and scalable/replicable, has a growth potential, is aware of barriers to entry on the market and has a product pipeline); **innovative** (can be identified in the innovation framework: invention, extension, duplication, synthesis); have **intellectual property** (protected by copyrights, trademarks, patents and trade secrets)

1.4 Innovation: Innovation is the process of bringing the best ideas into reality, which triggers a creative idea, which generates a series of innovative events. Innovation is the creation of new value. Innovation is the process that transforms new ideas into new value - turning an idea into value. You cannot innovate without creativity. Innovation is the process that combines ideas and knowledge into new value. Without innovation an enterprise and what it provides quickly become obsolete. The entrepreneurs are the “dreamers”, who take hands on responsibility for creating innovation. It is the presence of innovation that distinguishes the entrepreneur from others. Innovation, must therefore, increase competitiveness through efforts aimed at the rejuvenation, renewal, and redefinition of organizations, their markets or industries, if business are to be deemed entrepreneurial.

It is useful to differentiate between invention and innovation. Invention has to do with a creation of a new product, process, application etc. which may or may not translate into solving an apparent or potential problem. Whereas innovation has to do with application of existing or a creative approach in addressing a problem. Thus, Artificial Intelligence is more an invention but application of that by Uber for computing the ETA or by Google Maps in estimating the speed of traffic are more of innovation.

2 Ideation: The process of Business idea generation

2.1 Opportunity Recognition. Entrepreneurs are essential drivers of innovation and progress. In the

business world, they act as engines of growth, harnessing opportunity and innovation to fuel economic advancement. On the other hand, social entrepreneurs are individuals who recognize a social problem and use entrepreneurial principles to organize, create, and manage a venture to make social change. Social entrepreneurs are individuals with innovative solutions to society's most pressing and daunting social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide scale change. They are sensitive to the social needs and in the process of identifying those, the social entrepreneur is consulting community members, respecting the principles of equal opportunities and social inclusion. Main questions to be addressed are:

- Clarify the problem: What do we know? What don't we know? What information is needed to help solve the problem?
- Define the problem: What are our needs?
- Force field analysis: Use this tool to help make decisions.
- Problem Statement: Can we develop one sentence which defines the problem?
- Adjacent Solutions: Who else have solve this problem or a problem like this? What other systems that attempt to solve our problem or inspire us with their design or functionality?

Therefore, the opportunities are identified in response to social needs and with a focus on real issues, are based on concrete data (example, market research) and based on preliminary analyzes (example, SWOT analysis).

2.2 Idea Generation. To put it simply, it's the process that requires finding new solutions⁴ for practical problems in all fields of life and work. But how can you improve idea generation? Is there a way or tactic to strengthen your problem-solving capacity? The simple answer is: Yes, there is. The business ideas are outlined according to the previously identified social needs and the opportunities identified in close correlation with the specific (nature) of the community A creative idea is only the beginning of the development process. Before a reliable concept emerges from the multitude of new ideas, they are questioned, evaluated, optimized, further developed and checked for their feasibility. The goal of structured idea generation is a feasible concept, for example for process improvements, new products and innovative business models.

2.3 Idea Selection and Evaluation: Picking the best ideas starts much before the beginning of the ideation process. It is essential that there is fixed criteria by which the ideas are to be assessed, who would be responsible for evaluating the ideas, and how the top ideas would be given to the concerned internal teams for further assessment or execution. A proper selection process begins with the use of tags or labels to arrange the ideas into meaningful clusters. The business ideas are debated by the consulting community members, using measurable and objective criteria; in different environments, with analytical spirit and logical reasoning and discernment, in a context as close as possible to real conditions

2.4 Idea Communication: The success of implementation is dependent on an organization's ability to

⁴ **7 Creative Idea Generation Methods**, Justin Osborne: <https://magazine.startus.cc/7-creative-idea-generation-methods/#:~:text=%207%20Creative%20Idea%20Generation%20Methods%20%201,all%20over%20the%20world%20use%20for...%20More%20>, Published on: April 19, 2019

choose the top ideas and take action based on them. It also depends on the organization having appropriate workflows in place so that the right groups take part at the appropriate time in the three steps of the ideation process

3 Tips, Tools and Techniques for generating ideas

3.1 Issues to address:

Problem: Although this seems obvious, the more accurately you're able to describe your current or perceived problem, the better chances you have of actually generating useful ideas. Before you start, try to gather as much information about the problem as possible to get to the heart of the problem. Identify what you already know about it and what information is still needed.

- Why is it important?
- What is the scale?
- What are the contributing factors?
- What are the root causes?

Solution:

- Who are the beneficiaries or customers?
- How will you serve them?
- What specifically does your programme look like?
- What initial management and governance structure will you put in place to implement the strategy?
- What partnerships or collaborations would be critical or useful?
- What criteria did you use for choosing to become a nonprofit or for-profit organization?
- On what premise (experience/knowledge) did you build your solution?

With whom and how have you tested your vision?

Opportunity. Successful Entrepreneurs recognize an opportunity while it is still taking shape. If the idea came too late (the market is saturated) or too early (the market is not ready), for sure, is not a good idea.

- Why is it solvable?
- What other approaches have been tried and what are their results?

What would the world look like (your vision) if you solved it?

3.2 Creative techniques. Until a few years ago, new ideas were mainly developed with the help of creativity techniques in ideation workshops and innovation workshops. Due to the growing use of idea management software and innovation management software in companies, new ideas are increasingly being developed online.

How creative techniques support successful ideation? Which creative technique is best for ideation? This question is based on a misunderstanding. It gives the impression that the creativity can be gained through the use of techniques. But there's a fact that is ignored by many: Creative techniques are only an aid to thinking. Creative techniques help to create a framework for ideation. They support the

entrepreneurs in recombining different pieces of his/her knowledge in the ideation process.

A creative technique can be imagined like a computer program that keeps recombining files on a hard drive in new and different ways. The programme – no matter how awesome it is – is completely useless if there is no content on the hard drive. The basics for ideation are not creative techniques. The foundations are in your mind. Imagine everything you know, all the experiences you've made in life, all the things you've seen, all the mistakes you've made, as a collection of puzzle pieces. Creative techniques help you to recombine the pieces of the puzzle of your life and recombine them for successful ideation.

There are useful techniques that might be worth giving a shot to challenge conventional thinking. Because you're going to need different ideas, it's good to have a few techniques in mind for generating them. Most of these ideation methods can be used for more effective brainstorming but also for other type of ideation:

- Idea Challenge
- SCAMPER Technique
- Opposite Thinking
- Brainstorm Cards
- Analogy Thinking
- Design Thinking
- 6 Hats
- The 5W+H Method (Who, what, where, when, why, and how?)
- Social Listening
- Brainstorming
- Role Playing
- Use Online Tools
- Mind Mapping
- Think In Reverse
- Focus groups
- Brainwriting
- Reverse brainstorming
- Problem inventory analysis
- Check-List method
- „Dream Big Approach“

... and there are more!

5. Bibliography

http://www.super-project.eu/contents_pdf.php?id_prod=10&entity=&language=

https://ocw.mit.edu/courses/sloan-school-of-management/15-390-new-enterprises-spring-2013/lecture-notes/MIT15_390S13_lec02.pdf

<https://www.wcupa.edu/business-publicManagement/cottrellcenter/documents/entrepreneurship101.pdf>

Osborne, Justin „7 Creative Idea Generation Methods”:

<https://magazine.startus.cc/7-creative-idea-generation-methods/> , April 19, 2019

Friday O. Okpara, Dr „The Value of Creativity and Innovation in Entrepreneurship”

<http://www.asiaentrepreneurshipjournal.com/AJESIII2Okpara.pdf>

Cottrell, Edwin, Dr „ENTREPRENEURSHIP 101: Keys to Starting a Business” in

[https://www.wcupa.edu/business-](https://www.wcupa.edu/business-publicManagement/cottrellcenter/documents/entrepreneurship101.pdf)

[publicManagement/cottrellcenter/documents/entrepreneurship101.pdf](https://www.wcupa.edu/business-publicManagement/cottrellcenter/documents/entrepreneurship101.pdf), Entrepreneurial Leadership

Center Fall 2009 - Speaker Series

Modele de întreprinderi sociale pentru beneficiari de venit minim garantat / Simona Maria Stănescu, Livia Rădulescu, Aura Mihaela Alexandrescu. București : ADD Media Communication, 2013

Kylliäinen, Julia „What is Idea Generation? – Definition, Techniques and Success Factors”

<https://www.viima.com/blog/idea-generation>, Jan 18, 2019

Dr David Bozward, David, Dr „What is ideation, the business idea generation process?”

<http://david.bozward.com/2019/03/ideation-is-the-systematic-process-of-generating-design-ideas-developing-idea-variations-and-identifying-good-ideas-that-point-to-promising-venture-creation/>, March 1,

2019

Abourizk, Rana „What is Idea Generation? - Definition, Process & Techniques”,

<https://study.com/academy/lesson/what-is-idea-generation-definition-process-techniques.html>

3. Final recommendations

Module 10 - Structure of training program for modules

1. Introduction – examining available information on social economy, entrepreneurship and innovation for the development of training activities and the implementation of training.

2. Training program

Training program for Module 10 “MARKETING FOR SOCIAL ENTREPRENEURSHIP”		
<p>1. General presentation of the module</p> <p>Marketing for social entrepreneurship consists of designing, planning and carrying out a set of activities aimed at publicizing and promoting the products or services that are intended to be made available to the market and to achieve a competitive position, and with key strategies, to achieve the best results.</p> <p>To meet these objectives, it is necessary for the entrepreneur to know the necessary mechanisms to carry out studies and market analysis, to know what the best techniques are so that the information reaches the potential client in an attractive way, showing the benefit that the brand, product or service provide. This is part of social business plan, its operational part that describes, in detail, what will be the market to be addressed and how to make the product or service known and attractive.</p>		
Recommended time for studying the module	About 20 hours	
Training method	Self-directed training /self-study Mentoring 5 hours	
Organization - consultant	M.ART e-mail: ra@m-art.info ncabmed@gmail.com	
<p>2. Annotation (contains the general problems arising during the training under the module, the cognitive and developmental value of the topic and other general instructions)</p> <p>In the development of this Module, the learning process will be focussed to guide the entrepreneurs towards the market. The entrepreneur must understand that it is the market that imposes its laws, the type of product or service it is willing to accept, the way it should be sold or served, the price it is willing to pay, etc. It is about avoiding frequent mistakes in entrepreneurship by overvaluing the product or service to be sold and undervaluing the customer needs.</p> <p>To this end, numerous examples of good practices and failures, successful actions and imaginative solutions appropriate to specific markets will be presented in each chapter.</p> <p>Likewise, the student will be encouraged to identify cases and models of success for products or services similar to theirs or aimed at similar markets.</p> <p>The final objective of this Module is that the entrepreneur can elaborate the Marketing Plan applicable to his/her social business idea. The Module contains an explanation of the necessary tools for its elaboration that may require a mentoring process, so that the Plan has the necessary quality and coherence to be validly applicable.</p>		

In any case, the student will have to carry out the following tasks related to their own business idea throughout the training process:

1. Global analysis of the target market: level of competition, demand analysis, market growth, applicable legislation, entry barriers.
2. Market segmentation by type of Client or by type of product / service
3. Specific analysis of the market of each segment, keys to success to access each of these segments.
4. 4. Definition of the 4Ps applicable to each segment, product or service: Product, Price, Place, Promotion.
5. Identification of the appropriate Marketing tools for each Market segment.
6. Organization and structuring of the sales force.
7. Definition of sales objectives. Income and expenses.
8. Preparation of the Business Marketing Plan.
9. Preparation of the elevator pitch to present the business for its presentation to potential investors or finance entities.

This Module is fundamentally practical. The presentations focus on showing the content and application of each tool used in the process of preparing a Marketing Plan and monitoring its application to the specific case of each entrepreneur. The relationship between mentor and assistant will therefore be direct and constant; Using the virtual campus and the online connection systems on which this course is based.

3. Objectives of self-directed training/self-study (for the present module)

One of the keys to the success of the entrepreneur is to learn to always think about offering the product or service, highlighting the added value for the customer, meaning the extraordinary contribution and benefit obtained by consuming or acquiring that product or service.

Through this marketing module for social entrepreneurship, it is intended to channel the necessary efforts in entrepreneurs to position the product or service they offer effectively, achieving the following objectives:

- To segment the target market based on different behaviours of customers
- To know the demands and expectations of each market segment.
- To identify trends and demands of each market segment
- To develop guidelines on the quality of the product or service
- To know how to promote and position, optimising the use of online tools.

4. What should be known in advance?

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- ability for independent learning, which is related to the ability to follow and organize their own

individual learning, in accordance with their own needs and awareness of methods and opportunities.

5. Self-study outcomes

At the end of the training in the presented module the participants must have acquired basic knowledge about:

- General knowledge on Marketing: Market definition, needs, demand.
- Development of competitive advantages
- Positioning: Definition, types, positioning building
- Competitive strategies
- Marketing: its nature and purpose. Marketing functions.
- Orientation of companies towards the market

At the end of the training, participants must have developed useful skills to serve them in their professional development, namely:

- Environment analysis
- Management of methodology to identify problems and needs
- Application of creative and innovation techniques
- Ability to search for information
- Structuring ideas and business opportunities for an understandable and attractive presentation
- To draft a Marketing Plan
- To use ICT and manage social networks

Competencies as expected learning outcomes – learners:

- Ability to transform problems into opportunities
- Creative and innovative and social thinking
- Ability to reinvent processes and products
- Teamwork
- Communicative skills
- Orientation to change
- Self-criticism
- Concern about the importance of a life project

4. Contents of the module

1: INTRODUCTION TO MARKETING

What is Marketing?

Definition of product / service

External and internal analysis

Market Segmentation

The 4 P's: Product, Place, Price, Promotion
The purchase decision process
CRM (Customer Relationship Management)

2. TYPES OF MARKETING FOR ENTREPRENEURS

In the field of the social economy sector, products or services specifically designed to meet the demands and needs are very diverse, highly changing and relatively new.

That is why to position the company competitively and ensure the viability and development of the business it is necessary to apply different marketing techniques depending on the proposed objectives and the specific circumstances of each company.

2.1. CORPORATE MARKETING

Establishes a marketing plan inside the company, empowering its collaborators and work team to improve productivity and its relationships with the customers and stakeholders.

2.2. CUSTOMER ACQUISITION MARKETING

It is a technique designed to show a potential customer what the product or service offers and how it can benefit them, so that they can test the product. Samples are delivered, or in the case of services, detailed information and personalized assistance is provided.

2.3. DESTINATION MARKETING

Aimed at the effort of localities to enhance their image, through representatives in restaurants, bars, hotels, service companies in the town to attract demand.

2.4. DIRECT MARKETING

It is the interactive system between the company and the customer through one or more means of communication to generate a measurable feedback from the client to its message. It is carried out through:

- Mailing: A direct marketing method that uses email or regular mail as a means of commercial communication to send messages to an audience.
- Telemarketing: direct marketing technique that uses the telephone to get your commercial message to your target audience.
- Webinars: Technique that consists of directly contacting an audience or potential clients through live connections called "webinars" to present the business or product in detail.
- Call to actions (CTA): instruments of marketing used in digital media that encourage interactions between the potential customers and the businesses.

2.5. INTERNATIONAL MARKETING

Aimed at the internationalization of a company, not only by exporting goods and / or services, but taking it to the world of globalization.

MODULE 3: COMMUNITY MANAGEMENT:

Introduction to Web 2.0

Corporate blogs. Guide to creating a corporate blog

Opportunities of Social Media for Entrepreneurs and companies

MODULE 4. SALES TECHNIQUES

Introduction to Sale

The Seller and the Commercial Department

Sales techniques
Customer service
Negotiation techniques and processes
Non-verbal communication
After sale services

MODULE 5. MARKETING PLAN

Construction of a Marketing Plan:
Fundamental pillars of the Marketing Plan
Market opportunities
From Strategy to Tactical Marketing
Actions and Control. Monitoring the marketing plan.
Building the Marketing Plan
Budget and Financial Impact Chart

5. Bibliography

References and links to resources for self-study

Silvia Cacho-Elizondo (2018). *Marketing y Branding para Empresas Sociales In book: Modelando el Emprendimiento Social en México*. LID Editorial

Stephen Wunker, Jessica Wattman & David Farber (2016). *Jobs to be done: A Roadmap for Customer-Centered Innovation*. American Management Association

William D. Perrault, Jr. Joseph P. Cannon & E. Jerome McCarthy. (2013) *Essentials of Marketing: A Marketing Strategy Planning approach*. McGraw Hill

Vartios autores (2013). *Guía del emprendedor social*. Mº de Empleo y Universidad de Comillas

Guy Kawasaki (2012). *Enchantment. El arte de cultivar*. Portfolio Penguin

Several authors (2012). *Políticas de la creatividad: guía para el desarrollo de las ICC*. UNESCO

Abelbert Figueras (2011). *Emprendedores sociales. Todos podemos cambiar el mundo*. Plataforma Actual

Kevin Roberts (2005). *Lovemarks: The future beyond Brands*. Saatchi & Saatchi

Muhamud Yunus (2005). *Las empresas sociales*. Editorial Paidós

Seth Godin. *Purple Cow. La vaca púrpura* (2002). Editorial Gestión 2000

Philip Kotler & Kevin Keller (1996). *Marketing Management. Analysis, Planning, Implementation and Control*. Prentice Hall

Jay Conrad Levinson & Jeannie Levinson (1994). *The guerrilla marketing handbook*. Enterprise Dearborn

3. Final recommendations

Module 11 - Curriculum structure of the training modules

1. Introduction – this module is a follow-on module, and is timetabled to take place after the introductory modules. The module will help learners review their own attitudes to change and become more resilient in the face of adversity. It will also look at the effects of change on society and how that can benefit social entrepreneurs. Additionally the module will also reference the changes and the “New Normal” that society across Europe will have to deal with as a result of Covid19 and its affects in the years to come.

2. Curriculum

Title of the module: Social Effect and Social Change		
<p>1. General presentation of the module</p> <p>This module is a follow-on module that will guide the learner through the various aspects of social effect that can be monitored in regard to social entrepreneurship. It will take in societal changes and attitudes to Social Entrepreneurship.</p> <p>The module will look closely at how changes are affecting both social entrepreneurs and the ideas that they develop and also at how their target groups of clients / customers / service users are most affected.</p> <p>This will also be influenced by the effects of the Covid 19 pandemic across the world as this has had a detrimental effect on the economies of most nations. In many countries there will be much higher unemployment and this will impact in a number of ways, particularly in the numbers of people who try to develop new social enterprises where the state no longer can provide enough support for them. There will probably also be a reduced amount of support for start-up social enterprises from central governments but a higher level of need for those organisations that are rooted in social care / services.</p> <p>The module will also explore the personal development of individual social entrepreneurs and how they can personally develop to deal with the social changes that affect social enterprises. This will include addressing injustice in all its forms and developing this into a vision for the social enterprise concerned.</p>		
Recommended time for learning the module	Approximately 4 hours	
Training method	Self study – tutor supported	
Consulting organization	Jaymac Consulting Ltd	
2. Annotation (<i>contains the general problems arising during the training with the module, the cognitive and developmental value of the topic and other general instructions</i>)		

During the training process under module 11: Social effect and social change, learners will gain knowledge about changes in societies and the effect that change has on all groups within society with an emphasis on the more disadvantaged groups in society.

The module will be structured in 6 short sections

1. How is society changing where you live?
2. How has Covid 19 made it more difficult / easy to develop your ideas as a social entrepreneur and implement in the “new normal” society?
3. How does this affect the most disadvantaged in your society / community?
4. How does the development of Social Enterprise projects /companies help to create equality and fairness within your society /community?
5. How do you deal with change and how resilient are you?
6. What are your next steps as a social entrepreneur?

The learner can decide what they class as their society /community. It may be based purely on geographical area either national, regional or local or it may be based on groups of people e.g the black community, LGBT community or the disabled community. It will be based on where the social entrepreneur’s actions are going to take place.

3. Objectives of Self Study module 11 Social Effect and Social change

The objectives that will be attained by the completion of module 11 “Social Effect and Social Change” are;

- Development of knowledge about how society is changing – gradual change, Covid 19, artificial intelligence, attitudes to diversity
- An understanding of how these fundamental changes are affecting society as a whole and also the social entrepreneurs’ target group.
- Enhanced development of the skills required of a social entrepreneur to enable the social entrepreneur to deal with changes and effects positively.
- Competence and resilience when faced with change and a confidence in dealing with the change including idea generation and design

4. What should you know in advance? (*description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.*)

In advance of taking this module the learner must have completed the basic modules of this training package.

The training in social entrepreneurship, which is based on the method of self-study, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret the concept of change including in society and work. This should be done both orally and in writing (listening, speaking, reading and writing);
- the ability to communicate at all levels about social change and the effects of change
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies
- have the ability to determine how change will affect the social enterprise

5. (Self-) Learning outcomes (*what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module*)

After completing the module, the learner will have gained the knowledge to be able to;

- Understand how social change occurs
- Develop ideas that enhance social change in the SE sector
- Develop a positive view of social change
- Change course to adapt to sudden and major change without impacting client group adversely
- Understand why personal resilience is an important factor in dealing with any type of change
- Use social change as a positive drive to improve the social enterprise.

After completing the module, the learner will have the additional skills to;

- Use a range of enhanced communication techniques
- Develop the social enterprise in times of adversity
- Adapt to sudden and catastrophic changes
- Deal with stressful situations

Competencies as expected learning outcomes – learners:

- Ability to transform problems into opportunities
- Creative and innovative and social thinking
- Ability to reinvent processes and products when faced with change
- Enhanced communication skills
- Orientation to change
- Increased self-awareness and confidence
- Enhanced personal resilience

6. Content of the topics of the module (*describe the topics and subtopics covered in this module*)

The module will be structured in 6 short sections

1. How is society changing where you live?

This section will be asking the learner to think about how their society or their community has changed or developed over the last few years. It will look at whether recent changes are positive or negative and how a social enterprise can adapt and develop during periods of change. It will help the social entrepreneurs be aware of how they may need to adapt to a particular change in social circumstances in order to operate a successful social enterprise.

2. How has Covid 19 made it more difficult / easy to develop your ideas as a social entrepreneur and implement in the “new normal” society?

This section will look specifically at the catastrophic effect of Covid 19 both locally and globally and how this has impacted on social enterprise. Are there any positives? Learners will try to assess the damage done to their communities by the pandemic and the threats to their social enterprise or any opportunities this may have created. They will also think about their enterprise in the “new normal” and what adaptations they need to make.

3. How does this affect the most disadvantaged in your society / community?

This section will look at how those who are most disadvantaged within the client group of the social enterprise and how they will deal with change of all types. The changes could be local, financial, personal or global. It will focus on the social entrepreneur’s ability to reach all of their target group and how they are going to have to adapt their offer/service to cater for this.

4. How does the development of Social Enterprise projects /companies help to create equality and fairness within your society /community?

This section will look at how social change within the community served by the social entrepreneur affects equality and fairness in the delivery of the social entrepreneurs’ goods / services. How can they ensure fairness amongst their clients? Why is social enterprise a fairer provision route than that of private profit making organisations?

5. How do you deal with change and how resilient are you?

This section will be a short practical session that will look at where personal resilience comes from and also how individuals can build their resilience so they can start to look at change positively. It will look at how individuals can start to push at their own individual boundaries to improve their performance.

6. What are your next steps as a social entrepreneur?

This section is a short action planning session which will ask the social entrepreneur to develop a systematic stage by stage action plan that they can use when faced with the types of social change that will cause them to have to make changes to their organizational structure or offer / service. By being systematic it will ensure that the learner is able deal with issues in a comprehensive way and it will give them the practical tools to problem solve.

7. Bibliography		
<p>Entrepreneurship as Social Change – Chris Steyaert and Daniel Hjorth. Jan 2008, Edward Elgar Publishing</p> <p>Linking social entrepreneurship and social change – the mediating role of empowerment, Journal of Business Ethics by Helen M Haugh and Alka Talwar</p> <p>Social Impact, Innovations, and Market Activity of Social Enterprises: Comparison of European Countries Barbara Bradač Hojnik and Katja Crnogaj * February 2020 – Article in Sustainability 2020</p> <p>Resilience: Why things bounce back – Andrew Zolli, Ann Marie Healy 2013, Shuster and Shuster</p> <p>https://socialenterprisetoolkit.ie/chapter-8-social-impact/</p> <p>https://www.acumenacademy.org/blog/using-social-entrepreneurship-power-social-and-environmental-impact</p> <p>https://www.mindtools.com/pages/article/resilience.htm</p>		

3. Final recommendations (for example, which module is recommended to proceed with after completing this module)

Module 12 - Curriculum structure of the training modules

1. Introduction

Social entrepreneurship is a different way of economic activity that mixes the ingenuity of business with a social mission, and is a skillful combination and balance of social and economic goals. This variation of traditional entrepreneurship is a response to the growing challenges we face today - social, environmental or cultural. The modules of the project are aimed at applying an appropriate methodology for self-directed learning in social entrepreneurship, in order for the learners to come up with ideas for self-employment or to be employed on the social market.

2. Curriculum

Title of the module: Social Enterprise Growth		
1. General presentation of the module		
<p>Increasing the impact of social enterprise activity is not always as simple as increasing the level of operations or the volume of production of goods and services in the field of traditional entrepreneurship. Increasing these activities does not always lead to an increase in impact. In addition, there are many areas in which the company can grow. For example, it can expand the geographical scope (work in different places) or expand the demographic scope (reaching different people).</p>		
<p>This can also mean enriching production with new and different resources, products and services. These approaches will lead to an expansion of the scope and depth of the impact.</p>		
<p>Increasing the scale is a process of internal and external growth of the social enterprise.</p>		
<p>Once you have created and started a successful organization, you need to start thinking about the next step and how to further increase your impact. Increasing the scale includes:</p>		
<ol style="list-style-type: none">1. Increase the scale of your operations for more production capacity;2. Increasing the scale of production;3. Increasing the scale of your reach (by entering new markets and reaching more people with your activities);4. Building strategic partnerships with others in a broader framework of actions.		

The presented module reveals possible ways and means to strengthen and expand the scope of activities of the social enterprise, according to its specifics, focus and activities. Learners will gain knowledge in the field of social entrepreneurship as a useful alternative for self-employment and for disadvantaged people.

The content is structured by sections and topics. For each section, topics are recorded, to which additional guiding materials are given to support the process of self-learning.

Recommended time for learning the module	<i>About 4 hours</i>	
Training method	Self-directed learning	
Consulting organization	Name of partnering organization, e-mail address for contacting and asking questions, or asking for clarification	

2. Annotation (contains the general problems arising during the training with the module, the cognitive and developmental value of the topic and other general instructions)

This module aims to outline the best practice in the planning and management of a social enterprise in a sustainable way. Particular emphasis will be placed on identifying and securing funding flows that do not rely solely on grants / public sector assistance. Initially, this module will define the main characteristics of a sustainable social enterprise, while providing illustrated examples and / or specific cases. Special attention will be paid to the challenges facing social enterprises in terms of achieving social / charity and commercial goals.

Achieving business growth must constantly comply with the values and principles of social enterprise. Under "Social enterprise growth" module learners will gain knowledge about possible tactics and methods for growth and sustainable development of the social enterprise, will increase their awareness of how impact measurement plays an important role in the viability and growth of the social enterprise as well as the possibilities of the learners to apply the new knowledge through self-assessment tasks and reflection activities will be explored. The module aims to make training in social entrepreneurship more accessible and thus improve the initiative and opportunities for realization of people who have not graduated in business.

Among the advantages of the course is its flexibility. Each learner determines the pace of learning, depending on personal commitments.

The tasks of the presented module " Social enterprise growth" are:

1. Analyzing the definition of entrepreneurship and social entrepreneurship;
2. Developing a basic understanding of how to distinguish between the two types of

entrepreneurship and assess the possibility of learners becoming entrepreneurs;

3. Presentation of business principles in social entrepreneurship;

4. Gaining practical knowledge in the field of social entrepreneurship as a useful alternative for self-improvement of anyone, including disadvantaged people, as well as a review of existing myths in the field of social entrepreneurship.

Development of the basic understanding of the role of social entrepreneurship as an opportunity to solve significant social problems and causes.

Under Module 12 self-learners will gain knowledge about:

Growth approaches for a start-up social enterprise

Internal growth of existing activities

Diversification

Optimization for maximum social impact

External growth of existing activities

Franchising

Scale up through formalized relationships with other providers

Open access and dissemination of good practices

Threats to enlargement

3. Objectives of (self-) training (*for this module*)

At the end of the training, the trainees will have:

- Knowledge of a set of tips before embarking on social entrepreneurship;
- Ability to extract information on approaches to measuring the impact of the social enterprise;
- Competences to select tips for the growth of the social enterprise.

4. What should you know in advance? (*description of the knowledge, skills and competences that the (self-) learner needs to have in order to be the (self-) learning in this module as effective as possible, e.g. which other modules must precede (self-) learning in this particular module (if is necessary), etc.*)

The learning in the project modules, which is based on the method of self-learning, is guided mainly by the personal motivation of the learners.

Learners must have:

- the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in writing (listening, speaking, reading and writing);
- digital competence, which includes the confident and critical use of information society technologies and basic skills of information and communication technologies;
- ability for self-learning, which is related to the ability to follow and organize their own individual learning, in accordance with their own needs and awareness of methods and opportunities.

5. (Self-) Learning outcomes (*what the (self-) learner needs to understand, know and be able to do, after completing (self-) learning in this module*)

At the end of the presented module the learners must have acquired basic knowledge about:

- the requirements / methodologies for effective functioning within the specific income and market conditions;
- methods for applying sustainable practices to social enterprises, paying special attention to the sustainability of financial and corporate social responsibility;
- methodologies for achieving business growth, while complying with the values and principles of social entrepreneurship.

At the end learners must have developed useful skills that will serve them in their professional development, namely:

- to design and manage the planning and implementation of communication and fundraising campaigns;
- to design and manage the planning and implementation of plans for business, implementation and management, which are specifically oriented to the economic sustainability of the social enterprise;
- to know and rationally use different methods and tactics for building and maintaining reputation and trust in customers, including end users and stakeholders;
- consult its clients on how they can influence public policy and gain recognition for the

social and economic benefits arising from the third sector;

- to be able to assess the impact of various influencing factors (external and personal) on the entrepreneurial process.

Competencies as expected learning outcomes:

- social entrepreneurs are motivated to engage in issues related to the growth and sustainability of the enterprise;

- they are assisted in establishing contacts and lasting relationships with the social partners and in seeking opportunities for the development of social activities and communications;

- they understand and realize the strategic importance of the innovative side of social entrepreneurship as an important component of the growth process of the social enterprise.

6. Content of the topics of the module (*describe the topics and subtopics covered in this module*)

MODULE 12: Social enterprise growth

1. Growth approaches for a start-up social enterprise

1.1. Internal growth

- Diversification.
- Optimization of the distribution - maximum social impact.
- Maximizing supply - maximizing the social impact.

1.2. External growth

Franchising.

Know how.

1.3. Scale up through formalized relationships with other providers

2. Open access and distribution of good practices

2.1. Training and accredited courses

2.2. Networks designed to share good practices

2.3. Providing open source materials and promoting learning

3. Tactics for growth of the social enterprise

3.1. Growth indicators

The need for growth indicators is rooted in the need to understand value and create value. Here are five ways to determine value creation:

- Financial information - accounting: cash flow, cash / earnings;
- Monetization - the conversion of non-financial value into cash equivalent;
- Quantitative information - numbers: size, degree;
- Qualitative information - descriptive: type, direction;
- Reproduced information - story.

Knowledge and use of these categories contribute not only to improving value creation, but also to its proper presentation to different audiences. For example, businessmen will want more financial and monetized information, while politicians would like to hear more about the quality and narration.

3.2 Growth components

Social entrepreneurs apply different views of growth depending on the stage of development of the organization and their understanding of growth - a qualitative or quantitative dimension of added value. In the field of social entrepreneurship, one of the following tactics is usually applied:

- a) Growth is not expressed in the growth of the organization, but in focusing on other parameters of growth, e.g. employee happiness, improving the environment or building the local economy.
- b) Expansion of the organization in quantitative terms (size), e.g. increases in turnover, in the number of employees, by attracting investors, expanding new markets and / or increasing the customer base.
- c) Application of the same concept in other geographical regions.
- d) Development of movement, e.g. by promoting the basic idea and principles so that local authorities, key business players, local communities or other entrepreneurs decide to work in support of this goal.
- e) Collaborating or merging with other social enterprises with similar activities to develop processes, products and services or to engage in "networking", e.g. so that micro-entrepreneurs

can join forces to meet greater demand.

f) Establishing partnerships with actors in the private, public or third sector in order to gain access to knowledge, skills, infrastructure and / or capital.

g) Sale of part or all of the organization in order to become a full-fledged business organization.

3.3. Strategies for growth and sustainability:

- Relationship between business growth and sustainability;
- Methods for achieving growth in accordance with the values and principles of social enterprises;
- Transfer from grant-funded activities to commercial activities;
- Economies of scale and cost reduction;
- Factors determining the optimal size and scale;
- Improving customer service, including end users and stakeholders;
- Social responsibility and its importance for social enterprises;
- Ways to attract new partners and stakeholders, build synergies.

4. Start and prepare for growth

A. Choose a cause that is close to your heart

Medea Nocentini (one of a growing number of professionals using their spare time to build commercially sustainable solutions for social issues) says she often notices a lack of passion and persuasion among entrepreneurs when they turn to a cause that does not "come from within". "Before you choose a social cause or an environmental problem, you need to make sure that the causes of the problem excite you, because the last thing you want is to be unconvincing when attention is focused on you and someone questions your work."

B. Develop a commercially "vital" product or service

Your service or product must be of good quality and useful, because the good will of the customers alone is not enough. Entrepreneurs often think that people will buy their product only because they support a cause, even if they do not offer the best. "You can't ignore the quality of your product or service if you want to ensure sustainability." The solution is to "fit the social cause and financial situation." For example, the slogan of "Palestine" - a social enterprise in support of Palestinian refugees - says that the more products you buy - embroidery, handbags, etc., the more support it can provide in refugee camps. In addition, the better the quality, the more sales increase. Another example is the one-for-one movement, embodied by Toms, a shoe company that offers a pair of shoes for the poor every time a customer buys a pair for themselves.

C. Apply lean thinking from the beginning

Don't wait for the product to become perfect in order to market it. "Make a lot of attempts and get feedback at the lowest possible cost and effort to test the viability of your idea." Only customers know what they want, and no matter how hard you try to put yourself in their shoes, you won't know exactly what they want and how much they're willing to pay until you start and get feedback through sales.

D. Measure the social impact you have at this early stage

Keep all the interviews, recommendations, data and figures you collect so that you are ready to present them to stakeholders, potential investors and partners. Do not assume that what is obvious to you is obvious to everyone else.

E. Test your product before choosing a legal form for your organization

Entrepreneurs often wonder whether they should register a non-profit enterprise - a sole proprietorship or a limited liability company, for example, or a non-profit organization. In such fluctuations, it may take a whole year before the product is placed on the market. Start offering several products on behalf of already registered organizations or companies of friends, but without doing anything illegal to find out. This way you will not be registered with a legal form that does not work for you.

F. Seek donation only when necessary

The advice to entrepreneurs is to rely as much as possible on their own resources, because in this way they create more profitable products or services and are motivated to be more creative. "If you get money from the beginning to start PR campaigns and an e-commerce platform without investing your own money, you will be spoiled and it will be very difficult for you once the money runs out."

G. Get to know your investors

Many investors, especially large corporations, pour money into social enterprises just to diversify their investments. However, it is important for a social entrepreneur to know which investor to turn to. If you are negotiating with a conventional investor who is only interested in the return on investment, you should emphasize the importance of the project in terms of profitability, instead of focusing on its social impact. However, if it is an investor who wants to develop charity, you can emphasize the social impact, as well as the need to earn money to ensure the sustainability of the project.

H. Be prepared for negative feedback, especially if it is constructive

"It is often difficult to accept negative feedback. However, it is good to talk to people who will present the shortcomings of the product honestly. Ignore the insignificant details and do not take

it personally.”

I. Ask for help

You will be surprised at how many people are willing to help, especially when it comes to social enterprises. "A lot of them don't want anything in return. We are approached by more volunteers than entrepreneurs. We don't even have to look for them".

J. Do your work with pleasure and do not take yourself too seriously:

We do what we can. Sometimes we do the right things, sometimes we run into difficulties. However, it is important not to take it too personally, even if something is not going well. "Many entrepreneurs have put products on the market and failed. Then they have improved something, they have tried again and things have worked out on the second try. Sometimes we feel too involved and responsible, especially in social projects where there are difficult and serious causes Every entrepreneur should have fun, enjoy what he does every day.

5. Threats to enlargement

Increasing the scale of social enterprise is an opportunity, but also a set of threats, and is not always the best solution. In fact, their rapid development can take you off the road, posing risks of bureaucracy, inefficiency and increasing the distance between management and the end frontline (employers, community, volunteers, end users).

Enlargement sometimes jeopardizes the quality of work.

Growth can also deplete resources and jeopardize a company's viability, thus reducing the chances of success. It is extremely important to understand whether the time is good for growth or consolidation may be a better tactic.

Finally, growth does not mean greater impact. For example, reaching more people or producing more does not mean that your goals are better achieved or that changes in societies are for the better.

7. Bibliography

Ahlert, D., Ahlert, M., Duon Dinh, H.V., Fleisch, H., Heußler, T., Kilee, L. and Meuter, J. (2008), *Social Franchising: A Way of Systematic Replication to Increase Social Impact*, Bundesverband Deutscher Stiftungen, Berlin

Bradach, J. (2003). "Going to Scale The Challenge of Replicating Social Programs", in *Stanford Social Innovation Review*, vol. 1, pp. 19–25.

Dees, J.G., Anderson, B.B. and Wei-Skillern, J. (2004), "Scaling social impact", in *Stanford Social Innovation Review*, vol. 1, pp. 24–32.

Hoogendoorn, B., Pennings, E. and Thurik, A. (2010), "What do we know about social entrepreneurship; an analysis of empirical research", in *International Review of Entrepreneurship*, vol. 8, no. 2, pp. 71–112.

Lyon, F., & Fernandez, H. (2012). *Strategies for scaling up social enterprise: lessons from early years providers. Social Enterprise Journal*, 8(1), 63–77.

Martin, R.L. and Osberg, S. (2007), "Social entrepreneurship: The case for definition", in *Stanford Social Innovation Review*, vol. 5, no. 2, pp. 27–39.

Briga Hynes, (2009), "Growing the social enterprise – issues and challenges", *Social Enterprise Journal*, Vol. 5 Iss 2 pp. 114-125 <http://dx.doi.org/10.1108/17508610910981707>

Pirson, M. and Bloom, G. (2011), "Dancing with Wolves? Social Entrepreneurship Between Promise and Challenge for the Business School and the 21st Century University", Available at SSRN: <http://ssrn.com/abstract=1925868>.

Santos, F. (2009), *A Positive Theory of Social Entrepreneurship*, INSEAD, Barcelona.

Tracey, P. and Jarvis, O. (2007), "Toward a theory of social venture franchising", in *Entrepreneurship Theory and Practice*, vol. 31, no. 5, pp. 667–685.

Waitzer, J.M.P. and Paul, R. (2011), "Scaling Social Impact: When Everybody Contributes, Everybody Wins", in *Innovations: Technology, Governance, Globalization*, vol. 6, no. 2, pp. 143–155.

3. Final recommendations

The process of self-learning presupposes the possibility of choice in the sequence of the studied material. The training modules are arranged in a certain way, which is consistent with the overall development of the project.

After passing the first 11 modules, Module 12 would expand the learner's understanding of the specifics of social entrepreneurship and the desired effect of creating a social enterprise that leads to social change.

Still, we would direct the students' attention to a very interesting way to quickly learn and make sense of new knowledge, which is called a mind map. The scheme has been known and applied since ancient times, when means of brainstorming on Aristotle's concepts and works were developed. The Semantic Web was fully established in the late 1960s by visual thinker Tony Buan, who also holds the copyright.

The method relies on memorization through visualization and systematic presentation of the material you want to learn.

How to make a mind map yourself? - Very easy!

In the center of a piece of paper, write down and enclose the main topic, what summarizes its divisions. Make branches - these are the words that explain the main thesis. Once you have created the "branches", you can start adding them. It all depends on the type and amount of information you want to illustrate on the mind map.

This technique is extremely useful and effective. It could not be any different from the "rough notes" we take when writing something down, except that it is clearer and more synthesized. All you need to do is adhere to the basic rules of the mental core in the environment and its branches and sub-branches. Everything else is a matter of imagination.