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PART B

THE NON-FORMAL TOOLKIT
OF DIGITAL SOCIAL
ENTREPRENEURSHIP

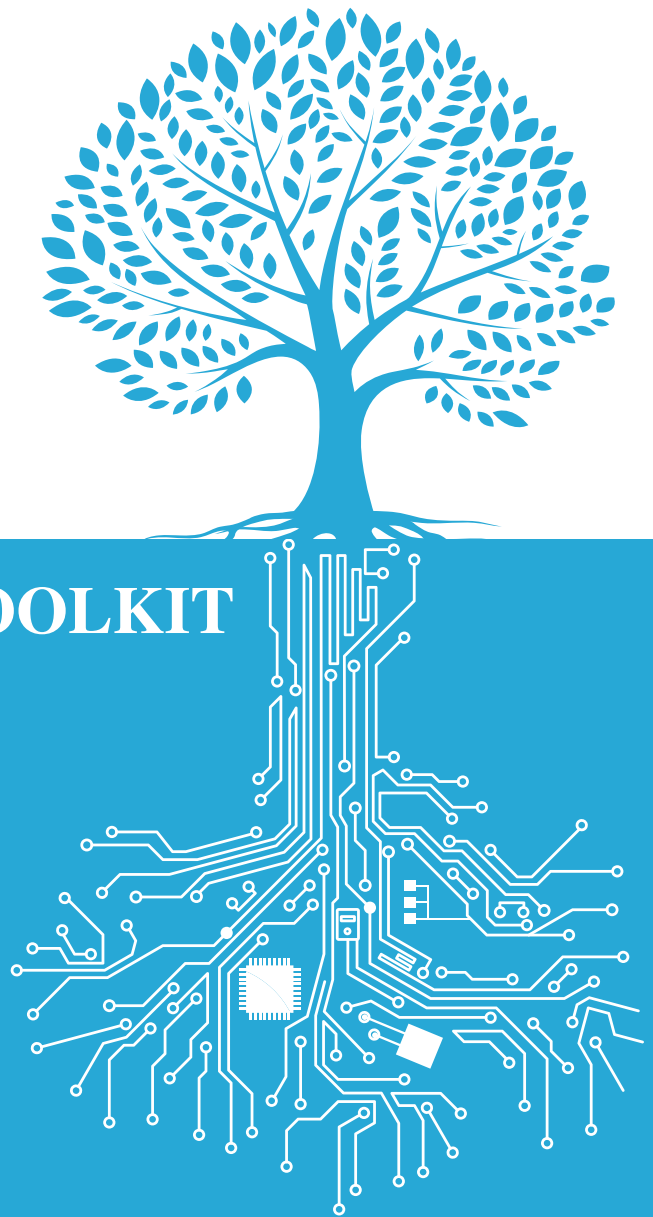


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Introduction

The output designed aims to stimulate a reflection on the mentioned key characteristics, providing inputs and key concepts useful for entrepreneurs who want to improve their skills or/and start a new path in the business field. The workshops proposed foresee a series of activities based on a mix of methodologies (Formal Education and Non-Formal Education).

Non-Formal Education plays a prominent role in the activities proposed. Non-formal education is a type of education that takes place outside the curriculum provided by formal education. Non-formal learning activities take place on a voluntary basis and are carefully designed to foster the personal, social and professional development of the participants. Formal school education is usually based on a “vertical” relationship between student and teacher: the one who possesses the knowledge and transmits it (teacher) and the one who receives it (learner).

Non-formal education, on the other hand, can be explained with the formula “learning by doing”, or learning directly in the field. The learning methodology consists of the interaction between learners and the concrete situations they experience. There are no teachers who give ex-cathedra lessons: young people, youth workers, and educators (trainers) develop knowledge and skills together, in a “horizontal” relationship.

1. Collaborative Approach

Collaborative learning is an educational technique in which groups work together to better the learning process. Groups of students work together to solve issues, accomplish assigned activities, and learn new ideas. Participants gain from one another's ideas, skills, expertise, and points of view. This type of learning broadens the participants' perspectives.

1.1 What is the Collaborative Approach?

Collaborative learning is a method of active learning. It involves a group of two (peer-to-peer) or more learners in larger groups who work together to solve problems, complete tasks or learn more concepts, defending their positions, reframing ideas, listening to other viewpoints and articulating their points.

They have a common goal and the responsibility for their team learning and succeeding, but their roles, resources, and organisation is left to them.

They divide the roles between them according to their strengths. Regarding the rules of engagement, the group itself must self-direct. There are 3 main categories of Collaborative Approach



Collaborative learning

learners make individual process working with other, teaching each other, focus on a common goal and self-managing as an individual and as a group.

Cooperative Learning

involves inherent interdependencies, like the crew of a theatre. The roles and responsibilities are clearly defined

Competition

with proper use, is more effective to develop collaborative, entrepreneurship and leadership skills and works particularly with teams, incentivized with rewards to work toward.

1.1.1 Examples of Collaborative learning

Think-pair-share: foresee a discussion prompt, a question, a short or problem issue where the learners work individually on a response that they after report to each other in pairs. Finally, some or all summarize the key points of their discussion for the large group. It needs a low effort for active learning but it doesn't take long, keeping all the benefits.

Problem-based learning (or PBL): learners in a group have to think about a specific problem previously introduced to them in order to find a solution. It's more useful because they may need to approach problems as they have to do or will do in their life, in general, or in the performance of their workplace.

This same typology includes the Guided Design, that is similar but works on the problem through steps, for example, the group could do a preliminary research and report back, propose compromises and report again.

Case Studies: learners work on with sample problems from experience.

Examples of Collaborative learning

Through the Simulations, educators ask learners to adopt roles as they perform the work of a problem-solving group.

Peer teaching means for both the student teacher and student learner to learn new concepts or reinforce concepts with which they are familiar. One example of peer teaching is tutoring, which means guiding the learning of a newer student. It could be good to ask for presentations to communicate course material to their peers. Small group discussion offers students the chance to interact with peers, to listen, and to teach and at the end share a product such as a summary of the discussion.



Peer editing guides students as they review each other's drafts of written work. In this way learn the editor (who must learn to read critically and communicate criticism) and writer (who must learn to evaluate and receive feedback).

Jigsaw strategy breaks problems into small parts and assigns parts to groups who report back, contributing a piece of the puzzle's solution. For instance, each person reads an article and presents it to others in order to make a synthesis of all the materials. The above-mentioned learning approaches and methodologies are elaborated and adopted to the topics of social entrepreneurship in the following chapters of this Toolkit.

1.2 Online collaboration tools

The concept of digital competence has emerged concurrently with technological development and as society has recognised the need for new competences. Development of technologies enables and constantly creates new activities and goals, and the importance of digital competence is therefore constantly changing and must always be seen in relation to the current technology and its application.



1.2.1 Digital Competence Framework for Educators (DigCompEdu)

The teaching professions face rapidly changing demands, which require a new, broader, and more sophisticated set of competencies than before. The ubiquity of digital devices and applications, in particular, requires educators to develop their digital competence. The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competencies in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts.

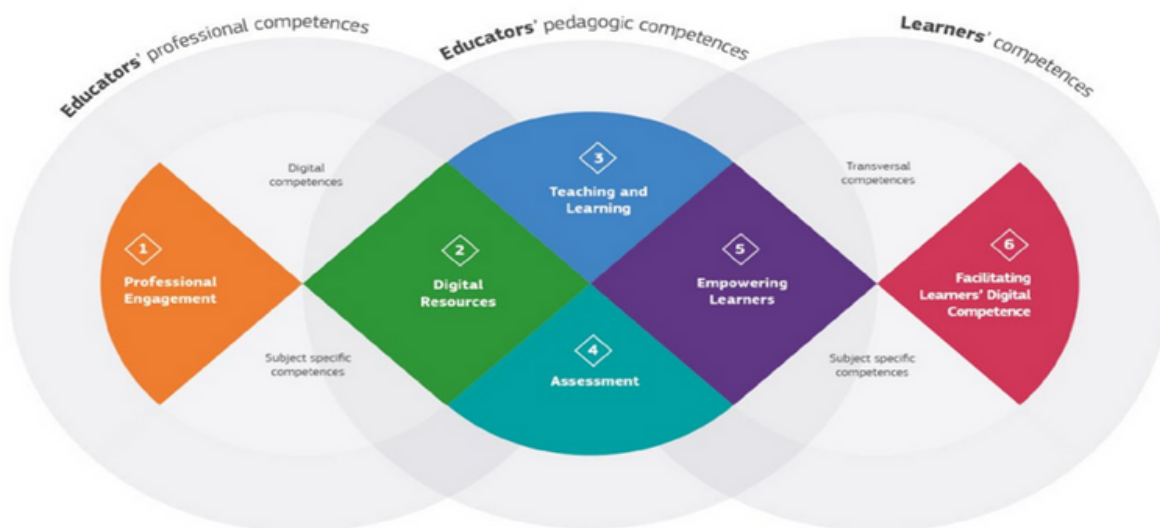


Figure 1. DigiCompEdu areas and scope

DigCompEdu details 22 competencies organized in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training.

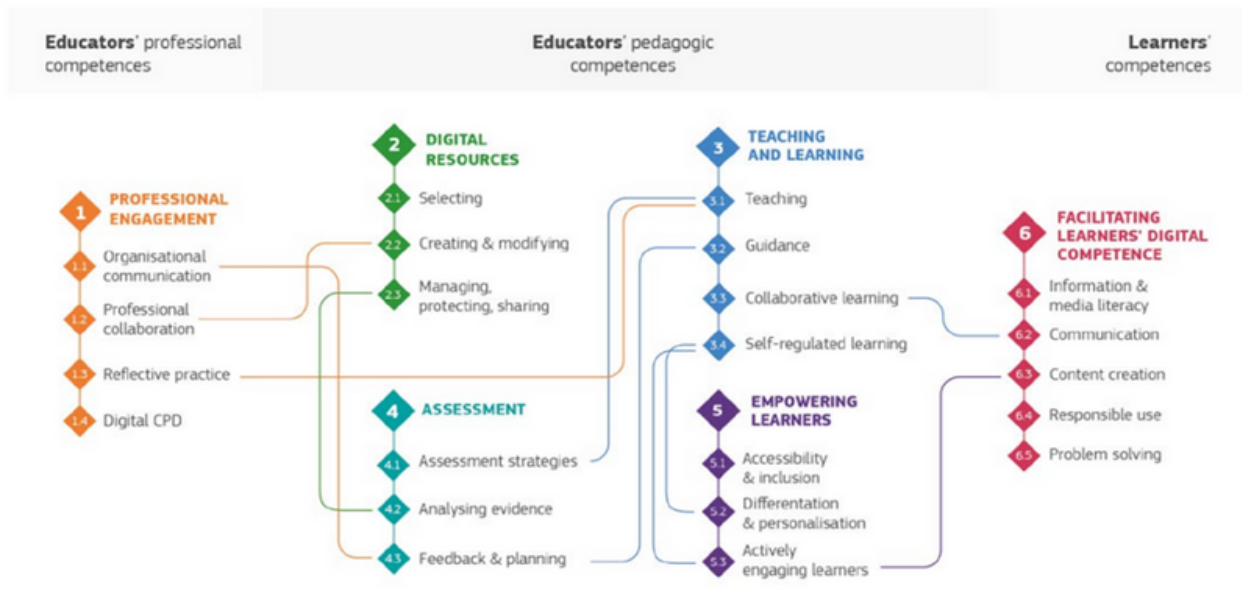


Figure 2: DigiCompEdu competencies and their connections

The DigCompEdu study builds on previous work carried out to define citizens' Digital Competence in general, and Digitally Competent Education Organisations (DigCompOrg).

It contributes to the Commission's recently endorsed Skills Agenda for Europe and to the Europe 2020 flagship initiative Agenda for New Skills for New Jobs.



1.2.2 Advantages of using e-learning tools

Gives freedom of choice because sources can be selected by the learner, a system tailored for each person

Flexible and comfortable, you can access whenever you like and from any place that is connected to the internet

Promotes a wider space for self-assessment and feedback;

Eco-friendlier



Interactive which gives the feeling to be more participative and more interesting, and resources are unlimited and easy to share with other peers

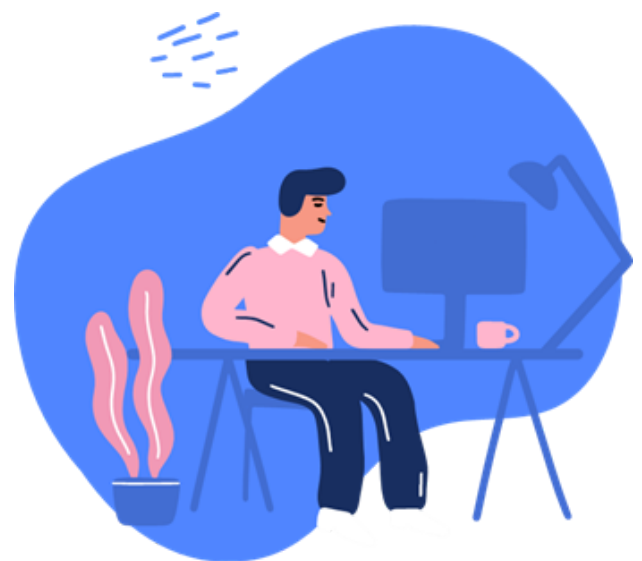


2. Developing a Business Idea

2.1 But what is a business plan?

A business plan for a social enterprise is intended to cover the main aspects for the start-up and operation of a business initiative whose main objective is to have a social impact rather than generate profits for the owners and shareholders, which uses its surpluses primarily to achieve these social objectives and which is managed by social entrepreneurs in a responsible, transparent and innovative way, especially through the involvement of workers, customers and all those who are affected by its activity.

It represents the pattern that reflects how the pieces that make up a business fit together: who the customers are and what is offered to them, how it relates to them, how it sells and how it makes its profits, how it spends its main items of expenditure and what it spends its money on. how it sells and how it makes its profits, where it spends its main items of expenditure and what its most important resources and activities are.



2.2 Templates to guide the business plan

This document provides both guidelines and criteria that should be reflected in the preparation of the business plan. Business plans that meet these points will have a competitive advantage.

Executive Summary

Answer concisely and clearly the following questions (maximum two pages)

- What problem does your business/project idea address?
- How does the proposed solution solve that problem?
- Who benefits from your proposal?
- What is the innovation element in your proposal?
- What is the connection your proposal has with the industry?
- What stage of development is your proposal in?
- What is your strategy to make your business proposal sustainable and scalable?

Innovation

Explain why your proposal is innovative, viable and scalable.

- Description of the product and/or service
- Product prototype (if applicable)
- Innovation: Explain how your product/service represents an innovative alternative or improves an existing process to solve the problem.
- Industry Connection: Explain the connection your innovative solution has with existing industry needs.
- Scope: Explain how your solution can solve the problem you face and have a massive and efficient impact with respect to already implemented solutions.



Market Viability

Explain why your proposal is innovative, viable and scalable.

- Market study and growth plan: supply, demand and competitors.
- Describe the target market and market niche (both direct and indirect beneficiaries).
- Competitive advantage that your organization has over competitors in the market.
- Design the logo and presentation of the product and/or service.
- Define the valuation and price of the product and/or service.

Management and Organizational Structure

Demonstrate how your organization and team can implement the solution and make it sustainable.

- Establish organizational mission and vision
- Establish short-, medium- and long-term objectives.
- Demonstrate the experience and capabilities of the team members to develop the solution.
- Relationship with clients and alliances with strategic stakeholders - government and/or private sector
- Who is your team (staff, volunteers, interns) - if possible, include links to their LinkedIn profile and/or a brief description of each team member's education and professional experience?
- Organizational chart: logical and structured, well-defined rules on employee rights and responsibilities.
- Determines the legal form of organization in the country where it operates (if applicable)
- Determines intellectual properties and/or patents (if applicable)
- Identifies resources, machinery and equipment (if applicable)

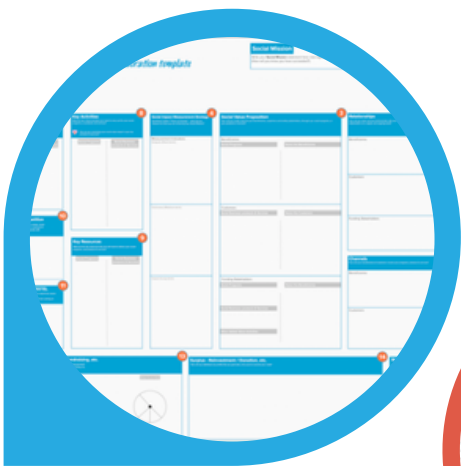
Financial Viability

Demonstrate that your organization is sustainable and profitable

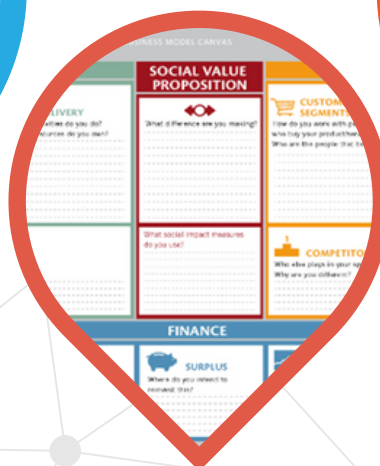
- Financial Statements (balance sheet, cash flow and profit and loss statements)
- Capital Requirements Analysis
- Initial Investment and Return on Investment
- Direct and Indirect Costs and General Assumptions (human, material and financial)
- Projected investment strategy over the next 12 months

Some Business Canvas templates

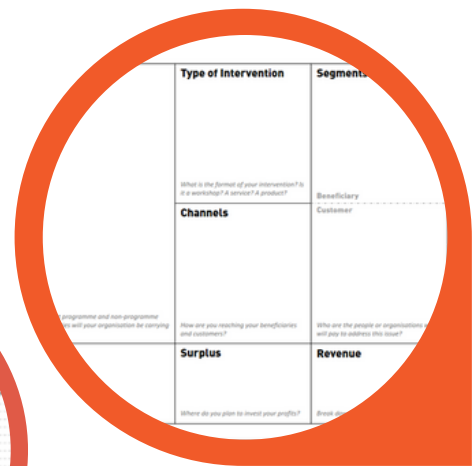
The Business Model Canvas (BMC) is a strategic management tool to quickly and easily define and communicate a business idea or concept. It is a one-page document that works through the fundamental elements of a business or product, structuring an idea in a coherent way.



socialbusinessmodelcanvas.swarthmore.edu



www.thebrokeronline.eu/doing-social-business-right



bmtoolbox.net/tools/social-business-model-canvas

2.3 Exercises

Activity Name: Entrepreneurship Cafè



Type of Activity: World Cafè

Age group: n/a

Group size: ~30 but there is no real limit

Duration: 10-15 minutes per round in each table; 15 minutes for debriefing

Objectives

- Foster discussion and brainstorming between individuals with a shared goal but different backgrounds;
- Create a productive environment;
- Debate the different approaches to social entrepreneurship and their strong/weak points.

Materials

- pens
- paper
- flipcharts
- Everything you want to serve (coffee, biscuits, beverages etc..)

Activity Name: Entrepreneurship Cafè

Instructions

The World Café is a methodology that has its roots in the idea that by creating an informal space for discussion you can create a setting that promotes the development of meaningful conversations regarding one or more topics of discussion.

Even though the method in itself is centuries old, the first written, step by step methodology dates back to 1995 (J. Brown, D. Isaacs). This specific methodology is based on 7 cardinal points, that are commonly referred as the Design Principles:

- **Context:** a good understanding of the topics that you are going to discuss during the café is a critical factor in its success. Only in this way you will know which themes you have to put on the spotlight, and who are the persons that you want to involve in the discussion;
- **Hospitality:** Since the defining point of World Cafe as a whole is the creation of an informal space for discussion, it is obviously important to put a lot of attention in the creation of the setting and the venue;
- **Ask the proper questions:** Depending on the scope of your initiative, you can decide to ask different questions in each table or to focus on a single, broad question. In any case, it is fundamental to properly decide which questions you are going to ask, as the only way to promote meaningful conversation is to raise compelling questions;
- **Contribution:** Some people will naturally take the spotlight in the conversations, but it is often the case that the most placid and quiet participants can also provide the conversation with important feedback and inputs. Promoting participation from each and every member of the tables is an important duty of the host of a world café;
- **Diversity:** Involving people from different backgrounds (work, life, education and so on) will promote more interesting conversations that will span across more disparate points of view on the same topics. This will ensure that each participant on the table gets a better grasp and insight of the topic at hand;
- **Listening:** In order for everyone to properly enjoy the benefits of the world café, start the event with a brief explanation of the methodology, especially endorsing the importance of carefully listening to other people's inputs.
- **Reflection and Sharing:** At the end of the café invite the participants to reflect on the discussions that they took part into, giving them several minutes of self-reflection time. At the end of this step, ask the group to share their feedback on the overall experience and on the discussions in which they participated.

Activity Name: Entrepreneurship Cafè

Exercise

1. Provide the group with an introduction to the methodology of the world cafe, along with the main goals of the session.

2. Divide the participants into smaller groups (4 to 5 people each) and let them sit at a table. Once everybody has taken their place, provide each table with a “guiding” theme linked to social entrepreneurship (10-15 mins). Each table should be provided with enough markers and flipcharts in order to write down important inputs that come out during the conversation. Different starting groups requires different themes based on their overall expertise on the topic, but take these as guiding examples for the activity:

- What are the opportunities and the challenges of a social and digital enterprise?
- Share some examples of social and digital entrepreneurship from your local community. Discuss similarities and differences of various contexts.
- Which ones do you feel are the social issues that your community needs to address through social and digital enterprise?
- Is social and digital enterprise an impactful and effective way to bring change to a community? How?
- What is the potential of a social/digital enterprise as a tool to bring innovation in the community?
- What are the tools at disposal of a novice social and digital entrepreneur?
- How does digital proficiency affect the chance of success of a social business?

(Note: edit/add new questions according to the needs of your target group).

3. Once the first round is finished, ask the group to move on to the next table, except for one participant per table that will act as a guide for those that are going to discuss the topic in the next rounds.

4. Carry on as many rounds as you prefer but don't overextend, as the discussion will take a mental toll on the participants and will hinder their capacity to retain important information and inputs.

5. Move on to the debriefing phase.

Activity Name: Entrepreneurship Cafè

Debriefing

Debriefing, as previously mentioned, is one of the founding principles of a correctly hosted World Cafe. Once you have carried on a satisfying number of rounds, ask each participant to observe some minutes of silence where they will reflect on the inputs discussed and the themes they tackled. By giving them this time to reflect you will help them to consolidate all the information they received, improving their learning experience.

Such process will be guided with some questions that need to be addressed, such as:

- What are some of the most important feedbacks you received during the discussion?
- Are you satisfied with the activity?
- Did some of the information that you discussed changed in some way your point of view and approach to the topic?
- Will you use some of the inputs in the development of your social business idea?
- Did you have the chance to express your ideas as much as you wanted?

Once you have given them the time to reflect, ask the group to share with the other participants their insight on the activity, and of some of the points that they reflected upon. In this phase it's important to promote the discussion among the group while keeping a safe environment for sharing.

Follow-up suggestions

After the end of the World Cafe, provide each participant with a photo of each table's flipchart. This will ensure the possibility for each one of them to receive even further feedback that they might've missed before, and help them in remembering what they learned during the activity.

Further information

- theworldcafe.com
- www.youtube.com/watch?v=0d0Gybq-l0

Entrepreneurs' Pitch Speech

Type of Activity: Pitching

Age group: Any

Group size: Any

Duration: 120 minutes

Objectives

- To understand the importance of feedback to improve one's own talents.

Materials

- n/a

Entrepreneurs' Pitch Speech

Instructions

- 1) Invite a group of social entrepreneurs to enrol in the commission that will evaluate the business ideas.
- 2) Ask participants to prepare their presentations in advance. They will have 5 minutes for the presentation and another 5 minutes to answer questions the commission will deliver to them.
- 3) Ask the participants to have any kind of digital support for their presentations (PPP, video, etc.)
- 4) At the end of the presentation ask the commission to nominate the best proposal and reward accordingly.
- 5) Provide space for feedback and comments for improvement. Address especially the following:
 - Difficulties you encounter and how you solve them.
 - Challenges/blocks you still have in your social business model.
 - What do you enjoy about the process?

Tips for the presentation:

Present yourself at the beginning of your speech and be sure that the name of the company is correctly included in every digital slide, the commission will remind you more about who you are and what you do. We suggest keeping it roughly to 10 slides and being simple.

Bring evidence- investors like them, and be sure you have enough elements for them to understand that you research a lot about the market and your future customers before starting your own venture.

While describing your product/service make sure to mention how you will distribute it as well.

Keep it smart not too much writing, graphics explain a lot and it's easier to follow for those who have to listen to you. However, be careful to not overuse graphics.

Be Specific: present only one product and connect it with the specific market segment.

Make yourself clear: What do you want? What do you need? What do you want to say? Answering these questions makes it easier for those who are listening to follow you through your presentations.

Everyone wants to be special: reflect on how you can impress the commission in relation to your product. Which is the most interesting aspect of your social enterprise idea? Why?

Express Social Purpose, Ethics, and Values in the presentation if this is in your company's vision.

Be Prepared: the commission will surely require more information from you to be ready to answer with confidence.

Manage time well: you will have 5 minutes to be sure that the important aspect fits in that limit. Eventually you can add something more in the questions phase.

Future plan: what will be your next step?

Entrepreneurs' Pitch Speech

Debriefing

- Ask the participants what they feel about the process they have been through:
- How did you feel about this activity?
- What was the most interesting thing you learned?
- Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?

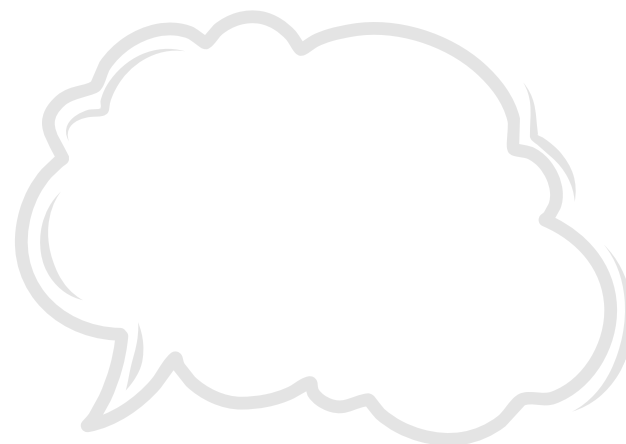
Follow-up suggestions

Give Regular Feedback

Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time and there are few surprises. Also, problems don't get out of hand. This is not a once-a-year or a once-every-three-month event. While this may be the timing of formal feedback, informal, simple feedback should be given much more often than this – perhaps every week or even every day, depending on the situation. With frequent informal feedback like this, nothing said during formal feedback sessions should be unexpected, surprising or particularly difficult.



Entrepreneurs' Pitch Speech



Further information

TIPS FOR FACILITATORS

Make it a Positive Process and Experience

Number One Rule: Before giving feedback make sure you remind yourself why you are doing it. The purpose of giving feedback is to improve the situation or performance. You won't accomplish that by being harsh, critical, or offensive.

Prepare your comments

You don't want to read a script but you do need to be clear about what you are going to say. This helps you stay on track and stick to the issues.

Be specific

Tell the person exactly what they need to improve on. This ensures that you stick to facts and there is less room for ambiguity. If you tell someone they acted unprofessionally, what does that mean exactly? Were they too loud, too friendly, too casual, or poorly dressed?

Remember to stick to what you know first-hand: You'll quickly find yourself on shaky ground if you start giving feedback based on other people's views. Try not to exaggerate to make a point. Avoid words like "never", "all," and "always" because the person will get defensive. Always discuss the direct impact of the behaviour and don't get personal or seek to blame.

Criticize in private

While public recognition is appreciated, public scrutiny is not. Establish a safe place to talk where you won't be interrupted or overheard.

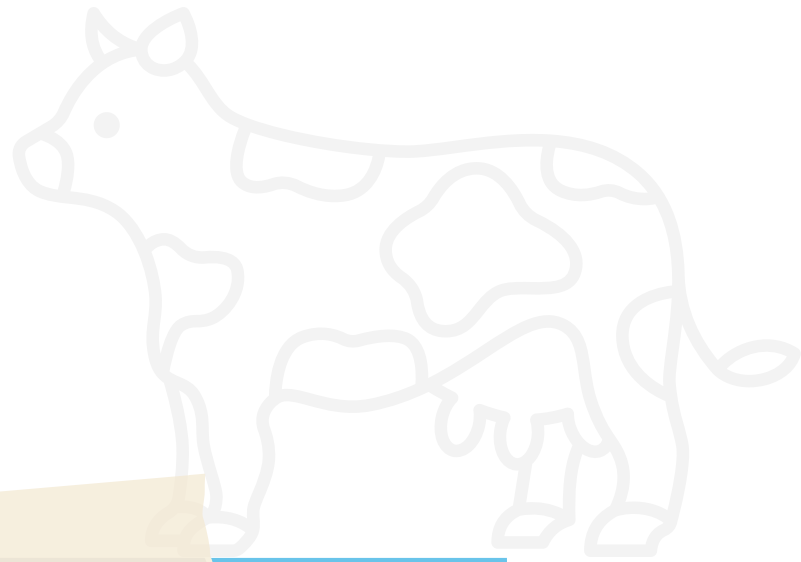
Limit your focus

A feedback session should discuss no more than two issues. Any more than that and you risk the person feeling attacked and demoralized. You should also stick to behaviours the person can actually change or influence.

Talk about positive too

A good rule is to start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time. As long as it's not forced, it can also help to give positive feedback at the end of a feedback session too. Otherwise, people can finish feeling despondent and worthless.

The Silly Cow Exercise



Debriefing

Straight from the book Business Model Generation, this exercise can be an ice-breaker but also can help individuals and/or teams to enter into out-of-the-box thinking mode.

1. Break participants into small groups (recommendation: 3-5 people per group, but can be any number)
 2. Define all the characteristics of a cow (e.g., emits mooing sound, produces milk, eats all day) / 3 mins
 3. Use the characteristics to create an innovative business using a cow / 20 mins
 4. Use chart paper to sketch your idea and prepare a presentation to the rest of the group / 20 mins
- Stick strictly to the time allocated for each activity.
 - Facilitator offers observations and comments as needed.
 - After the exercise, a facilitator can reflect with the group on the challenges and feelings of sketching ideas, as well as on the dynamics of generating ideas as a team
 - Materials needed: flip chart papers, marker pens of a few colours for each team, masking tape, and a wall to tape papers on.

3. Role-Playing Games

Role-playing allows you to play the part of a certain person and quickly apply the content of the learning process to specific scenarios. It enables for the use of imagination, out-of-the-box thinking, and prior experience.

3.1 About role plays

Role-play is a pedagogy that has been used in a wide variety of contexts and content areas (Rao & Stupans, 2012). Essentially, it is the practice of having learners take on specific roles and act them out in a case-based scenario for the purpose of learning course content or understanding “complex or ambiguous concepts” (Sogunro, 2004: 367).

The guidelines for the role-play are usually modeled on realistic criteria so the students can get as close to “the real thing” as possible. Research on role-play’s effectiveness and best practices exists as far back as the 1970s; recently, however, role-play has been touted as a tool better suited for the needs of today’s college student than more traditional teaching methods (Rosa, 2012, and Bobbit et. al., 2001).

Role-play pedagogy has been shown to be effective in reaching learning outcomes in three major learning domains: affective, cognitive, and behavioral (Maier, 2002; Rao & Stupans, 2012). By making students take on the role of another person, they practice empathy and perspective taking. This can lead to more self-reflection and awareness on the part of the student (Westrup & Planander, 2013; Sogunro, 2004). When students take the skills they have learned in theory and put them in practice, this creates a deeper cognitive link to the material, making it easier for students to learn (McEwen, et. al., 2014; Johnson & Johnson, 1997). Finally, using role-play as a training tool helps students change behaviors and use best practices in real-world settings (Beard, et. al., 1995).



3.2 How role-playing can teach social and digital entrepreneurship?

Role play is an interesting example of active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real-life scenarios related to any topic. There are many studies that place role-playing as a learning-centered methodology for many applications. The goal is to implement authentic activities that can engage learners (Reeves, Herrington, & Oliver, 2002). For example, Green and Blaszczynski (2012) suggested that role-play is suited for teaching soft (personal and social) skills to students and professionals. In this chapter, we will experience activities such as role plays and case studies to pose questions and present problems for the participants to wrestle with the topics of social entrepreneurship.

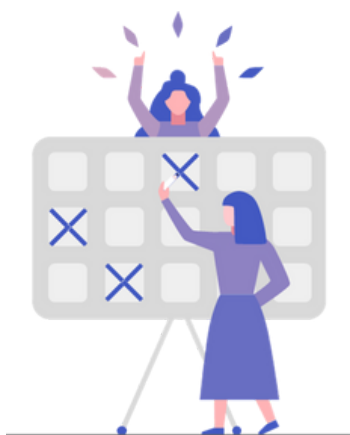
3.3 Benefits of the role play

Role-playing is a short drama acted out by the participants. Although participants draw on their own life experiences to role-play a situation, role-plays are mostly improvised. They can improve understanding of a situation and encourage empathy towards the people who are portrayed. Role plays are a sensitive instrument therefore need to be used carefully. It is essential that people have time to enter into their roles and also, in the end, to come out.

Secondly, everyone needs to respect the feelings of individuals and the social structure of the group. Role plays to draw out what participants think about other people through their “ability” to play or imitate them. This is also what makes these activities fun! However, experience in itself is not enough. To gain from an experience, it is important to reflect on what happened, draw conclusions and practice what you have learned: without reinforcement, the learning will be lost.



3.4 How to use the methodology?



So, how should you use the role play methodology in a way which is acceptable, fun, engaging and full of learning? We developed a step by step guiding programme for youth workers and educators who would like to approach the topic of social entrepreneurship via role plays.

The structure of the proposed methodology could be changed and adapted when implementing the workshops, according to the specific needs of the participants and considering the final aim the facilitators would like to achieve. The single steps are thought to be complementary to one another.

3.4.1 Methodology

- The script template: it is a methodological document that guides the overall activity. The script template is made up of 3 different parts:
 - The role-plays' construction: it describes the different steps to follow to prepare the role-play;
 - The stimulation: it provides guidelines on how the facilitator should organize the meeting where the role-plays will be carried out;
 - The personal feedback: it provides a guide on how individual feedback should be provided once each round of role-plays is over.



While the subject chosen for each round of role-plays is common to all scenarios, each context should be adapted to the specificities of each target public.



The roleplay information: it includes the description of the specific context proposed for the role-plays. The role-playing information is created by the facilitator, and it is adapted to the subject chosen for each role-play.



The animation support note: it is an internal document that serves to guide the observation and understand how to note the entrepreneur's behaviour during the role-plays. The animation support note also helps to prepare the observation report, which will be handed over to the entrepreneur at



The observation report: it is the report of the activity that includes the overall "assessment" of the entrepreneur's performance during the role-play. Within the observation report, there is the assessment grid- to be used to assess the behaviour of each beneficiary during the role-plays (one grid per beneficiary). It serves as a basis for the discussion during the individual feedback.

3.5 Exercises

Creating a stimulation

Type of Activity: Role Play

Age group: 17- 35 years old

Group size: Small groups: 4-5

Duration: 60 minutes

Objectives

- This activity uses role-play to test the transversal skills of the social entrepreneur

Materials

- Copies of the scenes to be role-played (one scene per group)
- One copy of the sheet of “case scenarios”
- Space to perform the role plays

Creating a stimulation

Instructions

1. Explain to the participants that they will be role playing a series of interviews for a job of office assistant in the customer service department of a small company. Each of the applicants has a role. Ask for five volunteers to play the employers who are going to do the interviewing and for another five to be the applicants.
2. Hand out the role cards. Let each role player choose one or two participants to help them develop their role. Give them 10-15 minutes to prepare.
3. Arrange the room according to the play and ask the rest of the group to take their places as observers. Ask one observer to be a timekeeper.
4. Start the role play. Ask the first employer to call in the first applicant. The scene should be brief, and not more than 5 minutes.
5. Invite the second employer to take their place behind the table and to interview the second applicant.
6. When all the interviews are finished, ask participants to come out of role and to join the observers for the debriefing and evaluation.

Debriefing

Begin by asking the interviewees

- How did you feel during the simulation? What did you like or not like?
- How well do you think you coped with your role? What was the most difficult thing?

Next, ask the interviewers

- How did you feel during the simulation? What did you like or not like?
- How well do you think you coped with your role? What was the most difficult thing?

Next, ask the observers to comment

- Could these situations happen in real life?
- Did the interviewers show respect and consideration for the people they were interviewing?
How did you feel during this role-play?

Further information

Tips for facilitators

We suggest you involve external role models, from associated partners or different stakeholders, with expertise in the chosen subjects. Role models can also help the trainer/facilitator in the definition of the different contexts and company profiles that will be played by the entrepreneurs. Working with associated partners brings real value-added to the activity.

Handouts for the exercise

Context

In this roleplay you will have the role of a small entrepreneur who owns a flower shop. Your shop supports jobbing for people with disabilities. The shop is in Rome, it gets its raw materials directly with local producers and suppliers who are developing a sustainable agriculture chain. The shop is widely recognized in your city for its statement regarding social issues. Your company has existed for 10 years. Your business income is around 400K€.



Your main products:

- Flowers: Big volume of sales. Your most significant products.
- Flower arrangements: Less developed offer. You are doing a big promotion on social media.
- Flowers's delivery: In development. The company wishes to extend its customer target.

Subject of Scene I: Recruitment

Context: You are seeking to replace a florist on a fixed term contract. You have received a resume and invite the candidate for a job interview.

The interviewer: Play the role of the job candidate.

Information on the recruitment

Replacement of Angela, the previous florist who left the job place due to difficulties in collaborating with his colleagues. You are looking for an experienced candidate that is self-managed and has a good team spirit.

Reminders about the job interview

- Ask the candidate to introduce himself or herself
- Ask the candidate what he/she understood from the job description.
- Why did they leave their previous job?
- Strengths / weaknesses
- How do they explain a jobless period?
- Teamwork
- Candidate's objectives, its expectation
- Salary expectations

Additional

If you would like to provide more information to the participants, you can provide supporting documents such as: a job description, a candidate's resume and a memo for the job interview.



Subject of Scene II: Annual Appointment

Context: Your employee (salesperson in the flower shop) has been working for the company for 3 years. You need to have an annual appointment with him/her to focus on his/her activity, expectations for the future etc.

The interviewer: Will play the role of the employee.

Information about the play

Profile of the employee: Sara has been working in your company for 3 years and you highly value her team spirit. Unfortunately, in many cases you have witnessed situations when she shows lack of delicacy when speaking to customers. On top of that she is not always punctual. There is no possibility of a raise because the company doesn't have enough financial funds (small production) and the employee's performance does not reflect the raise's criteria.

Additional

If you would like to provide more information to the participants, you can provide supporting documents, such as an annual review template.

Subject III of the scene: Conflict Resolution

Context: The behavior of one of your employees threatens the work environment of the company. You need to manage this conflict and find solutions to fix this.

The interviewer: will have the role of the employee.

Information about the play

Your employee is often late for work. She/he has several conflicts with colleagues due to a lack of team spirit. Several people working for you think that she has communication issues. You need to discuss with him/her about the causes and consequences of this situation and try to fix the situation in order to maintain a healthy work environment.

Reminders for conflict resolution

- Understand the causes of your employee's misbehavior;
- Ask them how they see this situation going and their opinion on how to fix this;
- Explain this not a sustainable situation;
- Alert about the possibility of a sanction or warning in case the situation does not upgrade.

4. Gamification

The use of game components and digital game design approaches to non-game issues, such as business and social effect concerns, is known as gamification. The most crucial factor is motivation. It is the concept of making the entire learning experience into a game. Gamification is a psychology and motivation-based novel strategy to increase the target audience's desire, participation, and contribution and achieve the desired results through their active participation. It is an efficient and appealing method of acquiring knowledge and skills. When it comes to social entrepreneurship education, gamification is quite useful.



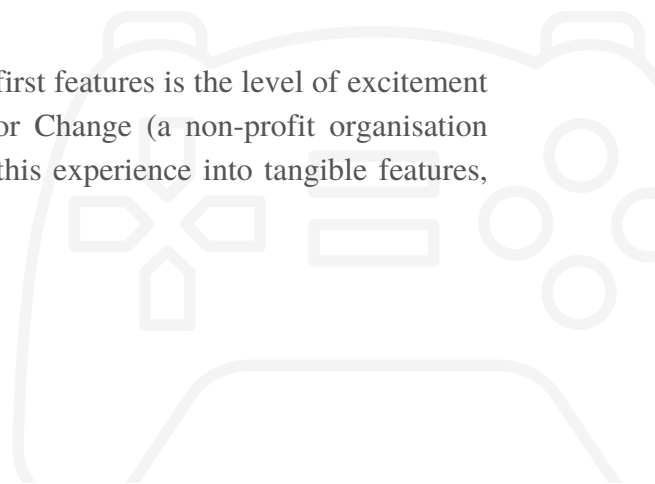
Gamification should also boost good emotions such as sympathy and enjoyment while decreasing wrath, fear, and enviousness. You can either use gamification when designing your new learning experiences as well but you can also use it to upgrade your existing ones! Learn what things you should take into consideration when doing that!

4.1 Turning the Learning Process into a Game



Gamification should also boost good emotions such as sympathy and enjoyment while decreasing wrath, fear, and enviousness. You can either use gamification when designing your new learning experiences as well but you can also use it to upgrade your existing ones! Learn what things you should take into consideration when doing that!

When one thinks about his or her favourite game, one of its first features is the level of excitement and fun it provokes while playing. According to Game for Change (a non-profit organisation supporting serious games for social change), if we dissect this experience into tangible features, game, as organised way to play consists of:



Goal	What does a player or team have to do to win?
------	---

Challenge	What obstacles might you put in the player's way to make reaching the goal fun and?
-----------	---

The challenge in a game is the obstacle standing in the way of the players that want to reach the goal. This part requires strategic thinking, careful planning and validation from the players. It has to be balanced, so the game does not get too easy or too hard to play.

Core mechanics	What core actions or moves does the player do to power the play of the game?
----------------	--

Components	What parts make up the materials of play?
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Rules	What relationships define what a player can and cannot do in the game?
-------	--

Relationships defining what a player can do and cannot do. Clear and concise rules are key to designing a game that will work. Questions that can help out in defining rules are: what the game is about, how one wins the game, how many people can play, what materials are needed and how they can be used, the setup and how one plays the game.

Space	Where does the game take place and how does the space affect the game?
-------	--

Place where the game takes place - important that in this place rules can work, otherwise, the game will not work.

Turning a learning process into the game requires adopting the mindset of a game designer making sure the learning process (having something learned as a goal of the game) includes all of these components. In order for a game to turn into a learning process, learning (of a particular set of knowledge, skills etc) has to be incorporated into a game design as one of the outcomes alongside having fun. How can we revert things and use the knowledge of game design to turn the learning process into a game? Learning process does not only have to be fun, but include all of the game components - learning process has to have certain goal to achieve (individually, as a group), challenge - that makes the process exciting and rewarding as well, core mechanics laying out how the learners advance through the learning process and keep their motivation/commitment/fun, components - which support the learning/game process, rules and the space for the learning/game process to happen.

4.2 Psychology and Motivation

Article “Harnessing the Power of Game Dynamics,” (Kim, 2012) mentions that games can help the learning process because the learners are generally more motivated and engaged compared to traditional learning approaches.

The article Psychological Perspectives on Motivation through Gamification (Sailer et al., 2013) explores motivation in the context of gamification and defines motivation as “psychological processes that are responsible for initiating and continuing goal directed behaviours”.



It goes on to articulate diverse and most prominent motivational mechanisms that can be derived from theory and that for the context of gamification have functions in the inquiry of the motivational pull of game elements and the design of motivating gamification environments. Those motivational mechanisms are:

1. “Players with a strong achievement motive are likely to be motivated if gamification emphasises achievement, success and progress.”
2. “Players with a strong power motive are likely to be motivated if gamification emphasizes status, control and competition.”
3. “Players with a strong affiliation motive are likely to be motivated if gamification emphasises membership.”
4. “Players are likely to be motivated if gamification provides immediate feedback in form of positive and negative reinforcement.”
5. “Players are likely to be motivated if gamification offers rewards.”
6. “Players are likely to be motivated if gamification provides a clear and achievable goal.”
7. “Players are likely to be motivated if gamification highlights the resulting consequences of a goal.”
8. “Players are likely to be motivated if gamification emphasises the importance of a persons’ action within a given situation.”
9. “Players are likely to be motivated if gamification fosters mastery orientation regarding goals.”

10. "Players are likely to be motivated if they experience the feeling of competence."
11. "Players are likely to be motivated if they experience the feeling of autonomy."
12. "Players are likely to be motivated if they experience the feeling of social relatedness."
13. "Players are likely to be motivated if gamification meets the players' interests and sparks interest for the situational context."
14. "Players are likely to be motivated if gamification enhances the feeling of flow by providing direct feedback."
15. "Players are likely to be motivated if gamification enhances the feeling of flow by providing a clear goal."
16. "Players are likely to be motivated if gamification enables the feeling of flow by adapting the level of difficulty to one's' individual skills and competences."
17. "Players are likely to be motivated if gamification decreases negative feelings like fear, envy, and anger."
18. "Players are likely to be motivated if gamification increases positive feelings like sympathy and pleasure."

4.3 Game Elements

This section brings more clarity to the relationship between game elements and motivational mechanisms, namely, how to use the former to achieve the latter. It is important to stress that while the single elements do have different functions - only while interacting can they have varying and complex motivational effects. The articulations of these elements exposed in the mentioned article Psychological Perspectives on Motivation through Gamification (Sailer et al., 2013) are the following:



1. Points

- Function as immediate positive reinforcements
- Can be seen as mostly virtual rewards, provided for executed actions

2. Badges - visual representations of achievements:

- Fulfil the players' need for success and thereby address people with a strong power motive
- Work as virtual status symbols and thereby address people with a strong power motive
- Function as a form of group identification by communicating shared experiences and activities
- Have a goal setting function
- Can foster the players' feeling of competence

3. Leader boards - information about a players' success.

- Individual leader boards foster competition and address achievement and power motives (
- For players at the top of leaderboards, feelings of competence can arise
- Leader boards can foster the team members feelings of social relatedness experiences

4. Progress bars (progression towards a goal) and performance graphs (compares the individual scores to previously achieved scores)

- Both progress bars and performance graphs provide feedback
- Progress bars provide clear goals
- Performance graphs compare players' performance to previous performances and thereby focus on improvement and foster a mastery orientation regarding goals

5. Quests - small tasks and related rewards.

- Provide clear goals
- Highlight resulting consequences of a goal (
- Emphasize importance of a players' action within a given situation

6. Meaningful stories - on certain activities.

- Can meet the players' interest and spark interest for the situational context (
- By offering a variety of stories and meaningful choices within the stories, feelings of autonomy can arise
- Can also foster and increase positive feelings

7. Avatars and profile development - player's visual representation in form of a chosen character

- Choices regarding the offered avatars can foster feelings of autonomy
- Positive feelings and emotional bonds can arise by provided avatars

4.4 Creating Challenges

According to Kim, well-designed is the game that provides step-by-step structure towards achieving the players' goal. In a game, a player is aware of the skills needed to advance in the game while receiving matching rewards for the achievements and having feedback on his/her performance. This is key in motivating a player to do the necessary tasks to achieve the goal. Gradually, those become more challenging while rewards grow. A task of a game designer is to design challenges in levels, namely define which events happen in which particular sequence.



Emergence and Progression are 2 key modes of creating challenges in the game:

Emergence - Complex and dynamic system of rules defines behaviour of certain games - the number of possible states is huge: relatively few mechanics can create a large number of possible states.

Progression - Designer outlines possible game states in advance either through level design or some form of scripting).

4.5 Gamification in an “ice breaker” context

When kicking off your events and activities for young people, how you set the tone at the beginning will greatly mark the experience of your participants. You better start it fun! With a game that has a good balance of fun but also strategy and team work.

Example 1: The Marshmallow challenge

1. split a group in pairs
2. Give each group 20 sticks of dry spaghetti, 1m of tape, 1m of string, 1 marshmallow.
3. Give teams 20 minutes to build the tallest structure with the marshmallow on top.

This activity requires teamwork, communication, and innovation. Once the challenge is complete, have the group discuss what part of the exercise was the most difficult, who failed at first, how they recovered, and what they thought of the other designs.

4.6 Gamification as a complementary activity of an event's content

You can use gamification in “infecting” your youth event with games - combine them with another educational content and you will elevate the motivation, improve ambience and elevate learning experience of your group(s)! Be creative, don't be afraid to step out of the comfort zone and make people play - while playing, they will get their batteries recharged, have a chance to process (and apply) the stuff they are learning and enrich their learning experience by seeing the learning process and their learning mates in a radically different environment and synaic while playing the games.

Think About What You Did During a Day

MY DIARY

Type of Activity: Individual activity

Duration: 20 mins/day for a week

Objectives: Trigger a personal reflection of the day, focusing on a specific topic relevant for youth trainers - e.g., exploring the problem young people want to address in their surroundings, reflecting about young people's own carbon footprint during the day, reflecting on young people's individual traits, values, skills and strengths.

Materials: A4 blank paper diary/notebook, markers, pens, watercolour, scissors, magazines, smartphones, PADLET tool (<https://padlet.com/>)

Think About What You Did During a Day

Instructions

Diary is a collection of (visual and/or textual) notes registering the individual experiences of young people through pictures, words, text, sketches, graphics, colleges or any other form. There is no wrong way of recording the experience of the day, it is just important it is done continuously.

Debriefing

Youth trainers can use this activity whenever they are focusing on a specific topic with young people and they need to collect young people's own personal experiences to get deeper insight into their feedback. It can be a good kick off activity that serves to record the initial status of young people in the training; they can repeat the activity at the end of the training - comparing the two will allow youth trainers to have insights into the differences and potential change that happened in young people's behaviour, attitudes, skills that the activity provoked.

Follow-up suggestions

Creating an exhibition (can be virtual or in person) to engage in peer2peer learning and get another insight into collective feedback on a topic of interest

Further information

Trainers can use the PADLET tool (<https://padlet.com/>) and add specific reflection challenges for each of the day and/or customize the activity to the needed dynamic, specific topic or youth group.

www.footprintcalculator.org/en/quiz/0/food/category
calc.zerofootprint.net



How ethical and eco-friendly are you

MY IMPACT

Type of Activity: Individual activity + group presentation and discussion

Duration: 1 week

Objectives: Mapping young people's perspectives on their daily routines, habits, behaviors and activities that contribute to a more just and equal world.

Materials: Smartphone and the CANVA tool (<https://www.canva.com/>)

How ethical and eco-friendly are you

Instructions

Youth trainers instruct young people to photo-document their daily ethical and eco-friendly behaviour throughout the week (there is no wrong way of doing it!) - it can be anything from a product they bought or an activity they did - as long as it contains an aspect young people consider relevant when talking about their personal ethical and eco-friendly behaviors. Young people put up their photo material in a slide deck, adding anything that might add value to their presentation and present the slides to their group.

Debriefing

This activity can be connected to the My Diary activity - if the topic of My Diary activity is e.g. my eco footprint or similar.

Follow-up suggestions

A Signal app (<https://signal.org/en/>) can be used by creating a group where participants can share inspirational photos or activities with each other, improving their daily behaviors.

Activity can be set up to focus on the following question: How can I be more ethical and ecofriendly in an online environment - instructing young people to explore online product and service providers as alternative to the ones they are using at the moment (e.g. Ecosia search engine).

Further information

www.humanetech.com/youth



4.7 Gamification for activity (re)design!

As already mentioned, gamification can be used to either design new activities or upgrade the existing ones! While it might seem designing a completely new activity is easier, adapting an existing one can be very funny and rewarding too! Accept from thinking how to shape it as a game, this process also allows you as a team to question and critically rethink some of the activities' content, methods and tools. Gather your team and accept this challenge - gamify one of your existing activities for youth! Be patient, think out of the box and don't be afraid to step out and test.

LET'S THROW A PARTY!

Type of Activity: Group activity

Duration: 1 hour

Objectives: Practising collaborative processes of innovative ideas co-creation within limited resources, simulating the real-world conditions.

Materials: EVERNOTE tool (<https://evernote.com/>), CANVA tool (<https://www.canva.com/>)

LET'S THROW A PARTY!

Instructions

Youth trainers split the group into smaller teams (up to 5 people) with the following task: teams should plan their own specific-theme party that should be: low budget (max 100 EUR) and high social impact. Groups communicate and plan the party via EVERNOTE tool and self-designed digital tool/template that support their planning process. Teams should make a 5 mins presentation deck in the CANVA tool. All teams present (online or in person) and they vote for the winning team.

Debriefing

Teams should focus on a high social impact party - this can range from buying goods only from social businesses or having energy efficient party hacking the electricity supply or waste management processes etc.

Follow-up suggestions

It would be great to secure awards for the winning team and make sure the party really happens and everyone is invited!

Further information

Additional digital tools can be used to further the group discussion and analyse e.g., which party can be optimised to be eco-friendlier and more ethical. Activity can also serve as a beginning of the research process for problem validation and solution ideation for young people's social businesses.

5. Coaching and Mentoring

5.1. Introduction to Coaching

It is not uncommon for youngsters to feel overwhelmed when dealing with the obstacles of starting and managing a successful social enterprise. The role of the youth worker as a guide for these youngsters is a crucial one, and over the years several tools have been developed and tailored specifically to assist them in their journey.

Of all these tools, one is of great importance and the matter of countless extensive studies, spawning as many schools of thoughts and techniques: Coaching. Coaching is a means of leading, instructing, and educating an individual or group of individuals to attain certain goals or acquire specific abilities.



It is especially useful when dealing with the difficulties that young people confront in their business ventures. Coaching may be a source of encouragement and assistance in overcoming problems, such as shifting one's perspective on the topic at hand. It also creates the impression of being led, which adds to the safety and comfort of young entrepreneurs.

During the day-to-day work of a youth worker, we are constantly faced with youngsters in need of guidance, and each one of them requires a tailored approach that will focus on its necessities and objectives. Coaching is a technique that was developed in order to support and assist people in attaining their goals, and is mainly aimed at the creation of the right mindset in an individual through different means.

First and foremost, the coaching approach aims at broadening the horizons of the coachee, increasing the overall insight, focus and interest in the field at hand, Secondly, it builds responsibility by providing choices and creating accountability for the choices made, boosting confidence and motivation. Such factors are fundamental in creating the right mindset to achieve the wanted results.

This is true regardless of the pre-existing level of knowledge in the field, and it is for this exact reason that coaching is broadly used even by established professionals of their respective fields. In this toolkit, we will introduce one of the most widely embraced techniques in the coaching world, the so-called GROW model (J. Whitmore, 1992).

This particular model has its foundations on 4 principles: Goals, Reality, Options and Will. These principles are the steps that a coach has to undergo along with his coachee, and can be roughly summarized as a process aimed at visualizing, assessing and implementing the latter's goals and objectives. Specifically, each step can be explained as follows:

Goals

When setting up for a change, be it in a personal or professional way, it is first of all fundamental to visualize the goal that you want to set for yourself. As simple as it might seem, it is actually quite a common mistake to set for yourself a vague and therefore hard to achieve goal. A professional coach has the role and the duty to guide a coachee in this process in order to fixate on smaller and S.M.A.R.T. objectives that will create a "path" towards the bigger goal. By creating a list of smaller objectives to reach, the overall task will look much more approachable.

Reality

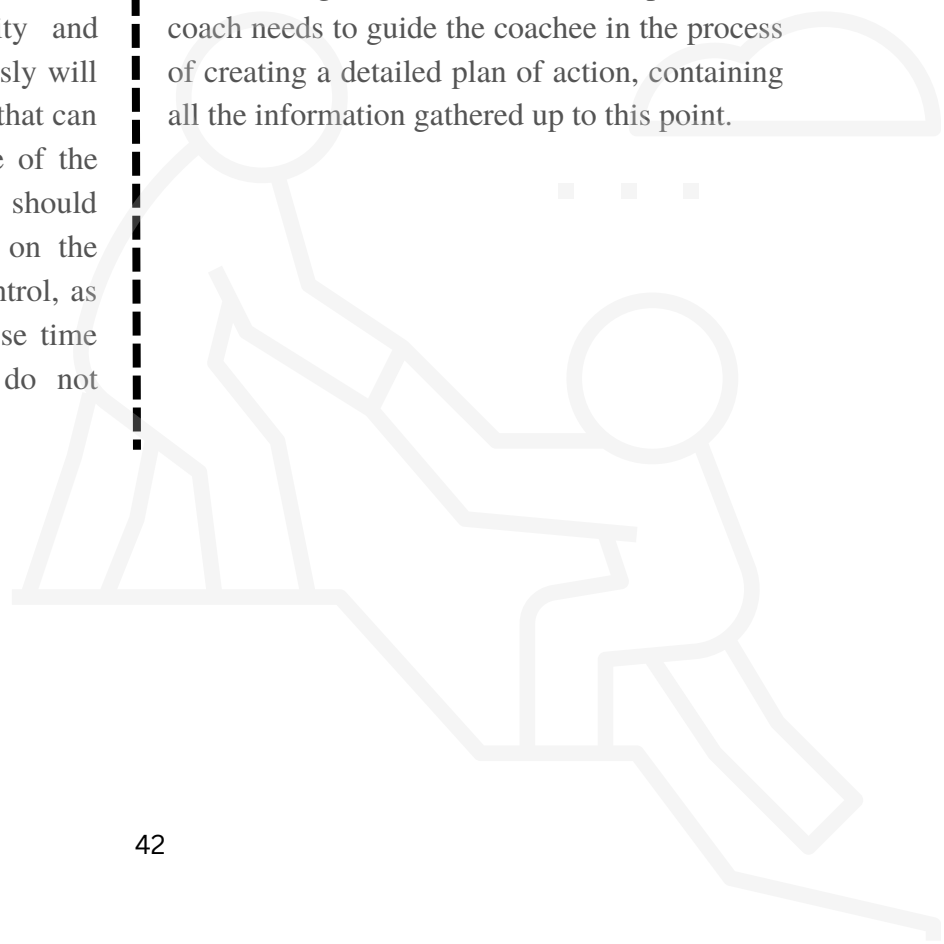
Once the goals are set, you will need to move on to the assessment of the reality surrounding the coachee. This step can be imagined as a concrete visualization of the starting point of the coachee, and has the function of creating a bridge between its desires and the reality of its situation. To analyse the starting point in the journey, one can better grasp the actions that need to be taken in order to reach the goals that have been set, and set the adequate priorities. The value of a great coach in this step can be seen in its ability to show the clashing of the coachee perception of reality with an external perspective, all the while paying attention to not being demotivating in the process.

Options

At this point, both the coach and the coachee have a well-set scenario of reality and expectations, so the next step obviously will be to analyse the options and actions that can be taken in order to reach each one of the goals set. In this moment, the coach should focus the attention of the coachee on the actions that are directly under its control, as it is not beneficial in any way to lose time and motivation after options that do not depend on the coachee's actions.

Will

After having revised all the viable options, the coach needs to guide the coachee in the process of creating a detailed plan of action, containing all the information gathered up to this point.



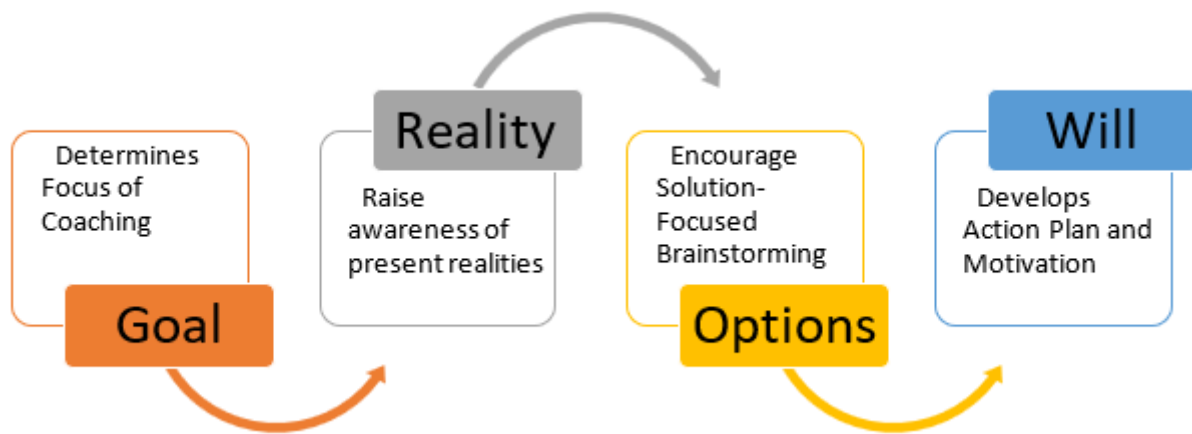


Figure 3. GROW Model (Reference)

This process can be used during all the steps of creating and managing a social enterprise, as it greatly helps in both macro and micro management of every aspect of the work of an entrepreneur. For example, it can be used to better focus the overall direction that the coached youngster wants to follow, and achieve a greater insight on the future of the enterprise, and help him understand the context he is going to/operating in. At the same time, the same model can be applied as a more “spot on ” action, for example when faced with a turning point in the management of a crisis.



This adaptability makes for one of the greatest strengths of this approach, along with the rapidity and monitorability of its results. Moreover, based on the kind of topic discussed, we can change the size of the group it is aimed towards: for example, when discussing broad topics, a coach can afford to speak to a wider crowd, and take advantage of the perks of a group brainstorming exercise.

On the other hand, sometimes, especially when faced with very specific issues, it might be better to focus more on a limited number of coachees or even to provide spot on sessions to a single individual. To become a good coach is a process that needs a lot of practice, study, and motivation.

A good coach knows how to ask the right question at the right time, how to analyse the personality of its coachee in order to know exactly which points to focus on to achieve the best possible results. This is fundamental to understand that it is not possible to become a great coach just by mindlessly applying theoretical rules, as coaching is a deeply personal technique that is born from the collaboration of two or more individuals in a journey to achieve an objective. Each coaching session is a world on its own with different needs, and most of the time will need a solution that is tailored specifically for that situation and target.

In this chapter, we will provide several examples of activities that can be carried on based on the explained principles, in order to give a general idea of its potential and applications. Such activities are the results of brainstorming and sharing among different educators in the non-formal education field, integrated with best practices developed over the years and ideas that were developed during the brainstorming sessions that lead to the creation of this chapter.



Each activity will be divided in blocks that will focus on the different focal points of the activities, some of which are focused on the conduction of the activity in itself (such as the ideal size of the group, materials, length of the session, and some examples of questions that can be used to lead group reflection), whereas some sections are more focused on the competence building and the main learning outcomes of the session (integrated with resources, references and other useful materials that are available for any newcomer in the coaching field).

All in all, this toolkit should provide youth workers with a general insight on how to conduct a coaching session for a group with a common goal (in this case the creation of a social business), along with information and best practices on the field of social entrepreneurship.

Keep in mind that these are just examples, and that the same concept can be modified to suit different needs or to tackle different topics with the adequate adjustments. It is also worth noting that being a coach is a cross-disciplinary skill that can be applied to a wide variety of topics, and as previously stated is mostly linked to supporting a coachee in the development of the correct mindset to seek out one's objectives.

For this reason, it is not strictly necessary for a coach (even though it obviously helps in achieving even greater results) to be a professional or expert in the field of the coaching session. Obviously, this also means that a youth worker can be faced with a broad variety of issues and problems that span from different fields and areas, and for this reason it requires constant updating and research.

5.2 Social Business Model Canvas

For the first example, we wanted to present an activity aimed towards those that are just now getting initiated to the field of social entrepreneurship. The broad topic allows the coach hosting the session to speak to a bigger crowd, in a way that leaves room for discussion among the group.

This activity will be divided into 3 different stages, each one tackling different aspects of a common practice used when choosing a social business model: the Social Business Model Canvas.

Social Business Model Canvas
Social value proposition
Social Innovation, Customer segment

Type of Activity: Plenary Session with workshop and presentation elements

Age Group: n/a

Group Size: 5 to 30 participants

Duration: 1 session (120 mins); follow up individual/group meetings

Objectives

- Develop a business idea
- Understand the impact you want to have on the social context
- Assess the viability of an idea
- Build confidence in your idea and the capacity to “sell” it to others

Materials

- flipcharts
- markers
- sheets of paper
- some kind of token (at least 5 pieces per participant)

Social Business Model Canvas

Social value proposition

Social Innovation, Customer segment

Instructions

A straightforward but effective activity that comes very handy when it comes to coaching a group newcomer in the world of social entrepreneurship.

Introduction to business models

The session should start by introducing the participants to the theme of the session. Previously providing them with useful materials on the topic greatly increases the effectiveness of the activity, but it is crucial to ensure that everyone has a basic ground before delving too deep into the later stages of the session.

A Business model is the backbone of a successful business idea, and it can be considered the rundown of the potential of an enterprise.

Having a complete and thorough idea of what your business is going to be going forward in the future is a vital asset to have at disposal during the development of new ideas, such as creating a social enterprise or expanding into new fields.

In order to understand and develop a business model that fits your concept of a business, the coachee needs to be given proper tools and knowledge, as it can be very easy to take a false step, even more so during the infancy of a business project.

The Social business model canvas for start-ups takes a high-level view of your social enterprise idea and focuses on the key elements you'll need to make it viable. Developed by adapting a widely used technique by Alexander Osterwalder (A. Osterwalder, 2008, Strategyzer.com), used mainly in traditional business ideas and start-ups, the tool is used to deconstruct a social business idea into eleven "building blocks".

Social Business Model Canvas is a broadly used tool that allows the user to create a snapshot of a business idea in every basic aspect that composes it.

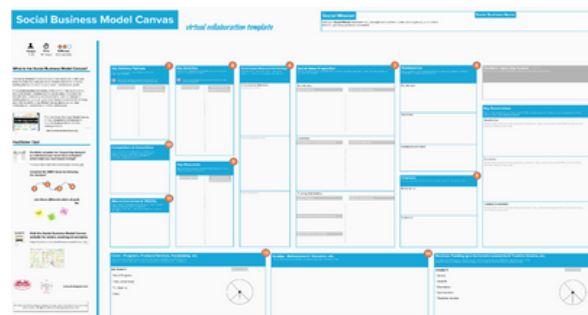
The main idea behind this model is to deconstruct the business idea into several categories, each occupying its own place in a sheet of paper.

The specific template that we are going to use was developed by [Social Innovation Lab](http://SocialInnovationLab.com), (D. Crossan, 2020), and it represents one of the more complete models that are available to a beginning social entrepreneur.

Social Business Model Canvas

Social value proposition

Social Innovation, Customer segment



This template can be effectively used as an alternative to a more detailed business plan, and greatly helps when setting up specific aspects of a social enterprise, such as your product, your targeted market, the resources you will need and, most importantly, the social value that you want to generate. All this information will be practically enclosed in an easy to use and access scheme.

Let's make an example: you find yourself in a situation where time is of the essence. You want to capitalize on it as soon as possible before it fades away, and you want to do so before other competitors get to it. If you already have an idea for an innovative social business, using the social business model canvas can help you be the fastest and, if used correctly, effective.

Note that this particular technique can only be used once you have already sorted out the financing of the project. If you need bank loans or some type of outside financing you will most likely need to develop a fully fleshed and detailed business plan.

In this situation, you want to rapidly assess the viability of your idea.

The development of a "classic" business plan will take time in order to effectively reveal potential threats and flaws in your idea, while using a social business model canvas can be a much quicker way in order to pinpoint the problems that you might face.

Both methods have their respective pros and cons, and are deeply connected with each other. It is not uncommon for entrepreneurs, both in standard and social businesses, to start by drafting a social business model canvas and work on a traditional business plan once things are set in motion.

What's included in a social business model canvas for start-ups

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Moreover, the social business model canvas should include a "mission", which is a statement that represents your will to change your social environment for the better, and the means you will use in order to pursue this change.

Social Business Model Canvas

Social value proposition

Social Innovation, Customer segment

Key partners: Who are the buyers, suppliers, partners, and other alliances that can help you accomplish core business activities?

Key activities: What are the most important actions you need to take in order to fulfil your value propositions, strengthen customer relationships, secure distribution channels, and maximize revenue streams?

Key resources: What essential resources are needed to launch and run your business and create value for your customers?

Competitors: What makes your solution more effective than your competition? What is the current state of the market? How do they differentiate your business from your competition?

Social value proposition: What products and services do you plan to offer? What customer needs do they meet? What is your main selling point to relevant stakeholders?

Social innovation: What is your targeted social environment problem? What are the actions you are planning on taking?

Customer segments: What customer groups will your business serve? Identify the customer personas that your business provides value for.

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Cost structure: What will it cost to start and sustain your business? Which resources and activities will be the most expensive?

Revenue streams: How will your business make money? How will you price your products and services? Are there other potential revenue streams?

Surplus/Community reinvestment: How much of the financial surplus are you going to reinvest into the community? In which areas do you plan to invest?

Workshop: Elevator pitch

This activity is a composite one as it contains 2 phases of workshops and discussion, of which one is more individual and the other is a group activity.

Every participant should be given a sheet of paper with a template of a Social Business Model Canvas. The first part of the exercise should be carried on individually, and consists in completing each and every part of the canvas with their own personal business idea.

Once everyone has done so, they will be given 1-2 minutes each in order to present their idea to the others. Every idea should be written down in a flipchart.

At the end of the presentation, everyone will be given a number of tokens that will represent their ability to invest in one or more ideas, except their own. Investments will be done singularly and by giving a brief motivation, helping each coachee to roughly grasp the strong and weak points of their ideas.

Social Business Model Canvas

Social value proposition

Social Innovation, Customer segment

Explain to the group the concepts of values proposition and social innovation, stressing the importance that both factors have in the success of a social business.

A social value proposition can cover a wide range of categories, for example:

- an innovative idea
- an existing product for a wider target
- Improving a service or resolving issues linked to it
- reduce the cost of a service
- Improving the performance of an existing product

Social innovation is your suggested solution to a social environmental problem.

Both aspects influence the interest generated in a possible customer/investor, and as such should be held in high regard when developing the social business model canvas.

The top invested in ideas will be then chosen, and the various groups will try to develop them more deeply in these fields. The number of ideas and groups formed can vary based on the number of participants in the coaching session.

Each group will then present the detailed section of their social enterprise to the rest of the group. After this first presentation, the session will move on to the second segment: the customer segment. Choosing from the start the right customer is as important as detailing your value proposition and social innovation. For a social business it is fundamental to develop a social value that potential customers actively pursue. Without this step there will be little to no involvement and the canvas will need to be revised accordingly.

In order to do so, we will need to clearly understand who our ideal customer is and plan your social business idea in order to match its needs and interests.

At this point, each group has to work on a detailed description of their own target group, and put themselves in their shoes.

At this point, they should be able to answer the following questions

- Who are your customers? Why would they be interested in your idea?
- Age; Geography; Social/economy; Demographics; likes/dislikes/interests;
- Job; which basic needs of your customer are you satisfying.
- How large is your target group?

At the end of this second part of the activity, move on to the debriefing phase.

Social Business Model Canvas

Social value proposition

Social Innovation, Customer segment

Debriefing

This part of the session represents the moment where the role of the coach becomes crucial. By leading the conversation with spot on questions, the coach can help each participant to reflect on specific parts of their business ideas, consolidating in this manner the learning outcomes of the session. Moreover, the discussion can bring out criticalities in the previous conception of the creation of the business model, with different points of view that are going to be brought by each participant, not just by the coach. Different levels of preparation in the participants can further improve the outcome of the session as a whole, and this is also true for the debriefing part. Obviously, the questions asked have to vary depending on the path that the session has taken, but there are of course questions that should and others that **MUST** be asked in order to properly guide the participants in this process of self and group evaluation.

Such questions are as follows:

- What is your overall opinion on the module?
- Did you encounter any difficulty when approaching one or more tasks you were given?
- Are you satisfied with the presentation you gave of your business idea, and how it was received by the other participants?
- Did you get a deeper insight on the strength and weak points of your business model?
- Are you going to refine your previous idea based on the feedback received today? If so, what is the thing that you would change the most?
- Will you use and adapt any of the tools and techniques that you learned or explored today?

Asking these questions will promote discussion among the group and give each participant a stimulus to reflect on the approach to take from that moment on.

Follow-up suggestions

Coaching is a complex process, and as such it needs different approaches, even when dealing with the same target group. One of the most important aspects of this activity is to really support and guide the coachees in the following steps of their social business idea development. For this reason, it will be ideal to try and stay in touch as much as possible with the coachees in the future, in order to evaluate their progress and give individual feedback based on the criticalities that each one of them finds during the evolution of their plans. Moreover, as previously stated, giving feedback and support is extremely important when coaching, as it gives a sense of assurance that greatly boosts the confidence of the coachee, allowing for a greater investment on their project. By dropping out once the first session is over might lead to an overwhelming feeling that could paralyze those that are more easily scared by the chance of failure.

Social Business Model Canvas Channels and Customers relations

Type of Activity: Plenary Session with workshop and presentation elements

Age Group: n/a

Group Size: 5 to 30 participants

Duration: 1 session (120 mins); follow up individual/group meetings

Objectives

This second activity focuses more on a different part of the social business model canvas, and specifically in the channel segment of the social business model canvas. This section delves into the topics of:

- Means of sale of a given product/service;
- Creation of a successful communication plan;
- Creation of a healthy and organic customer base.

Materials

- flipcharts
- markers
- sheets of paper

Social Business Model Canvas Channels and Customers relations

Instructions

Introduction to business models

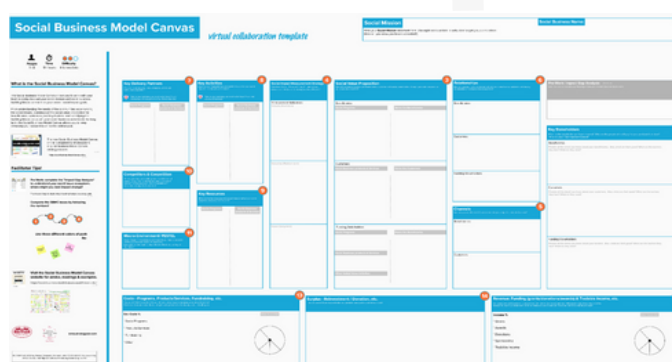
The session should start by introducing the participants to the theme of the session. Previously providing them with useful materials on the topic greatly increases the effectiveness of the activity, but it is crucial to ensure that everyone has a basic ground before delving too deep into the later stages of the session. A Business model is the backbone of a successful business idea, and it can be considered the rundown of the potential of an enterprise.

Having a complete and thorough idea of what your business is going to be going forward in the future is a vital asset to have at disposal during the development of new ideas, such as creating a social enterprise or expanding into new fields. In order to understand and develop a business model that fits your concept of a business, the coachee needs to be given proper tools and knowledge, as it can be very easy to take a false step, even more so during the infancy of a business project.

The Social business model canvas for startups takes a high-level view of your social enterprise idea and focuses on the key elements you'll need to make it viable. Developed by adapting a widely used technique by Alexander Osterwalder (A. Osterwalder, 2008, Strategyzer.com), used mainly in traditional business ideas and startups, the tool is used to deconstruct a social business idea into eleven “building blocks”.

Social Business Model Canvas is a broadly used tool that allows the user to create a snapshot of a business idea in every basic aspect that composes it. The main idea behind this model is to deconstruct the business idea into several categories, each occupying its own place in a sheet of paper.

The specific template that we are going to use was developed by [Social Innovation Lab](#), (D. Crossan, 2020), and it represents one of the more complete models that are available to a beginning social entrepreneur.



Social Business Model Canvas Channels and Customers relations

This template can be effectively used as an alternative to a more detailed business plan, and greatly helps when setting up specific aspects of a social enterprise, such as your product, your targeted market, the resources you will need and, most importantly, the social value that you want to generate. All this information will be practically enclosed in an easy to use and access scheme.

Let's make an example: you find yourself in a situation where time is of the essence. You want to capitalize on it as soon as possible before it fades away, and you want to do so before other competitors get to it. If you already have an idea for an innovative social business, using the social business model canvas can help you be the fastest and, if used correctly, effective.

Note that this particular technique can only be used once you have already sorted out the financing of the project. If you need bank loans or some type of outside financing you will most likely need to develop a fully fleshed and detailed business plan.

In this situation, you want to rapidly assess the viability of your idea. The development of a "classic" business plan will take time in order to effectively reveal potential threats and flaws in your idea, while using a social business model canvas can be a much quicker way in order to pinpoint the problems that you might face. By using this tool, you can decide immediately if your idea will work, if you need to revise it or scrap it and move on to another concept

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Social Business Model Canvas Channels and Customers relations

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Channels

Once a future entrepreneur has pinpointed the type of product/service that he wants to sell, along with the social impact he wants to achieve, he needs to work towards deciding which channels he wants to use in order to reach his objectives.

The channels element of the social business model canvas puts the spotlight on the means that a business can use in order to communicate, distribute and sell its product.

Moreover, it is fundamental in order to estimate and calculate the costs for the delivery of a given product.

Social Business Model Canvas Channels and Customers relations

Also, as a social business has its roots in the social impact it's able to produce, a critical point to consider is the means used in order to carry on the foreseen action on the social context.

For this reason, differing from a regular business model, the channels segment in a social enterprise is basically doubled, as it is often the case that the channels used in order to sell and distribute the product/service offered are not the same used to pursue the social impact sought.

Exercise

Disclaimer for the duration of this activity you will follow the division into groups that has already been done during the course of the previous activity. This division is not meant to be mandatory, but it helps in keeping the concentration of the group.

Start the session by summarizing the previously debated segments of the Social Business Model Canvas (Value proposition, Social Innovation and Customer segment). Move on to the introduction of the Channels segment and its founding principles and elements, and ask the groups to brainstorm about the kind of product/service they are selling and what will be their first and preferred channel for distribution (15 mins).

Once the groups are more or less settled in their decisions, ask them about the means that they are going to employ in order for their product to get from their company to their final customers and the means they are going to use to seek the social impact that they set for their social enterprise (30 mins). To support the process provide them with examples and options such as:

- Direct sale,
- Through third party retail stores,
- Wholesale,
- By affiliating with another product from your company/other companies,

Virtual channels:

- E-commerce,
- Appstore/advertising in applications,
- 2-step distribution,
- Aggregators,
- Social Commerce,
- Flash sales,
- etc.

Social Business Model Canvas Channels and Customers relations

Social impact” channels:

- How are you going to regularly involve the beneficiaries of your actions?
- Are you going to focus on a local level or do you seek to support other social causes outside your own local background?
- What are the channels used to reach each beneficiary of your actions?

Once this brainstorming phase is over, move on to discuss how the potential customer might want to buy their product from the chosen channels (15 mins). Again, support their discussion by giving examples such as:

- Physical sale,
- Delivery,
- Delivery with installation,
- Bundled with other products,
- etc.

Ask the groups to evaluate their channel choices by calculating the cost of each channel (20 Min)
You can use as support the following videos:

<https://www.youtube.com/watch?v=D13PwzkWD0A>

<https://www.youtube.com/watch?v=bKdMJNsABJ0>

At the end of this part of the session, each team should discuss in plenary which channel is the most sustainable and profitable based on the type of social business they are going to develop, and motivate their choice.

Customer Relations

As previously mentioned, the channels section is not limited to the means for the direct sale. Indeed, a crucial part of the job of a social entrepreneur is to manage the channels for the promotion of its product among the customers, along with the creation and nurturing of a trust with them. This can be done thanks to a skilful and clever usage of the means of communication at disposal, and with the development of an effective communication plan.

In this process it is fundamental not to focus solely on attracting new customers, but also (and in some cases most importantly) on customer retention.

Social Business Model Canvas Channels and Customers relations

Exercise:

Present to the group the following video about how to promote the product and get clients (20 Min)

To Get

<https://www.youtube.com/watch?v=AUI7IC-9iKg>

To Keep

<https://www.youtube.com/watch?v=xzvTcybDEw>

To Grow

<https://www.youtube.com/watch?v=BDHxxdTNKVY>

Ask each group to develop a strategy based on the previously discussed techniques, which activities they are going to carry on and to calculate the relevant costs. (20 Min)

Might be good to suggest the follow:

Paid Demand Creation Activities

- Public Relation
- Advertising
- Trade Shows
- Email/Direct Email
- Social Media
- Publications in Journals
- Speeches/conferences
- Blogging/guest articles
- Social Media/Twitter....
- Loyalty programs
- Product updates
- Customer satisfaction

At the end of this session move on to the debriefing phase

Social Business Model Canvas Channels and Customers relations

Debriefing

This part of the session represents the moment where the role of the coach becomes crucial. By leading the conversation with spot on questions, the coach can help each participant to reflect on specific parts of their business ideas, consolidating in this manner the learning outcomes of the session.

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Social Business Model Canvas

**Key partners, key activities, key resources
Costs and revenue stream and surplus**

Type of Activity: Plenary Session with workshop and presentation elements

Age Group: n/a

Group Size: 5 to 30 participants

Duration: 1 session (120 mins); follow up individual/group meetings

Objectives

- Identify the key partners and allies that can influence the success of a social enterprise
- Quantify and analyse the type of resources at disposal and how to obtain them
- Understand the importance of a well-planned strategy for community reinvestments

Materials

- flipcharts
- markers
- sheets of paper

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Instructions

Introduction to business models

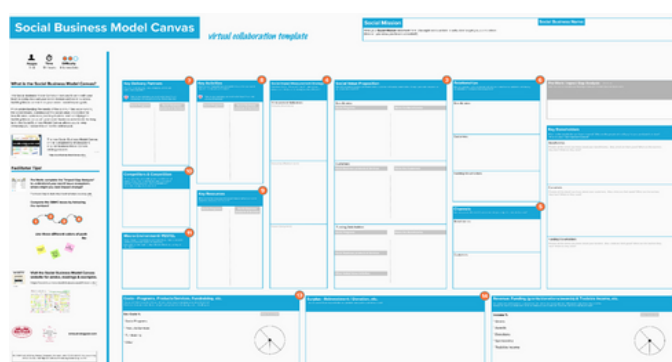
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In this situation, you want to rapidly assess the viability of your idea.

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Key activities and Resources

During this final phase of the activity, we are going to delve into another crucial factor to account for when developing or expanding a social business: the analysis and management of the assets and resources of our business.

In order to do so, we will need to focus on questions such as:

- What are the most important assets in an enterprise?
- What are the actions needed in order to make the business model I adopted work efficiently?

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Once we have answered these questions, we should be left with the key activities that we, as entrepreneurs, must take in order for our social business to be successful. Each activity, though, needs a certain amount of investment, commonly referred to as “resources”. Resources are the backbone of the business model of a company, and can be identified in these categories. Physical, Human, Financial, Technological.

Physical Resources

Physical resources incorporate several categories, such as:

- Facilities such as offices, warehouses, etc...
- Products and services both internal and external (when you are not able to directly create the product you are selling),
- Machinery, vehicles, computers, shops and tools

All these resources also represent the structural cost of an enterprise.

Financial Resources

This category contains all the means that can be employed in order to finance your social business.

- Friends and Family, especially in the earliest stages of the project;
- Crowdfunding: a great tool to gather small amounts of capital from a large number of individuals. Depending on the type of crowdfunding, the investors can be strictly donating money or can gain some benefit in doing so (such as early access to a product or some personalization in the final product). Crowdfunding represents a great asset when developing a social business, since a lot of people are more willing to invest and spend in business proposals that directly impact their own society and environment. For this reason, crowdfunding is a tool that is not to be forgotten when developing a financial plan in order to support a nascent social business.
- Business Angels: individuals that are willing to invest moderate to large amounts of capital in order to support new-born businesses, usually in exchange for convertible debt or shared ownership of the business.
- Venture capital: A form of investment into early-stage businesses and social enterprises that show great growth potential. It is more commonly used in the technology field, though it is not strictly limited to it.
- Lease-lines: refers to a dedicated communication channel that easily interconnects two or more sites. Actually, it is a service contract between a provider and a customer. This dedicated line ensures continuous data flow from one point to another for a fixed monthly rate.
- Donations: As a social business, it could be very profitable to set up a financial stream sustained by donations. It is likely that once you start achieving your desired social impact you will find investors that share in one way or another your social goal, and that want to channel some resources in order to support your idea.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Human resources

Human resources can be divided into two categories: internal and external.

Internal human resources are the employees that you hired during the activity of your social enterprise. A team composed of capable and motivated employees can really make the difference in the lifespan of a social business, and can be both its most precious asset or its downfall. The management of human resources can be very difficult, and most medium-large companies hire experts in this field for this specific reason

External human resources are those advisors that are not directly employed by a company, but that you need in order to advance your social business. Such professionals can range from a wide range of fields of expertise, usually so broad that it would be simply not feasible to directly employ a professional figure from each one of these areas.

Technological resources

Such are the resources linked to the tools and innovative ideas that you developed or are going to develop. These resources are often referred to as intellectual property, and by its nature it is subject to attempts (deliberate or not) at emulating. For this reason, over the years, many methods were developed in order to safekeep the intellectual properties of companies and individuals.

Such methods change in application from country to country, so each one of them needs research. Trademarks, copyrights, patents, contracts and terms of service are just a few of these tools, each one of them with different perks and applications.

When developing a new product, it is fundamental to know how to move in a world that is filled with patented intellectual property, and it often happens that your original idea is actually already patented or protected in one way or another. It is exactly for this reason that a properly conducted market analysis can save yourself a great amount of time and money.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Exercise

Disclaimer for the duration of this activity you will follow the division into groups that has already been done during the course of the previous activity. This division is not meant to be mandatory, but it helps in keeping the concentration of the group. Introduce the key resources concept to the groups, explaining all the different types and categories. Ask the different groups to assess the different activities that they need to carry on in order to successfully launch their social business ideas (20-30 mins)

In order to pinpoint the correct fields that you want to focus on, present the groups with different questions that they need to answer:

- The amount of the structural costs that they will have to take;
- Which intellectual properties they are going to need and develop;
- The kind and number of employees and external advisors that they are going to need, motivating the choice to outsource/hire;
- The financial resources that they are going to rely on, and the means to obtain them.

After a plenary presentation of the results of the workshop, show the group a brief video presentation on resource management.

Key partners

It is highly unlikely that a social business takes off in a vacuum, as it is much more common that every business, social or not, requires allies and stakeholders in order to thrive. It is even more important when developing a social business idea, as you cannot think of creating a business that has a tangible social impact without taking into account the number one stakeholder of a social enterprise: the target group.

Your target group can be your greatest advocate and your strongest strength, but it is fundamental to take measures in order to not betray its expectations. The process of analysing and planning the actions that you are going to take regarding your relationships with potential allies and “enemies” is called stakeholder analysis (R.E. Freeman, 1984). From its first development, stakeholder’s analysis has improved and evolved, originating many more techniques and theories that can suit different needs.

Note that the process of stakeholder analysis is dynamic, meaning that stakeholders can change during the lifespan of a social enterprise, both in terms of actual stakeholders and as a change in their relationship with your social business. After all, the whole point of stakeholder’s analysis is to change the balance of your relationships, in order to bring more relevant stakeholders to promote and endorse your product.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

In some cases, a stakeholder can become a full-fledged partner in your social business activity, but keep in mind that partnerships can be a double-edged blade if not managed properly.

Some perks of having a partner might be a higher capital at disposal, different and wider means of distribution, access to new markets, supplier of services that you normally outsource and so on.

The risks, though, may vary depending on the partner that we choose for ourselves, and can be highly detrimental especially when important finding points of your business models don't match (such as overall vision, ideas and goals). Keep in mind that you will have to carefully analyse the perception and popularity of a potential partner within your customer target group, as creating a partnership will sometimes be seen as a betrayal from a certain share of customers.

To summarize, having a partner can highly benefit a social business, but you will have to be extra careful that the chosen partner will be a winning choice in the short and long run.

Exercise

Introduce the key allies and partners concept to the group, clarifying the categories and perks of a successfully conducted stakeholders' analysis.

Ask the participants to brainstorm and elaborate a plan regarding:

- Which are the key partners in their social business;
- The kind of alliance and mutual support they can develop;
- Potential partners;
- How to involve relevant stakeholders that would not normally be interested in your project

Costs, Revenues and Community reinvestment

We have finally reached the closing segments of the social business model canvas: the analysis of the costs, the revenues and the ways in which you can reinvest your gained capital in the society.

First of all, an aspiring social entrepreneur should recap the expenses stated in every previously filled segment, in order to have a complete insight on the expenses that his social business is going to deal with.

This box will also prove useful as a means to address potential unaffordable costs, and to calculate the costs/benefits of other areas.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Exercise

Introduce all the relevant information related to the costs segment (10 mins). Ask the participants to roughly elaborate the costs of their previously drafted social business model. Guide the process by asking the following questions:

- What are the overall costs of your social enterprise?
- Which costs are the fixed ones and which ones are variable?
- Are there more “important” costs, and are there costs you can forgo?
- What are the most expensive resources?
- Which activity is the most expensive?
- What is the product cost? (Value proposition)
- What is the market size? (Value proposition)
- Get-keep-grow costs? (Customer relationship)
- Customer acquisition costs? (Customer relationship)
- What market type are you in? (Market type)
- What about channels you’ll use? (channel)
- How much money will you need per month? (Cash Flow)

These questions have roots in the previous activities. Once the brainstorming session will be over, share its results in plenary.

Revenue Stream

The Revenue stream represents the strategy that a social business employs in order to generate cash flow from each customer segment.

In its definition, it’s important to note that a revenue stream is not the price that you will charge directly to future and existing customers, and that it is not necessarily directly linked to the costs of manufacturing.

Establishing a proper revenue stream is a complex procedure that takes into consideration various fixed and dynamic variables, that can be summarized as follow:

Fixed Prices Tactics

Costs + Mark-up - The price is set as a sum of the costs sustained to manufacture and sell the product (including the expenses linked to the distribution, promotion, communication and sale) plus the amount of profit that you consider appropriate for the service/product you are giving.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Value priced

This price set is the result of a thorough process of market analysis and interviews aimed at assessing the amount that your customer group is willing to pay for your product.

Volume priced

The price is set based on the number of items you are going to sell to a given customer, with a larger number resulting in a lower price per item.

Dynamic Prices tactics

Yield Management

The price is set based on the experience of the entrepreneur and its perception of its market value. Can increase and decrease with time

Auctions

The price is set but can increase accordingly to the bids of other customers

Negotiation

The price is set but you are open to strike a deal with the customer.

The previous tactics can be applied as is or as a combination among two or more of them, based on the type of product/business model applied.

Exercise

Introduce the information about the Revenue Stream segment (10 Min)

Each group will have to evaluate a revenue stream based on the knowledge acquired.

The following list of question can support the reflection (30 Min)

- How do I price the product?
- What value are customers willing to pay for?
- How do customers pay for products today?
- How much are they currently paying?
- Share results in plenary.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Community Reinvestment

This is the defining factor of a social enterprise, and represents the means that a social entrepreneur is going to employ in order to have an impact in the social environment in which he is working. In this process, a social entrepreneur has to reflect first and foremost in the mission of the social enterprise, and on the methods that are most cost-efficient in order to reach such an objective.

In this phase, it is important to note that the cost-effectiveness might not be mandatory, but is an important factor to calculate when deciding where to reinvest your capital.

Investing in the wrong actions, as noble as it might seem, can result in an unsustainable social business with massive financial leaks that will produce unsatisfactory results.

Moreover, it is important to structure the indicators that are going to be used to evaluate the effectiveness of these reinvestments, in order to capitalize on the results as a means of advertising for your product/service.

Exercise

Introduce the participants to the concept of community reinvestment and the importance it holds in achieving the mission of any social business idea.

Each group will have to choose several means of reinvesting their expected capital in the community, and to be able to motivate their choices (30 mins). Support this process by asking questions such as:

- What are the most effective ways to tackle the problem I want to solve?
- Of these actions, which ones are the most achievable?
- How can I measure the impact I have on society?
- How can I publicize and monetize this impact?

Share the results in plenary.

Social Business Model Canvas

Key partners, key activities, key resources
Costs and revenue stream and surplus

Debriefing

This part of the session represents the moment where the role of the coach becomes crucial. By leading the conversation with spot on questions, the coach can help each participant to reflect on specific parts of their business ideas, consolidating in this manner the learning outcomes of the session.

Moreover, the discussion can bring out criticalities in the previous conception of the creation of the business model, with different points of view that are going to be brought by each participant, not just by the coach. Different levels of preparation in the participants can further improve the outcome of the session as a whole, and this is also true for the debriefing part.

Obviously, the questions asked have to vary depending on the path that the session has taken, but there are of course questions that should and others that **MUST** be asked in order to properly guide the participants in this process of self and group evaluation.

Such questions are as follows:

- What is your overall opinion on the module?
- Did you encounter any difficulty when approaching one or more tasks you were given?
- Are you satisfied with the presentation you gave of your business idea, and how it was received by the other participants?
- Did you get a deeper insight on the strength and weak points of your business model?
- Are you going to refine your previous idea based on the feedback received today? If so, what is the thing that you would change the most?
- Will you use and adapt any of the tools and techniques that you learned or explored today?

Asking these questions will promote discussion among the group and give each participant a stimulus to reflect on the approach to take from that moment on.

Further information

Additional resources

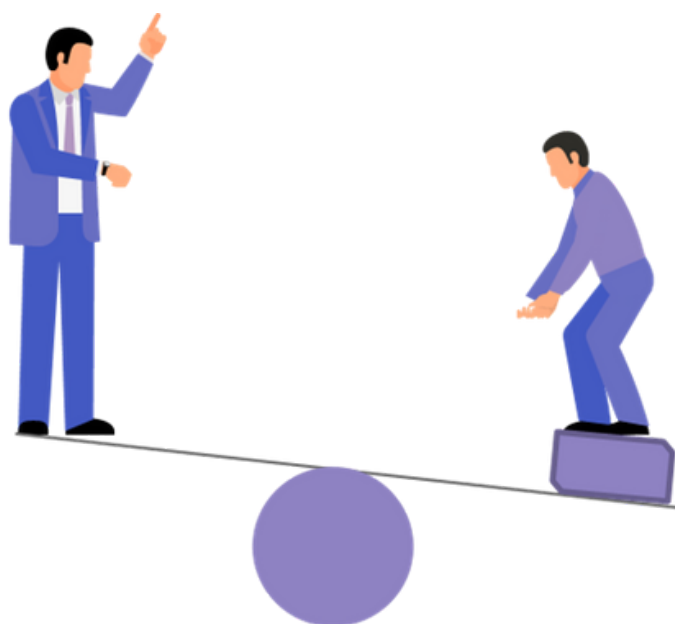
Coaching guide for Youth Workers: www.salto-youth.net/tools/toolbox/tool/coaching-guide-youth-initiatives-participation.612

G.R.O.W. Model: www.performanceconsultants.com/grow-model

Social business model canvas: Better resolution for the images, along with other inputs and useful information on the tool at: socialbusinessmodelcanvas.swarthmore.edu/

5.3 Social Balance of an enterprise

For the following activity, we want to focus on the founding element of every social enterprise, which is of course the impact it has on the background of the enterprise. Similarly, to the widely different types of business models that an entrepreneur can adopt during the shaping of his business idea, the outcome that a businessman wants to achieve in the social context of his enterprise varies greatly from one enterprise to another. What does not change, though, is the necessity to track and measure the achievements reached, and the impact that your enterprise is having in the society.



This factor is extremely important, and can lead to the downfall of a social business if not planned accordingly. By having solid data on the outcome of the activities you can pinpoint the actions that have a tangible effect and those that are in some ways lacklustre.

Moreover, in an environment bloated with false advertising such as green and social washing, being able to provide customers with solid data regarding the actions taken and the outcomes obtained can make the difference and lead to a greater involvement of the public in your business idea.

That being said, obtaining such information can be tricky and very difficult, and requires great knowledge in the fields of data and environment analysis. Lacking these skills will result in many biases that will completely invalidate the outcomes of the social balance. What's even harder is to fit together financial growth with the need to stay true to your social objectives and claims.

Social Balance - Introduction, Importance and Evaluation

Type of Activity: Case scenario

Age Group: n/a

Group Size: 5 to 30 participants

Duration: 60 mins preparation + 20 mins presentation + debriefing

Objectives

- Evaluation of results vs expectations
- To learn how important, it is to properly understand your surroundings and context
- Build resilience against unforeseen situations and act accordingly

Materials

- flipcharts
- markers
- sheets of paper

Social Balance - Introduction, Importance and Evaluation

Instructions

Begin the session with a brief collective brainstorming activity. The focus of the discussion will be to express what defines the concept of a social business idea. The discussion will naturally move towards the areas that a social enterprise can target, with answers that can vary greatly depending on the target group involved and their sensibility towards different fields.

Once you get sufficient feedback, you will move on to the next topic of the session: the creation of a social balance.

Social balance

Social balance is a type of analysis aimed at assessing the costs and benefits of the impact that actions and activities have on the social environment we are working on.

During the drafting of a social balance, it's important to keep in mind that you will have to consider not only the positive aspects you have on society, but the negative ones as well.

Positive factors can be results such as:

- job creation,
- staff training,
- generation of wealth in the community,
- spot on community reinvestments,
- donations to charities,
- etc

Negative factors can be results such as:

- unsustainable exploitation of natural resources,
- pollution (environmental, acoustic, visual),
- social conflicts,
- work accidents,
- etc

Social Balance - Introduction, Importance and Evaluation

As stated before, having a properly updated social balance can really make a difference in the reputation of a social business, and is a vital tool to track the results that you are achieving. By properly analysing this information, one can take measures in order to aim future activities towards the goal set.

Managing a social balance is no easy task, and each type of area of interest has different indicators to track, some of which are not of immediate understanding.

There are of course countless techniques and approaches that can help an entrepreneur in the management of such a critical phase in their business, and each one suits different types of situations and, most importantly, different types of entrepreneurs.

Regardless of the type of area of interest and approach, the foundation for success in this activity is obtained through a meticulous definition of the objective you want to achieve.

The definition of S.M.A.R.T. objectives represent the backbone of a successfully kept social business and social balance.

The S.M.A.R.T. model (G.T. Doran, 1981) is the process of creating goals and objectives that fill in certain criteria that can be summarized as follows:

- Specific – they need to target a specific area for improvement.
- Measurable – quantify or at least suggest an indicator of progress.
- Assignable – specify who will do it.
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) can be achieved.

By pursuing goals that are set by using this model, you will be able to achieve results in shorter time frames, and you will be able to keep track of the results that you achieve at any given time.

Moreover, impact and results of a social mission can be divided in different categories, based on the scope of their actions:

- Outputs are the short-term results of any actions;
- Outcomes are the medium-term results;
- Impact are the long-term results.

Social Balance - Introduction, Importance and Evaluation

Each one of these results needs to be analysed separately in order to correctly assess their eventual success, and as such they need to be clearly visualized and established by the social entrepreneur. During each of the aforementioned phases the role of a coach (especially for beginners in the field of social business) can prove vital in supporting and helping the coachee.

Exercise

Introduce the group to the definition of social balance and on how to draft a complete one. Explain the importance of setting S.M.A.R.T. objectives to easily achieve and track accomplishments and goals. (30 mins)

Ask participants to divide into groups, with each group representing a different type of case study of a social enterprise, complete with detailed information about its business plan and social mission. Provide them with information about the social context and background that they are going to work into.

Some examples might be:

- social businesses involved in the healthcare of people afflicted with chronic illnesses;
- social businesses working towards the building of competences (traditional and soft skills) and the support in job hunting;
- social businesses with environmental focus (climate change, pollution, exhaustion of natural resources, etc...)
- social business that aims at promoting the local territory (tourism, economic structure, promotion of traditions and local manufactory, etc...)
- etc

Each group, provided with one of these categories, will have to work towards (20 mins):

- The drafting of S.M.A.R.T. objectives that are relevant to the mission statement given, with particular attention to the indicators to pursue and how to monitor them;
- The creation of a template for their social balance;

Share the results in plenary.

Social Balance - Introduction, Importance and Evaluation

Resilience and reaction to external inputs

An important factor in the success of a social entrepreneur is its ability in dealing with external forces. Such adaptability can be declined as the ability to capitalize on potential beneficial opportunities, but also on ways to approach potential problems and obstacles that surely will be faced during the social business lifespan.

Exercise

Briefly introduce the topic of adaptability and management of external inputs. Provide each of the previously established groups with a change in the setting they originally worked with. Such changes in the setting can be both positive or negative, but for the sake of this exercise we will foresee only “negative” unforeseen events. Each group will have to discuss possible actions that will take into account the change in the scenarios, and therefore adjust the parameters and indicators that they previously decided (25mins).

In order to facilitate this process, provide the groups with questions such as:

- How did the unforeseen change affect your social balance?
- Which actions did you plan in order to overcome the obstacles faced?
- Could any of these situations be predicted, and what would you do to prevent them?

Share the results of this brainstorming process in plenary.

Debriefing

As with the other activities, the debriefing phase is an important step of the learning process. This is even truer when coaching people that are not established professionals in a field, like in the case of this specific theoretical coaching session.

During this phase, the coach will need to lead the conversation with specific questions, while leaving freedom to the coachees to express themselves and reflect on the activity that they just took part in. A well conducted debriefing phase can, and should, be a moment of growth for both the coachee and the coach.

Indeed, the coachee will have time and food for thoughts to reflect on the session, letting the new knowledge and feedback settle in and be absorbed in their own cultural and professional packages.

Social Balance - Introduction, Importance and Evaluation

It is also true that, thanks to the feedback on the activity provided by the participants, he can improve the quality of the following sessions, even when aimed at different coachees and/or focused on different topics.

Moreover, since the coaching process involves follow up meetings, even individual, the coach can use such feedback to tailor a more personalized approach for each participant, which will in turn produce better results.

The questions that you may want to ask in the debriefing phase are highly dependent on the group and the theme of the session, but as per usual there are some important questions that should always be asked, regardless of the cases:

- The overall opinion on the session
- Eventual difficulties encountered when approaching one or more of the tasks given;
- Level of satisfaction regarding the knowledge gained and on the results of the workshops
- Willingness to apply any of the knowledge gained during the session in the future;

Eventual strong and weak points identified in the previously drafted social balance.

Follow-up suggestions

Coaching is a complex process, and as such it needs different approaches, even when dealing with the same target group.

One of the most important aspects of this activity is to really support and guide the coachees in the following steps of their social business idea development. For this reason, it will be ideal to try and stay in touch as much as possible with the coachees in the future, in order to evaluate their progress and give individual feedback based on the criticalities that each one of them finds during the evolution of their plans.

Moreover, as previously stated, giving feedback and support is extremely important when coaching, as it gives a sense of assurance that greatly boosts the confidence of the coachee, allowing for a greater investment on their project. By dropping out once the first session is over might lead to an overwhelming feeling that could paralyze those that are more easily scared by the chance of failure.

5.4 What is mentoring?

The origin of the word Mentor comes from Greek mythology, specifically from the Odyssey where Mentor was the close friend of Ulysses. Before leaving for Troy, Ulysses asked M ntor to prepare his young son Telemachus to succeed him as king of Ithaca. M ntor had to act as father, teacher, role model, approachable and reliable advisor, inspirer and stimulator of challenges so that Telemachus would become a wise, good and prudent king. Hence, a mentor, as it is known today, is a person who, with greater experience or knowledge, helps another.

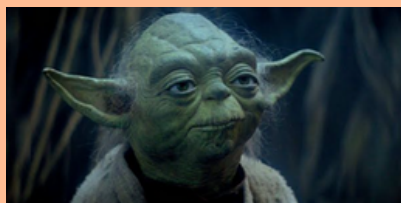
Every entrepreneur, when starting out, needs to consider a strategy, predict possible risks, solve problems, perhaps lead teams, adapt and adapt the business to the continuous changes in the environment and, in addition, be motivated. That is why the mentor helps the entrepreneur to develop the capabilities and skills he/she needs to carry out his/her venture.

Mentoring for social entrepreneurship aims to transfer knowledge between mentor and mentee to optimize and boost entrepreneurship for their growth, through activities and tools, experiences and advice that the mentor works with entrepreneurs. Mentoring, unlike training, is characterized by leaving the capacity of action and decision to the entrepreneur, that is, maintaining their autonomy, but at the same time giving support and support to be able to guide the work effectively.

The Mentor: For the process to be optimal, the main characteristic that the mentor must have is the previous experience, the road traveled and the different reference scenarios through which he/she has passed, which provide added value to the previous knowledge of the person being mentored. Other characteristics that mentors should have are empathy when conversing with the entrepreneur; commitment to the social objective of the social entrepreneurship they seek to mentor; and a good mentor must also be curious, not assume that he or she has all the answers and when this happens, ask questions and be concerned to find out the answers.

Here are two examples of mentors and mentoring in the world of cinema:

Yoda (STAR WARS). He may be one of the most recognizable mentors in pop culture and the film world in general. A Jedi Master, Yoda is famous for his wisdom, experience and powers, and in The Empire Strikes Back, we can say that Yoda, who has previously instructed hundreds of Jedi, mentors a young Luke Skywalker. Other mentors in the Star Wars saga are Qui-Gon-Jinn and Obi-Wan Kenobi. (Movies: Star Wars: Episode V - The Empire Strikes Back; Star Wars: Episode II - Attack of the Clones)



Gandalf (The Lord of the Rings; The Hobbit). Gandalf is also recognized and respected for his wisdom. In both sagas, Gandalf, in addition to passing on that wisdom, leads others to find their true potential, acting as an advisor and guide accompanying Frodo and the Fellowship of the Ring on "the journey" in the first case, and Bilbo and the Thorin and Company in the second.

5.5 Mentoring activities and tools

The activities and tools that a mentor can use will be defined by the expectations, objectives and intentions established between mentor and mentee and have as main objectives:

- Present objectives, results and goals and jointly define evaluation metrics.
- Guide new actions, support decision making within the team and detect possible blockages or difficulties in development.
- Identify risks and difficulties that could be faced and plan with the mentor how to minimize them.

The following are some concrete examples of specific mentoring activities and tools that can be carried out between mentor and mentee.

1. It is advisable to start with Ice breaker activities, although they do not need to be awkward and stilted activities. Used correctly, they can actually be a great way to get to know someone better and help jumpstart the flow of communication. For example: Quick Questions: Before meeting mentor and mentee, prepare a list of 10 quick questions. They can be personal questions (What is your favourite music group? What do you usually do on your days off?) or questions focused on the job or work environment (What are your studies? What do you like least about your job?). Once this fluid relationship has been established, other activities can be carried out to achieve the objectives established between mentor and mentee:
2. Skills development: the mentor will choose a skill that the mentee wants to develop and lead a mini-workshop on how to improve that skill by drawing on his or her own experiences and knowledge. This can be anything from public speaking to time management.
3. Project- and/or challenge-based learning: the mentor will give the mentee the opportunity to work on a project that interests him or her or on a challenge that responds to real-life problems. Direct participation and the application of what is being learned to real situations where the problems or challenges to be solved occur is encouraged. The mentor guides through the process.
4. Book club: choose a common book, read it and share opinions about the book. A good way to absorb knowledge and lessons is to discuss reading.
5. Skills sharing: the mentor chooses skills he/she has that he/she believes would be useful to share with the mentee. Any skill and knowledge are valid. This activity can be reciprocal. The mentee can also share skills and knowledge with the mentor.
6. Highs and Lows: Each week, ask your mentee what the high and low points of their week are. This will help you understand them better and provide support when they need it.
7. Talk about series, movies, podcasts: as part of the meetings, you can create a space to talk about series, movies, podcasts... as a way to get to know each other's interests and also discover new content.

Depending on the activities selected, the mentor may use established tools or create new ones that fit the desired objectives.

For example:

- Mentor-mentee contract/agreement
- Goal-setting templates
- Templates for conversation starters
- Sample meeting agendas
- Progress check templates
- Challenge-based learning templates (See example below)

CHALLENGE-BASED LEARNING. NAME OF THE CHALLENGE				
THE CHALLENGE	COMPETENCIES	KEY QUESTION	KEY ACTIVITIES	RESEARCH ON THE CHALLENGE
Description of the challenge. It must be a real problem, linked to the environment and requiring concrete and innovative solutions.	List of the competences to be develop <ul style="list-style-type: none"> • Collaborative work • Decision making • Critical thinking • Creativity • Communication skills • Leadership 	Define the essential question that will be the proposal of the challenge.	Activities and stages into which the challenge is divided. What is intended to be achieved at each stage	
IMPLEMENT THE SOLUTION IN REAL ENVIRONMENTS			TESTING THE EFFECTIVENESS OF THE IMPLEMENTED SOLUTIN EVALUATION	

How should the mentoring process be?

It is important to create a mentoring plan at the beginning of any mentor-mentee relationship. A mentoring plan is usually an agreement between the two parties that outlines their expectations, goals and intentions, ensures that those expectations, goals and intentions are aligned, allows the mentor to see if he or she is best suited for the role, and will set the path and activities of the mentoring.

The main phases of the mentoring program can be divided into three

- Build the relationship between mentor and mentoree.
- Set goals and outcomes.
- Define the work, actions to achieve those goals.

5.6 FAQ

Some FAQ that can help us to understand a little more and to carry out the mentoring process

How Often Should We Meet? How Long Should A Session Last?



The Mentoring process does not necessarily have to have a fixed frequency or duration, but it has to do with the mentee's evolution in this process, or with the degree of satisfaction reached according to the initial expectations.

Where Should We Meet?



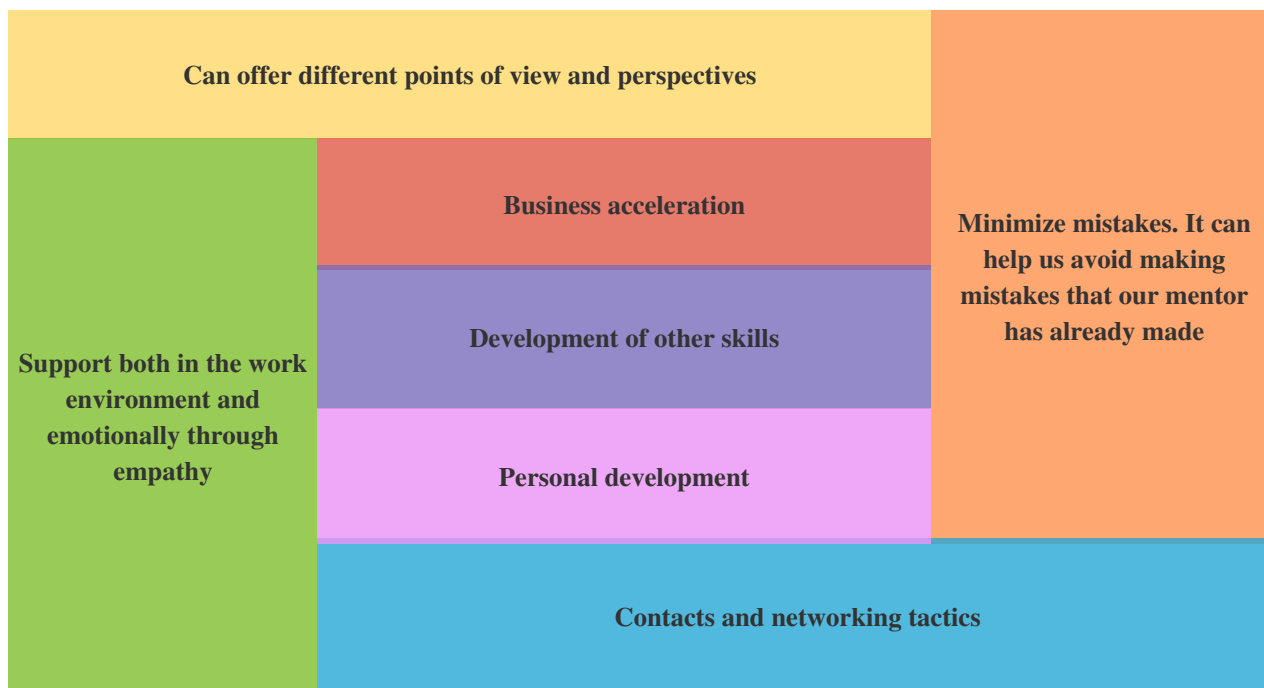
A general answer to this question does not exist. Some mentorship couples prefer to always meet at the same place, while others prefer to change their meeting places. Some mentors and mentees choose to meet on the “neutral ground” – outside their offices, while others prefer to meet at their workplaces. What is crucial is that both people feel comfortable in the chosen location.

Where Should We Meet?



In the last two years we have seen how virtual communication has taken a central role in our lives, becoming another form of communication, and we also have the necessary tools to carry it out. In this case, it can lead to mentoring between people in different parts of the world, which can sometimes be very enriching.

Considering all of the above, we can conclude that the mentoring process has a number of advantages and benefits:



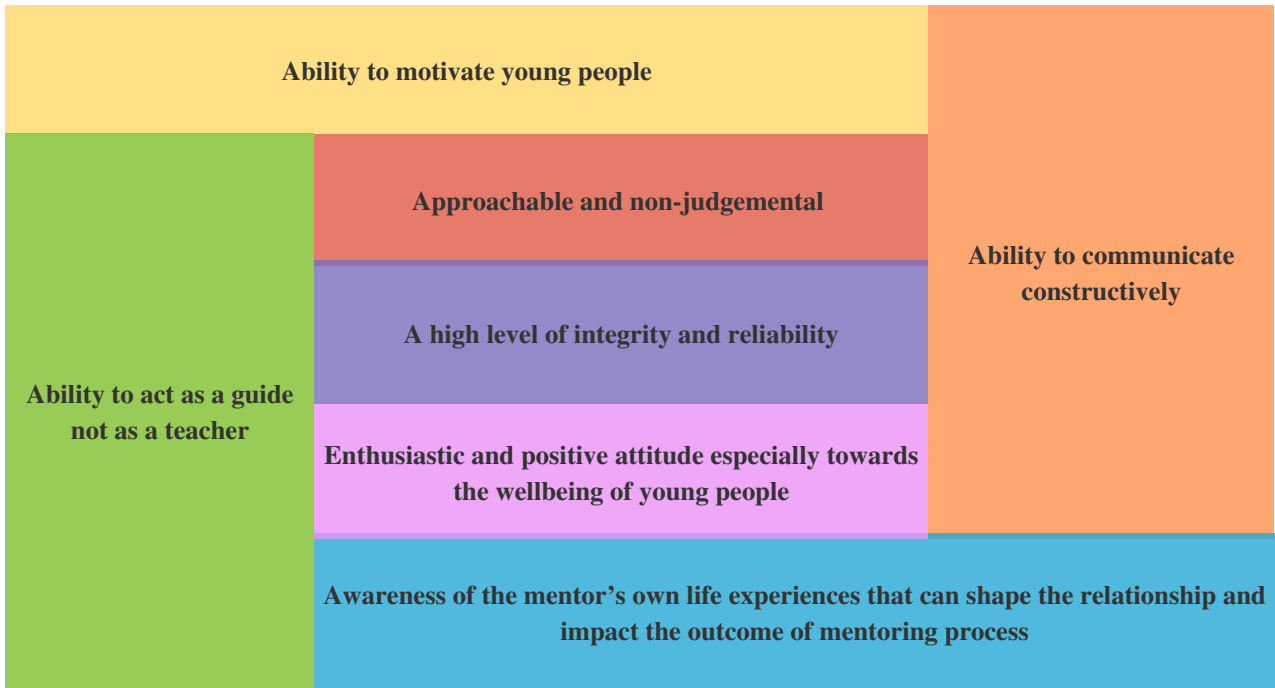
5.7 One-to-One Referral Techniques

Someone who is more knowledgeable or experienced supports the other less knowledgeable or experienced person one on one. Mentor provides guidance through asking the right questions, challenging, providing access to resources, leveraging mentees qualities and working out his or her personal/professional gaps.

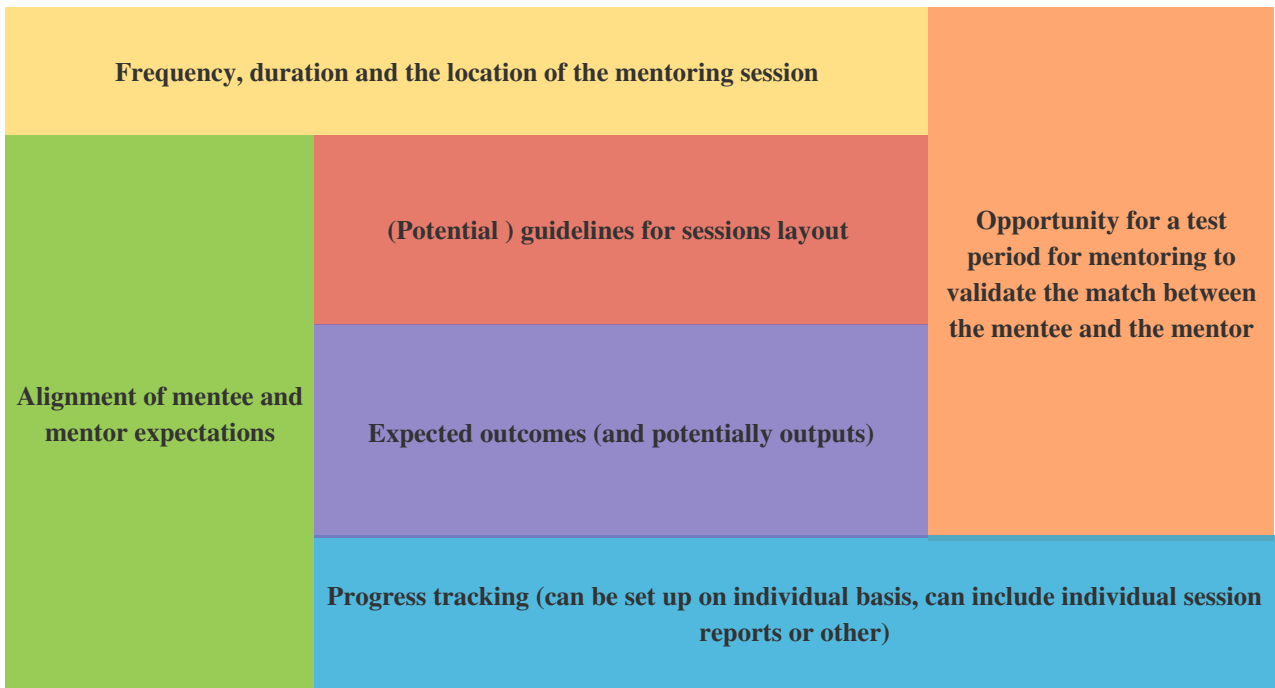
There are numerous mentoring networks, programs, support groups that can be of service in mentoring young people in diverse contexts and for diverse purposes. The key features of mentoring relationship to be successful is a match between mentor and a mentee - this one does not (only) depend on the matching between the guidance the mentee needs and the skills/experience mentor has, it is much more than and enters into intangible features like attitudes, energy, communication skills etc.

One of the ways on how to start engaging young people in mentee-mentor relationships is referral - youth workers work with young people and either know them well or should take time to get to know them well - thus, having a clear focus/need for the mentorship.

Youth workers also work with a wide range of people who are potentially resourceful mentors. Matching mentee and mentor are an effort that requires from youth workers a complex reflection. In order to facilitate that process, these are some of the key feature's mentors should have to be considered as a potentially good mentor for young people (according to UK based Young Lives Foundation):



When referring mentee and mentor for one-on-one mentoring, it is important to set the right framework:



5.8 Providing Learning Environments and Resources



Initiating mentorship opportunities for young people in different communities does not require a long and complex process. Youth organisations and workers can start from a small pool of mentors and set up a basic mentoring framework as mentioned in 10.1. Small(er) pool of mentors and mentees will present a valuable learning experience for the youth trainers to figure out gaps and weaknesses and improve the mentoring support so it can develop and grow.

There are numerous examples around the world of mentoring young people that can be used as a learning guide for setting up a specific organisation mentoring scheme:

- www.princes-trust.org.uk/support-our-work/volunteer/volunteer-tools-tips/mentoring-young-person
- mentoringplus.net/get-involved/become-a-mentor
- hopefortheyoung.org.uk/become-a-mentor/

Crucial thing to focus on is pooling the right people who can be(come) good youth mentors (see 10.1 for good mentor key features):

Start from the ones who are part of the youth organisation's community, who are engaged in its operations, and/or act as supporters, advisors, or volunteers. Those already have a validated intention of supporting young people's development

Reflect on which of them could be a good mentor - this is more a subjective assessment of the "gut" feeling but is a good start in shortlisting names! There, it is crucial to think of those who have clarity and positive tone in their communication (both written and oral), who are empathic and approachable and who have proven their ability to act as guides and incite young people rather than judge and constrain them

Once these are shortlisted, it is useful to map out their expertise, field of work, personal interests and knowledge that can serve as a good orientation once those are matched with mentees

Last but not least, checking their willingness, enthusiasms and possibilities (time availability most of all) to be mentor - this can be done through informal conversations but also more formal setups such as meetings or info sessions - is key before initiating any (more) formal process

Draft a list of young people from your community who you consider could be a good candidate for the initial phase of the mentoring process setup, think of their specific profiles, needs and characteristics

Set up a mentoring framework (as mentioned in 10.1); inform both potential mentors and mentees about the possibility of mentoring to kick off in your community - organizing an info session for mentors and separate focus groups with mentees could be a good idea to set the right expectations beforehand.

Kick off the mentoring process. It is important to make sure feedback cycles with both mentors and mentees take place regularly so youth trainers can learn and integrate feedback into improving the process.



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