

Society Profits

AN ERASMUS+ KEY ACTION 2 PROJECT

WORKSHOPS ABOUT SOCIAL ENTREPRENEURSHIP

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1. Steps for establishing a social enterprise and legal framework

TITLE:	Steps for establishing a social enterprise and legal framework
PROPOSED TIME DURATION:	3 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	The participants will understand the meaning of the working in a team. This specific soft skill is essential for the establishment and development of the social enterprise. In addition, they will learn how to search and take into consideration the legal framework of a business in the social economy sector
SESSION DESCRIPTION (STEP-BY-STEP):	PART I – TEAM WORK (2 hours) The facilitator needs to adjust the setup of this activity according to the level and size of the group. This activity is ideal for a larger group of people where at least three sub-groups could be built. There should also be some sort of jury that will review the outcomes, evaluate and give feedback.

	<p>At the beginning of the activity the sub-groups assign a group leader. The group leaders (only!) will then receive the detailed instructions for the exercise.</p> <p>The task is to build a prototype of a skyscraper. Each sub-group has to build a skyscraper on their own. The prototypes should be built in the same scale. They should reach as high as possible.</p> <p>In addition, the building should also have a name and represent a specific theme. The theme should be expressed visually by the building.</p> <p>The construction materials – which need to be set up by the facilitator in advance – are the same for all sub-groups. They receive cardboard, paper, glue (or hot-glue), cutting-knives, scissors, pencils, masking tape and colours.</p> <p>The groups have limited construction time to build their prototype. Once the time is up all groups are asked to present their results to the jury. The group will be judged by three criteria:</p> <ol style="list-style-type: none"> design and representation of the theme execution and presentation team-work and performance <p>The jurors may ask questions about the prototypes in order to gain a better understanding of the details.</p> <p>After the exercise the groups review the process of designing and building the prototype. They will have worked under stress and therefore they should talk about how they felt during the exercise. This is a simulation where they take on a virtual role. The facilitator should revise how this connects to their professional and personal experience. It is also a good opportunity to review strengths and weaknesses.</p> <p>PART II – Exploring the legal framework (1 hour)</p> <p>The instructor explains the importance of the legal framework when you are going to establish a social enterprise. Due to continuous changes and the different legal frameworks in European countries, participants are encouraged to search to the internet the legal framework of establishing a social enterprise. The previous groups of persons that were formed previously can work again in this session. After the search, each group presents the results. The instructor summarizes the basic points of the legal framework.</p> <p>Basic points:</p> <ul style="list-style-type: none"> Legal status Purpose
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	<ul style="list-style-type: none"> • Distributions of dividends • Inclusion
MATERIALS REQUIRED:	Part I - Cardboard, paper, glue (or hot-glue), cutting-knives, scissors, pencils, masking tape and colours. Part II - PCs, Internet connection
REFERENCES AND OTHER USEFUL SOURCES	http://marshmallowchallenge.com/Instructions.html http://skyscrapermodels.us/ http://www.currell.net/models/illinois.htm http://www.papertoys.com/chrysler-building.htm

2. Need Assessment (Environment/ Team Background)

TITLE:	Need Assessment (Environment/ Team Background)
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 4-5 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	The participants will learn the significance of the environment analysis, before starting a business. The external environment as well as the internal environment is essential for the business success.

SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 4-5 persons. Each group decide and pick to start a business in a certain business sector.</p> <p>In this framework, each group has to write down all the factors/needs of the external environment including:</p> <ul style="list-style-type: none"> A. Economic environment B. Technological environment C. Social-cultural environment D. Political environment <p><u>Preparatory phase</u></p> <p>The instructor explains the definitions</p> <p>Economic environment: The totality of economic factors, such as employment, income, inflation, interest rates, productivity, and wealth, that influence the buying behavior of consumers and institutions.</p> <p>Technological environment: External factors in technology that impact business operations. Changes in technology affect how a company will do business. A business may have to dramatically change their operating strategy as a result of changes in the technological environment.</p> <p>Social-cultural environment: A set of beliefs, customs, practices and behavior that exists within a population. International companies often include an examination of the socio-cultural environment prior to entering their target markets.</p> <p>Political environment: Government actions which affects the operations of a company or business. These actions may be on local, regional, national or international level. Business owners and managers pay close attention to the political environment to gauge how government actions will affect their company.</p> <p><u>Implementation phase</u></p> <p>According to these factors, the groups should highlight the needs for developing their business idea.</p>
MATERIALS REQUIRED:	Papers, pencils, markers, PCs, Internet connection

REFERENCES AND OTHER USEFUL SOURCES	http://www.businessdictionary.com/definition/economic-environment.html http://www.businessdictionary.com/definition/technological-environment.html http://www.businessdictionary.com/definition/socio-cultural-environment.html http://www.businessdictionary.com/definition/political-environmental.html
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3. Develop a Business Idea

TITLE:	Develop a Business Idea
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> - Identify the various sources to generate potential business ideas for new ventures - Discuss methods available for generating new ideas

<p>SESSION DESCRIPTION</p> <p>(STEP-BY-STEP):</p>	<p>Instructor's presentation (5 min)</p> <p>Any good business ideas could be an invention, a new product or service, or an original idea or solution to an everyday problem. A good business idea does not necessarily have to be a unique products or services. Majority of the entrepreneurs credited their accomplishment to the exceptional execution of ordinary ideas. The chances of success therefore will be far greater if you can market a product that is similar to existing offerings, while providing greater value to customers.</p> <p>Instructor's guidelines (25 min)</p> <p>The instructor divides the participants into groups of 4-5 persons. He asks them to develop a business idea. In order to facilitate the process, he gives some tips such as:</p> <ul style="list-style-type: none"> (a) Develop ideas as an extension of an existing product (i.e. adding camera and song features to a mobile phone). (b) Create an improved service (fast delivery services). (c) Market a product at a lower price (via e-commerce e.g. amazon.com). (d) Add value to an existing product or service (i.e. reputable brand name or delivery service). (e) Altering their quality or quantity. (f) Introducing automation, simplification, convenience (i.e. smart product). (g) Personal interests or hobbies as many people find ways to turn their hobbies into successful businesses. (h) Work experiences, skills, abilities for a business, related to the work you do. (i) A familiar or unfamiliar product or service. (j) Spot the latest trends. (k) Changing the delivery method, packaging, unit size or shape. (l) Increasing mobility, access, portability or disposability. (m) Simplifying repair, maintenance, replacement or cleaning. (n) Changing their colour, material or shape <p>Implementation (1 hour)</p> <p>Participants are encouraged to brainstorming. After the completion, each group presents its business idea.</p>
<p>MATERIALS REQUIRED:</p>	<p>Paper, pencils, markers</p>
<p>REFERENCES AND OTHER USEFUL SOURCES</p>	<p>www.tankonyvtar.hu/hu/tartalom/.../2011.../BMET5103_Entrepreneurship_04.pdf</p>

4. Basics of Business Planning

TITLE:	Basics of Business Planning
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	Participants will learn about the significance of business planning through the use of the business model canvas

SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 4-5 persons. He asks them to answer the following questions, having in their minds the previous discusses business idea:</p> <p>Key partners</p> <ul style="list-style-type: none"> ✓ Who are your key partners/suppliers? ✓ What are the motivations for the partnerships? <p>Key activities</p> <ul style="list-style-type: none"> ✓ What key activities does your value proposition require? ✓ What activities are important the most in distribution channels, patient relationships, revenue stream? <p>Value Proposition</p> <ul style="list-style-type: none"> ✓ What core value do you deliver to the patient? ✓ Which customer needs are you satisfying? <p>Customer Relationship</p> <ul style="list-style-type: none"> ✓ What relationship that the target customer/patient expects you to establish? ✓ How can you integrate that into your business in terms of cost and format? <p>Customer Segment</p> <ul style="list-style-type: none"> ✓ Which classes are you creating values for? ✓ Who is your most important customer? <p>Key Resources</p> <ul style="list-style-type: none"> ✓ What key resources does your value proposition require? ✓ What resources are important the most in distribution channels, customer/patient relationships, revenue stream? <p>Distribution Channel</p> <ul style="list-style-type: none"> ✓ Through which channels that your customers/patients want to be reached? ✓ Which channels work best? How much do they cost? How can they be integrated into your and your customers' routines? <p>Cost Structure</p> <ul style="list-style-type: none"> ✓ What are the most cost in your business? ✓ Which key resources/ activities are most expensive? <p>Revenue Stream</p> <ul style="list-style-type: none"> ✓ For what value are your customers willing to pay? ✓ What and how do they recently pay? How would they prefer to pay? ✓ How much does every revenue stream contribute to the overall revenues?
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	<p>After the brainstorming, each group presents its feedback.</p> <p>Finally, the instructor explains that the above questions draft the business model canvas</p> <p>The Business Model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances.</p>
MATERIALS REQUIRED:	Paper, Pencil, Markers
REFERENCES AND OTHER USEFUL SOURCES	https://www.google.gr/search?q=business+model+canvas+template&client=firefox-b&dcr=0&source=lnms&tbm=isch&sa=X&ved=0ahUKEwijn8XI2-PXAhXJF-wKHSntALIQ_AUICigB&biw=1366&bih=635

5. Development of my business plan

TITLE:	Development of my business plan
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<p>Participants will learn:</p> <ul style="list-style-type: none"> - what a business plan is - the parts of a business plan - what is competitive edge

SESSION DESCRIPTION (STEP-BY-STEP):	<p>The instructor divides the participants into groups of 3-4 persons and ask them to develop a draft business plan for a business that could be started with \$1,000.</p> <p>He asks them to answer in detail the following questions:</p> <ul style="list-style-type: none"> - How can you describe the business...in only one paragraph please? - What is your product, or service? - Who will buy it? - Where should you locate the business? - How can you attract customers? - What is your competition? - How much should you charge for the products or service? - What advice do you need and who can provide it? - How will you organize the managers and/or workers of the business? - How will you split the profits? Who is responsible for the losses? - What should you consider to be able to produce the product and get it to the customer? - How much money is needed to get the business started? - How many customers will you have per month and how much will they buy per month? - How much does it cost to make the product or provide the service? - What are your operating costs? (Include your own salary) - How much money will your business earn each month by selling your product or service? - How much investment will you need to keep the business going until you make a profit? - What is your potential profit per year for Year I, Year II, and Year III? - How much money do you need to borrow to start this business? - How will you make the business grow in the future? <p>After the completion of the activity the instructor analyzes the basic parts of a business plan:</p> <ol style="list-style-type: none"> 1. SUMMARY OF THE BUSINESS 2. DEFINING THE BUSINESS IDEA 3. THE BUSINESS ENVIRONMENT AND ITS DEVELOPMENT 4. COMPETITIVE EDGE 5. OBJECTIVES AND STRATEGY 6. BASIC ECONOMIC QUESTIONS 7. FIRM RISKS
MATERIALS REQUIRED:	Paper, Pencil, Markers

REFERENCES AND OTHER USEFUL SOURCES	http://www.entre-ed.net/teach/busplan.htm https://www.entrepreneur.com/article/247574
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6. Shark Tank

TITLE:	Shark Tank
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 2-3 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<p>The participants will learn to point out the highlights of their business idea and communicate with potential investors.</p> <p>The instructor will use the following scenario:</p>

SESSION DESCRIPTION (STEP-BY-STEP):	<p>You will be creating a product and a business proposal as if you were planning to pitch your idea to the entrepreneurs. What products do the investors invest in? Why? What products do the investors reject?</p> <p>Procedures and Requirements</p> <p>The participants may work individually, or in a group of two to three people. They have to create a unique product idea and develop a business plan. They can also use the business plan developed in the previous activity.</p> <p>Then they have to come up with a creative way to pitch their idea to the investors. Investors/judges will be comprised of 4 persons/participants who will not participate in the activity. They will grade the business idea according to the below grading system. The group with the highest score will win!</p> <p>Grading System</p> <p>Product (30 points)</p> <ul style="list-style-type: none"> Unique and creative Sellable <p>Business plan (30 points)</p> <ul style="list-style-type: none"> Answers all posed questions Presented in an easy to understand way/well-organized Realistic figures/well-researched <p>Presentation (30 points)</p> <ul style="list-style-type: none"> Knowledgeable of product Poised/confident demeanour Engaging presentation/creative Creative Persuasive <p>The Investors' Scores (10 points)</p> <ul style="list-style-type: none"> This score is based on whether or not the investors wanted to invest in your product
MATERIALS REQUIRED:	Paper, pencil, markers

REFERENCES AND OTHER USEFUL SOURCES	Pitch Deck Example <div data-bbox="737 392 1177 1079" style="border: 2px solid black; padding: 10px; margin: 20px auto; width: 80%;"> <ol style="list-style-type: none"> 1. <i>Company's logo</i> 2. <i>Team members</i> 3. <i>Name the problem</i> 4. <i>Name solutions</i> 5. <i>Project's advantages</i> 6. <i>Market overview</i> 7. <i>Competitors analysis</i> 8. <i>Product overview</i> 9. <i>Funding needs</i> 10. <i>Marketing</i> 11. <i>Predictions</i> 12. <i>Contact</i> </div> <p>https://goo.gl/HKBT8J</p>
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7. Create a business model

TITLE:	Create a business model
PROPOSED TIME DURATION:	2 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	To learn the what a business canvas is, its parts in order to understand that their business idea is possible to be become a real company.

SESSION DESCRIPTION (STEP-BY-STEP):	<p>Building a business or organizing an existing one is a lot like building a house – and who can imagine a house built without preliminary sketches? Creating a small business model means planning – on paper – the fundamentals of your business. It helps you, as an entrepreneur, to put aside the excitement and make a realistic evaluation of the potential success of your business idea. A proper business model and business plan helps you to figure out elements such as: Your business concept, how your product or service will get to customers, how your business will stay competitive and all revenue and costs you can anticipate.</p> <p>Each participant will receive a business model canvas and they will discuss what they know or understand – team discussion</p> <p>Every participant will receive a small piece of paper and they will write their business ideas (1-3 ideas per person). Then, they will split in small groups (4-5 people) based on their ideas and they will fill the business model canvas and present their business model to the rest of the group.</p>
MATERIALS REQUIRED:	Paper, pencil, markers

8. Sole trader or limited company

TITLE:	Sole trader or limited company
PROPOSED TIME DURATION:	1,5 hours
PROPOSED GROUP SIZE:	Approximately 25 persons 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	To define the difference between sole trader and limited company.
SESSION DESCRIPTION (STEP-BY-STEP):	<p>You can run a business using different legal and organizational structures. Think about trade as a company. Read the article and write down similarities and differences between sole trader and limited company. Which form is better?</p> <p>Article: https://www.theguardian.com/small-business-network/2013/sep/12/sole-trader-limited-company-freelances</p> <p>Each group present their ideas.</p>
MATERIALS REQUIRED:	Paper, pencils, printed article or internet, markers
REFERENCES AND OTHER USEFUL SOURCES	https://www.theguardian.com/small-business-network/2013/sep/12/sole-trader-limited-company-freelances

9. Method of the puzzle

TITLE:	Method of the puzzle
PROPOSED TIME DURATION:	1 hour
PROPOSED GROUP SIZE:	Minimum 15 participants 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<p>-To understand the concept of Project Cycle Management and how its correlated with social entrepreneurship.</p> <p>-To identify and get to know the steps of the project cycle management.</p>

SESSION DESCRIPTION (STEP-BY-STEP):	<p>Mix the parts of each puzzle and give to each participant 3 or 4 pieces of the puzzle. (the leader will keep the missing pieces of the puzzle).</p> <p>Divide the group in 3 groups randomly. For example, you can use the count method (put the participant to count 1,2,3 and then to split the group in 3 groups).</p> <p>Ask the group to look at the pieces and tell them try to put them together without telling them what the pieces represents and the fact that there are 3 puzzles.</p> <p>The leader has to say the group this: How many people completed the puzzle? After they answer the leader can say: The reason for which you don't have all pieces is because that the pieces belongs to 3 different puzzles.</p> <p>Ask them to complete the 3 puzzles by breaking the groups.</p> <p>The group has to sit and the start a discussion about the activity.</p> <p>The leader will put the following questions:</p> <ul style="list-style-type: none"> – Identification and programming (What was the first thing you did when you received the pieces? Did you tried to look to the others group? Did you want to put questions to me? How did it feel to break the group?) – Planning (What kind of strategy did you use to start making the puzzle? How many of different colours pieces of puzzle did you had?) – Implementation (How did you completed the task that you received?) – Evaluation (Was is a good strategy? Do you need more resources to complete the job? What would you improve if you would want to do the puzzle again?) <p>Meanwhile that the leader receives the answers he will do the connection with the PCM.</p>
MATERIALS REQUIRED:	<p>3 puzzles (2 imagines; each puzzle will contain 20 pieces). The imagines are: cow, tree, car. Each imagine will be cut in 20 pieces. For two of the puzzles we will not give to the participants all the pieces). Each puzzle will have different colour. Imagine with PCM</p>
REFERENCES AND OTHER USEFUL SOURCES	<p>http://ngoenterprise.org/tag/non-formal-education/</p>

10. Method of Post Its

TITLE:	Method of Post Its
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PROPOSED TIME DURATION:	40 min - 1 hour
PROPOSED GROUP SIZE:	Minimum 10 participants 3-4 persons in each group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<p>-To understand the concept of Project Cycle Management and how its correlated with social entrepreneurship.</p> <p>-To identify and get to know the steps of the project cycle management. To practically work with concrete project idea.</p>
SESSION DESCRIPTION (STEP-BY-STEP):	<p>Divide the group in groups (at least 5 in each group). You can use the method below: count 1,2 and split the group.</p> <p>Put the group to choose one of the themes(needs) that we are giving them. The themes are presented below.</p> <p>– Examples of needs: Single mothers that don't have network to get help with their children- Our community doesn't have enough recycling places- Older people that are living alone- Animals on the street</p> <p>Ask the group to discuss and choose the resources (post its on the board) that it could help them to solve their need. It's not mandatory that all the resources to be used.</p> <p>Give them to complete the form regarding the PCM:</p> <ul style="list-style-type: none"> – Why? (identification and programming) – How? What? Planning – When? Where? Implementation – Is it credible and useful? Evaluation <p>Let the group to work and finish the task and put them to present the results of the group activity.</p> <p>Explain them the connection between PCM and the process of their group work (DEBRIEFING).</p>
MATERIALS REQUIRED:	Paper, pencils, printed article or internet, markers
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

11. Method for create a marketing and communication strategy

TITLE:	Method for create a marketing and communication strategy
PROPOSED TIME DURATION:	1 hour

PROPOSED GROUP SIZE:	10-20 participants
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	<ul style="list-style-type: none"> -To give some useful information to the participants, in terms of Marketing and Communications. -To make the participants reflect about their current situation at their NGOs. -To inspire the participants to create their own Marketing and Communications Strategy.

SESSION DESCRIPTION (STEP-BY-STEP):	<p>STEP 1: 5 minutes Facilitators give the participants some information about Marketing and Communications that could be useful during the workshop, in terms of helping them to understand some important concepts regarding to the topic. Facilitators write in a board 4 words related with Marketing and Communications, as well as 2 questions, in terms to inspire the participants and make them think deeply about the topic. Words: TARGET – TOOLS – MEDIA – RESOURCES Questions: Do I have a Marketing and Communications Strategy? How properly do I use my resources in my Marketing and Communications Strategy? This words and questions can be written in any part of the board; it is not necessary to put an order.</p> <p>STEP 2: 10 minutes With all this "inspiration", the participants need to elaborate at least one question themselves, individually, and write it down in a piece of paper that the facilitators will give them. The question/s must be related with their own situation in their NGO, so they can analyze and see if they actually have a strategy or not. Examples of these questions could be the ones written above. By doing this activity, participants could reflect about their current situation at their NGOs.</p> <p>STEP 3: 10 minutes Participants are given colour pencils to underline which they consider "key words" within their questions. After that, the facilitators split the participants into groups randomly (1, 2, 3, 4...). Groups should be of maximum 4 people.</p> <p>STEP 4: 25 minutes Once the groups are established, the participants start to think (taking into consideration all the keywords that they have underlined) about a possible Marketing and Communications Strategy for their NGO, as a group. Facilitators, in the meanwhile, give the participants a piece of paper with 2 questions: "Why?" and "How?" Participants write their idea in the paper, introducing it as a possible Marketing and Communications Strategy, following these 2 mentioned questions.</p> <p>STEP 5: 10 minutes Once they finish, they share between the groups their different Marketing and Communications Strategies, one by one, making a little and informal presentation as a way to conclude the workshop. If all the groups can do this activity, the main objective of inspiring them to create their own Marketing and Communications Strategy in terms to help their NGO to be sustainable, will be accomplished.</p>
MATERIALS REQUIRED:	Paper, Colour Pencils, Pens
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/

12. Create a business plan

TITLE:	Create a business plan
PROPOSED TIME DURATION:	45-60 minutes
PROPOSED GROUP SIZE:	3-5 per group
SPACE REQUIREMENTS:	Classroom
SESSION OBJECTIVES:	The participants will learn how to create a simplified business plan based on their own local community and NGO.
SESSION DESCRIPTION (STEP-BY-STEP):	The participants get the task to discuss about desires and needs of the local community, and how their NGO's can form a business to meet them. To their help they will have printed slides with questions to consider while making their business plan. The groups will get 30 minutes to discuss and make the simplified business plan, and then each group gets 5 minutes to present their business plan in front of the whole group.
MATERIALS REQUIRED:	Internet for research, paper and post-its, pens, printed papers
REFERENCES AND OTHER USEFUL SOURCES	http://ngoenterprise.org/tag/non-formal-education/