

HANDBOOK FOR SOCIAL ENTREPRENEURSHIP THROUGH VOLUNTEERING



Produced in the Erasmus+ Key Action 2 project:

Young Leaders for Social Change:

Entrepreneurship through Volunteering

ICYE International Office, 2020



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1. Introduction

The Handbook for Social Entrepreneurship through Volunteering is an outcome of the project *Young Leaders for Social Change: Entrepreneurship through Volunteering*. The overriding aim of this Erasmus+ Key Action 2 project was to promote creativity and a sense of initiative in order to empower social entrepreneurship among young people and make *communities our business* - in keeping with the values of youth voluntary work (solidarity, civic spirit, cooperation, respect for human dignity...). The project has revealed that social entrepreneurship in international volunteering has the potential to drive young people to creativity and active citizenship for their own personal and professional development as well as the collective growth of the community. International volunteers led social entrepreneurship projects or were closely involved in organisations tackling social issues and creating alternative economic opportunities.

From 28th November 2018 to 27th July 2020, spanning 20 months, the project involved ICYE National Committees in 13 countries – in Argentina, Austria, Ecuador, Finland, Honduras, Iceland, Nigeria, Philippines, Poland, Slovakia, South Africa, the United Kingdom and Vietnam. It engaged 12 international volunteers who learnt about social economy and entrepreneurship, and planned and implemented projects and activities over a duration of 8 months for and with the beneficiaries of their host organisations.

This handbook was developed at the Online Final Evaluation in June 2020 by the taskforce of the above-mentioned project. It is based on the programmes and methods developed at the International Social Entrepreneurship Multiplier Workshop in Buenos Aires, Argentina in March 2019 and the subsequent local workshops, as well as the valuable feedback given by the volunteers in the project. The handbook offers a training programme and methods that provide an understanding of social entrepreneurship and enable the implementation of projects in the diverse civil society organisations where ICYE volunteers are engaged worldwide.

We would like to thank the volunteers and host organisations for taking the time to give us important feedback and for helping us make this handbook a reality. Our grateful thanks to Fundación SES and Subir al Sur for hosting the international workshop and inviting inspiring speakers who shared their knowledge and experience in social economy and social entrepreneurship. Our sincere thanks also to the European Commission, which co-funded the project and enabled members of the ICYE Federation to explore social entrepreneurship in the context of international volunteering.

We hope that the handbook will lead to social entrepreneurial learning and build young people's capacity to respond positively to change – a most crucial factor in the current global pandemic.

ICYE International Office



2. Using the handbook

The handbook is a product of the project *Young Leaders for Social Change: Entrepreneurship through Volunteering*. It is meant to be used by staff, youth workers, trainers and facilitators of volunteering organisations to prepare and train young people to undertake social entrepreneurship during their international voluntary service, in particular to transfer to volunteers the necessary non-formal learning and social entrepreneurship methods and skills to be used in different contexts and settings. In this sense, the handbook is also meant for volunteers engaged in diverse community development host organisations across the world.

The handbook offers a range of non-formal and social entrepreneurship methods for young people. Two formats of a draft programme have also been provided. Training methods for icebreaking, team building, evaluation, etc. are not presented in the handbook, as these methods are easy to find online and in other toolkits, e.g. <https://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf>.

The handbook is divided into different chapters as follows:

Chapter 3: provides an explanation of social economy and social entrepreneurship, describing its principles, values and purposes, as well as presenting examples of social entrepreneurship.

Chapter 4: discusses the relevance of social entrepreneurship for the volunteering sector and vice versa.

Chapter 5: explains why a non-formal and experiential learning methodology is important in a social entrepreneurship training and presents a draft programme and methods that can be used for training international volunteers.

Chapter 6: focuses on creating social entrepreneurship projects and campaigns, emphasizing the importance of planning and developing a socio-business plan, as well as monitoring and evaluating projects and campaigns.

Chapter 7: provides a list of publications on social entrepreneurship for further reference.

Chapter 8: presents the youth workers involved in developing the handbook, as well as the volunteers and host organisations of the project “Young Leaders for Social Change: Entrepreneurship through Volunteering.”



3. What is Social Economy and Social Entrepreneurship?

Currently, about half of the world's population still live on the equivalent of about USD 2 a day, with a global unemployment rate of 5.7%. In many places having a job does not guarantee the ability to escape poverty. Thus, the continued lack of decent work opportunities, insufficient investment, and low consumption lead to an erosion of the underlying basic social contract in democratic societies: the right of all to share progress. The creation of quality jobs continues to be a great challenge for almost all economies.

In this regard, in 2015, all Member States of the United Nations approved SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, as part of the 17 Goals of the 2030 Agenda to sustainable development.

As a possible solution, "Social enterprises contribute to smart growth by responding with social innovation to needs that have not yet been met; they create sustainable growth by taking into account their environmental impact and by their long-term vision; they are at the heart of inclusive growth due to their emphasis on people and social cohesion. In other words, their key aim is to effect social and economic transformation which contributes to the objectives of the Europe 2020 Strategy." EU Social Business Initiative (25.10.2011)

Interplay between Social Entrepreneurship and the Economy focuses on a reciprocity between the actors, the joint construction of supply and demand, and a questioning and opposition to exclusive regulation by market mechanisms. As a system, it claims for itself a sustainability and viability that suppose not only its survival, but the fulfilment of its guiding principles.

What are these guiding principles?

- **Fair price:** any product bought in the market and produced by a capitalist company has a price. In the case of the Social Economy, the price should not be calculated in classical terms, but for quality of life.
- **Care for nature:** not affecting the environment is another central criterion of Social Economy. How do we relate to nature? What environmental care do we have in our productions? What raw material do we use? What do we do with our waste?
- **Quality of work relationships:** increase in the quality of life of all, based on the non-exploitation of the work of others, because it is associated work, not wage labour.
- **Social integration and access to citizen rights:** it must generate social integration that goes hand in hand with the creation of ties, the quality of work relationships and the recovery of ties.
- **Centrality of associated and self-managed work:** it emphasizes that a collective enterprise can self-manage, be autonomous, seek resources and advance, but it is never self-sufficient, since it requires the social collective to gain strength, value and continuity.

We can list among the values and principles:

- ⇒ The spirit of solidarity, cooperation, participation and mutual aid.
- ⇒ Democratic, participatory, self-managed and entrepreneurial administration.
- ⇒ Voluntary, responsible and open adherence.
- ⇒ Associative and solidary property over the means of production, among others.



Purposes of Economy and Social Entrepreneurship:

- ◇ To promote the integral development of the human being.
- ◇ To generate practices that consolidate experiences of solidarity, critical, creative and entrepreneurial thinking as a mean to achieve development.
- ◇ To contribute to the exercise and improvement of participatory democracy.
- ◇ To guarantee its members the participation and access to information, work, property, management and equitable distribution of benefits without any discrimination.

Some examples of the modalities of self-employment or entrepreneurship can be the following:

- ✓ **Small subsistence units:** are those that only allow those who carry them out to satisfy the minimum necessity to survive.
- ✓ **Family ventures:** are those in which the activity takes place within the family and the family is owner and worker.
- ✓ **Associative entrepreneurship:** are production units in which the ownership of the productive unit is common to several people.
- ✓ **Cooperatives and mutual organisations:** are associative processes oriented to the satisfaction of needs, not only economic, but also cultural and educational. The members work in a coordinated and supportive way to provide services.



4. International Volunteering and Social Entrepreneurship

International volunteering is based on the values of solidarity, cooperation and participation, which are conducive to building social capital (Ockenden 2019)¹. Social capital refers to the networks and norms especially of trust, solidarity and reciprocity in a community that facilitate collective action (Winter 2000)².

Social economy and social entrepreneurship, as examined in the previous chapter, are based on similar values and principles as international volunteering (solidarity, civic spirit, cooperation, respect for human dignity). Social Entrepreneurship engages vulnerable people and contributes to social cohesion and the development of skills that support employment and the reduction of inequalities.

A social entrepreneurship strategy in international volunteering thus has the potential to enhance the present and future well-being of young people and simultaneously contribute to social cohesion and sustainable community development. Young volunteers in social enterprises have the opportunity to share their time and skills, build relationships of trust and reciprocity, to feel inspired and learn a new kind of socio-business model. Young people can also learn how local change makers find innovative solutions to their communities' challenges whilst making their initiatives financially viable and sustainable.

The findings of the impact study in the field of international volunteering suggests that volunteers bring in new ideas to the organisations they volunteer for (Ockenden 2019)³. The mere notion of bringing new perspectives into an organisation is likely to generate alternative approaches that help host organisations identify and address social needs. Having a new or different perspective also means that volunteers can contribute by recognising opportunities for their host organisations. In terms of implementation, volunteers carry out a wide range of practical tasks, often with access to skills and resources that are necessary for the execution of projects. In the stage of promotion and dissemination, international volunteers can use their social capital and play key roles in community mobilisation. Depending on the competences of the volunteers, they can take on leadership roles, motivating and managing teams to achieve the objectives of their social entrepreneurship ventures.

The outcomes of the social entrepreneurship project on which this handbook is based reveals remarkable learning of the part of the volunteers engaged in the project: project planning and management, intercultural learning, interpersonal, communication and language skills, collaboration and teamwork, confidence, and leadership. The volunteers also reported some challenges. Language and communication reported as major challenges as well as cultural differences (perceptions of time and organisational culture), which reveal the need for regular monitoring of projects and provision of support to the volunteers.

The social entrepreneurship activities initiated and supported by the volunteers in the above-mentioned project include the creation of a campsite for the local community, craft workshops, social entrepreneurship trainings for young people from disadvantaged communities, a photo exhibition with and by people with disabilities, upholstery training for out-of-school youth and an edible garden for local underprivileged families.

Experiences from the project therefore illustrate that social entrepreneurship through volunteering can unlock collective creativity and a sense of initiative that make *communities our business*. It has revealed quality improvements in youth work and international volunteering, cooperative learning and transnational cooperation, as well as the boosting of key competences in young people, particularly those with fewer opportunities.

Footnotes:

1. Ockenden, N. (2019) "Skills and Competence for a Global World: Findings from the Impact Study", ICYE International Office.

2. Winter, Ian (2000) 'Towards a theorised understanding of family life and social capital' Working Paper 21, April, Australian Institute of Family Studies.

3. Op.cit.

5. Social Entrepreneurship Training

A. Non-Formal Learning and Experiential Learning

Non-formal learning is about the liberating potential of new forms of learning that are learner-centred, motivating, experiential, and inspiring. Non-formal learning is usually carefully adjusted to the needs and interests of the participants and structured practices fostering personal, social and professional development of people, on a voluntary basis. It is highly relevant, particularly when it comes to the needs of disadvantaged groups because it takes into account specific categories of persons, focuses on clearly defined purposes, and it is flexible in organisation and methods (Maletic, 2016)⁴.

Non-formal learning comprises experiential learning activities that promote the development of skills and competences. It plays a significant role in long-term international volunteering where learning achievements of volunteers are based on experiential learning, “learning by doing”, and where volunteers and non-formal learning providers support people in “at-risk” communities. Transversal skills and interdisciplinary knowledge allow individuals to cope with rapid social and economic changes, e.g. sense of initiative, learning to learn, resilience, critical and creative thinking, risk-taking and problem-solving, media literacy, entrepreneurial attitude and others (Maletic, 2016)⁵.

These transversal skills are highly valuable in a climate of economic instability and high competitiveness in labour markets, which have exposed young people to unemployment, inequalities and exclusion. Formal education and vocational experience are today not enough to find one’s place on the labour market. Entrepreneurial skills and competences gained through non-formal education can therefore bridge this gap, for example, by enhancing young people’s ability to manage projects, adapt to change, deal with risk, and solve problems.

Skills and competences to become social entrepreneurs can be learned, nurtured and developed. For a larger impact, these skills and competences can be gained through a combination of formal and non-formal learning processes. However, given the very nature of social entrepreneurship, which encompasses innovation and creativity, a non-formal approach offers practical knowledge to future entrepreneurs on interaction with the local environment and community. As non-formal learning provides alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles, it can be seen to facilitate entrepreneurship that addresses social issues, empowers progress and drives societal transformation.

For more information on the different types of learning, as well as on experiential learning and learning styles, see Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, Chapters 3 and 4⁶.



Footnotes:

4. Presentation made by Alen Maletic, Lifelong Learning Platform, at the International Multiplier Training on Non-formal – Formal Education of the Erasmus+ Key Action 2 project “Volunteers at the Interface between Formal and Non-Formal Education”, Vienna, Austria, February 2016.

5. *ibid.*

6. <https://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf>

B. Social Entrepreneurship Training Programme

The goal of the social entrepreneurship training is to introduce volunteers to social economy and social entrepreneurship and to instil a spirit of entrepreneurship - initiative, confidence, calculated risk-taking, creativity, organisation, tenacity - from the start of their service period and help them to develop ideas for projects and activities with and for local communities.

The social entrepreneurship training can be part of volunteer on-arrival trainings or organised separately together with the host organisation. The social entrepreneurship training should:

- introduce the volunteers to the concepts of social economy and social entrepreneurship
- provide the volunteers with tools, knowledge and skills to develop interpersonal and entrepreneurship competences and manage social entrepreneurship projects and activities.

Two different formats for a two-day social entrepreneurship training are proposed below. The **first format offers a two-day consecutive training**, which would give the volunteers a comprehensive overview of the project, and may be easier to organise logistically. **The second format offers a two-day training where the second day is held a few weeks (maximum a month) later.** The second format would give the volunteers the chance to conduct research and deepen their knowledge of the local community, the stakeholders, and modify accordingly the social entrepreneurship project they had proposed on the first day of the training.

Tips:

It would be beneficial to contact volunteers online before their arrival in the host country. This will help you learn more about the volunteers' profiles, enable you to introduce them to the project and local community, and get them to start thinking about ideas for social entrepreneurship corresponding to their interest and skills.

Add icebreakers and energizers to start each new activity.

Format 1: Draft Training Programme – Two-Day Consecutive Training

Date	Day 1	Description of Activities
09:00 – 12:30 -incl. 30 min coffee break		Introduction / Team Building Aims and objectives Ice breaker Group Building activity <u>Social Entrepreneurship Bingo</u> Communication, decision-making, team work <u>How Are My Social Skills</u> or <u>Communication Styles</u>
12:30 – 13:30		Lunch
13:30 – 17:00 -incl. 30 min coffee break		Social Entrepreneurship Social entrepreneurship & international volunteering: <u>World Café</u> Entrepreneurs' Living Room: Invite social entrepreneurs to narrate their experiences Me as a Social Entrepreneur Presentation: Competences and Inner Readiness ⁷ Make a list of social entrepreneurial qualities Questionnaire: <u>Am I Entrepreneurial Material?</u> End of day feedback

Footnote:

7. For information on the concept of Inner Readiness Competence Development – see 'Practical Guide for International Learning in International Voluntary Service', ICYE International Office, 2019, pages 9-11. <https://www.icye.org/wp-content/uploads/2018/02/Practical-Guide-for-Intercultural-Learning-in-IVS.pdf>

	Day 2	
09:00 – 12:30 -incl. 30 min coffee break		Developing a social entrepreneurship project or campaign Team work: <u>Smarties</u> Increasing awareness of the community: <u>Mapping the Community</u> Recognise socio-business opportunities: <u>Mix & Match</u>
12:30 – 13:30		Lunch
13:30 – 17:00 -incl. 30 min coffee break		Assess feasibility of your idea: <u>Swot your Idea</u> Project outline & description: Create the socio-business plan Pitching Your Project Group Presentation of Project + Feedback: <u>Drumroll, Please...</u>
17:00 – 18:30		Me as a Social Entrepreneur/Competence building <u>Appreciative Inquiry</u> Next steps: Plan of 2-3 steps that can be taken easily Evaluation

Format 2: Draft Training Programme – Day 1

Date	Day 1	Description of Activities
09:00 – 12:30 -incl. 30 min coffee break		Introduction / Team Building Aims and objectives Ice breaker Group Building activity Method: <u>Social Entrepreneurship Bingo</u> Communication, decision making, team work <u>How Are My Social Skills</u> or <u>Communication Styles</u>
12:30 – 13:30		Lunch
13:30 – 17:00 -incl. 30 min coffee break		Social Entrepreneurship Social entrepreneurship & international volunteering: <u>World Café</u> Entrepreneurs' Living Room: Invite social entrepreneurs to narrate their experiences Me as a Social Entrepreneur Presentation: Competences and Inner Readiness (see footnote 5) Make a list of social entrepreneurial qualities. Questionnaire: <u>Am I Entrepreneurial Material?</u>
17:00 – 18:00		Developing a social entrepreneurship project or campaign Increasing awareness of the community: <u>Mapping the Community</u> Participants have the next 2 weeks to 1 months to map the local community.

Day 2 of the training will take place between 2 weeks to 1 months from the day of the first training programme.

Draft Training Programme – Day 2

Date	Day 2	Description of Activities
09:00 – 12:30 -incl. 30 min coffee break		Developing a social entrepreneurship project or campaign Presentations of the Map of the Community Team work: <u>Smarties</u> Recognise socio-business opportunities: <u>Mix & Match</u>
(1 h) 12:30 – 13:30		Lunch
13:30 – 17:00 -incl. 30 min coffee break		Assess feasibility of your idea: <u>Swot your Idea</u> Project outline & description: Create the socio-business plan Pitching Your Project Group Presentation of Project & Feedback: <u>Drumroll, Please...</u>
17:00 – 18:30		Me as a Social Entrepreneur/Competence building <u>Appreciative Inquiry</u> Next steps: Plan of 2-3 steps that can be taken easily Evaluation



C. Methods

TITLE	SOCIAL ENTREPRENEURSHIP BINGO
OBJECTIVES	<ul style="list-style-type: none"> To “break the ice” among participants To encourage participants to learn each other’s names and talents To prepare the group to work effectively together To introduce some characteristics of (social) entrepreneurs
MATERIALS	<ul style="list-style-type: none"> Copies of Appendix 1 – Social Entrepreneur Bingo Card (1 per participant) Slips of paper on which to write participants’ names Container to hold names Prize for winner (optional)
DURATION	15–20 minutes
PROCEDURE	<ul style="list-style-type: none"> Give a ‘Social Entrepreneur Bingo Card’ and a slip of paper to each person. Ask participants to write their names on the slips of paper, and then drop the slips in the container as it is passed around. As participants are passing around the container, go over the rules and instructions included in the directions section of each bingo card. When everyone has put her/his name in the container, begin the bingo. Participants “mingle”, getting people to sign their cards and getting to know each other. After about 8 minutes, ask everyone to be seated. As you draw names from the container, participants check them off on their cards. The first person to have a straight line of names checked off (vertically, horizontally, or diagonally) calls out “BINGO!” and wins.
REFLECTION / DEBRIEFING	Debriefing for this activity need not be long and drawn-out. Ask the winner to introduce the people in her/his winning line.
SOURCE	Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge

APPENDIX – SOCIAL ENTREPRENEUR BINGO CARD

<p>SOCIAL ENTREPRENEURSHIP BINGO!</p> <p>DIRECTIONS:</p> <p>Each box on the ‘Social Entrepreneur Bingo Card’ describes someone in this room. Your job is to find the people who match the descriptions and get them to sign their name in an appropriate box. You may sign only one box per card, but you may sign different boxes on different cards, as long as the description applies to you.</p>	B I N G O				
	uses a budget	is wearing red	has been in business for her/him-self	has a parent who is/was an entrepreneur	likes country music
	has lived in three or more cities	is a self-starter	has green eyes	enjoy playing a sport	have worked in a family business
	is creative	likes working with others	F R E E	likes working alone	likes to plan things
	works in more than one job	has seen, read, or written a business plan	likes working numbers	can name a famous social entrepreneur	reads a newspaper daily
	drives a truck	has worked in a small business	has a savings account with over \$300	enjoys a good argument	is a “people person”

TITLE	HOW ARE MY SOCIAL SKILLS?
OBJECTIVES	<ul style="list-style-type: none"> • Assess one’s social skill needs • Improve interpersonal skills • Develop goals to support skills development
MATERIALS	Printouts of the social skills checklist, one per participant
DURATION	45 - 60 minutes
PROCEDURE	<p>This is a self-assessment activity that helps young people to understand their social skill needs and improve interpersonal skills. Use the checklist to help them develop goals to support social skills development.</p> <p>The checklist can be found on pages 14-16 or downloaded here: https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_socialskills.pdf</p> <ul style="list-style-type: none"> • Give each participant a printout of the “How Are My Social Skills?” checklist and ask them to fill it in. • Present to participants the usefulness of social skills at three main levels: <ul style="list-style-type: none"> ⇒ Interpersonal: Enhance chances of successful social interaction with persons of all ages and in all relationships. ⇒ Problem-solving: Develop strategies to prevent social problems or escape social discomfort ⇒ Conflict Resolution: Dealing with highly emotional situations, and resolving existing intrapersonal and interpersonal conflict. • Ask participants to pair up and identify steps needed to accomplish those skills. • Participants should then role play the steps with their partner to practice the skills.
SOURCE	Arnold P. Goldstein, Robert P. Sprafkin, M. Jane Gershaw, and Paul Kline. 1980. Skill-streaming the Adolescent. Champaign, IL: Research Press.



How Are My Social Skills? **CHECKLIST**

Here are skills you need to use when dealing with other people. This checklist will help you determine which skills need improvement!

- Circle **1** if you are **NEVER** good at using the skill.
- Circle **2** if you are **HARDLY EVER** good at using the skill.
- Circle **3** if you are **SOMETIMES** good at using the skill.
- Circle **4** if you are **ALMOST ALWAYS** good at using the skill.
- Circle **5** if you are **ALWAYS** good at using the skill.

1. *Listening:*

Can you pay attention to someone who is talking? 1 2 3 4 5

2. *Starting a conversation:*

Can you talk to others about simple and then more complicated stuff? 1 2 3 4 5

3. *Asking a question:*

Can you decide what question to ask someone and then ask it? 1 2 3 4 5

4. *Saying thank you:*

Can you let people know you are thankful for things? 1 2 3 4 5

5. *Introducing yourself:*

Can you go up to people on your own and meet them? 1 2 3 4 5

6. *Introducing other people:*

Can you help people meet each other? 1 2 3 4 5

7. *Giving a compliment:*

Can you tell people you like something about them or things they do? 1 2 3 4 5

8. *Asking for help:*

Can you request assistance when you need it? 1 2 3 4 5

9. *Apologizing:*

Can you say you are sorry when you have done something wrong? 1 2 3 4 5

10. *Knowing your feelings:*

Are you aware of what emotions you are feeling? 1 2 3 4 5

11. *Expressing your feelings:*

Can you let others know which emotions you are feeling? 1 2 3 4 5

12. *Understanding the feelings of others:*

Can you figure out what other people are feeling? 1 2 3 4 5

How Are My Social Skills? CHECKLIST (page 2)

- | | | | | | |
|---|---|---|---|---|---|
| 13. <i>Dealing with someone else's anger:</i>
Can you understand other people's anger? | 1 | 2 | 3 | 4 | 5 |
| 14. <i>Expressing affection:</i>
Can you let others know you care about them? | 1 | 2 | 3 | 4 | 5 |
| 15. <i>Dealing with fear:</i>
Can you know when and why you are afraid, and do something to reduce your fear? | 1 | 2 | 3 | 4 | 5 |
| 16. <i>Rewarding yourself:</i>
Can you say or do nice things for yourself when you deserve it? | 1 | 2 | 3 | 4 | 5 |
| 17. <i>Asking permission:</i>
Can you know when you need permission to do something, and what you need to do to get permission? | 1 | 2 | 3 | 4 | 5 |
| 18. <i>Sharing something:</i>
Can you share things with others who might need or want them? | 1 | 2 | 3 | 4 | 5 |
| 19. <i>Helping others:</i>
Can you help others when they need or want it? | 1 | 2 | 3 | 4 | 5 |
| 20. <i>Negotiating:</i>
Can you come up with a plan that satisfies both you and someone with a different opinion? | 1 | 2 | 3 | 4 | 5 |
| 21. <i>Avoiding trouble with others:</i>
Can you stay out of situations that might get you into trouble? | 1 | 2 | 3 | 4 | 5 |
| 22. <i>Dealing with being left out:</i>
Can you decide when you have been left out and then do something to feel better? | 1 | 2 | 3 | 4 | 5 |
| 23. <i>Responding to persuasion:</i>
Can you compare another person's opinion, compare it to your own, and then decide for yourself what to do? | 1 | 2 | 3 | 4 | 5 |
| 24. <i>Concentrating on a task:</i>
Can you prepare for a job before you have to do it? | 1 | 2 | 3 | 4 | 5 |
| 25. <i>Dealing with someone of a different age:</i>
Can you get along with someone older or younger than you are? | 1 | 2 | 3 | 4 | 5 |



How Are My Social Skills? **STEPLIST**

From your completed 'Social Skills Checklist', list here skills you think you need to improve. Then work with your partner to identify steps needed to accomplish that skill—if it takes more than three steps, add however many you need. Finally, role play the steps with your partner to practice the skill.

SKILL	STEPS
1.	a. b. c.
2.	a. b. c.
3.	a. b. c.
4.	a. b. c.
5.	a. b. c.

TITLE	COMMUNICATION STYLES
AIMS & OBJECTIVES	<ul style="list-style-type: none"> • Understand the different styles of communication • Identify your style of communication • Discuss ways to improve intercultural communication
MATERIALS	Laptop, projector or flipchart paper, markers
DURATION	20 minutes

PROCEDURE

This input on styles of communication can be presented in PowerPoint at your trainings.

What type of communication is the best?

Communication Style


What sort of communication do you think is the best?

A: "I think the most important thing is to be honest with each other. It's easier and quicker if you just talk about the issues as you see it. Wrapping things in will only distance you from each other"



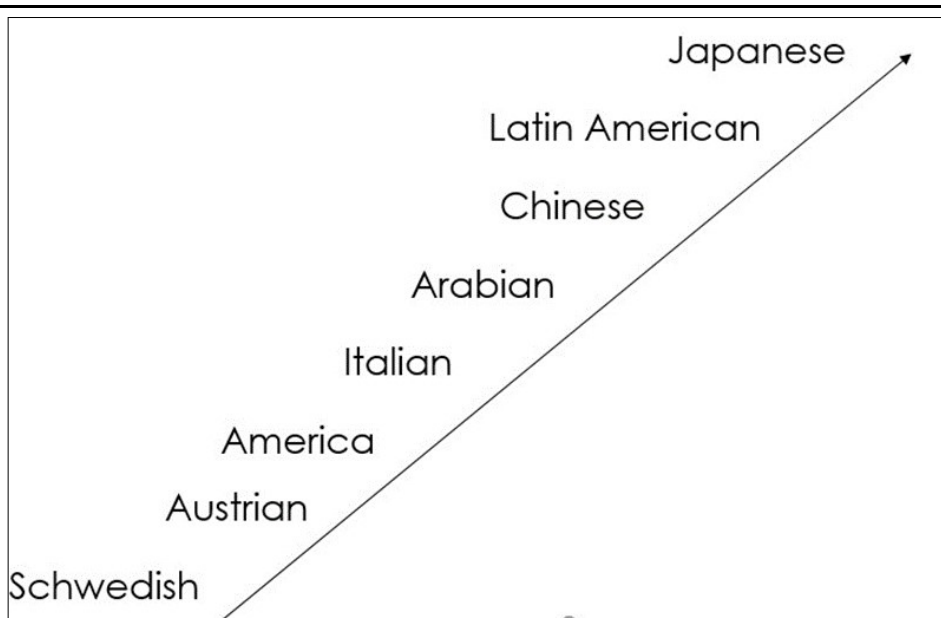
DIRECT INDIRECT

B: "Honesty is important, but you have to be careful about what you say so that you don't seem disrespectful. It's better to politely insinuate that something is wrong and hope that they guess the meaning, and in that way you both save face"



Context in Communication (high and low context)

The anthropologist Edward T. Hall introduced the concept of high and low context in his book *Beyond Culture* (1976), referring to the way cultures communicate.



A high-context culture relies on implicit communication and nonverbal cues. In high-context communication, a message cannot be understood without a great deal of background information.

Asian, African, Arab, central European and Latin American cultures are generally considered to be high-context cultures.

High context cultures:

- ✦ Value traditions.
- ✦ Foster long-lasting relationships.
- ✦ Rely on non-verbal signs such as tone of voice, facial expressions, body language, and so on.
- ✦ Tend to be non-confrontational and more in-direct. Rejection is to be interpreted from non-explicit communication.
- ✦ Require little explanation.
- ✦ Are more collectivistic. They identify lies with the group. Value group harmony.
- ✦ Have stronger boundaries, i.e. one belongs with a certain group.
- ✦ Are slow to change.

High context mail

From: Maria <marias@mail.dk>

Sent: February 22, 2016 14:15

To: Robert Cully

Cc: James Brorson

Subject: Request for feedback of my presentation before meeting next week

Hi Robert,

Thanks for a nice chat the other day. It really opened my eyes.

My boss just asked me to make a presentation for the meeting next Thursday and I would kindly ask you to give me some feedback about:

1. Complexity – does it make sense?
2. Flow – do you think it would be better to start off elsewhere?
3. Language – any errors?

Would it be possible to get back to me by Tuesday noon, CET? I know it is a short notice.

Please call me if you have any questions. I will call you on Monday to make sure you have all you need.

Thanks for your help!

Kind regards,

Maria

A low-context culture relies on explicit communication. In low-context communication, more of the information in a message is spelled out and defined. Cultures with western European roots, such as the United States and Australia, are generally considered to be low-context cultures.

Low context cultures:

- ✦ Tend to make many shallower, short-term relationships.
- ✦ Require explicit communication since they lack additional context.
- ✦ Communication is more direct and confrontational.
- ✦ Are more individualistic. Identify lies with the individual. Value individual needs.
- ✦ Require all the information in the message.
- ✦ Can change quickly.

Low context email

From: Maria <marias@mail.dk>

Sent: February 22, 2016 14:15

To: Robert Cully

Cc: James Brorson

Subject: URGENT FEEDBACK

Hi Robert,

Could you give me some feedback to the presentation?

Thanks,

Maria

Self-Perception

High Context

Polite, avoidance of embarrassing situations

Cautious, respectful

Helpful, cooperative, indirect

Integrity: Maintain harmony

Low Context

Truth and Honesty

Earnestness/sincerity

Frank/candid

Integrity: "Say what you think!"

Perception of Others

High Context from the low context perspective

"Of questionable integrity"!

"Secretive," inscrutable, deceptive

Hide their feelings, unwilling to trust others

Arrogant, conceited, are indirect: loss of time

Low Context from the high context perspective

Rude, loud, making trouble

Insensitive, slow

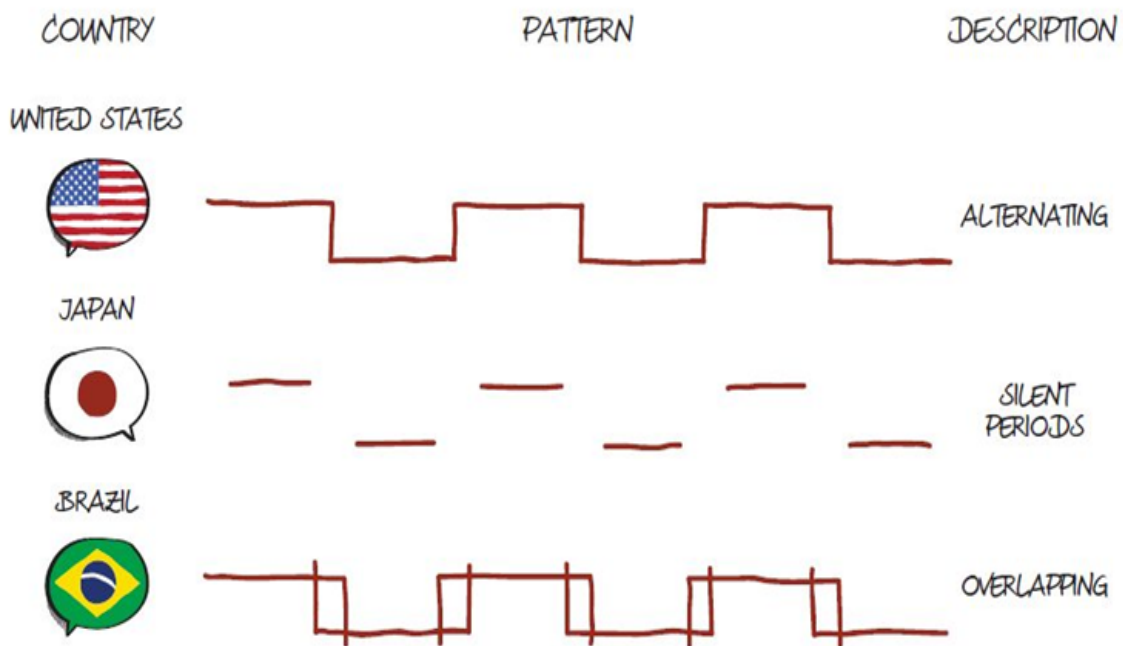
"Can't read between the lines"

Naïve, no sense of reality

Lack of self-control

"Say what you shouldn't say".

SPEECH PATTERNS



DENNIS | NØRMARK

SOURCE

Intercultural Communication: High- and low-context cultures. International Development, Southeastern University Online Learning. <https://online.seu.edu/articles/high-and-low-context-cultures/>

Adapted from Dennis Nørmark's presentation, ICYE General Assembly, Denmark, 24 October 2017. Also see Nørmark, D. (2013): Cultural Intelligence for Stone Age Brains. How to work together with Danes and others not like you. Gyldendal Business. <http://www.dennisnormark.dk/>

TITLE	WORLD CAFÉ
OBJECTIVES	<ul style="list-style-type: none"> • To collect and link ideas on a topic of mutual interest, e.g. on social entrepreneurship and international volunteering • To share ideas, experiences, to solve problems; to plan
MATERIALS	<ul style="list-style-type: none"> • 4 small tables • 4 (maximum 5) chairs around each table • Flipchart paper • Markers or coloured pens • Vase of flowers (optional) • Chequered or white linen table cloth or block paper (optional)
DURATION	40 minutes
PROCEDURE	<p>The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.</p> <p>1) <i>Setting</i>: Create a “special” environment, most often modelled after a café, i.e. small tables covered with a chequered or white linen tablecloth, block paper, coloured pens, a vase of flowers, and optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.</p> <p>2) <i>Welcome and Introduction</i>: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.</p> <p>3) <i>Small-Group Rounds</i>: The process begins with the first of three or four fifteen-minute rounds of conversation for small groups of four (five maximum) people seated around a table. At the end of the first round, each member of the group moves to a different new table. You may shorten the time for the subsequent two rounds to ten minutes and the last round to eight minutes. It is advisable to choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.</p> <p>4) <i>Questions</i>: Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction.</p> <p>Possible questions for each table:</p> <ol style="list-style-type: none"> 1. What do you understand by the term “Social Entrepreneurship”? 2. How will your organisation benefit by incorporating Social Entrepreneurship into its work? 3. What do you need (resources, skills, knowledge about the community, imagination, etc.) to implement Social Entrepreneurship (with the support of the volunteers)? 4. What challenges do you foresee with implementing Social Entrepreneurship in the context of international volunteering? <p>5) <i>Harvest</i>: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in the front of the room.</p>
SOURCE	The World Cafe. http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

TITLE	AM I ENTREPRENEURIAL MATERIAL?
OBJECTIVES	<ul style="list-style-type: none"> To assess participants' "entrepreneurial aptitudes" To identify the traits and experiences common to successful entrepreneurs
MATERIALS	<ul style="list-style-type: none"> Copies of Appendix 1 – Entrepreneur's Inventory (1 per participant) Flipchart paper with the Entrepreneurial Profile Graph as shown in the Appendix 1 Pens and markers
DURATION	1 hour
PROCEDURE	<ul style="list-style-type: none"> Distribute copies of the Entrepreneur's Inventory and explain to participants that it is focused on pinpointing traits, aptitudes and experiences that a business entrepreneur would need to be successful, which is also important for social entrepreneurs. Give participants time to complete the inventory. Using the Entrepreneurial Profile Graph, chart participant's results without identifying individuals. People will be interested in how their results compare to their peers. Allow time for discussion.
REFLECTION / DEBRIEFING	<p>Debriefing is essential to this activity. Be sure that participants understand the limitations of assessments like this one. Discussion questions could include:</p> <ul style="list-style-type: none"> How do you feel about tests in general? Do you usually test well? How accurate do you think this inventory is? Did your score seem low, high, or about right? What value does a test like this have? If you scored low on the inventory, what should you do? What are some things about your future as an entrepreneur that no test can measure or predict? What did you learn about entrepreneurship by completing the inventory?
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge</p>

APPENDIX – ENTREPRENEUR'S INVENTORY

ENTREPRENEUR'S INVENTORY

This inventory is a tool to help you determine your potential for success as an entrepreneur. Follow the directions for each section and for scoring the inventory.

A. LIFE EXPERIENCE INDEX – Circle the number of your response to each statement.

	TRUE	FALSE
I have a close relative who is, or was, in business for her/him-self.	1	2
I have friends who own and operate a business.	1	2
I have worked in a small business in which I had close contact with the owner.	1	2
I have owned or been a part-owner in a previous venture.	1	2
I have worked in a small division of a large business in which I had close contact with the manager.	1	2
As a child, I was involved in money-making projects such food sales, newspaper routes, babysitting, tutoring, etc.	1	2
I have lived in three or more cities in my life.	1	2
I've been fired or quit because of disagreements with my boss.	1	2
I have work experience in a variety of functional areas.	1	2
I have had bosses reject my best ideas.	1	2
I am between 30 and 40 years of age.	1	2
My spouse or family is supportive of my work.	1	2
My subordinates respect me and work hard for me, even if they don't necessarily like me.	1	2
I find it easy to get along with people.	1	2
When a problem arises, I usually figure out a way to solve it.	1	2
I like to do things rather than plan things.	1	2
What happens to me is what I make happen, not the result of luck or fate.	1	2
	1	2

B. PERSONALITY INDEX – Circle the number on the scale of 1-5 which corresponds to your reaction to each statement.

Compared to others:	Strongly dis-agree			Strongly agree	
	1	2	3	4	5
I have a high level of energy and drive.	1	2	3	4	5
I am self-confident.	1	2	3	4	5
I don't usually get uptight in ambiguous or uncertain situations.	1	2	3	4	5
I set long-term goals and stick to them.	1	2	3	4	5
I like to set my own standards for performance when I undertake a task.	1	2	3	4	5
I like to get feedback on my performance.	1	2	3	4	5
I don't believe in perfect solutions, only in the best solution for the situation.	1	2	3	4	5
I get as much information as possible before making a decision.	1	2	3	4	5
I prefer games of skill to games of chance.	1	2	3	4	5
I don't get overly anxious about the consequences of my decisions.	1	2	3	4	5
I view failure as a learning experience and am not too discouraged by it.	1	2	3	4	5
I like solving challenging problems.	1	2	3	4	5
Routine and repetitive tasks bore me.	1	2	3	4	5
I ask for help if I need it to accomplish my goals.	1	2	3	4	5
I feel that my success depends on my performance.	1	2	3	4	5
I enjoy situations which require my initiative and depend on me for their success or failure.	1	2	3	4	5
I am self-reliant.	1	2	3	4	5
I am a self-starter.	1	2	3	4	5
For me, money is more important as a measure of my success than for what it can buy.	1	2	3	4	5

C. MOTIVATION/ACCOMMODATION INDEX – Circle the number on the scale of 1-5 which corresponds to your reaction to each statement.

Compared to others:	Strongly dis-agree			Strongly agree	
	1	2	3	4	5
I am willing to make work my first priority, ahead of my family and friends.	1	2	3	4	5
I am willing to invest (and possible lose) my life savings.	1	2	3	4	5
I am willing to change my standard of living to accommodate the financial needs of my business.	1	2	3	4	5
I see building and running a business as an all-consuming way of life.	1	2	3	4	5
I like finding creative ways to do things.	1	2	3	4	5
I don't like to just do things <i>better</i> , I like to find <i>new</i> ways to do things.	1	2	3	4	5
I like working with other people as a team.	1	2	3	4	5
I feel comfortable being the boss.	1	2	3	4	5
I like to profit from the work of my employees.	1	2	3	4	5
I have a firm sense of business ethics.	1	2	3	4	5
I value honest dealing, dependability, and reliability over making easy money at the customer's expense.	1	2	3	4	5

D. BUSINESS READINESS INDEX – Circle the number on the scale of 1-5 to indicate your knowledge and/or readiness in the areas addressed.

Compared to others:	Low			High	
	1	2	3	4	5
How right do you think the times are for starting your business?	1	2	3	4	5
How would you rate the current economic climate?	1	2	3	4	5
How much do you know about the operations of the kind of business you want to start?	1	2	3	4	5
How well do you know your goals for the size and profitability of your business in years 1 – 5?	1	2	3	4	5
How sure are you that a market exists for your product or service?	1	2	3	4	5
How well do you know your competition and why customers will choose you over them?	1	2	3	4	5
How well can you identify your target market?	1	2	3	4	5
How knowledgeable are you about the buying habits of your customers?	1	2	3	4	5
How clear are you about the amount of money you'll need to make from the business to support your family?	1	2	3	4	5
How certain are you of the money you can raise from your savings and other assets to start your business, given your estimates for start-up capital?	1	2	3	4	5
How clear are your estimates for the amount of money you'll need to run the business in years 2 and 3?					
How sure are you that the business can give you an adequate return on your investment of time and money?					
If you could make twice as much money working for someone else as running your own business, how certain are you that you would start the business?					
How would you evaluate your credit rating and financial reputation in your community?	1	2	3	4	5

SCORING KEY

A. Life Experience: Count the number of “true” answers (1’s) you gave and find your score below.

Number of TRUES	Score for Section A
13-17	5
10-12	4
7-9	3
4-6	2
0-3	1

B, C & D. Personality, Motivation/Accommodation, and Business Readiness: Add the circled numbers in each section and calculate the average to determine your score for B, C & D.

B. Personality		/ 20 =	average score
C. Motivation/Accommodation		/ 11 =	average score
D. Business Readiness		/ 14 =	average score

ENTREPRENEURIAL PROFILE – Now use the diagram below to graph your entrepreneurial profile:

HOW YOU STACK UP

Successful entrepreneurs come in all shapes and sizes. This inventory was designed to give you an idea of how you stack up on the factors experts think are most important. Your profile is one indicator of your readiness to start a business, but it cannot predict success. In fact, no test can tell the whole story! Whether or not you have what it takes to make in in business for yourself is ultimately UP TO YOU!

TITLE	SMARTIES
OBJECTIVES	<ul style="list-style-type: none"> To practice setting and achieving realistic and ambitious goals To understand the influences on individual and group setting To experience the impact of competition and the achievement motive on goal setting
MATERIALS	<ul style="list-style-type: none"> Smarties sweets/candies (2 rolls per participant) Copies of Appendix 1 - “SMART Goals” Record Sheet (1 per participant) Flat-topped tables, each with 4 or more chairs (enough for everyone to have a seat)
DURATION	15 minutes
PROCEDURE	<ul style="list-style-type: none"> Distribute Smarties (2 rolls per participant) and “SMART Goals” Record Sheets (1 per person), and explain the task – to stack as many sweets/candies as possible in a vertical column, using only one hand, in one minute. They must estimate the number of sweets/candies they can stack (i.e. set a goal). Explain the scoring system: <ul style="list-style-type: none"> Sweet/candy stacks must be standing 5 seconds after the buzzer to count. If the goal is NOT reached, count 5 points for each sweet/candy stacked. If the goal IS reached, count 10 points for each sweet/candy stacked up to the goal. Add 5 points for each additional sweet/candy stacked (over the goal). Then ask participants to set their goal for the first round (no practicing allowed). After everyone has set a goal, say, “go” and start the timer. Circulate to be sure the “use only one hand” rule is being followed. After the buzzer sounds count 5 additional seconds out loud (stacks must be standing 4 seconds after the buzzer to count). Ask people to calculate their scores and record them on the record sheet. Stacks must remain standing for 5 seconds after time is called to count. Determine who stacked the most and who has the highest score (not always the same person). Discuss any unusual approaches you or others used or observed. Ask participants to set and record a new goal for the second round, using what they learned in round 1 to make a better estimate. After they have recorded their goals, but just before you start the time, announce that in round 2, they must stack with their non-dominant hand. (If there are moans and groans, explain that life is full of surprises!) Proceed with the second round, repeating the process explained above. Announce that round 3 will be a team competition, with each table being a team. (Tables with more than 4 people should choose four members to be the “stackers” for their team). Four people for each team will stack sweets/candies, same rules as before. In other words, each team will build 4 vertical columns and set a goal for the total number of sweets/candies stacked and standing 5 seconds after the buzzer. Obviously, if any one stack does not survive, the team goal is affected. Allow teams time to negotiate and record their team goals. Conduct round 3, and then ask teams to calculate their scores. WARNING: competition tends to heat up in the team round, so be ready to mediate disagreements.
REFLECTION / DEBRIEFING	<p>Debriefing could include the following questions :</p> <ul style="list-style-type: none"> In the first round, how accurate were your goals? Too low/high/right on target? How did your goal setting change in the second and third rounds? What strategy did you use? What environmental influences came into play? How did you respond to those? Which was your best round? Which did you like better, working alone or on a team? Why? How did team members motivate and encourage each other?

REFLECTION / DEBRIEFING	<ul style="list-style-type: none"> • What lessons about goal setting can we draw from this exercise? • Introduce and discuss the goal-setting acronym, SMART: <ul style="list-style-type: none"> ⇒ S = Specific – detailed, not general or vague ⇒ M = Measurable – includes some quantity or element that can be measured ⇒ A = Attainable – ambitious but reasonable; often breaks large goals into smaller pieces ⇒ R = Responsible – the goal-setter feels responsible for and motivated about achieving the goal ⇒ T = Timed – establishes a timeframe for accomplishing the goal
SOURCE	Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge

APPENDIX – “SMART GOALS” RECORD SHEET

“SMART GOALS” RECORD SHEET

SCORING:

- Sweet/candy stacks must be standing 5 seconds after the buzzer to count.
- If the goal is NOT reached, count 5 points for each sweet/candy stacked.
- If the goal IS reached, count 10 points for each sweet/candy stacked up to the goal. Add 5 bonus points for each additional sweet/candy stacked (over the goal).

ROUND 1	
Goal:	
Actual performance:	
Score	

ROUND 2	
Goal:	
Actual performance:	
Score	

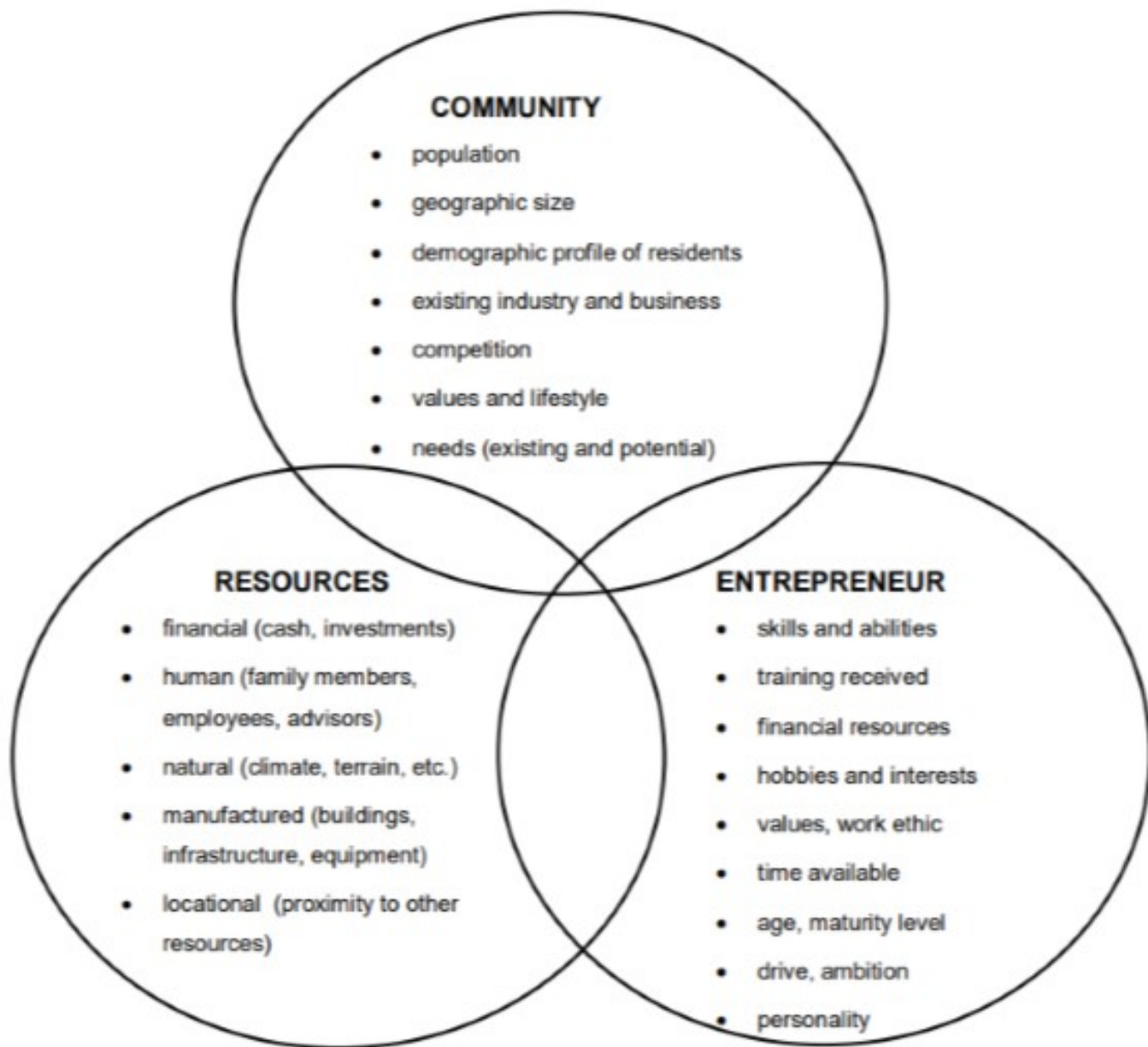
ROUND 3	
Goal:	
Actual performance:	
Score	

TITLE	MAPPING THE COMMUNITY
OBJECTIVES	<ul style="list-style-type: none"> • To produce a visual representation of the housing density, business & organisation sectors, and geographic features of the community or area of interest • To identify geographic areas where people have social needs that are not adequately being met by current governmental institutions, civil society and businesses • To increase awareness of the community from a social entrepreneur’s perspective
MATERIALS	<ul style="list-style-type: none"> • Access to internet to view Google maps of the selected communities linked to the host organisations • Flipchart papers and markers
DURATION	1 hour 30 minutes
PROCEDURE	<ul style="list-style-type: none"> • Divide participants into groups. • Every group should select one community that they would like to map and write down the name of the community (including the location of the selected community) in the heading of a flipchart paper. • Ask the groups to create a map key / legend and map major features of the selected community, including: <ul style="list-style-type: none"> • residential density – different colours for high, medium, and low-density areas will help indicate where people live • retail areas such as shopping centres, markets, downtowns, and other shopping areas • manufacturing plants • recreation areas such as parks, lakes, etc. • other businesses and organisations such as schools, hospitals, nursing homes, and government or local government complexes
REFLECTION / DEBRIEFING	<p>Allow 15-20 minutes for discussion and debriefing, based on the following questions:</p> <ul style="list-style-type: none"> • Do you see the community differently now that you have mapped the area? If so, how? • What patterns do you notice as you look at the map of our community?
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge</p>

TITLE	MIX & MATCH
OBJECTIVES	<ul style="list-style-type: none"> • To distinguish between an idea and an opportunity • To practice recognising social business opportunities • To generate ideas of campaigns / actions / projects on social entrepreneurship
MATERIALS	<ul style="list-style-type: none"> • Flipchart paper with the Appendix 1 – ‘Social Business Idea or Opportunity?’ Venn Diagram • Flipchart papers, markers, post-its
DURATION	1 hour
PROCEDURE	<ul style="list-style-type: none"> • Ask the group to brainstorm a list of social businesses that are needed in communities worldwide. Write these on a flipchart paper. Next, ask whether the ideas are feasible or not and why. This question should generate some discussion of what makes a “good” social business idea. • After this, offer the ‘Social Business Idea or Opportunity?’ Venn Diagram (entrepreneur, community and resources) as one way to assess feasibility. Social business opportunities lie within the intersection of the 3 circles. Go over the diagram, encourage further discussion, answer questions. • Explain that you would like the participants to practice seeing social business opportunities as the intersection of the three elements – entrepreneurship, community and resources. These are the elements they will have to work with as they come up with social business ideas. • Divide the participants into groups. • Explain to the participants how they should use their personal entrepreneurship skills, using the resources and the opportunities available in their community to be creative and start a social business (i.e. campaigns or projects on social entrepreneurship). • Each group should divide a flipchart paper into 3 columns and write down the headers ‘SOCIAL ENTREPRENEUR’, ‘COMMUNITY’ and ‘RESOURCES’. • Each participant should write down on post-its the following: <ul style="list-style-type: none"> • An ENTREPRENEURSHIP SKILL that she/he has (i.e. easiness to communicate with other people). • SOMETHING that the COMMUNITY has (i.e. a community centre). • A RESOURCE available (i.e., an ambulance). <p>Each participant can write as many as they wish for each category. Remind them of the importance of the intersection of the three elements shown in the ‘Social Business Idea or Opportunity?’ Venn Diagram.</p> <ul style="list-style-type: none"> • When the participants finish writing on the post-its, ask them to place them on the corresponding column of the flipchart paper, depending on whether it is entrepreneurship, community or resources. • Ask all the participants to review all the post-its and together choose one from each category, in order to have an idea of entrepreneur, another one of community and another one of resources. • Each group should review the three ideas of entrepreneur, community and resources, and develop an idea of a social business (campaigns or projects on social entrepreneurship). Each group will present the social business in plenary using the elevator pitch method, a 1-minute speech. • Give the participants enough time to prepare their 1-minute elevator pitches based on the following: <ul style="list-style-type: none"> • Name of their social business • Its slogan • What product or service are they offering • Its price • What makes it innovative

REFLECTION / DEBRIEFING	<ul style="list-style-type: none"> • How was the creation of ideas within the teams? • Was this exercise similar or different from an actual process of presentation of a social business idea? • What additional information is required to determine if these ideas are real opportunities? • What are the mistakes that young entrepreneurs make frequently when selecting an idea?
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge</p>

APPENDIX – ‘SOCIAL BUSINESS IDEA OR OPPORTUNITY?’ VENN DIAGRAM



TITLE	SWOT YOUR SOCIO-BUSINESS IDEA
OBJECTIVES	<ul style="list-style-type: none"> • To practice a systematic process of analysis • To assess the feasibility of a start-up idea • To examine the strengths, weaknesses, opportunities, and threats of a start-up idea • To develop plans of action based on analysis conducted
MATERIALS	<ul style="list-style-type: none"> • Flipchart papers and markers • Scissors • Masking tape
DURATION	1 hour
PROCEDURE	<p>SWOT is a method of analysis. The letters in SWOT stand for Strengths, Weaknesses, Opportunities, and Threats, defined as follows:</p> <ul style="list-style-type: none"> • S – Strengths: favourable conditions or circumstances, which exist within the start-up (i.e. coordinators’ strong management skills). • W – Weaknesses: unfavourable or risky conditions, which exist within the start-up (i.e. limited cash on hand). • O – Opportunities: conditions outside the start-up, which may be advantageous or helpful (i.e. storage area next to start-up will become available). • T – Threats: conditions outside the start-up, which may be harmful or threatening to the start-up (i.e. supplier stops working). <ul style="list-style-type: none"> • Ask the participants to divide into groups. • Each group will work with the idea of social entrepreneurship start-ups (campaigns, actions, projects on social entrepreneurship) for which they did an elevator pitch. • Ask each group to make a SWOT grid by folding a flipchart paper in half vertically and horizontally, creating 4 quadrants. Starting in the upper left, label each quadrant with one of the 4 letters in SWOT – Strengths, Weaknesses, Opportunities, and Threats. • Explain that a potential donor in their region is considering giving funds to a social entrepreneurship start-up, and you have been entrusted with assessing the idea. Explain how to complete the grid, and give groups 10-15 minutes to do so. • Ask Group 1 to cut out its upper left quadrant, tape it on the wall, and share first their list of Strengths. Other groups may add ideas after Group 1 has reported. Repeat the process for the other quadrants and other groups (Group 5 will lead the discussion in step 7 below). • Next, announce that the donor has decided to give funds to them, and they now need you to develop recommendations or strategies (a plan of action) for the start-up based on their SWOT analysis. Give each group another flipchart paper and allow 10-15 minutes to work on this question. • Ask Group 5 to present its list of strategies first, and then invite additional ideas from other groups.
REFLECTION / DEBRIEFING	<p>Lead the discussion based on the following questions:</p> <ul style="list-style-type: none"> • Which quadrant was most difficult to analyse? Why? • What did you originally think of the idea of receiving funds for the start-up? Did the exercise change your opinion of the feasibility of the start-up idea? How? • Why is a structured analysis tool useful? What other methods do you know? • In what other start-up situations could you use SWOT?
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge</p>

TITLE	DRUMROLL, PLEASE...
OBJECTIVES	<ul style="list-style-type: none"> • To identify and communicate the major strengths of a social business plan • To plan, prepare, and deliver a pitch • To practice discussing the social business with an audience • To give each entrepreneur an opportunity to publicise the social business and the work done • To prepare to present the plan for funding
MATERIALS	<ul style="list-style-type: none"> • Copies of Appendix 1 – Preparing Your Pitch (1 per participant) and Appendix 2 – Observation Record (1 per jury member) • Flipchart papers, markers, scissors, masking tape, pens
DURATION	1 hour 30 minutes
PROCEDURE	<p><u>Preparing the Pitch – to be done before the 1 hour and 30 minute timeframe of the activity</u></p> <ul style="list-style-type: none"> • Each group will have 5 minutes to pitch their social business before a jury. Distribute copies of “Preparing Your Pitch” and go over guidelines together. Answer questions and make it clear that everyone will participate. • Participants should take turns answering the Ten Topics questions on the handout. Encourage them to give each other constructive feedback and to take notes for themselves. • Ask participants to create an outline of the pitch and then fill in specific information from their social business plans. Encourage participants NOT to write a script, but simply to make notes for each section. Scripted pitches usually sound stiff and tentative. • Encourage participants to practice their pitches several times for various audiences (peers, the mirror, etc.) before stepping into the spotlight. Encourage them to be creative on how they will present. If they want to create visual aids, they may do so. • Before the pitches begin, give copies of the “Observation Record” to the jury members. • For each presentation, introduce the participants by name and social business. Remind everyone of the time limit, and then proceed with the pitches. • Conduct pitches as follows: up to 5 minutes to speak, up to 5 minutes for questions and answers, no longer than 10 minutes total. The timekeeper should politely but firmly keep things on schedule.
REFLECTION / DEBRIEFING	<ul style="list-style-type: none"> • In plenary, let participants take turns receiving positive feedback about their pitches. Ask people to be specific with their praise. • Encourage participants to discuss the pitches and their reactions to being in the spotlight. Help them identify ways they can improve their presentations in the future.
SOURCE	<p>Real LEDGE (Leading Economic Development through Global Entrepreneurship): https://www.linkedin.com/company/real-ledge</p> <p><u>I Can See You Naked</u>, Ron Hoff, Universal Press, Kansas City 1988.</p>

PREPARING YOUR PITCH

You will have a total of 10 minutes to pitch your social business plan and to answer questions from the jury. The “speech” segment may be no longer than 5 minutes. The Q&A segment will also be limited to 5 minutes. Do not try to cover your entire plan in the speech; select your main points and let the jury ask about the others.

THE TEN TOPICS: Be prepared to address, either in your speech or during the question and answer session, the following topics:

1. Who are you?
2. What is the name and nature of your social business?
3. How did you get interested in the social business?
4. What relevant experience and qualifications do you have?
5. How much time does it take to produce one of these products/provide this service for one customer/beneficiary?
6. How will operating the social business fit into your lifestyle?
7. How much do you expect to spend to start the social business?
8. What have you based your financial projections on?
9. Why do you think your social business will succeed?
10. What are your next steps?

PITCH CHECKLIST: You’ll know you are ready for your pitch when you can check off all the following items:

- Final draft of the social business plan
- Outline of main points
- Knowledge of the Ten Topics
- Supporting evidence/documentation
- Props, samples, visual aids
- Comfortable, appropriate clothes
- Positive mental attitude

CREATING AN OUTLINE: 3 WISE GUYS’ IDEAS

The following are presentation structures used by three noted orators – Cicero, John Wood, and Ron Hoff, Consider each of them as you create an outline for your pitch. Use the structure which works best for you.

CICERO’S SIX RULES OF DISCOURSE

- I. Introduction – get the audience’s attention.
- II. Statement of facts – give background information; emphasise brevity, clarity, plausibility.
- III. Division – summarise areas of agreement, disagreement, and decisions needed.
- IV. Proof – review supporting evidence.
- V. Refutation – disarm the competition.
- VI. Conclusion – remind the audience of their responsibility, and end gracefully.

JOHN WOOD’S WINNING OUTLINE

- ◆ *Jokes, stories, anecdotes*
- ◆ Tell them what you’re going to tell them
- ◆ *Jokes, stories, anecdotes*
- ◆ Tell them
- ◆ *Jokes, stories, anecdotes*
- ◆ Tell them what you told them

RON HOFF’S “ALL ABOUT THEM” PRESENTATION STRUCTURE

(It’s *your* presentation, but it’s all about *them*.)

- Start with an **issue of concern** to the audience.
- Give them a **new way of looking at the problem** (as an opportunity, for instance).
- Offer a **solution**. Mention the benefits.
- Back it up with **evidence**.
- Suggest the **next step** to take. Be as specific as possible.

SOURCE: [I Can See You Naked](#), Ron Hoff, Universal Press, Kansas City 1988.

OBSERVATION RECORD

PRESENTATION SKILLS	RATING – up to 30 points
<ul style="list-style-type: none"> • appear confident, relaxed, and enthusiastic • speak clearly and understandably • use appropriate gestures and body language 	

NOTES:	
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THE SPEECH	RATING – up to 40 points
<ul style="list-style-type: none"> • is well organised; make good use of time • keep listeners' interest • focus on most important ideas • demonstrate knowledge of social business 	

NOTES:	
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QUESTIONS & ANSWER SESSION	RATING – up to 30 points
<ul style="list-style-type: none"> • answer the questions that are asked • give complete and knowledgeable answers • provide information not already covered 	

NOTES:	
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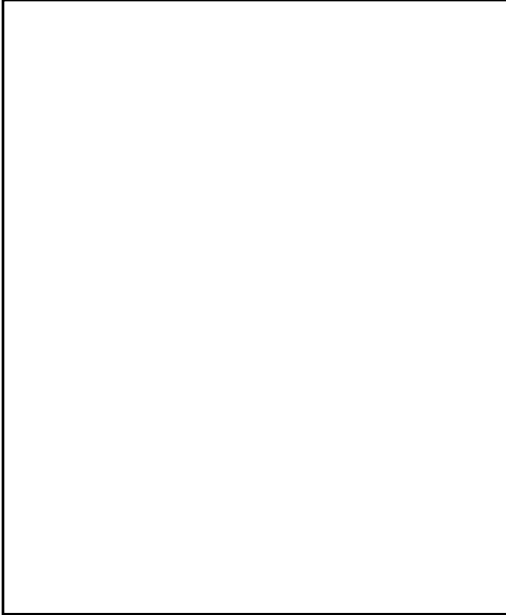
TOTAL – up to 100 points

TITLE	APPRECIATIVE INQUIRY TOOLS
OBJECTIVES	<ul style="list-style-type: none"> • To looking for the best in people – in the way they work, live, and behave • Bringing together individuals who share similar traits and behavioural patterns in a team or an organisation • Capacitating and inspiring people to initiate the development process • Facilitating each other with skills, knowledge transfer, and training to maximise productivity as team
MATERIALS	<ul style="list-style-type: none"> • Worksheets
DURATION	15 minutes
PROCEDURE	<p>Appreciative inquiry typically undergoes four stages, which is more popularly known as the 4-D cycle of AI.</p> <ul style="list-style-type: none"> • Discovery – Acknowledging and appreciating what ‘is.’ • Dream – Imagining and appreciating what ‘will be.’ • Design – Deciding what ‘should be,’ and how we can move from reality to the ideal position that we have imagined. • Delivery – Creating or building ways to achieve the ‘dream’ and applying the strategies to practice. <p>Appreciative Inquiry in Evaluation: This includes tasks such as:</p> <ul style="list-style-type: none"> • One-on-one interview sessions with co-participants • Taking turns to narrate each others’ stories • Asking appreciative interview questions such as ‘three things you value the most,’ ‘best experience with clients so far,’ and the like • Building listening skills by actively paying attention to each others’ stories and taking notes while doing the same • Collaborating in the workshop to build a joint vision of the future and discuss ways to get there <p>In addition to Appreciative Inquiry in Evaluation, 2 worksheets are presented below for reflection:</p> <p>1. Appreciative Inquiry Worksheet For Personal And Organisational Use</p> <p>A short worksheet for charting the four D’s of appreciative inquiry, this worksheet is the perfect option for self-exploration and introspection of where we are and how we can reach the final destination by being more regardful and considerate of ourselves and others. The task is self-directed, comes in a two-page form, and works equally well as a personal or group AI intervention.</p> <p>2. The SOAR Worksheet</p> <p>SOAR is an acronym for:</p> <p>S – Strengths O – Opportunities A – Aspirations R – Result Analysis</p> <p>The SOAR worksheet is mainly designed for professional purposes and contains evaluative questions with clear explanations of the four dimensions (strengths, opportunities, aspirations, and result analysis). The worksheet is free and relevant for almost all professional fields. For those who are looking for a great start to AI, the SOAR worksheet is a recommendable one to use.</p>
SOURCE	Positive Psychology.com: https://positivepsychology.com/appreciative-inquiry-tools/

APPRECIATIVE INQUIRY WORKSHEET

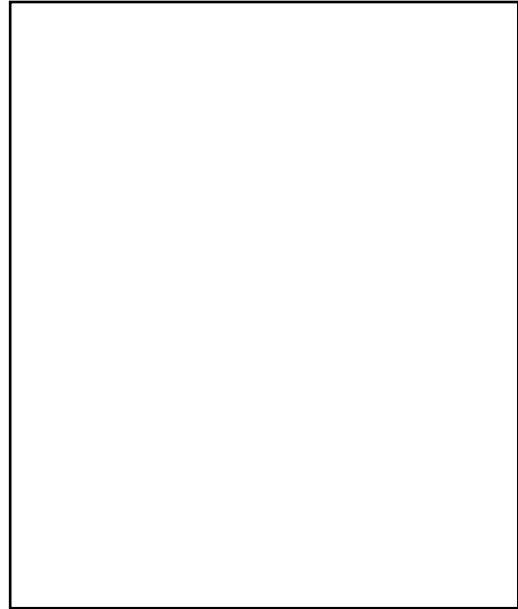
Discover

The best of **What is.**



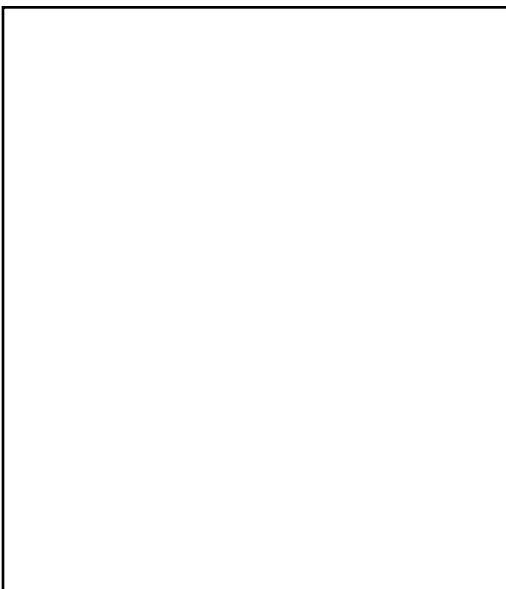
Dream

What could be. The ideal. Wishes.



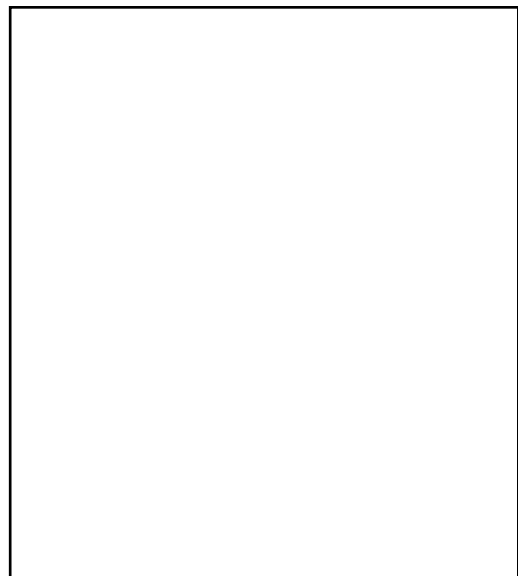
Design

Plan **what should be.** Action Steps.



Destiny

What will be. Sustain the vision.



The Appreciative Inquiry Worksheet can also be downloaded here: <https://www.maeval.org/resources/Pictures/AI%20Worksheet.pdf>

SOAR Handout

SOAR — A process tool rooted in Appreciative Inquiry, designed to assess organisational strengths, and initiate change.

Please read the following to better understand what the SOAR tool is. Once you have read through the document, each person participating in the collaborative should:

- Write down your response to the questions on the last page.
- Compare your response to the other responses on your collaborative team.
- At some point, ask all staff to review, provide feedback, and answer the questions.

SOAR: Strengths, Opportunities, Aspirations, Results Analysis

Description (from the American Society of Quality)

A strengths, opportunities, aspirations, results (SOAR) analysis is a strategic planning tool that focuses an organisation on its current strengths and vision of the future for developing its strategic goals.

This tool differs from the commonly used SWOT (strengths, weaknesses, opportunities, and threats) analysis.

SOAR engages all levels and functional areas of an organization, while SWOT is typically a top-down approach. With SOAR, the focus is on the organization and enhancing what is currently done well, rather than concentrating on perceived threats and/or weaknesses.

When conducting a SOAR analysis, the basic questions to be answered are:

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future?
4. What are the measurable results that will tell us we've achieved our vision of the future?

SOAR is about...

- | | |
|-------------------------------|---|
| ◇ Action | ◇ Results |
| ◇ Strength based | ◇ Plants seeds vs. pulling weeds |
| ◇ Be the best (good to great) | ◇ Achieving the good vs. avoiding error |
| ◇ Innovation | |
| ◇ Engagement | |

SOAR Strengths: What makes us proud?

- ◇ What makes us unique?
- ◇ What is our greatest achievement?
- ◇ How do we use our strengths to get results?
- ◇ What about us is world class?

SOAR Opportunities: How do we make sense of the opportunities in our environment?

- ◇ What are our stakeholders asking for?
- ◇ What are the top 3 opportunities to focus on?
- ◇ Who are our new customers?
- ◇ How do we differentiate ourselves?
- ◇ What are our new markets?
- ◇ Reframe challenges into opportunities.
- ◇ Are new skills needed?

SOAR Worksheet

SOAR Aspirations: What do we care deeply about?

- ◇ Who are we/ who should we become/ where should we go?
- ◇ Most compelling aspiration?
- ◇ What strategic initiative would support our aspirations?

SOAR Results: How do we know we are succeeding?

- ◇ Meaningful measures
- ◇ 3-5 Indicators for a score card
- ◇ Resources needed to implement

SOAR Worksheet

1. What are our greatest strengths?

2. What are our best opportunities?

3. What is our preferred future?

4. What are the measurable results that will tell us we have achieved our vision of the future?

The SOAR handout and worksheet can also be downloaded here: https://www.cibhs.org/sites/main/files/file-attachments/soar_handout.pdf

6. Creating a Social Entrepreneurship Project or Campaign

The key to a successful social entrepreneurship project or campaign is beginning with careful and considered planning, scoping and stakeholder engagement. Learning project management skills will be just as important as learning the ins and outs of the entrepreneurial aspects of any proposal. Testing your concept, constructing a theory of change and subsequent business plan, before launching your social entrepreneurship project will assist the long term sustainability of your project and give you the tools you need to be successful.

A. Power of Planning

There may be several ideas for your social entrepreneurship project. To assist with choosing the most appropriate concept, there are a number of staged exercises listed as follows that can be used to test your idea.

⇒ Mapping your Community

Producing a visual representation of your concept within the community you are aiming to base your project within can test the viability of your concept. Mapping the Community is presented on page 27.

⇒ Mix and Match

The mix and match exercise is a method of testing whether your concept is an idea or an opportunity and the ultimate feasibility of your concept. Mix and Match is presented on page 28-29.

⇒ SWOT Analysis

Performing a SWOT analysis will help you to identify the strengths and weaknesses of your concept for a social entrepreneurship project. SWOT Your Socio-Business Idea is presented on page 30. Additional Resource: [SWOT your idea](#)

⇒ Assessing Partnerships

Identifying potential partnerships

B. Developing a Theory of Change

Once a concept has been chosen to move forward with, developing a theory of change will demonstrate the short, medium and longer term outcomes that can result from your work. A theory of change can be a visual diagram or a written narrative or a combination of both. It is a planning tool that when developed at the beginning of a project can be used throughout the project to ensure that you deliver on your initial project scope.

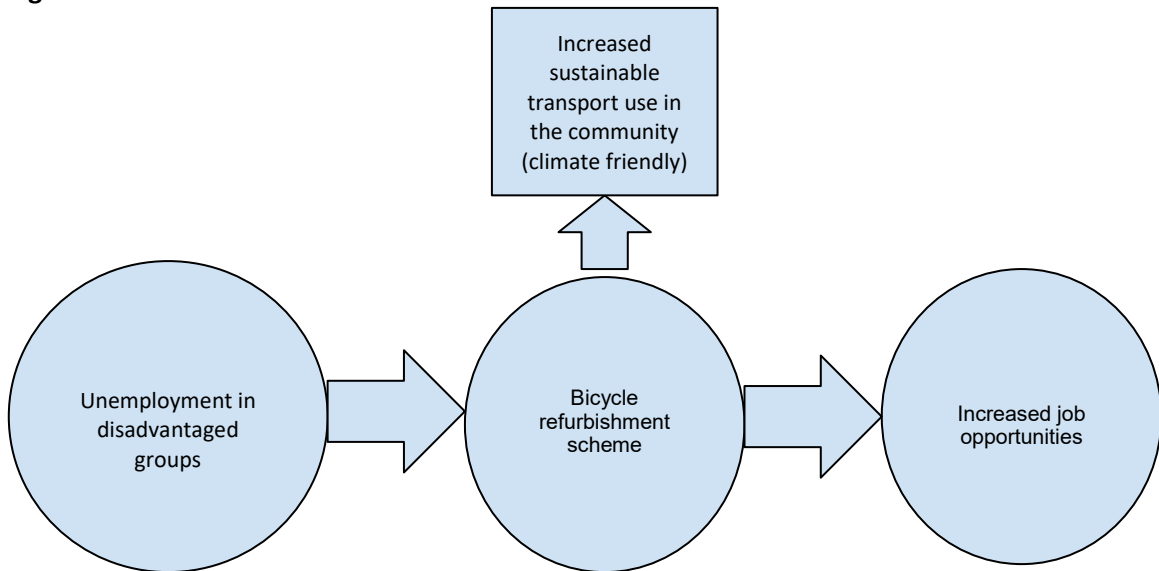
Consulting a range of stakeholders in the process of developing a theory of change can increase the likelihood of a successful project. In relation to a social entrepreneurship project, some of the stakeholders you may consider consulting include staff/trustees of an organisation who wish to collaborate with or staff you may want to employ, your project's intended beneficiaries, potential partners and prospective funders. While the consultation process may take an investment of time it can prevent project failure.

Kick off your theory of change with deciding on the impact you would like to achieve for yourself, your community and your beneficiaries. This can start with the drafting of an impact statement. e.g. Our project aims to address climate change through low carbon transport (cycling) by selling low cost renovated bicycles, while creating employment opportunities for people traditionally excluded from the job market.

Once your impact statement is in place, the following consequential steps will assist with creating a theory of change to guide a social entrepreneurship project:

- creating a clear list of all intended outcomes, e.g. changes for your beneficiaries (housing, job security, etc.), policy change, etc.
- mapping from your outcomes backwards
- identifying the activities that will help you reach your outcomes
- establishing timelines
- planning resources
- using your theory of change

Example diagram



C. *Developing a Socio-business Plan*

Once you have a theory of change in place, develop a plan. A socio-business plan will take into consideration the external factors that will affect the implementation of your theory of change.

Developing a socio-business plan will allow you to map out how to:

- ⇒ identify partners and gain an understanding of the **Power of cross-sectoral partnerships**
- ⇒ carry out continuous stakeholder engagement - this is especially important when joining a community without prior knowledge or experience of the community the project will take place in
- ⇒ create your team—in creating your project there are a number of questions that will help to decide the structure of the team that will deliver your project:
 - Who will lead your team?
 - What roles do you need to fulfil your outcomes?
 - How will they interact with each other?
- ⇒ Assess the local external environment
- ⇒ Budget for your project and locate potential funding sources
- ⇒ Pitch your project to funders/project sponsors in your elevator pitch

It is important to note that a business plan can be developed and amended during a project.

Socio-Business planning template

Executive summary	
The business Name Address Key contact Name Telephone email	
What does your business do? Date business was/will be set up	
Social aims (include mission statement)	
Background information	
Roles e.g. Manager, Volunteer Coordinator	
The market Market Research including competitor analysis. Potential Customers Are there any similar social enterprises you can use as examples? What can you learn from them?	
Social purpose Brief examples of the social impact. Who are the beneficiaries? Where is the need?	
External Environment What is the external environment? How does your project fit in?	
Finances Do you have funding in place? Who are your prospective funders? How much funding and for how long? What is the timescale of your funding?	

D. Monitoring and Evaluation

Why is monitoring and evaluation important?

Monitoring and evaluation is crucial for accountability, funding and planning the next steps for your social entrepreneurship project or campaign. It will tell you whether your assumptions are right, or if you are spending unnecessary resources in the wrong areas. It will help you understand what is relevant for your stakeholders, be it your beneficiaries, your clients, your donors or your team. Lastly, it will tell you whether your project is going in the right directions or whether modifications are needed.

What tools and techniques can be used for monitoring and evaluation?

Firstly, you need to go back to your aims and objectives and look at what they really mean. Decide what indicators you will use to see whether change happens or not.

Build a theory of change that explains the mechanism by which you will have a positive impact. Then prove this theory with concrete results. Don't be afraid to change it along the way. For this, monitoring needs to be on-going, so think of practical ways you can assess progress. They can be interviews, before and after surveys, qualitative and quantitative evidence. Monitoring progress will tell you if your project/campaign is headed in the right direction and matches your aims and objectives. It will give you the opportunity to change the focus or direction of your project before you invest considerable resources in it.

Evaluation needs will differ between organisations and stakeholders and are likely to evolve as your project progresses, requiring therefore different evaluation focuses and methods. Select evaluation methods best suited to examine how well you will achieve your aims and objectives. In many cases, you will be able to count the reach of your activities, but remember this does not report directly on impact. It is also generally very useful to evaluate your interaction with the audience.

Evaluation methods could include the following:

- Do a cost-benefit analysis! This will help you analyse your project/campaign. It involves identifying the benefits of an action and the associated costs, and subtracting the costs from benefits. When completed, a cost-benefit analysis will reveal the feasibility of your venture or need to make changes.
- Questionnaires and interviews evaluating participants satisfaction, learning process, knowledge and skills acquired—in particular for workshop and training activities.
- Informal conversations with beneficiaries, clients, your team. Take notes so that the data can form part of your analysis.
- In case of events, count the audience and evaluate your interaction with them.
- Social media statistics: If social media channels like Facebook, YouTube, Instagram or Snapchat are used to promote your project/campaign, log in and dig into your statistics.
- Web communication: If your project/campaign involves new content on your website, such as a blog, or a new website, use Google Analytics (www.google.com/analytics) for data on the visitors to your website, e.g. you can get the number and country/location of the visitors, the time your visitors spend at each page.

Remember to agree on who will be in charge of the evaluation.

Importantly, always back your claims with evidence. And above all keep it simple!

In the field of international volunteering, where volunteers are instrumental in driving social entrepreneurship project activities, plan follow-up to ensure that outcomes can be multiplied (e.g. taken up by future volunteers) and impact is long-term and sustainable.

7. Reference Material

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8. Authors

Francis Joy L. YU, Incoming Coordinator, Global Initiative Exchange and Development Inc., Philippines

Jasmine Wakeel, Board of Managers, ICYE United Kingdom

Micaela Herbon Browne, Incoming Coordinator, Subir al Sur, Argentina

Ragnhildur Einarsdóttir, Board of Manager, Althjodleg Ungmennaskipti, Iceland

Rhenelyn Queen Dadulo, Director, Global Initiative Exchange and Development Inc., Philippines

Dr Rubaica Jaliwala, Programme Officer, ICYE International Office, Germany

Editor: Dr Rubaica Jaliwala, Programme Officer, ICYE International Office , Germany

In recognition of their invaluable input to the development of the handbook, we include the volunteers and host organisations as co-authors:

Volunteers

Adekanmbi Damilola Victoria, Nigeria

Danuta Chodakowska, Poland

Elli Ilona Korhonen, Finland

Emilia Haussteiner, Austria

Jennifer Consuelo Soto Hernández, Honduras

Magdalena Juchniewicz, Poland

Mai Lê, Vietnam

Melina Godoy, Argentina

Nam Son Nguyen, Vietnam

Roland Panny, Austria

Thorgeir Oli Thorsteinsson, Iceland

Host Organisations

Kisälli-Harjulanmäki, Finland

Un Techo Para Mi País, Ecuador

Volunteer Centre, South Africa

El Arca de Honduras, Honduras

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KERIC, Slovakia

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Ruskin Mill College, United Kingdom

Global Initiative Exchange and Development Inc., Philippines

Fundación SES and Subir al Sur, Argentina

9. Contact

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ICYE International Office
Große Hamburger Str. 31
D-10115 Berlin, Germany
Telephone: +49 (30) 28 39 05 50 / 51
Email: icye@icye.org
Website: www.icye.org