Young Social Entrepreneurship Manual

Social SME Academy

Business with purpose

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1. INTRODUCTION

Business with purpose

This youth social entrepreneurship manual provides the tools, knowledge, and inspiration to help you become an effective social entrepreneur. It is the result of Social SME Academy KA2 2017-2-UK01-KA205-037097 Output 2 between 5 partners from 5 EU countries, namely:

Coordinator

BRIDGING TO THE FUTURE

Intellectual Output 2 responsible

C4G

Partners

For those who are now beginning their social entrepreneurship journey, we thank you for possessing the courage to embark on a path to change the world.

“We can change the world and make it a better place. It is in your hands to make a difference” - Nelson Mandela
2. SOCIAL ENTREPRENEURSHIP APPROACH

*Building the impact economy*

The developing process of creating an social sme is not easy and complex and is considered as a constructive process in which most of the times manuals and organizations use commonly phases and several steps, namely:

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*Figure 1 – The Step-by-Step Process of Social Entrepreneurship*
In SSME project partners decided to make a simplified model more focused on four relevant and distinctive characteristics from social entrepreneurship. Throughout this manual you will find definitions of each, case studies and finally a learning game. These are: social impact, the person, value we can add and the business model.

Fig. 2

Figure 2 – The pyramid model Social entrepreneurship (source: Unltd UK)
2.1. SOCIAL IMPACT

“Logic will get you from point A to point B. Imagination will take you everywhere” – Albert Einstein

Definition

At the end of this chapter, you should be aware of the importance of:

Identify the core problem you want to solve and its main causes and effects;

develop approach of social impact model

analyse its main causes and effects by applying the problem tree

In which domains can social entrepreneurs potentially achieve the most impact?

There is little potential impact in focusing on domains that benefit from an efficient market solution or from a universally available and effective public service. On the contrary, social entrepreneurs often look for the gaps, the market failures, the neglected areas, the injustices, and the societal inequalities.

As the main goal of social entrepreneurs is to have a positive impact on society, they tend to tackle societal problems. These can vary according to the local, national or international context among many other circumstances.

Social entrepreneurs create innovative solutions to address important and neglected societal problems, mobilising the ideas, capacities, resources, and social arrangements required for sustainable social transformations (Bornstein, 2004).

More than inventors, social entrepreneurs are architects of solutions who do not remain overly attached to their own ideas, having the humility to see them evolve into something bigger that empowers others to act for change. In this regard, social entrepreneurs differ from commercial entrepreneurs.

While commercial entrepreneurs seek opportunities to create and capture value, being driven by financial results (Boschee, 1995), social entrepreneurs focus their attention on the societal problem to be solved, even if their proposed solution does not appear to allow for making significant profits.

Given the centrality of the societal problem to social entrepreneurs, a careful analysis of the problem becomes essential for the development of an effective solution. For this reason, we present the “problem tree” tool that provides a framework for analysing the causes and effects of a chosen problem.
The problem tree is a tool that promotes the understanding of the anatomy of the societal problem through the identification of its causes and effects and the causality links between them. The chosen problem – which we will call the “core problem” - is organised as a tree that has roots and branches - causes and effects. These are schematically organised as shown in the following figure:

**Figure 3 – Problem tree**

**STEP 1: Choose the core problem**

The purpose of this first step is to discuss and agree on the main problem to be analysed and tackled. Defining a problem is not the simple task that one might assume it to be – what at first seems to be a central problem is often merely a symptom or effect of a deeper problem, so it is important to collect, compare and discuss different points of view throughout the definition process.

**STEP 2: List all the problems that cause the central problem**

In this step, the causes of the problem are developed sequentially. First, the direct causes of the problem are identified, followed by the underlying causes of those direct causes, and so on, until the roots of the core problem become clear. The key mechanism to build the problem tree is to ask "why?" After doing the “why?” exercise two or three times, social entrepreneurs are usually close to the root causes.

**STEP 3: List all the effects caused by the core problem**

After focusing on the causes, the next step is to consider the effects (or symptoms) of the problem. First, the direct effects of the core problem are identified. Then, the secondary effects are pointed out, and so on, until the end effects that are associated with the core problem are reached. Be careful not to mix the causes of a problem with its effects: a cause is the reason why something happens, while an effect is usually what we see as the result of a problem.
Figure 4 – Problem tree example
Case Studies
Case study #1

PROGETTO QUID

#ethicalfashion
#womentorwomen
#progettoQuid

"You have to fight and work relentlessly to succeed."
Anna Fiscale

Country: Italy
Year of foundation: 2013
My age when I launched it: 25 years old

PROGETTO QUID
CHANGING WOMEN’S WORLD, ONE DRESS AT A TIME

Our challenge was...

Nowadays, the Italian fashion industry, an over 88 million-euro/year turnover business, is increasingly resorting to malpractice to keep at pace with global fast fashion. According to the OECD 2017 Outlook Report, the Italian labour market is the 5th least inclusive, discriminating against women (48% employment rate), migrants, disabled (10% employment rate), former offenders and recovering addicts (15% employment rate).

Discrimination yields unemployment - financially draining for the State and emotionally for individuals - while also causing the black market to grow.

In this context arises Progetto Quid, an eco-fashion brand that employs textile surplus of the Made in Italy industry to produce limited edition and yet affordable fashion collections, manufactured by those who would otherwise struggle to enter the Italian labour market, especially women.

The firm produces ethical lines for established brands who have an appetite for sustainability. Quid closed 2017 with a 1.9 million turnover and with the first global acknowledgement, the Women for Results UN Momentum for Change Award, short after winning the 2014 European Social Innovation Competition.
Inspirational success story n.1 - Source: #PlayEurope project

Our story

My entrepreneurial adventure began when I started seeing fragility as a starting point to plan for a more inclusive, safer world.

I decided to become a social entrepreneur, but seeing the world was not enough; I wanted to change it. An internship in a women’s microcredit NGO in India, followed by a joint MA in International Organizations, made me realize that real change only comes through bottom-up empowerment.

I founded Guid, together with five good friends of mine. Guid employed disadvantaged women through other cooperatives, thus we managed to keep fixed costs low, also by collaborating with Caledonia Group – who donated faulty t-shirts, letting us use one of their vacant shop as a pop-up store. This business model allowed us to test how market would react to our offer.

During a first period of activity, we understood that t-shirts could not be our core business if we were to grow.

We differentiated our core business: on the one hand Progetto Guid would be an independent fashion brand, on the other it would offer established brands as a supplier of ethical fashion. This strategic decision was expensive in the beginning: we took a leap and applied for grants to hire a designer team and rent our own workshop.

As the production grew, Guid changed its statute from charity to not-for-profit cooperative to open more stores and to hire directly our employees.

The next steps will be focused on improving employees’ welfare and on collaborating with other social fashion organisations: constant growth requires capital, and we are not in the position to fund our strategic investments yet.

What have we reached?

Guid employed disadvantaged women through other cooperatives, thus we managed to keep fixed costs low, also by collaborating with Caledonia Group – who donated faulty t-shirts, letting us use one of their vacant shop as a pop-up store. This business model allowed us to test how market would react to our offer.

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Lessons learnt & tips for you

One of the biggest challenges was coming to grips with the business of fashion. I had to learn to trust designers and production managers, a completely different mindset as managers and economists.

Competition is fierce, too, and funding is scarce – especially in southern Europe.

There are many social entrepreneurs out there, all of them with amazing ideas – you have to fight and work relentlessly to succeed in making a difference. Passion and determination were also key – social enterprises and not-for-profit are often regarded as “second-rate” forms of economy.

My background in Management and Economics has helped me navigate the commercial and financial aspect of setting up a social enterprise. In addition, in the course of my work experience in International Development I developed great project management skills and interpersonal skills, which proved crucial in the very early days – when I was mainly multitasking across production, communications, and sales – and are still crucial now that I supervise the general operations.

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Co-funded by the Erasmus+ Programme of the European Union
Case study #2

ZEROPERCENTO
THE FIRST BIOLOGICAL SOLIDARITY STORE FOR LABOUR MARKET RE-INSERTION

Our challenge was...

ZeroPerCent is a solidarity store that sells locally grown organic products. It aims to represent a concrete solution for unemployed people who have not been employed for six months or more.

The concept behind is that long-term jobless people tend to lose their self-confidence and faith in the social context. They start not to believe anymore in their own skills and their motivation decreases. Instilling trust and optimism in people out of work is a real challenge, because they lose their own proactivity due to their condition.

Founded by Namaste Cooperative Sociale Onlus, ZeroPerCent seeks to be a point of reference for unemployed people, giving them the possibility to be involved in the cooperative project, providing them with professional certification in managing a neighborhood store.

Moreover, this store is also a vehicle of urban regeneration, making that neighborhood of Milan – named Navigli – alive.

We did not use specific data to frame this social issue, but it was the context that surrounded us and our direct experience that gave us the inspiration to run this business. In fact, many friends or people we did know were facing a situation of unemployment or just an uncertain professional situation and this led us to rethink ourselves and take a new pathway.

Our story

Our store was born in 2017 and it is managed by jobless people who have not been employed for six months or more.

The main target of the store is represented by Milanese citizens interested in healthy and genuine products from Lombard farms and local agricultural cooperatives.

ZeroPerCent is not just a store but also a point of reference for job-searching people and for the Navigli area in general. In fact, in the store are located both a Counselling Centre, which aims to support those who are searching work benefits (but also common obtains), and a School Crafts to improve skills and professional competences of the beneficiaries.

In fact, we organise several free courses on different topics, which are useful and necessary for labor market reintegration, such as English courses, Italian courses for foreigners, Information Technology, Accounting, Barista, Trade Marketing and Fundraising courses. We also organise meetings for passing a job interview and to learn writing properly an efficient cv.

About the beneficiaries, 30% of people working in the ZeroPerCent store comes from a disadvantaged situation. During this paid professional collaboration, we provide the workers with a customized solution in order to find a work place out of the project.

Furthermore, the social aspect represents a real innovation since the store allows disadvantaged families to buy food spending just the 10% of the total price of products they are buying. The rest is paid through points allocated by the project satisfying objective criteria (long-lasting unemployment, house rent, annual income...).

My previous professional experience in associations and social cooperatives helped the project to go on and it allowed me to talk to several stakeholders and promote my project.

In addition, for more than 2 years I have worked with people from different countries, and this international experience makes me realize how helpful can be my expertise for project’s beneficiaries.

What have we reached?

The range of products offered by the store is increasing compared to July 2017. This allows us to extend our job opportunities to a huge number of people that want to join our project.

Since we started up, we have involved 12 beneficiaries within the store and we have helped 10 needy families, providing food and helping them in finding a job. We have involved 4 boys from high school that combines job/school. Finally, we have supported 20 people with our Counselling programme and we gave a training point to aged people of Navigli area.

Even though it is something unmeasurable, I strongly believe that our project provides an added value to the society, since it impacts on the social life of the entire community.

Furthermore, we have realised that our people are becoming more and more self-confident and they are starting to think about their professional future with positivity.
Lessons learnt & tips for you

The starting phase was very difficult, especially the business planning phase and the development of initial ideas to be self-sustainable in the future. Researching the right place and the fundraising activities have been really complicated, and the first presentation of the project received lots of negative feedback.

We have been very tenacious and persistent, even if it took a long time before we started to see people supporting and believing in our beautiful adventure.

Only after a lot of work, we managed to get a loan from the city administration, which allowed us to rent the store. We should keep in mind that in order to get a result it takes time and you need to start from the bottom.

We are always ready to realize projects but sometimes we forget that achieving something meaningful takes time and patience, often more than what we plan to spend.

Inspirational success story n.2 - Source: #PlayEurope project
Learning activities

Learning Activity #1: Shipwrecked activity

SHIPWRECKED.......WILL YOU SURVIVE?

**Aims:** To develop a set of rules/laws and punishments on an imaginary desert island.

**Task:** Imagine that your group, along with 50 other people, has been shipwrecked on an isolated desert island in the Pacific Ocean. There is no communication with the outside world. It is likely that your will be marooned here for at least 2 years. There is no human population on the island except your group.

**What you need to do:**

a) divide yourself into teams of 3

b) discuss what rules and laws you think you should introduce to your desert island to ensure that the group of people survive in safety and happiness. (12 minutes)

c) agree 10 rules/laws to govern your island with – no more than 10 and no less than 10. Write these down on a poster to make it clear what the laws/rules are and why you think the law/rule will be important for your community. All of the team must be involved with this task. (7 minutes)

d) present your ideas to the rest of the Leadership group ie the other teams – all of your team should speak and contribute (2 minutes per group)

e) now as a whole leadership group, the different teams must come together and agree 1 set of laws and rules for the island. There can be only 7 laws/rules. Discuss and agree the 7 laws/rules and present them to the staff present (12 minutes).

f) what punishments do you need for each law/rule if anyone breaks them? Discuss and tell the staff present what you have decided (7 minutes)

g) listen to the feedback of the staff.

Learning Activity #2: How can you input “Shipwrecked” into “The Problem Tree”
2.3 The person – the story

“The best way to predict the future is to create it” – Peter Drucker

Definition

At the end of this chapter, you should be aware of the importance of:

- the social entrepreneur role
- the intervention space of the person
- entrepreneurial team

The social entrepreneur is a person able to identify and implement opportunities for value creation that he or she should be tackling. Here there are 3 major drivers of effective value creation for the social entrepreneur – problem, passion and knowledge – and can be addressed by answering this 3 questions below:

![Figure 4 - Intervention space for social entrepreneurs](image-url)
PROBLEM: Which societal problems are worth solving?

Social entrepreneurs are people committed to solving a societal problem, often because they faced the problem first-hand, or a family member or friend has, or because they worked on the problem for a long time. However, it should be a societal problem whose solution is relevant—a SIN problem, as explained earlier, or else the ability of the social entrepreneur to create value for society is jeopardised and it becomes just a personal interest of the entrepreneur.

PASSION: What are you passionate or deeply care about?

Social entrepreneurs focus on solving societal problems they feel passionate or care about, which gives them the motivation and resilience to overcome challenges and stay engaged. Passion can be defined as a positive, intense feeling that you have towards something that is profoundly meaningful to you as an individual (Gallo, 2014). Passion for solving a problem or improving a situation is something that is at the core of a person’s identity. When you’re passionate about something, you can’t help yourself from thinking about it, acting on it, and talking about it to other people. As a social entrepreneur, you should find your passion, what motivates you in searching for opportunities to improve the world; in other words, what makes your heart sing. Sometimes the passion resides not in the societal problem you choose to tackle, but in the passion for certain activities or themes—like sports, animals, arts or music, that can then be used as a tool to solve societal problems. The value creation potential of the social entrepreneur resides in placing that passion at the service of society.

KNOWLEDGE: What do you understand and have expertise in?

Social innovation often comes from the application of knowledge to a societal problem. What social entrepreneurs know, their experience and expertise, is highly relevant for their effectiveness. Whereas other people may look at the problem from the outside, social entrepreneurs try to understand problems intimately, usually from within, through personal experience, direct observation or field research. With persistence, they discover mistaken assumptions and act to correct them. Due to the relevance of their expertise for the development of specific solutions, they propose novel contributions that increase their chances of having a strong impact.

It is at the crossroads of problem, passion, and knowledge that great impact ventures arise. Ideally, all three elements should be present, or at the very least two of them in some significant measure.

At the same time, you should not be alone in your social entrepreneurship journey - teamwork is extremely relevant. A focus on team building can reinforce and complement the identification of the intervention space of the social entrepreneur.
Entrepreneurial team

Social entrepreneurs need to be humble and recognise that it is difficult to do everything alone. They must ask themselves questions such as: What do I enjoy doing? What am I really good at doing? What am I not good at doing? What kind of people do I need around me? (Below & Tripp, 2010)

A strong and talented management team is essential to the success of the impact venture. A strong team means that people are working towards a common purpose and shared goals and, in doing so, they are combining their varied skills in complementary roles and in cooperation with each other.

Impact ventures are more likely to perform well when their founders work effectively as a team. Good teamwork creates synergy – the combined effect of the team is greater than the sum of individual efforts. By working together, a team can apply individual perspectives, experiences, and skills towards solving complex problems, creating new solutions that may be beyond the scope of any one individual.

It enables mutual support and learning, and can strengthen the sense of belonging and commitment to the impact venture.
Case Studies

Case study #3

AKTI PROJECT AND RESEARCH CENTER

Country: Cyprus
Year of foundation: 2000
My age when I launched it: 31 years old

‘TIGANOKINISI’
TURNING USED COOKING OIL INTO FUEL

Our challenge was...

Used cooking oil (UCO) is an excellent feedstock for advanced biofuel production, since its conversion and use in transportation does not only help meet energy efficiency targets without affecting land use, but it also contributes to the protection of the environment through the diversion of hazardous waste from landfills and watercourses.

It is estimated that over 200 tons per year of used cooking oil are produced in the households of Cyprus. They are disposed either in the sewage system or in the storm drain system, or poured directly on the ground or even put in bottles with insect garbage. This creates a huge problem of pollution to the island. Cyprus has also one of EU’s highest amounts of municipal waste generated as well as one of the lowest renewable energy generation performances.

There is therefore a clear need of finding a solution-oriented approach to address the issue of UCO as a potential source of renewable energy by transforming it to biodiesel and also a need to increase environmental awareness, social involvement and education towards the circular economy principles.

AKTI came up with a holistic solution that propagates knowledge, raises awareness on renewable energy from advanced and sustainable biofuel production and provides an alternative route for UCO that benefits schools and the environment.

“UCO is the medium to enforce schools to achieve the sustainable school principle.”

Michael I. Lolides
Inspirational success story n.3

In 2012, the NGO AKTI Project and Research Centre with the Pedagogical Institute of Cyprus, decided to focus on the problem of domestic used cooking oil, with implementation of a social project addressed to kids and unemployed youth. The project named “Tiganokiniti” (literally meaning “pain movement” in Greek), has education at its core. The programme was initially piloted tested in 10 schools in Cyprus and in 2018 more than 300 out of 500 schools took part of it.

Schools express interest to install a collection barrel in their premises and their students buying UCO from home.

We collect and sell the UCO to conversion factories to be transformed into biodiesel.

The profits are distributed back to schools, to be invested in environmentally friendly practices and green infrastructure.

Part of the income goes to fund the environmental education activities that are offered through the Tiganokiniti project.

A mobile information and education centre, the “caravan”, was created in which the experimental process for the conversion of cooking oil into biodiesel takes place. The caravan travels to schools and public events for on-site conversion demonstrations. A group of experts is always on board to guide the participants and provide them with scientific education and information.

In this way, green and sustainable chemistry becomes familiar to the public and is related to a better quality of life.

Lessons learnt & tips for you

Implementing “Tiganokiniti” has been so educative for people involved and an ongoing yet fulfilling challenge.

It was very hard to convince school teachers and parent councils that the process of collecting used cooking oil is not at all harmful in any way for school students. However, after informational presentations and hands-on experience all the doubts were clarified and the programme was endorsed by the Ministry of Education.

One of the major challenges faced was the route optimization to succeed cost-effective collection. This was mainly achieved by developing a communication process with school and business.

Creativity, imagination and scientific know-how have been proven necessary skills to develop interesting educational experiments. Communication skills and public outreach are also very important.

However, the success of the programme is due to the dedicated and determined team behind the idea, driven by the social potential impact of Tiganokiniti that could improve the educational mindset of Cyprus.
Learning activities
Learning Activity #1: Being a Leader Starts with Ourselves

BEING A LEADER STARTS WITH OURSELVES

1. Lao Tse is a guru of leadership and was an ancient Chinese philosopher.

Here are some of his most famous words:

«To lead people, walk beside them.
As for the best leaders, the people notice their existence.
The next best, the people honour and praise.
The next, the people fear;
And the next, the people hate.
When the best leader’s work is done the people say:
‘We did it ourselves’»

What is Loa Tse trying to say?
Can you think of examples of what Loa Tse would call the ‘best leaders’?

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2. Soda can – spaghetti race

- what were the ideas behind this game?

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- how could you improve this game?

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3. Swimming pool scenario i.e. jump into empty swimming pool

You are considering the following scenario

Key players in this scenario

Charlie Adams
Harry Morrison
Harry and Adam are both 19 years old now. One year ago, when they were both 18, they were great mates, part of a large group of friends who spent a lot of time with each other playing sport, going to the cinema, dropping into each other’s houses regularly and informally without any notice.

The norm when the friends arrived at each other’s houses was an informal knock on the door and walk in, especially if Charlie’s parents were not at home, or if there was no answer to wander round to the back of the house and wait in the garden or to stay on the drive.

A real feature of the group was that they often met at each other’s houses – Harry’s dad had bought a pool table for home, whilst another friend had a huge flat screen TV which the group sat around and watched movies. Charlie lived in a very large house, his dad being a successful barrister. The house had its own tennis court and outside swimming pool.

August 27, 2012 was a very hot day and Charlie’s birthday and the friends had arranged to meet at Charlie’s house at midday to hang out.

Charlie was late….he had been visiting his girlfriend, Lydia, and had gone shopping with her so he was driving quickly home, perhaps too quickly and in excess of the speed limit.

Harry, on the other hand, was early and found that there was no answer, so he went around the back of the house. It was really hot…..so Harry decided that he would jump into the pool straight away and cool down. He changed in the outside hut, and took a call on his phone in which he laughed. He then threw his phone down and ran to the swimming pool and jumped in.

That was the start of a new chain of events…..you see there was no water in the swimming pool and Harry was injured with broken legs, broken arms, damage to his spine (but he has now recovered fully). Charlie’s dad had arranged for it to be drained to fix a problem and had told Charlie the previous night that there would be no swimming the next day.

Who is to blame for what happened to Harry and why? Discuss in pairs and then report back to the whole group.
5. Name the one character area/personal skills that you most want to develop

......................................................

Pass this piece of paper round the group and ask each member to offer a piece of advice about how to develop this character area

Advice 1

Advice 2

Advice 3

6. What are the three key issues that you would like to improve? How can each be improved? How can social enterprise improve these issues?
Learning Activity #2: Business Scenario 1

BUSINESS SCENARIO 1

Your group is a team of middle managers who work for pharmaceutical giant ‘LZT’. Mario Bonnievera, the Managing Director, has asked you to deal with the following three issues:

1. INCREASING SALES INTERNATIONALLY

LZT sells its products, mainly medicines, in 54 countries – mainly in Europe, Oceania and North America.

Mario is concerned that LZT has penetrated the markets in these countries as much as possible. He wants to focus now on two new countries. Which two should he select from:

- Vietnam
- Thailand
- Egypt
- Argentina
- Angola
- India
- Mexico

2. RESEARCH AND DEVELOPMENT

Mario also sees a way of increasing profit by developing new products to tackle existing medical conditions. He is conscious that the R&D department of LZT is not as strong or effective as it should be. He is willing to invest £50,000,000 into new R&D facilities.

Which of these locations should you recommend to Mario for the new R&D Centre and why?

- Oxford
- London
- Newcastle
- Cambridge
- Edinburgh
- Cornwall
- Bristol
3. Study the following data from LZT – what trends are there here, why are they significant and what should LZT do as a response?

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<td>5</td>
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</tbody>
</table>

Table 1: LZT financial information

4. How can pharmaceutical companies become a social enterprise?

5. If pharmaceutical companies, what are the advantages and disadvantages of this to customers, employees and employers?
Learning activity #3: Random Request

THE RANDOM REQUEST QUEST
- This game will teach you that good time management, attention to detail and innovative approaches to problem solving are all essential skills that you will need as leaders.

BASIC INSTRUCTIONS

- The aim of the game is to get as many points, as a team, as possible. To do this you will have to complete as many of the below challenges as possible in the time allowed; there are a plethora of diverse tasks, varying in difficulty and points, so choose what tasks you attempt carefully. The winning team will be the one that best uses their resources (e.g. yourselves) to successfully tackle the array of puzzles this game involves.

- The game begins when the instructor says go; you must begin with tasks 1, 2, and 17 as these are compulsory and set you on the way for the rest of the game. After this you can have a crack at any of the tasks you like, in any order you like...think strategically and you will win!

Good Luck!

Task 1 – Crown your King

All good teams need a kingpin, a leader who inspires them and keeps them on track during the bad times...in this case the leader is the only nominated person in your team who can speak to the staff members. Please choose your leader and the chosen leader must then wear, at all times within the game, with some form of physical identity to show that they are the leader. Then encourage the leader to make themselves known to the scorer.
TOTAL = 30 POINTS

Task 2 – Nail your colours to the Mast

In the heat of the carnage its important to know who’s on your team and who isn’t. Friendly fire isn’t fun and it certainly isn’t helpful. You need to come up with both a team name and a visibly identifiable way of showing what team you are in...some sort of mark, armband or anything you think....Once you have done this have the leader report back to scorer.

TOTAL = 50 POINTS
Task 3 – Cunning Questions for Clever Minds

We can’t all know everything, but there are ways of finding things out for those that know where to look... Each of the questions below are worth 4 points. You can submit your answers to them all at any point during the quest, but can do so only once.

An adult human has 206 bones. How many is a baby born with?

Who was the 1958 Hong Kong ‘cha cha’ champion?

How much did Warner Communications pay for the copyright of the song ‘Happy Birthday’?

At what speed does food travel through the large intestine?

A ‘jiffy’ is a proper unit of time. How long is it?

What was Marilyn Monroe’s real name?

In which country were neck ties first worn?

Who invented the scissors?

Who is the patron saint of chess-players?

What do the following words have in common: racecar, level & wow?

TOTAL = 40 POINTS

Task 4 – There are no words

- We all have those moments in life when we just don’t know what to say or are so astounded that silence is the only response we can muster... In light of that see if you can mime the following important messages across to the scorer (there must be no talking, writing, drawing or using numbers):

  Message 1: My dog is sleeping in the lighthouse
  Message 2: The King rang, he said ‘hello!’
  Message 3: If you look under my hat, you will find a small, yellow, boy.

TOTAL = 20 POINTS PER PHRASE
Task 5 – Bottle it

- You must go and see the scorer in order to play this game; they will explain the rules and then you have only 2 minutes to successfully complete it or miss out on the glorious points forever.

TOTAL = 30 POINTS

Task 6 – Winter is coming...

- With such a rubbish summer, perhaps it is time to start thinking of Christmas? It has been so miserable recently that we can all be forgiven for feeling a little cold and our minds drifting to mince pies...To keep yourselves warm and your spirits high you must find the scorer 30 minutes after the start of the game and sing to them a Christmas Carol.

TOTAL = 40 POINTS

Task 7 – Modern Day Poets

- Many people would argue that modern music is the equivalent of poetry in days gone past. To prove this compose a 3 Verse rap or poem about KEFW. You must then perform this to the scorer.

TOTAL = 100 POINTS

Task 8 – KEFW on Tour

- KEFW is well know for its international links and visits. Who know where the school will link upto next? Therefore find out what country you would be in if you are landing at the following airports...

a) Don Muang Airport =
b) Charles De Gaulle Airport =
c) Tambo International Airport =
d) Heathrow Airport =

TOTAL = 20 POINTS PER AIRPORT
Task 9 – Go Green or Go Home

- An important part of any business is their image; especially today everyone is desperate to look good and show customers they care. This is especially true in modern businesses where the customers are often young, trendy types who care about green issues. To show your commitment to the environment you need to bring, in a natural container, exactly 15 blades of grass, six stones and a very small stick...

TOTAL = 50 POINTS

Task 10 – The Path to Enlightenment

- busy people, such as yourselves, can find themselves overwhelmed by the fast paced and technologically advanced world they find themselves living in. This task will help you find a path to enlightenment. By answering the steps below you will help find your way to a better life. But be warned, unless you get all the steps correct in one go you will lose 30 points as failure will return you to your confused ways...

Path to Enlightenment I: What colour is the Yellow Brick Road in ‘The Wizard of Oz’?

Path to Enlightenment II: What city did House music originate in?

Path to Enlightenment III: complete the following sequences:

i) Rio de Janeiro  London  Beijing  Athens  ...............  
ii) Qatar  Russia  Brazil  South Africa  .................  
iii) Victoria  Edward  George  Edward  George  .................  
iv) Edgbaston  Harborne  Quinton  .................

TOTAL = 100 POINTS OR MINUS 30 POINTS

Task 11– Is he havin’ a laugh?

- Even in the busy hustle-bustle of life it’s important to remember to laugh! Every team member must prepare a joke, practice them out on each other and then when everyone has a good one go and tell the scorer immediately. They will give you points depending on how much you make them chuckle...

TOTAL = 20 – 100 POINTS
Task 12 – Mama Mia!

- Many high flying business executives and Headteachers enjoy being wined and dined, it helps the deals go down a bit easier it seems. One local business executive is a bit of an Italian connoisseur but one question has been bothering him of late...does spaghetti grow on trees? What evidence do you have for your answer? Present your case to the scorer who will inform the record label executive and hopefully help land you a big deal!

TOTAL = 60 POINTS

Task 13 – The Special K Diet

- To many people and supermodels the letter K appears to have magical properties; can you and your group show the letter K to the scorer without speaking, writing or miming it?

TOTAL = 20 POINTS

Task 14 – That’s Magic

- Since the retirement of Paul Daniels and his delightful assistant and wife Debbie McGee, magic has gone down hill in the UK. To restore this sad situation, develop and perform a magic trick that you might be able to sell to Paul to entice him out of retirement.

TOTAL = 30 POINTS

Task 15 – Know your roots

- The real challenge for any aspiring artist is to keep themselves grounded and in touch with the people and places that formed them. With that in mind can you tell your scorer just who was King Edward VI? Further from this can you, as a while team, act out an interesting or famous piece of information about this King?

TOTAL = 60 POINTS
Task 16 – Ever decreasing circles

Just for fun….draw a circle with a hat on

TOTAL = 30 POINTS

Task 17 – High aspirations

i) How many steps are there in the Chowen Building to go from the ground floor to the first floor?

ii) How many red cars are parked in the car park this morning?

TOTAL = 40 POINTS

Task 18 – Language Loopy

Please translate the following phrases into English:

Ich habe meinen Schirm vergessen

S'il vous plaît puis-je commander un McDonald?

Спасибо

TOTAL = 30 POINTS

Task 19 – The Quest Ends

- After 30 minutes you must make sure the scorer knows all your scores and you must be standing in height order! If you are late or not in order, you will lose points!

TOTAL = 30 POINTS
2.4. Value we can add

“If i had an hour to solve a problem i would spend 55 minutes thinking about the problem and 5 minutes thinking about solutions” – Albert Einstein

**Definition**

At the end of this chapter, you should be aware of the importance of:

- impact venture’s model
- vision that inspires the impact venture
- visually represent the value generator model of the impact venture

Since generating impact is the key goal of social entrepreneurs, it is essential that they are able to envision the future and describe what changes they seek to achieve. Social entrepreneurs should clearly articulate the reasons for developing their solution and the aspirations they have for the long run. The definition of the vision serves that purpose.

The vision should be inspirational and compelling, and should describe how the world could improve within the domain that the impact venture is tackling. The articulation of the vision will guide and align the social entrepreneurs, their team, and the key stakeholders in the implementation of the venture, always keeping the value they intend to create for society in sight. The vision will also serve as a beacon for the hard choices that social entrepreneurs will naturally encounter along the way.

The Impact Venture Value Generator allows us to synthesise, in an integrated manner, the architecture of the proposed model. This is a good opportunity to revisit and update the work done in previous chapters.

**Vision**

Societal Problem
What is the core problem to be solved

Value proposition
What is the value proposition

Solution architecture
What solution are we creating?
Impact framework
What is the expected impact resulting from the implementation of the solution?

Sustainability
What are the required resources and possible revenues?

Figure 5 – Social business impact model
Case Studies

Case study #1

HELPING HAND FOUNDATION

#children #childcare #family #integration

"We accept as both our responsibility and privilege to bring light, hope and change to the life of every child, family and person who stretch their hand for help"

Alberta Boneva

Country: Bulgaria
Year of foundation: 2005
My age when I launched it: 53 years old

THE HELPING HAND

THE FOUNDATION THAT TAKE CARE OF PARENTLESS KIDS AND FAMILIES BESIDES CHILDREN

Our challenge was...

Institutionalised care for children with special needs and disabilities was unfortunately an attribute of Bulgarian social system, like most of the eastern countries that followed a socialist regime. This system has proved to be inefficient in meeting the needs of both the children themselves and their families. The Child Care System Reform on deinstitutionalisation was framed through many changes, and as a result there has been a significant decrease (over 80%) in the number of children placed in institutional care and the number of family support services provided within the communities proliferated (National Network for Children, 2017).

Helping Hand Foundation was created in 2005 within this framework, by a group of young volunteers who realised that pie-bone assistance work in the institutions for abandoned children produced only temporary results.

This brought them to establish a Centre for Social Rehabilitation and Integration of Children with the support of the Dobrich Municipality. The Foundation has been one of the forerunners and a model that inspires many volunteers and community leaders in north-eastern Bulgaria.

Initially, the activities were financed with the support of the EU and other national donors, but nowadays the foundation provides a portfolio of educational and training programmes.
Our story

Our vision is that all children in Bulgaria - regardless of their ethnicity, race, behaviour, physical and mental capabilities - must grow up loved, accepted and valued by their families and society as they are. Accordingly, we work to raise the well-being of children and families by investing in the physical, emotional and personal development of adolescents and by mobilising the family and society for active participation in these processes. Developing the abilities to learn and to cope with future challenges are utmost priorities.

In 2005, we as three young volunteers started our work in the Home for Parentless Children in Dobrich. In 2006, we gradually realised that the most important thing for parentless children is to be accepted in the society. Thus, in 2009 the pilot project “Decent Living for the Children of Dobrich” gave rise to a Family-type Placement Centre and a Community Support Centre which are part of the Foundation’s network. The focus of our activity became wider and we decided to include also families besides children, because the life stories of those people under institutional care, revealed that the main beneficiaries were families where parents were extremely poor, sick or just did not understand their responsibilities.

The Helping Hand Foundation nowadays has realised all its counselling, integrative and educational experience in providing trainings and learning activities for a wide target in the Dobrich Community.

What have we reached?

The main achievement is that Helping Hand Foundation manages to sustain and enlarge its activities in times of economic downturn and in a rural and trans-border region where the social status of the population and general entrepreneurial activity is not widespread.

In the beginning, the majority of the activities were implemented with volunteer efforts and project-based funding. However, through active networking, consultation and support mobilisation, the Foundation has managed to create a diversified service portfolio and integrate people with different needs and potentials. As of now, a complete community service package is developed and the Foundation is commissioned to provide social services on behalf of Dobrich Municipality.

In addition, many local campaigns and social events are organised to support people who are not direct beneficiaries of the state social programmes.

Currently, we are managing a network of local social institutions and we act as a social-service hub through:
- Family-type Placement Centre for homeless adults.
- Community Support Centre for children aged 0-18 and their families.
- Kindergarten “Hope” that integrated children aged 4-6 from ethnic minority groups and prepared them for enrollment in schools.
- Youth Volunteer Centre, where over 30 young people from Dobrich High School participate and support children and families with special needs.
Lessons learnt & tips for you

The success and sustainability factors of the Helping Hand Foundation come from the enthusiasm of our team, our willingness to help, our motivation to learn and experiment with new approaches and activities, creativity and persistence combined with integrity and devotion.

The lessons learnt from our experiences in working for the well-being of the community are embedded in helping Hand’s working principles:

- We work to improve children’s lives, and our approach is based on the individual needs of each one.
- We are convinced that parents are the most important people in every child’s life.
- Our team is constantly learning to find answers, new ideas and ways to work successfully.
- We provide a dynamic, friendly and supportive atmosphere for each member of our team.
- We take care of the professional growth of each of us.
- We value the trust of each partner and donor.
- We are committed to transparency and accountability to all our donors and partners.

Inspirational success story n.4 - Source: #PlayEurope project
Learning activities

Learning Activity #1: Spoon Stuff

SPOON STUFF

Background:
You are a marketing department of a European Union based social enterprise that manufactures spoons. There is an exciting opportunity: GreenPeace have organised a conference in Cluj to promote sustainability. They have asked for 5000 spoons.

Activity:
You need to develop a pitch within a marketing strategy to win this contract against the competition of 11 other companies.

You must:
1. Plan the pitch (15 marks)
2. State how the pitch plays a part in an overall strategy for meeting both the needs of GreenPeace and the needs of your own company (10 marks)
3. Present the pitch (15 marks)

Time:
15 mins planning; 5 mins presentation on how the pitch plays a part in an overall strategy for meeting both the needs of GreenPeace and the needs of your own company; 2 minutes for the pitch itself

Social Entrepreneurship: understanding business objectives, developing a realistic plan, asking questions, listening, division of tasks, time management, creativity, team work, social value within the context of manufacturing, problem solving, decision making, keeping true to the social mission
Learning Activity 2: £10 challenge

£10 CHALLENGE

You have £10 to:

i) make a profit

ii) show social value or social impact or social trading or business with impact

1. How will you use the £10?

2. What different actions do you need to take?

3. How will you ensure both a profit and social value or social impact or social trading or business with impact?

TIME: 20 minutes

TASK: discuss the issues, formulate a plan, present the plan
2.5 Business model

“I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do” – Leonardo da Vinci

Definition

The formulation of a concrete social business plan will help the new social entrepreneur to concentrate on the key aspects and the main objectives of his potential business however it will also be a hard and unproductive task in the sense as one can be lost in the definition and development of the beginning of the business by conducting such document.

Nevertheless here we will separate in the 2 main approaches, namely: the long path - Social business plan canvas and the fast and lean path - 3 simple questions that will lead you to start fast and easily.

The lean and fast pathway – 3 questions model

Question 1 – What will you sell?

Question 2 – To whom will you sell it?

Question 3 – For how much will you sell it?

The long pathway - Social business plan canvas:

This target will be maintained through the creation of an effective operating system which is capable to facilitate any kind of transactions amongst all the relevant stakeholders, such as the community, customers, employers, employees, volunteers, board, funders, or even investors.
Accordingly, a valuable social business plan articulates those concrete operations that eventually determine the key factors which are capable to lead to the social enterprise’s sustainability, including ways of detecting potential risks, ways of constructing consortiums and forming strong alliances, ways of magnetizing investors, ways of estimating any potential outcomes—including socially-focused and environmentally-oriented results—and even ways to prove that the social enterprise and its management team indeed function within the context of a complete business plan, a fact that demonstrates a sort of professionalism.

Nowadays, there are many business planning templates that could easily be found in the NET, which basically have been altered in a way that serves, not only regular types of businesses, but also specific forms, such as for instance, the social enterprises. Accordingly, it would have been preferable for the potential social entrepreneurs to combine elements deriving from a variety of templates in order to create a unique social business model that could ultimately be correlated with the final form of each social business.

After a thorough study of the already existing templates, one could conclude that all the social business plans have in common the following steps-pillars:

To identify the core aim of the social enterprise;

To design a concrete action plan within which all the side goals will be eventually achieved;

To determine specific qualitative and quantitative criteria for the design, measurement and improvement of the performance of the potential social business;

To take decisions related with the detection of the necessary resources, as well as for the enterprise’s costs and revenues.

The Social Business Model Canvas

One of the most popular social business models constitutes the widely-known ‘Social Business Model Canvas’, a template of which is being illustrated below:
Accordingly, within the paragraphs below we will attempt to analyse in brief all the components of which the Social Business Canvas is being composed of.

**Segments**

Within this section, we are referring to two categories of individuals; on the one hand, our potential beneficiaries and, on the other hand, our potential customers. In terms of our potential beneficiaries, we have to answer the question ‘who is the beneficiary of our social enterprise’ and ‘who benefits from this intervention’? In other words, we have to decide for whom we are creating value. Accordingly, in order to maintain the generation of genuine social value we have to think about the customers to whom we are going to sell our product or service, thus answering to questions such as ‘who are going to be our most important customers’?

**Type of intervention**

After deciding on both the beneficiaries and customers, we have to decide on the type-format of our intervention. For instance, do we wish to offer a specific product to our customers, a service or something else?
Value Proposition

This part is being composed of two separated parts:

(i) The User Value Proposition which is basically referred to the beneficiaries and;

(ii) The Customer Value Proposition which is inevitably correlated with the customers.

This is a very important component within which we have to be able to give clear answers to specific questions. In relation to the beneficiaries, the questions to be answered are:

‘what kind of social impact are we going to create and in which ways are we going to show that we are indeed creating a social impact’ and in relation to the customers ‘what kind of value are we going to deliver to our potential customers’, ‘which ones of our customers’ problems are we going to solve’?

Furthermore, ‘what bundles of products and services are we going to offer to each Customer Segment’ and ‘which of our customers’ needs are we satisfying’?

Key Resources

Under this part we have to think about the following: ‘What Key Resources do our value propositions require?’ As type of resources we have: (i) physical resources, (ii) intellectual resources, including brand patents, copyrights and data; (iii) human resources, including personnel, management team etc and; (iv) financial resources.

Partners and Key Stakeholders

Who are the essential groups you will need to involve in order to facilitate your programme?. Do they need special access or permissions? Specifically, you have to decide on both the key partners and the key suppliers, thus also identifying which Key Resources you could acquire from each partner/stakeholder and what kind of Key Activities they could perform.

Key Activities

What program and non-program activities will your organization be carrying out? What Key Activities do our Value Propositions require? Under this part, we also have to take main decisions concerning significant factors, such as our distribution channels and our relationship with both the potential customers and the general network.

For instance, what type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we already established? How are they integrated with the rest of our business model? Through which Channels do our Customer Segments want to be reached and in which ways are we reaching them? How are our Channels going to be integrated and which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?’
Cost Structure

The Cost Structuring is one of the most crucial issues while designing and creating your social enterprise, inasmuch under this section lies the question: ‘Which are our biggest expenditure areas?’ and ‘how do they alter while scaling up?’. Which Key Resources and Key Activities are the most expensive? Within the expenditure areas we have to take into consideration all the fixed costs, including salaries, rents and utilities, possible variable costs and interwoven terms such as the economies of scale and the economies of scope.

Revenue

Inevitably, we have to take into account all the following factors which are strongly interwoven with the revenue streams. For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?

Surplus

Last but not least, we have to answer to the following crucial question: ‘Where do you plan to invest your profits in order to maintain the required social value?’
Case studies
Case study #1

Charlotte

A) The individual meets with the coach and discusses his or her business ideas and the coach uses his or her experience to suggest ideas to the individual.

Charlotte is keen to develop a business connected to film making and photography. Her main interest is in the subjects of ecology, inequality, contrasting environments and unusual and compelling lives. She was unsure how to take this forward. After discussion with the coach, it was agreed that it was important that she kept these main interests at the centre of her work but that she might also need to be flexible in how she achieved success. Therefore, it was agreed to investigate 3 strands in parallel so assess viability and time frames.

The strands would focus on:
1. ecology, inequality, contrasting environments and unusual and compelling lives
2. day to day life e.g. weddings, parties, events
3. social businesses and educational organisations

B) One or more business ideas are discussed and developed, centred on the following three questions:

Charlotte worked on these questions for all 3 of her ideas.

Charlotte

Question 8 - how do you know that people will buy from you? What competitors do you have? Who will buy from you and why?

Each business idea should follow these questions as a framework and after a detailed discussion and research process the best idea can be selected for the real self employment and for progression into Pathway 3.

Charlotte worked with her coach on these questions for all 3 strands. She used a variety of methods to find out information including:

1. internet research
2. speaking with local business people
3. asking local people if they would buy her services and for how much money
4. studying other film and photography businesses
5. discussing with the coach

Part of the discussions were based on a problem: Charlotte wanted to start as soon as possible working just on filming and photographing ecology, inequality, contrasting environments and unusual and compelling lives work but the coach was concerned that there would not be sufficient income from this at the beginning of the journey. Her coach suggested Charlotte should divide her time between more traditional work (weddings, parties etc) alongside her real interests. Her coach explained that if the more traditional work brought in income, it would allow Charlotte more time to develop relationships with the ecology, inequality, contrasting environments and unusual and compelling lives sectors.
CIVIC EDUCATION THROUGH VISUAL STORYTELLING

Our challenge was...

By 2050, 70% of the population will be urban: if the future of our cities is left solely in the hands of governments, local authorities and municipalities it is almost certain that the majority of this 70% of the population, will soon be living in urban slums rather than sustainable cities. The only ones who can change this trend are citizens themselves.

Yet as civic virtue is not an inherent attribute, most citizens of these urban centres tend to act selfishly, or as what ancient Athenians called “idiotai”: private citizens characterized by self-centeredness and concerned almost exclusively with private affairs. In Athenian democracy, idleness was the natural state of ignorance into which all persons were born and its opposite, citizenship, was “implanted” through formalized education.

Centuries later, the lack of civic education combined with the lack of trust, has turned many ancient cities into “idiotopia” and in need of some civic visionaries who demonstrate that everyday small actions can have great long-term impact.

Since these people exist, they need ways to be heard, to connect and to exchange experiences in a simple, engaging and potentially viral manner.
Inspirational success story n.5 - Source: #PlayEurope project
Learning activities

Learning Activity #1: 4QM

In this activity you will need to think of a business idea that you would like to action – this must include a way of making a profit and a clear social value or social impact or social trading or business with impact. What will you do and why?

1. What are you selling?
2. To whom?
3. For how much?
4. What is the social value or social impact or social trading or business with impact?
5. How can you make this actually happen?

Learning activity #2: BP business plan activity

You've got a business idea. You've decided to start a business.
You want to get going.

But there’s a lot more to a good business than a good idea.
You need to think things through to maximise your chances of success.
Are you the right person to run the business? Will customers like your product?
A business plan will help you turn an idea into a business. It needs you to think through all the parts of your business to plan how everything will work. It will take a few weeks to write if you’re going to do it properly. Some parts will be easier to complete than others.
Stick at it because it’s not the final document that’s important, it’s the process. Although you want to have a good plan when you’re done, an OK plan is better than no plan.
We present you the **The Prince’s Trust Business Plan Pack**

The best business plans aren’t long and complex; they explain only the most important information – what you want to achieve, how you will get there and the things you need to do along the way.

It’s best to tackle a business plan in small chunks. The Prince’s Trust Business Plan Pack can help. This is The Business Plan divided into sections to help you develop your business idea. You can use the information in The Guide to help you complete the sections. Some of the sections of The Business Plan have tables to record the financial parts of your business. The tables are also available in MS Excel format and the sums in these are automatic.
Getting started

Whose plan is this?

Business and owner details:

Business name:

Owner(s) name:

Business address and postcode:

Business telephone number:
Business email address:

Home address and postcode (if different from above):

Home telephone number (if different from above):

Home email address (if different from above):
Section one

Executive summary

1.1 Business summary:

1.2 Business aims:

1.3 Financial summary:

Elevator Pitch

1.4 Your business name:
1.5 Strapline:

1.6 Elevator pitch:
Section two
Owner's background

2.1 Why do you want to run your own business?

2.2 Previous work experience:

2.3 Qualifications and education:

2.4 Training:

Details of future training courses you want to complete:

2.5 Hobbies and interests:

2.7 Additional information:
Section three

Products and services

3.1 What are you going to sell?

☐ a product
☐ a service
☐ both

3.2 Describe the basic product/service you are going to sell:

3.3 Describe the different types of product/service you are going to be selling:

3.4 If you are not going to sell all your products/services at the start of your business, explain why not and when you will start selling them:

3.5 Additional information:
Section four

The market

4.1 Are your customers:

☐ individuals
☐ businesses
☐ both

4.2 Describe your typical customer:

4.3 Where are your customers based?

4.4 What prompts your customers to buy your product/service?
4.5 What factors help your customers choose which business to buy from?

4.6 Have you sold products/services to customers already?

☐ yes
☐ no

If you answered “yes”, give details:

4.7 Have you got customers waiting to buy your product/service?

☐ yes
☐ no

If you answered “yes”, give details:

4.8 Additional information:
Section five

Market research

5.1 Key findings from desk research:

5.2 Key findings from field research – customer questionnaires:

5.3 Key findings from field research – test trading:

5.4 Additional information:
## Section six

### Marketing strategy

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<th>Why have you chosen this marketing method?</th>
<th>How much will it cost?</th>
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Section seven

Competitor analysis

7.1 Table of competitors

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7.2 SWOT analysis:

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7.3 Unique Selling Point (USP):

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Section eight

Operations and logistics

8.1 Production:

8.2 Delivery to customers:

8.3 Payment methods and terms:

8.4 Suppliers:

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<th>Name and location of supplier</th>
<th>Items required and prices</th>
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<th>Reasons for choosing supplier</th>
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### 8.5 Premises:

#### 8.6 Equipment

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#### 8.7 Transport:

#### 8.8 Legal requirements:

#### 8.9 Insurance requirements:
8.10 Management and staff:

8.11 Additional information:
### Section nine

**Costs and pricing strategy**

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# Section ten

## Financial forecasts

### 10.1 Sales and costs forecast

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<tr>
<td>Mortgage/rent</td>
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<tr>
<td>Council tax</td>
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<td>Gas, electricity and oil</td>
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<tr>
<td>Water rates</td>
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<tr>
<td>All personal and property insurances</td>
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<tr>
<td>Clothing</td>
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<tr>
<td>Food and housekeeping</td>
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<tr>
<td>Telephone</td>
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<tr>
<td>Subscriptions (clubs, magazines etc.)</td>
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<td>Entertainment (meals and drinks)</td>
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<td>Car tax, insurance, service and maintenance</td>
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<tr>
<td>Credit card, loan and other personal debt repayments</td>
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<td>National Insurance</td>
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### 10.3 Cashflow forecast

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### 10.4 Costs table

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Section eleven

Back-up Plan

11.1 Short-term plan:

11.2 Long-term plan:

11.3 Plan B:

11.4 Plan B continued...:
1. What business ideas do you have? What are you good at? What do you enjoy doing? Can you see any possible business ideas from what you are good at and what you enjoy?

2. Taking these initial ideas.....

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<tr>
<th>IDEA</th>
<th>SPECIFICS OF IDEA</th>
<th>WHAT WOULD YOU SELL</th>
<th>TO WHOM WOULD YOU SELL IT</th>
<th>FOR HOW MUCH WOULD YOU SELL IT</th>
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Source: BYOB – Be your own boss KA2 project
Key words

ASSETS Things a business owns, e.g. buildings, vehicles, stock and money in the bank.

BRAND Refers to the words and symbols such as a name, logo and slogan that represent a business’s identity. BREAKEVEN The amount of sales a business needs to make to cover all its costs.

BUSINESS PLAN A document that describes a business’s aims and objectives and a plan for how they can be achieved.

CAPITAL EXPENDITURE Money spent on buying or improving items that will be owned by a business for a long time, e.g. buildings or equipment.

CARBON FOOTPRINT A measure of the impact that human activities have on the climate in terms of the total amount of greenhouse gases produced.

CASHFLOW FORECAST An estimate of the amount of money a business will spend and receive within a certain time period (usually a year).

CREDITOR Somebody to whom a business or individual owes money.

ELEVATOR PITCH A two minute summary that explains (i) what your business does (ii) who your customers are and (iii) what makes your business different from the competition. A customer should have a clear understanding of your business and its Unique Selling Point after hearing your elevator pitch.

EXPENDITURE Money paid; cost.

FIXED ASSETS Things a business owns or controls for a long time, such as premises or equipment.

FIXED COSTS Costs that stay the same, regardless of how many sales a business makes, e.g. rent.

GROSS PROFIT Total income from a business’s sales minus the direct costs of making the sales (this does not include a business’s overhead or running costs). KEY MESSAGES The things you most want customers to remember about your business.

LETTER OF INTENT A signed statement from a potential customer outlining what product/service they are interested in buying from you and how many.

MARGIN The difference between the selling price of a product/ service and its costs. The higher the margin, the more profit that is made.

MARKETING Any activity a business does to try and contact potential customers.
MARKET POSITIONING How a business presents its products/services in relation to its competitors; higher quality, cheaper, etc.

MISSION STATEMENT A sentence to describe where your business is going or what you want to achieve in the longterm.

NET PROFIT A business’s total income minus its total costs.

OBJECTIVES Things a business wants or sets out to achieve. OPERATIONS The day-to-day activities that take place within a business.

PROFIT AND LOSS ACCOUNT Shows a business’s total income and expenditure for a given period of time.

PROSPECT Someone who could become a customer.

PUBLIC RELATIONS (PR) Two-way communication between a business and anyone who is interested in it.

REFERRAL A customer gained through a recommendation from someone else.

RESOURCES The money, people, time and equipment needed to run a business. STOCK All the raw materials and finished goods owned by a business.

STRAPLINE A catchy phrase that sums up a business’s message, for example: ‘Cadbury’s Crème Egg – how do you eat yours?’.

TARGET MARKET The group of customers a business chooses to focus its marketing efforts on.

TURNOVER A business’s total sales income for a year.

USP (UNIQUE SELLING POINT) A benefit that a business offers to its customers that its competitors do not.

VALUES The principles and beliefs that guide what a business does and how it does it.

VARIABLE COSTS Costs that vary in line with a business’s level of sales.

VIAABLE If a business idea is viable, it means that it should work and the business should be a success.

VISION A business’s long-term goal.
References


https://mbs.edu/getmedia/91cc0d01-3641-4844-b34c-7aee15c8edaf/Business-Model-for-SE-Design-Burkett.pdf

Learning activities – Bridging to the future

Prince’s Trust Business Plan Pack