THINK SOCIAL

PROMOTING SOCIAL ENTREPRENEURIAL
MINDSETS FOR A SUSTAINABLE FUTURE

IO1 - A4:
THINK SOCIAL EDUCATIONAL PACK

MODULE 2. CREATING A SOCIAL BUSINESS. THE CHALLENGE.

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PROMOTING SOCIAL ENTREPRENEURIAL
MINDSETS FOR A SUSTAINABLE FUTURE

Think Social Up-skilling pathway

Educational pack

Module 2. Creating a social business. The challenge.

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Objectives and goals

Main Objective

This module aims to introduce the characteristics and behaviors that a social entrepreneur has to have and how to introduce the "social" approach in entrepreneurial process. Focusing on the main characteristics of a social entrepreneur, the module will support the motivation and reflection of the learners about social entrepreneurship to create and promote a business with social impact.

Learning objectives

- Introduce the main characteristics and behaviors of a social entrepreneur.
- Explain the differences between "entrepreneur" and "social entrepreneur".
- Explain the personal requirements to be a social entrepreneur.
- Introduce different techniques that will support self-reflection to create a social business.
- Explain how to include the social approach in an entrepreneurial process.
- Introduce different techniques to analyse the environment and detect the social challenges.
- Explore the benefits of a social business.

Learning outcomes

After completion of this module, the learner (you) will know:

→ what are the main characteristics and behaviors of a social entrepreneur;
→ do a self-assessment and identify the competences that they have to have to be a social entrepreneur;
→ reflect about the social scope of his/her entrepreneurial idea;
→ define the social approach of a business idea;
→ analyse the environment and identify the social needs and challenges;
→ how to integrate social challenges in their business idea; and
→ identify the benefit of the integration of social scope in a business idea.

Structure of the module

The content of the module is structure in two units:

Unit 1: Being a social entrepreneur.

Unit 2: Creating a social business

Duration of the module: 3 hours (see "Lesson plan" for more details)

Lesson plan

Module Title:	Module 2: Creating a social business. The challenge.
Unit Title:	Unit 1. Being a social entrepreneur

Description of the Learning Activities	Duration (in minutes)	Materials or Equipment Required
Workshop Opening: Learners will be presented with the learning objectives of module 2, unit 1 as seen on slides 2 & 3, and will discuss their motivations for joining the session on 'creating a social business'.	5'	• IT equipment with internet access. • Think Social IO1 M2 U1 PowerPoint Presentation, slides 2 & 3.
What is social entrepreneurship? Using the activity sheet provided, learners will differentiate between 'social entrepreneurship' and 'business entrepreneurship'. They will identify similarities and differences between these two concepts and will discuss. The facilitator will present the key learning content on slides 4 & 5 of the accompanying presentation.	20'	• IT equipment with internet access. • Think Social IO1 M2 U1 PowerPoint Presentation, slides 4& 5.
<u>**Characteristics & behaviours of a social entrepreneur:**</u> Learners will discuss the key characteristics of a social entrepreneur and identify which of these skills they possess. Learners will identify additional characteristics and behaviors they feel are pertinent to the success of a social entrepreneur. Then, each group should present their work and when all groups do so, initiate a discussion concerning the differences between social media platforms and their posts. Conclude on the importance of adapting your posts based on the platform and the target group by presenting the first case study to the learners.	20'	• Think Social Activity Sheet 1 Module 2 Unit 1. • Think Social IO1 M2 U1 PowerPoint Presentation, slides 6& 7.
Can I be a social entrepreneur? Self-Assessment As a self-reflection activity, learners will be invited to complete this 10-question quiz, to examine if they are ready to be a social entrepreneur:	20'	• IT equipment with internet access. • Think Social IO1 M2 U1 PowerPoint Presentation, slide 8.

Description	Duration	Materials or Equipment Required
https://www.proprofs.com/quiz-school/story.php?title=social-enterprise-quiz		
Own reflections and motivations: The facilitator will invite learners to discuss the reasons that brought them to the Think Social Upskilling Programme. The aim of this discussion is to identify the motivations that are driving social entrepreneurs to succeeding in their ventures. A checklist is provided on slide 10, to support social entrepreneurs to identify their motivations.	20'	• Think Social IO1 M2 U1 PowerPoint Presentation, slides 9 & 10. • IT equipment with internet access.
Workshop close To close this session, the facilitator will hand out three different coloured sheets of paper. On each sheet, learners will identify: → 1 thing they enjoyed about the session. → 1 thing they learned during the session. → 1 thing they would change about the session. The facilitator will gather all of the answers and create a word cloud for learners to reflect on.	5'	• Coloured sheets of paper • Pens/makers for note taking
Total duration of the unit	**1 hour, 30 minutes**	

Module Title:	Module 2: Creating a social business. The challenge.
Unit Tittle:	Unit 2. Creating a social business

Description of the Learning Activities	Duration (in minutes)	Materials or Equipment Required
Workshop Opening: The facilitator will open the session with a brainstorming activity. Learners will be asked to identify social enterprises in their local area that are supporting community development. A list of social enterprises will be written on the flipchart provided.	10 '	• IT equipment with internet access. • Think Social IO1 M2 U2 PowerPoint Presentation, slides 2 & 3. • Flipchart & markers.

The social approach of a business idea: The facilitator will discuss the 3P's Business Management Model with learners, as seen on slides 4 & 5 of the accompanying PowerPoint slides. Using the list of social enterprises provided, learners will work as a group to identify how these companies are working towards their social, environmental, and economic responsibilities, as per the 3P's model.	10'	• Think Social IO1 M2 U2 PowerPoint Presentation, slides 4 & 5.
Analysing the environment and detecting social challenges Using the list of examples provided on slide 6, learners will identify social enterprises that operate to address the social challenges provided.	10'	• Think Social IO1 M2 U2 PowerPoint Presentation, slides 6
Case Studies The facilitator will divide the group in half and invite one group to examine the case study on Lidl Ireland, and the other to examine Food Cloud. The group will be handed a copy of Case Study 1 & 2 and will examine the questions and statements provided. Each sub-group will discuss the case study with the group to aid further understanding. To support further learning, the facilitator will ask the group the following questions to support group discussion 1. What elements of the 3P's Business Management Model are the companies working towards? 2. How have these social enterprises improved the lives of those around them?	20'	• Think Social IO1 M2 U2 PowerPoint Presentation, slides 7&8 • Think Social IO1 M2 U2 Case studies 1&2
Benefits of integration The facilitator will encourage discussion amongst the learners to identify the benefits that they perceive are associated with social enterprises.	20'	• Think Social IO1 M2 U2 PowerPoint Presentation, slide 9
Activity	20'	• Think Social IO1 M2 U2 PowerPoint Presentation, slide 10

The group of learners will engage in an activity as described on slide 10 of the accompanying PowerPoint presentation. Learners should be encouraged to reflect on social issues in their area and identify how social enterprises could address and improve these issues.		
Workshop Close: To close the session, the facilitator will provide exit cards to the learners. Each learner should answer the following questions: 1. What would you like to have learned more about? 2. What elements of the session did you enjoy the most / least? 3. If you were to tell someone who did not participate in today's session one key fact, what would you tell them?	10'	• Sheets of papers
Total duration of the unit	**1 hour, 30 minutes**	

Total duration of the Module	**3 hours**

Unit 1. Being a social entrepreneur

Traditional entrepreneurship focuses on individuals, who establish an organisation to address a need, which in turn makes a profit. On the contrary, a social entrepreneur is an individual who identifies and solves community-based problems (Hayes, 2021). Social entrepreneurs seek to make a positive impact on the world, through establishing organisations such as food banks to support low-income families, community groups to help integrate marginalized adults into a community, or a micro lending facility to promote other entrepreneurs to launch their ideas (The Sedge, 2018). Social entrepreneurs are passionate individuals who apply innovative thinking, dynamic approaches, and ethical practices to support their cause (Social Enterprise Ireland, 2021).

Social entrepreneurship is not limited to the rich and the famous, but to anyone within a community who seeks to make a positive difference in the world (Rahim, 2019). Individuals who are interested in establishing a social enterprise should examine their own motivations and consider if they have the strength and resilience to continue to advocate for the vision of the social enterprise, even in the face of adversary. Often, individuals who are motivated by extrinsic rewards such as renumeration will struggle to push through the challenges that they are presented with; whereas individuals who are intrinsically motivated by a passion to improve the lives of those around them will succeed in their social entrepreneurial endeavors.

Before establishing a social enterprise, potential social entrepreneurs should consider some of the following questions, to determine whether they could potentially succeed as a social entrepreneur in the future:

- o Am I willing to exploit new opportunities for the benefit of the wider community?
- o Will I refuse to give up considering challenges that I face?
- o Will I focus on improving the world for the better?
- o Will I relinquish any profits and give them back to the social enterprise?
- o Why am I considering establishing a social enterprise in the first instance?

Activity 1. What is social entrepreneurship?

Module Title	Creating a social business. The challenge.
Unit Title	Unit 1: Being a social entrepreneur
Activity Title	What is social entrepreneurship?
Type of resource	Activity sheets
Activity code	AS1 M2 U1
Type of learning	Blended learning
Duration of Activity	15'
Learning outcomes	By completing this activity, learners will be able to define social entrepreneurship. Additionally, learners will be able to discuss similarities and differences between social entrepreneurship and entrepreneurship.
Aim of activity	The aim of this activity is to encourage learners to reflect over the definitions 'social entrepreneurship' and 'entrepreneurship' and challenge their assumptions and beliefs over these two definitions.
Materials Required for Activity	The following materials are required to successfully complete this activity: • Pens / pencils for note taking; • Handout 1 – Entrepreneurship.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Step 1: Learners should be provided with a copy of Handout 1 – Entrepreneurship. • Step 2: Learners should reflect over the two definitions ' social entrepreneurship' and 'business entrepreneurship' and write down anything that comes to their minds regarding both of these topics. • Step 3: Learners should consider any similarities and differences between the two topics. • Step 4: After 10 minutes has elapsed, learners will present their findings to the group and discuss what they have written down.

Handout	

Unit 2. Creating a social business

In order to support the continued growth and development of a social enterprise, social entrepreneurs must identify solutions that they face, and drive change in their actions. To do this, organisations must be capable of identifying the social approach to their business ideas. The 3 P's Business Management model provides social entrepreneurs with a framework from which the people, the planet and the profits can be examined (Grand Canyon University (2021). Social enterprises do not exploit the people, or the stakeholders that they engage with. They work tirelessly to support the needs of those they are working with and working for. In addition to their people, social enterprises value their impact on the planet, and engage in sustainable practices. Social enterprises limit harmful and negative impacts on the world by implementing a range of strategies that can help them to overcome their ecological and environmental impacts, through activities such as limiting their energy consumption by closing windows or turning off lights. The final consideration a social business must have, is towards their profits, and reinvesting profits made back into the organisation, rather than into supporting the personal needs of the social entrepreneur.

Placing responsibility on the social aspects of the organisation, as well as the environmental impact that the business will have, is crucial to its overall success. Social enterprises can detect social challenges that are faced in their areas, by following news or social media outlets, speaking to members of the local community, or witnessing firsthand an issue that is faced within the community. Once an organisation has identified the social challenges that exist in their area, social entrepreneurs should develop a mission and vision statement for their newly developed social enterprise. With this in mind, social enterprises need to consider how they can further contribute to, and support, the reduction in social challenges faced by the target group. Across the world, individuals face challenges such as period poverty, hunger and / or obesity, civil rights breaches and even gender inequality.

In the global economy that we now work in, all organisations should be mindful of their impact on a local, regional, national, and international level. It is no longer sufficient for an organisation to reflect on the benefits that they provide to one employee, but to their stakeholders from across the globe (Horowitz, 2016). When interacting with businesses, customers often reflect on how socially responsible the company is behaving, and whether they believe in the values and ethics that the company offer. Through a well-integrated social approach into a business idea, businesses can benefit from developing deep, meaningful, and longevous relationships with their stakeholders.

Customers who believe in the values of an organisation are more likely to continue to trade with the organisation, therefore, it is imperative that organisations reflect on how implementing a social approach into their business operations can support them to thrive.

Case study 1. Food cloud – A world where no food goes to waste

Module Title	Module 2. Creating a social business. The challenge.
Unit Title	Unit 2. Creating a social business.
Case Study Title	Food Cloud – A world where no food goes to waste

Source: https://tse3.mm.bing.net/th?id=OIP.h36SmJvC1C7nCIeNJorS3wAAAA&pid=Api

Name of the organisation / social enterprise / best practice guidelines:	Food Cloud
What is the story behind this case study?	In 2012, two Irish students recognized that there was an increase of food waste in Ireland, with approximately 33% of all food being wasted. Food Cloud was established as an intermediary company, which connects organisations that have surplus food, with those who need food. Many of the organisations that support Food Cloud include food manufactures, supermarkets, farms, and restaurants.
Link to the case study	Food Cloud: https://food.cloud/
Why is this a good example for you to follow?	Food Cloud identified that whilst millions of people go hungry on a daily basis, millions of tonnes of food is wasted in wealthier countries. Food Cloud is a simple idea, that has reduced CO_2 emissions and provided food to those who need it.
How can you use this case study to develop your own social enterprise?	By identifying a local, national and global issue, you can support people in your community that need help. Food Cloud started as a small idea of two young students and has since become the national partner agency of the Irish government, to provide food availability to those in need.

	This social enterprise highlights that all individuals, irrespective of their age or background, can establish a social enterprise.
What impact has this case study achieved?	In partnership with Aldi alone, Food Cloud has donated over 2.25 million meals since 2014 to Irish families (Aldi, 2021).
Follow up questions	After having completed this case study, answer the following questions: 1. In your community, how much food is wasted annually? 2. The mission statement of Food Cloud is 'To transform surplus food into opportunity to make the world a kinder place'. How is Food Cloud working to achieve this mission? 3. What implications and / or challenges could Food Cloud face with regards to food redistribution?
References	• Aldi (2021) Tackling food waste and supporting local communities. Available from: https://www.aldi.ie/love-ireland/food-cloud • Food Cloud (2021) Our mission, values and values. Available from: https://food.cloud/our-mission-vision-values/

Case study 2. The Period Poverty Initiative

Module Title	Module 2. Creating a social business. The challenge.
Unit Title	Unit 2. Creating a social business.
Case Study Title	The Period Poverty Initiative

Source: https://www.lidl.ie/bundles/cakecomponents/dist/images/brand__default.svg

Name of the organisation / social enterprise / best practice guidelines:	Lidl Ireland, the Period Poverty Initiative.
What is the story behind this case study?	Period poverty occurs when people who menstruate become ostracized from society due to their menstrual cycle (Sanchez and Rodriguez, 2019). This ostracization can result in being excluded from education and activities due to being unable to afford sanitary products.
	Since Lidl entered the Irish retail market in 2000, they have been working tirelessly on supporting local communities and disadvantaged groups, through planting trees, supporting youth mental health, and providing food to food charities. As part of their 'A Better Tomorrow' corporate strategy, Lidl recognized that almost 50% of those aged between 12 and 19 in Ireland struggled to pay for sanitary products due to their cost. To combat this issue, in 2020, Lidl began offering sanitary products for free, to all customers.
	Lidl has partnered with Homeless Period Ireland & The Simon Community to provide free sanitary products to those who need them.
Link to the case study	You can find out more about this case study here: https://www.lidl.ie/period-poverty
Why is this a good example for you to follow?	The disparity between Gender Equality across Europe is at an all-time high, with those who menstruate being ostracized from daily activities due to being unable to afford basic sanitation products.
	Lidl Ireland has identified that in Ireland, half of those who menstruate struggle to afford the basic sanitary products they require. Lidl Ireland

	has identified a social issue that is rampant across Ireland and has implemented a wide range of measures to ensure that no one is left behind in society due to being unable to afford basic sanitation products.
How can you use this case study to develop your own social enterprise?	Through identifying a social issue that is faced within their community, Lidl Ireland has gathered worldwide support and recognition for their endeavors. No matter how big or small a social issue, Lidl Ireland has proven that by examining the real issues that community members face, and by implementing solutions to these problems, all community members can continue to thrive.
What impact has this case study achieved?	Lidl Ireland became the first major retailer in the world to offer free sanitary products for those in need. As this initiative is new, the impact is yet to be seen. However, through offering free sanitary products, people who menstruate will not have to exclude themselves from activities due to an inability to afford these items.
Follow up questions	After having completed this case study, answer the following questions: 1. How can the Period Poverty Initiative address the stigma and challenges that are faced by those who menstruate? 2. How challenging is it for organisations to support gender specific issues in your area? 3. What barriers could social enterprises in your area face if they were to offer these services?
References	Lidl (2021) *Introducing our brand-new Period Poverty Initiative offering free period products in partnership with Homeless Period Ireland.* Available from: https://www.lidl.ie/period-poverty O'Neill, B. (2021) *Lidl to offer free period products to those affected by period poverty. Available from:* https://www.msn.com/en-ie/news/other/lidl-to-offer-free-period-products-to-those-affected-by-period-poverty/ar-BB1fNFOz Sanchez, E., and Rodriguez, L. (2019) *Period poverty: everything you need to know.* Available from: https://www.globalcitizen.org/en/content/period-poverty-everything-you-need-to-know/

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Horowitz, S. (2016) *5 ways to integrate social good into your business.* Available from: https://www.entrepreneur.com/article/254828
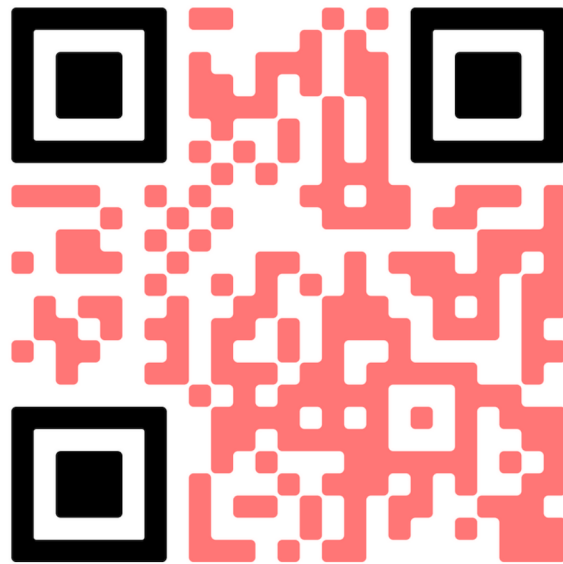
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