

Intellectual Output 05

Training pathway for the Social Seducement facilitators

Control Sheet

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Authors	Renate Goergen
Contact details	socialseducement@tavinstitute.org
Contributors	Silvia Francario
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Abstract	<p>The Intellectual Output 5 “Training Pathway for the Social Seducement Facilitators” has been structured to provide a practical guideline for the game facilitation. It needs to be read in connection with the IO2/A3 the Competence Portfolio of the facilitators and the IO3, the Guide on the Social Seducement learning model.</p> <p>This document, thus, presents the approach to be implemented in order to support the setting up of a social collective enterprise and as a second step, a detailed guideline exploring the process proposed by the SocialPlaNet online game. As Annexes there are two set of documents:</p> <ol style="list-style-type: none"> 1. those directly linked to the facilitators’ training and experience (The facilitators’ competence portfolio; the Guide on the SocialPlaNet game learning model); 2. those linked to the gamers’ experience and requirements (the stories, the quizzes and the reference material).
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About Social Seducement

The Social Seducement project is co-funded by the European Commission in the frame of the Erasmus plus programme and running for 3 years (September 2014 to August 2017). It aims to develop the key competences and skills of adults with disadvantages, and in particular unemployed adults, to help them start up a collaborative enterprise.

Our approach is to set up an educational process which mobilises unknown or hidden capacities via an empowering learning process.

We did this by:

- **designing an online role-play game** to develop, enhance and promote social entrepreneurial skills;
- **enhancing collaboration among training centres, employment agencies, social economy enterprises** to test the Social Seducement online role play game (RPG);
- **establishing a European network of facilitators** who will have the mission to: a) guide unemployed learners through the Social Seducement game, supporting and mediating their learning process; and b) promote the use of the Social Seducement game in Europe to foster the acquisition of social entrepreneurship skills in an innovative way.

With Social Seducement we aim to strengthen the cooperation between education and training, work and the social economy, non-profit and voluntary sectors, in a EU dimension, Social Seducement to maximise impact on individuals and our game.

To know more about the project, please visit the website: www.socialseducement.net.

Introduction

The training pathway has been realised by the integration of O2/A3 – the competence portfolio of the facilitators, the O3/A1 – the learning structure and the pedagogical experience of Social Seducement together with the O3/A2 identifying the typology of materials to be collected and O3/A4 describing the role of the facilitators (game masters) within the Social Seducement game.

The training pathway represents a systematic and progressive process to define strategies for aligning and increasing the energy available to facilitate progress on complex problems, starting from the level of a new-comer to the field right through advanced levels of knowledge and skills.

The training pathway has been built around:

1. Entry-level competence, skills, cultural attitude and experiences of the facilitators;
2. Competences and approaches to be acquired which are necessary for the facilitation of the SocialPlaNet groups;
3. Resources, learning materials, tools to be used.

Executive Summary

The Intellectual Output 5 “Training Pathway for the Social Seducement Facilitators” has been structured to provide a practical guideline for the game facilitation. It needs to be read in connection with the IO2/A3 the Competence Portfolio of the facilitators and the IO3, the Guide on the Social Seducement learning model.

This document, thus, presents the approach to be implemented in order to support the setting up of a social collective enterprise and as a second step, a detailed guideline exploring the process proposed by the SocialPlaNet online game. As Annexes there are two set of documents:

1. those directly linked to the facilitators’ training and experience (The facilitators’ competence portfolio; the Guide on the SocialPlaNet game learning model);
2. those linked to the gamers’ experience and requirements (the stories, the quizzes and the reference material).

It is worth to recall here the method identified by the partnership for singling out the facilitators:

1. 15 of them – 3 per piloting partner country – have been engaged among professional mentors or coaches;
2. they participated to the training event together with representatives of the piloting partners in Rome;
3. they started up the groups’ creation in the relevant countries and identified other facilitators that assisted them during the first piloting experience.

Sintesi

L’Intellectual Output 5 “Percorso formativo per i facilitatori di Social Seducement” rappresenta una guida pratica per la facilitazione del gioco. Deve essere letto in relazione all’IO2 / A3 il Portfolio di Competenze dei facilitatori e all’IO3, la Guida al modello didattico del gioco Social PlaNet.

Questo documento presenta quindi il percorso finalizzato all’avvio di un’impresa collettiva sociale oltre alla descrizione dettagliata del processo proposto dal gioco online SocialPlaNet. Due sono le tipologie di allegati:

- i documenti direttamente legati alla formazione e all’esperienza dei facilitatori (il Portfolio di competenze, la Guida al modello didattico del gioco SocialPlaNet);
- i documenti legati all’esperienza dei requisiti dei giocatori (le storie, i quiz e il materiale

di supporto).

Vale la pena ricordare qui il processo condiviso dal consorzio per individuare i facilitatori:

1. 15 di essi - 3 per ogni coinvolto nella sperimentazione - sono stati individuati tra mentori, professionisti o coach;
2. Questi 15 hanno partecipato all'evento di formazione insieme ai rappresentanti dei partner pilota di Roma;
3. In seguito hanno avviato la creazione dei gruppi nei rispettivi paesi e hanno identificato altri facilitatori che li hanno aiutati durante la prima esperienza di sperimentazione del gioco.

Resumen ejecutivo

El "Camino de formación para los facilitadores sociales de la seducción 5" de la producción intelectual se ha estructurado para proporcionar una guía práctica para la facilitación del juego. Debe leerse en relación con el IO2 / A3, el Portafolio de Competencias de los facilitadores y el IO3, el modelo de aprendizaje Guía sobre la Seducción Social.

Este documento, por lo tanto, presenta el enfoque que se implementará para apoyar la creación de una empresa colectiva social y, como segundo paso, una guía detallada que explora el proceso propuesto por el juego en línea SocialPlaNet. Como anexos hay dos conjuntos de documentos:

- aquellos directamente relacionados con la capacitación y la experiencia de los facilitadores (la cartera de competencias de los facilitadores, la Guía sobre el modelo de aprendizaje de juegos de SocialPlaNet);
- aquellos relacionados con la experiencia y los requisitos de los jugadores (las historias, los cuestionarios y el material de referencia).

Vale la pena recordar aquí el método identificado por la asociación para identificar a los facilitadores:

1. 15 de ellos - 3 por país piloto asociado - han sido contratados entre mentores profesionales o coaches;
2. participaron en el evento de capacitación junto con representantes de los socios pilotos en Roma;
3. iniciaron la creación de los grupos en los países pertinentes e identificaron otros facilitadores que los ayudaron durante la primera experiencia piloto.

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How to design a social enterprise in a collective way

PART 1: General Notes

This manual is an integral part of all the material produced during the Social Seducement project. It is a tool for the facilitator /MASTER for better prepare to support and accompany the players in the acquisition of useful skills to start and run a social business and plan to work in groups, to clarify ideas about a possible project for the future.

We recommend the preliminary study of the documents that you find attached to the Manual to better understand what are the learning objectives you want / can achieve with the use of the game, who is the audience of the game and what are the tasks and the role of facilitator / game MASTER.

Inside the "Guide on the social seducement RPG learning model" there are the references to teaching materials (internal and external), useful for you and for the players. There are also references to many documents, studies and recommendations that the European Union has produced in the field of Economy and Social Enterprise. There are stories (in addition to those included in the game) collected by the International Alliance of Cooperatives (ICA) and Euricse in this website <http://stories.coop> site and other reflections useful for the facilitator.

In addition to this general guide here you will find in attachment:

- the stories (organized by the context, problem, solution, and assigned to the different sections of the game) you meet and you'll use in the NEWS section of the game;
- the quizzes (collective or individual) proposed in the different moments of the game and you can find the QUIZ icon
- the external teaching materials (links) available in the HELP section
- The Glossary available in the HELP section.
- The Business Model Canvas - BMC

You can study the material to orient yourself before you start a game.

The approach of the game aims at developing and increasing the ability to design a social enterprise that is in our view a company or an organization, designed and managed democratically by a group of people with the aim to produce something useful for the society. Players must learn how to design and manage together and this is not easy. Many of the players have never attended a business school and have never run an enterprise. Many of them probably have a long experience of unemployment, precarious jobs and social exclusion. Perhaps they thought to set up something on their own, to change the path of their lives, to risk rather than wait for the job that never arrives. They probably have no experience and is not easy to pass from looking for a job to design and manage an enterprise.

The game is based on the experience acquired in many years by social entrepreneurs and experts who helped develop the game and on using the Business Model Canvas (BMC) which we recommend to study before. You can find material in the "Guide on the social seducement RPG learning model". We recommend to practice with the BMC before (see canvanizer.com).

We chose the BMC because we would like that the aspiring group of social entrepreneurs will be able to understand HOW they must think, WHICH elements must be considered and how each element is connected to the other element, and to the whole. We think that the biggest obstacle to pass by the expectation of a job to pick up once own creativity and set up a company lies in the lack of training to think ahead, to plan and to do so with other people. BMC helps to change way of thinking! Facilitators have the task of supporting the group in particular every time players begin to think "*How can I predict the future?*"

Your task is to stimulate people to look in their context (with the use of internet or in person) the elements that are missing in order to compile the BMC path, to give a face and a credibility to the social enterprise project. "*If you do not know if the product you thought appeal to prospective clients, you have to ask them before! If you do not know if a material you need is available in the place where you live, is necessary that you learn to look ...*". Your task is to help people to divide the tasks and to check if these tasks are completed. The game helps because there are tests, questionnaires, and then there's the BMC to be filled. If the group fails with a chapter maybe can try with another. If you are wrong you go back until everyone is convinced, and it goes on!

Obviously, desire and enthusiasm is essential to use the whole game because it is not an easy game! We advise not to proceed too quickly, to give space to doubts and reflections. We think that one hour section of playing is ideal. Then it takes a break. What you can do in one hour depends on the group.

The game is arranged for scenes, sections, missions to reinforce the gradual proceeding.

At the end of each section, before leaving the game, you must book a new meeting and to do that you have to go to CALENDAR icon.

The most important tool you have is the CHAT. You must use it well to thrash out the problems, for brainstorming, to understand the times, the difficulties and to recognize when you need to intervene and when not. Collective decisions are taken in the chat and the facilitator or the TASK LEADER appointed by the system and accepted or changed by the group writes down the things agreed on BLACKBOARD.

The facilitator / MASTER must not always be present, because there is a TASK LEADER and things discussed are recorded in the chat and saved on the blackboard where automatically will form pieces of the Business Model Canvas which can be printed at the

end.

If the players need you they may call with CALL THE MASTER function.

Players working in different sections of the game, quizzes and answering the questions and filling in different parts of the BMC acquire POINTS (collectively and individually) that can be used to DECORATE THEIR OFFICE. The system assigns the points automatically. It is a nice way to help motivate people and to give rhythm to the game.

At the end of the work with the BMC - if all the issues meet to the satisfaction of all, and points are awarded - the group of social entrepreneurs have the opportunity to fill out an online real development plan for their business idea with precise numbers, if they desire. Arrived at that point the group will already be very independent and determined to get serious. Others may instead have decided that the idea that they had initially not stand and decide to leave, perhaps to come back with another idea and test it through the game. Others maybe discover that they are not able to work together. Even in these cases the game reaches its goal: better to find out in the game that we need to rethink our own ideas and companies than in real life!

Social seducement intended as a tool to design precisely our own ideas and until we are convinced to achieve it and have the strength and the necessary skills.

The facilitator / MASTER of Social Seducement following the players, will also learn more about people and on the game's usability.

New educational materials will emerge from the research of the players and / or their difficulties.

The facilitator / MASTER may gradually add other teaching materials, other stories. We would like that the game is enriched with the use as well as the trust will be enriched. This is a key cultural element in the enterprise, in life and in particular in the social enterprise, it is an asset that grows and enhances with use.

We hope the game will enrich your work as facilitator. We are convinced that a social enterprise must be designed and planned by those who then runs it and not by external experts. *From the bottom up - from disadvantaged to entrepreneurs!*

In the following pages we tell you step-by-step the game.

At the end of the Manual you will find a chapter called FREQUENTLY ASKED QUESTIONS..

ANNEXES:

- ANNEX1 - The stories

- ANNEX2 - The quizzes
- ANNEX3 - Guide on the Social Seducement RPG learning model

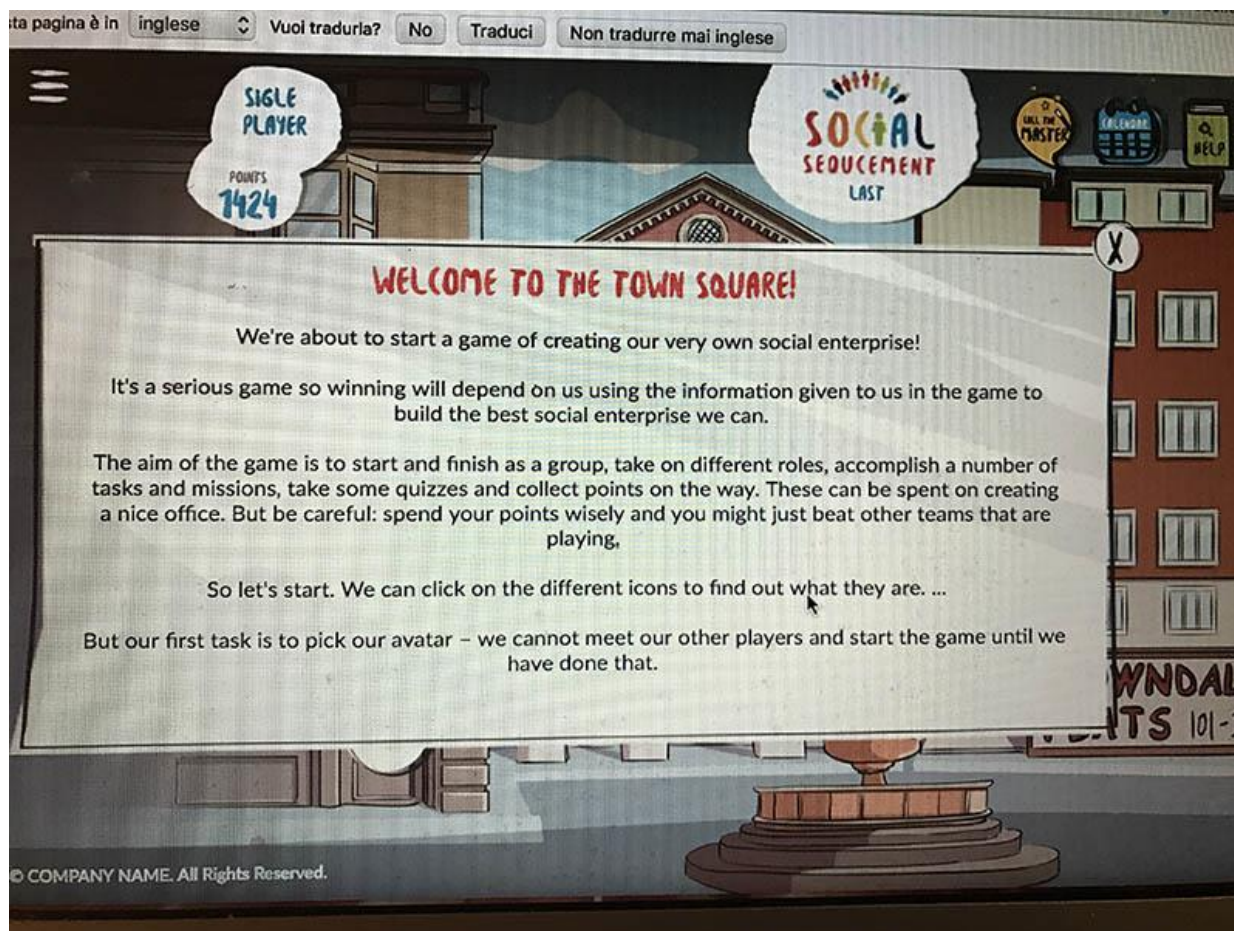
PART 2: The game process

Social Seducement is a collective game, you need a group - at least 2 people + the game MASTER - to play it. The maximum number of persons envisaged are 6. You must therefore either already be a group composed of several players and choose a facilitator / game MASTER or ask a facilitator / game MASTER to look for other people to build a team and start the game. There also maybe an agency (training, start-up, employment) favouring the group building.

The facilitator or game MASTER starts a new section of the game and invite the people, individually or via email to subscribe to the section of the game with the name of "FANTASY". Each player must have an email address and a computer with the latest version of Google Chrome browser. The MASTER must make sure these requirements.

The MASTER, therefore, enter the name and email address of the aspiring player and the system sends automatically the username and password to the players that can be registered.

Once all participants have registered and have a username and password (that they will use throughout the game) they will find on the main screen of the game, the central square of the town. Me recommend the MASTER to follow the registration process!



A pop-up welcomes those who have registered, briefly explains the possibilities of the game and invites players to navigate between the different buttons (each button pressed causes a pop-up) and finally to choose an AVATAR within FLATS.

CAUTION: Every POP-UP must be closed (asterisk in the upper right corner) and then the next scene appears.

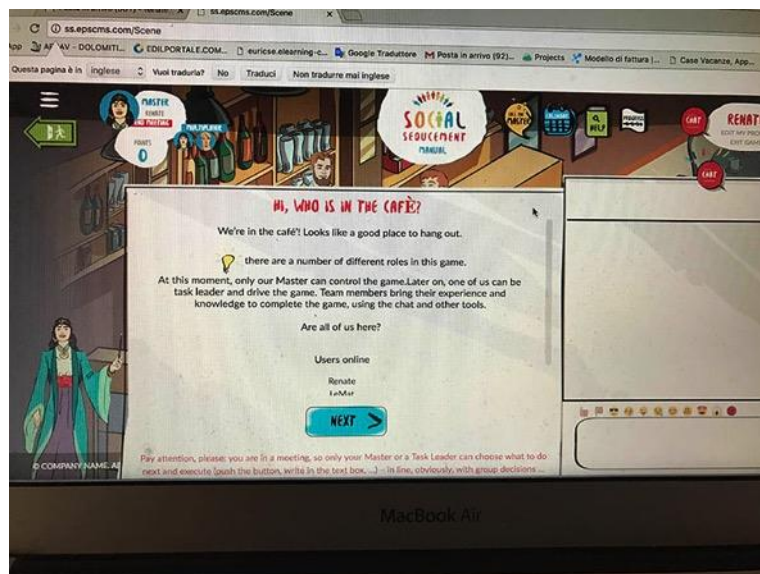
After each section of the game (in this case the choice of AVATARS) a message (in this case is: *CONGRATULATIONS, you have picked your AVATAR ... when you close this window you will go straight to the cafe*) of return back on the square and players can click on the different buildings, but will only enter the building in which the game progresses.

The available buildings are: THE FLATS, THE CAFE, THE WAREHOUSE with inside the OFFICE, the LIBRARY.



A message appears and directs the players saying what are the accessible places.

For all those who have registered, the CHAT becomes usable and also the MASTER can strengthen the pop-up by referring directly to the players through the CHAT. But until all players have chosen an AVATAR the game cannot start. Once AVATAR have been chosen the CAFE becomes available and all players will find there.



The NEXT button (which can be clicked by all but will work once the MASTER pushes on it

- or further the TASK LEADER) takes the players to the next screen where someone announce itself ...

Next ... and the MASTER says (*Hi, I 'm your guides for this game*) and ... Next ... you advertise a first use of Chat (*Let's get to know each other better*).

The MASTER encourages people to present themselves through the chat ... *Who I am, what I would do* After the discussion, the players earn POINTS ... A message appears. Turning off the message, the MISSION 1 appears that looks like this:

MISSION 1

LET'S GET TO KNOW OURSELVES AND EACH OTHER BETTER

Now that we know a bit more about why we're here, let's find out a bit more about our own strengths.

Our mission is to take a **little quiz** to find out more about our strengths.

After the end of the present meeting, but **before the new one** (that you are going to fix soon after with the other members of the group and your MASTER), you have to enter alone by yourselves again into the game and to complete the **“Initial Team working Skills-Assessment”** that you can find clicking on the new icon **“Quiz”**. You should understand that you are alone because you should see the label **“Single player”** on the top left side of the screen.



What about Missions?

A mission is a task that we should complete out of the game or we should discuss for a while. So, when we encounter a mission we should take some time to gather data or to think about the topic proposed and then, sometimes in a next meeting, we should enter the result in the Mission Panel.

Click on mission icon!

A mission is a task that we should complete out of the game or we should discuss for a while. So, when we encounter a mission we should take some time to gather data or to think about the topic proposed and then, sometimes in a next meeting, we should enter the result in the Mission Panel.

Click on mission icon!

The ICON MISSION is above the pop-up. The MASTER after explaining in detail the message that appears will click on the ICON. The quiz to which the message refers is an individual quiz (different from the numerous collective quizzes). The player must exit the game and return alone (single player). This will happen after the MASTER has closed the working section and has booked a new meeting into CALENDAR.

The MASTER will explain The MISSIONS, the function of the CALENDAR, the QUIZ (collective and individual) but also the NEWS containing STORIES (that will help players to understand more about how other social entrepreneurs are moving) and the HELP button that hides additional teaching materials and the GLOSSARY.

The decision on when to explain the different aspects of the game depends on the MASTER.

But now let's go to the first mission (there are a total of 5) that will help us to understand more of the game:

"Let's go to know ourselves and each other better"

The mission is to work with the CHAT. Players tell about themselves and their own ideas and point out where they feel strong, what are their capabilities.

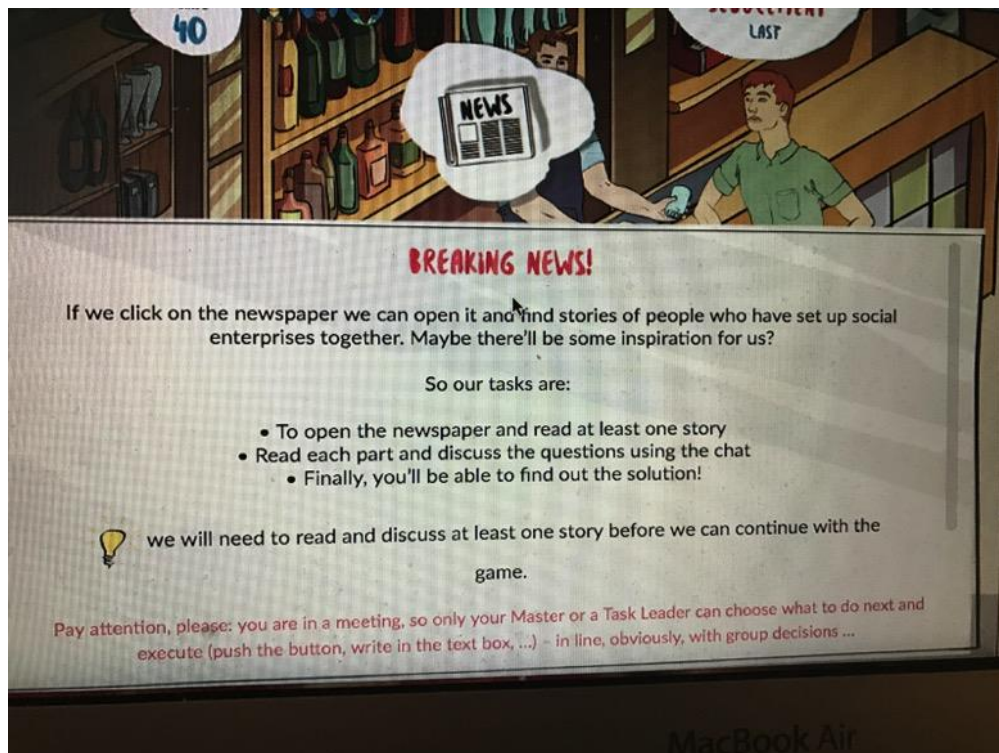
Each player tells a bit 'of himself and why he decided to join the game. The MASTER assumes the role of TASK LEADER and writes on BLACKBOARD (from now on it will be the main tool of the task leader to take note of the things that the group discuss in the CHAT) things that represent the profiles and ideas and aspirations of members of the group of social entrepreneurs.

The ideas written on BLACKBOARD will be saved and remain stored in memory for future work. At the end of the work the group will earn points that will add up to the first.

The first MISSION is made and the MASTER may propose to close the section not before to book on CALENDAR another section.

NOTE: On the right of the screen you will find an ICON called PROGRESS. Clicking on it you will find the sequence of all the tasks to be performed and you can check how far the players are (only the MASTER or TASK LEADER can do this).

If you do not close the section of the game you are still in the CAFE (Pop up: Still in the café ...) and now it's time to start discussing social enterprise, to try to imagine necessarily constituting one ... but how? The next pop up (triggered by MASTER) takes you to the NEWS.



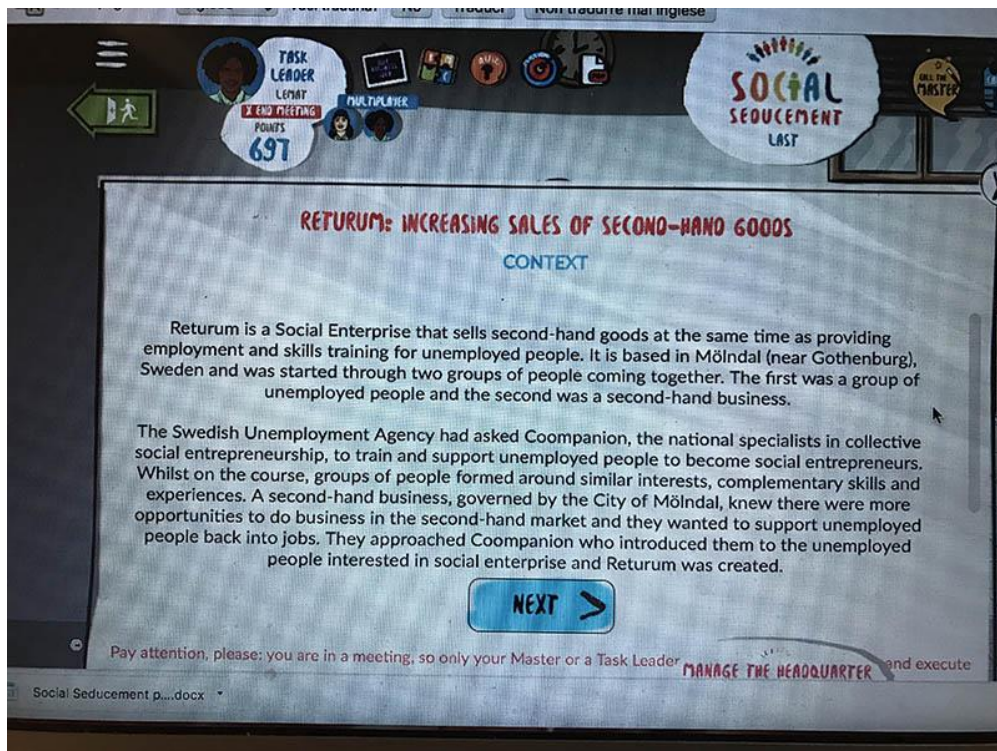
Clicking on the NEWS icon you access to a first list of STORIES, choose at least one discussing it.

Read together the first part that introduces to the social enterprise context and discuss in the chat.

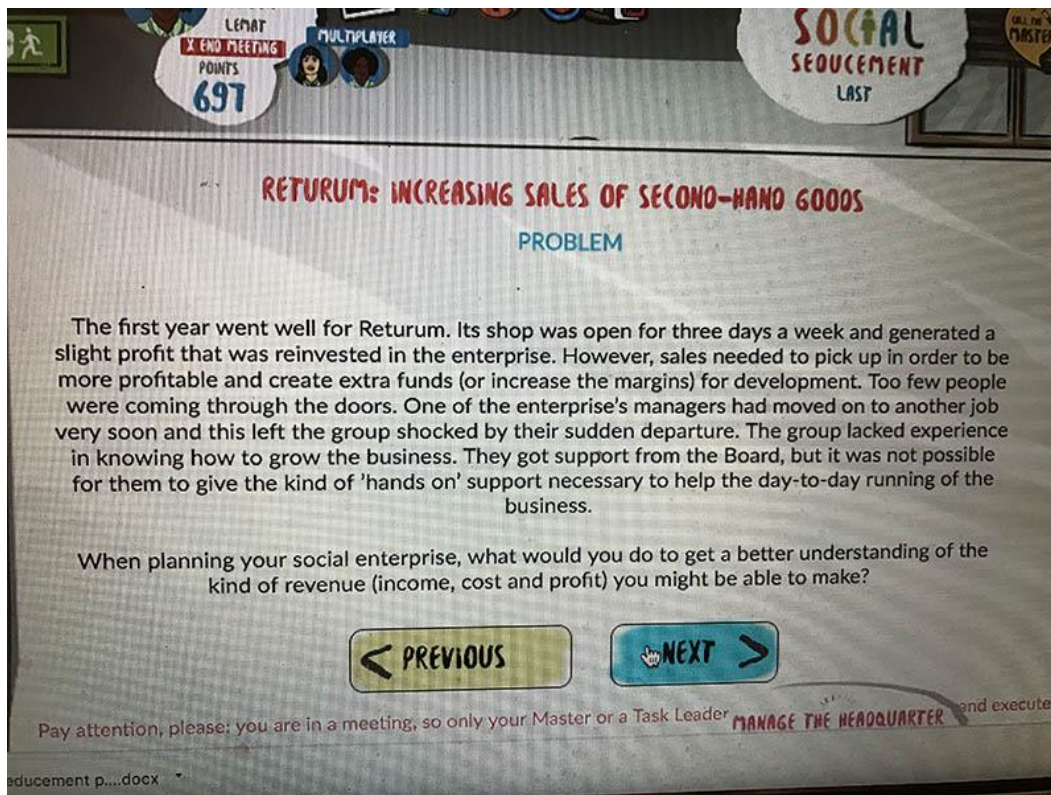
In the second part of the story it describes in detail the problem met by the social enterprise and discuss in the chat.

The last part of the story tells how the social entrepreneurs have decided to solve the problem.

The following STORY we reproduce give you an idea of how the stories are organized in order to help you to catch the attention of the PLAYERS and to motivate them to discuss what they think about the STORY.



The CONTEXT describes the social enterprise and the environment



RETURUM: INCREASING SALES OF SECOND-HAND GOODS
PROBLEM

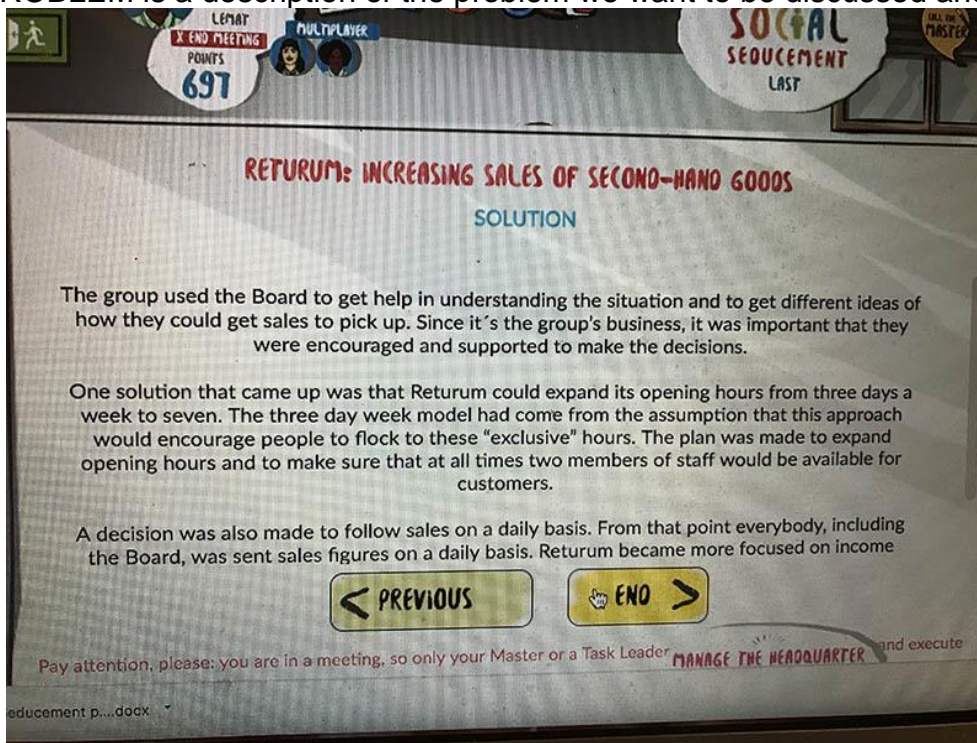
The first year went well for Returum. Its shop was open for three days a week and generated a slight profit that was reinvested in the enterprise. However, sales needed to pick up in order to be more profitable and create extra funds (or increase the margins) for development. Too few people were coming through the doors. One of the enterprise's managers had moved on to another job very soon and this left the group shocked by their sudden departure. The group lacked experience in knowing how to grow the business. They got support from the Board, but it was not possible for them to give the kind of 'hands on' support necessary to help the day-to-day running of the business.

When planning your social enterprise, what would you do to get a better understanding of the kind of revenue (income, cost and profit) you might be able to make?

< PREVIOUS **NEXT >**

Pay attention, please: you are in a meeting, so only your Master or a Task Leader **MANAGE THE HEADQUARTER** and execute

THE PROBLEM is a description of the problem we want to be discussed and solved



RETURUM: INCREASING SALES OF SECOND-HAND GOODS
SOLUTION

The group used the Board to get help in understanding the situation and to get different ideas of how they could get sales to pick up. Since it's the group's business, it was important that they were encouraged and supported to make the decisions.

One solution that came up was that Returum could expand its opening hours from three days a week to seven. The three day week model had come from the assumption that this approach would encourage people to flock to these "exclusive" hours. The plan was made to expand opening hours and to make sure that at all times two members of staff would be available for customers.

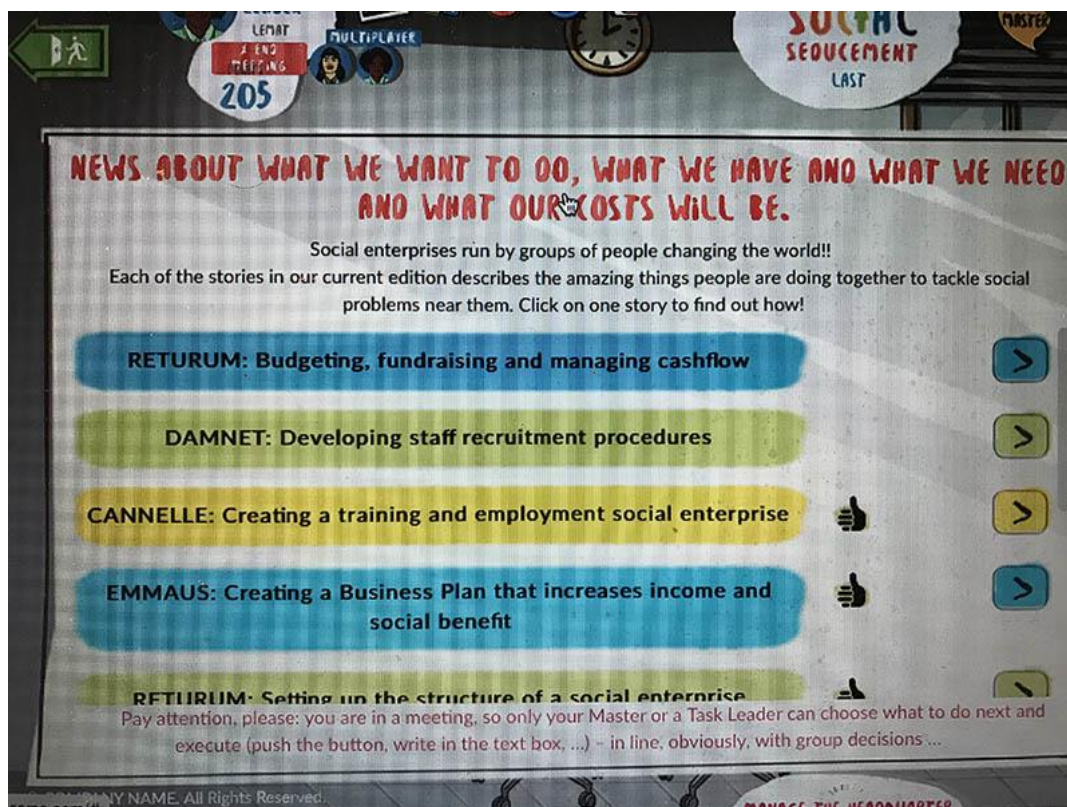
A decision was also made to follow sales on a daily basis. From that point everybody, including the Board, was sent sales figures on a daily basis. Returum became more focused on income

< PREVIOUS **END >**

Pay attention, please: you are in a meeting, so only your Master or a Task Leader **MANAGE THE HEADQUARTER** and execute

At the end the STORY tells you the solution that was adopted.

There are many stories that can be used in different parts of the game. Maybe you can study them before.

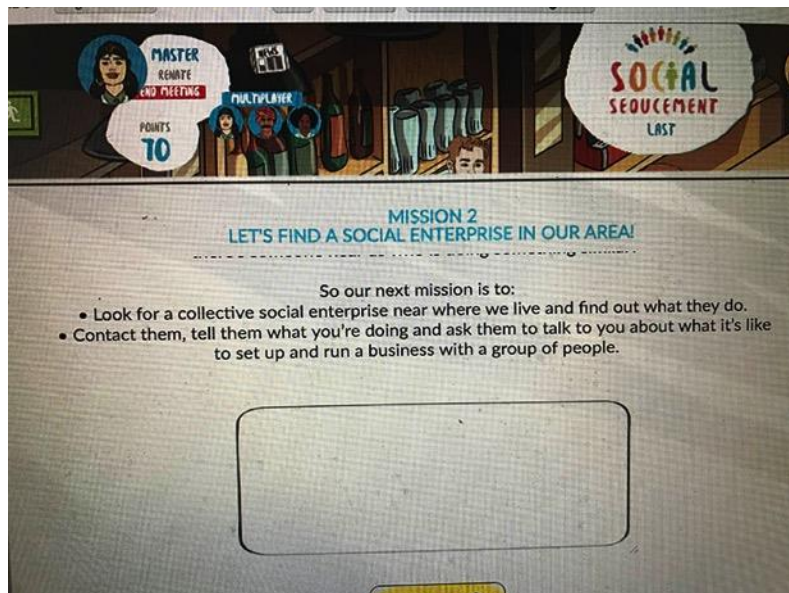


The training material to be discussed in the NEWS (THE STORIES) is useful to stimulate the imagination of the players, to let them enter the social enterprise context. The STORIES are very different, all interesting and are a mirror of the multiple realities of social enterprise in Europe. They are numerous and can be used in many parts of the game. They are assigned to different themes of the BMC. If you see that the PLAYERS enjoy the STORIES you certainly can propose to read more than one and at least maybe they also want to read the STORY more than once. We advise the facilitator / MASTER to read them before starting the game in order to better manage the discussion. You find them in ANNEX

After reading and discussing one or more stories (each STORY will assign some POINTS !!!!) the MASTER may propose to the group to begin to speculate whether to try to make a social enterprise.

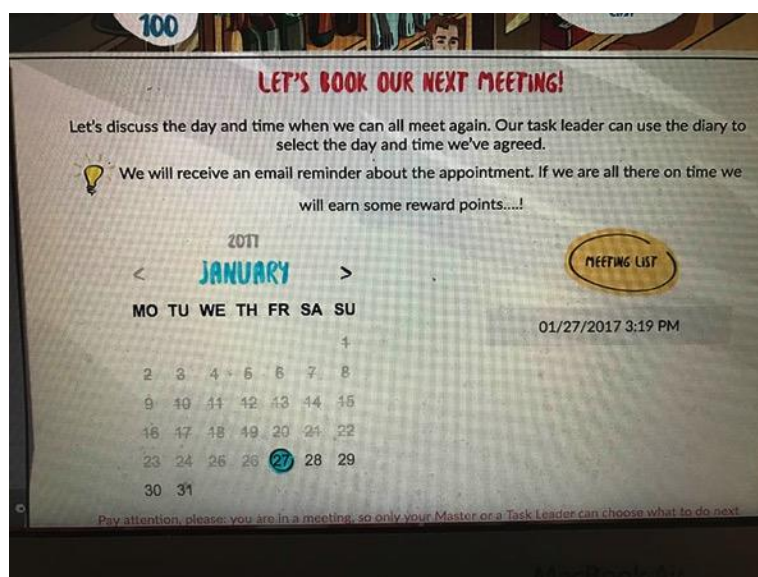
The MISSION 2 incites players to look at the place they live one or more social

enterprises...



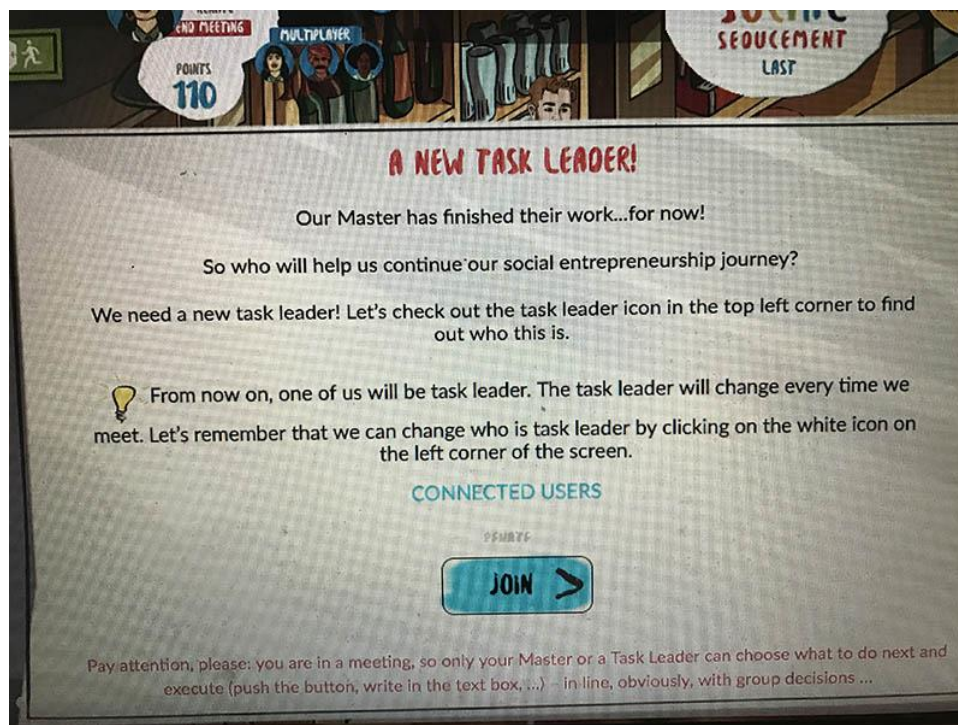
It is similar to the MISSION 1: players have to think, they can use the Internet or they can do a real research in the place they live. They bring their experience in the group and the MASTER or the TASK LEADER writes on the BLACKBOARD.

But maybe it's time to look for a FREE SPACE IN OFFICES to make a *first project meeting together*. It's time to decide when to schedule the meeting. After the group has discussed, the MASTER or TASK LEADER sets the date of the meeting on the Calendar.



CAUTION: There are collective and individual QUIZZES. Players must exit and enter again to make the individual QUIZ "Team Working Skills Assessment" if it is not already done.

The next meeting will have a new TASK LEADER that will be one of the PLAYERS chosen by the system. The TASK LEADER will guide the game and fix on BLACKBOARD the decisions taken. Each new TASK LEADER makes the players earn points !!!!



So now it's time to go to the WAREHOUSE because there is a free space for an OFFICE. And at this moment there is the BLACKBOARD that will be from now on an important tool of the game.



Before you enter the space, the system will propose to be inspired again by some Stories that will be on the icon NEWS. Working on it together, players will collect new points.

Going into OFFICE/WORKSPACE, the system will also propose to exercise collectively with some QUIZZES.

The MASTER / facilitator will find all the QUIZZES in ANNEX!

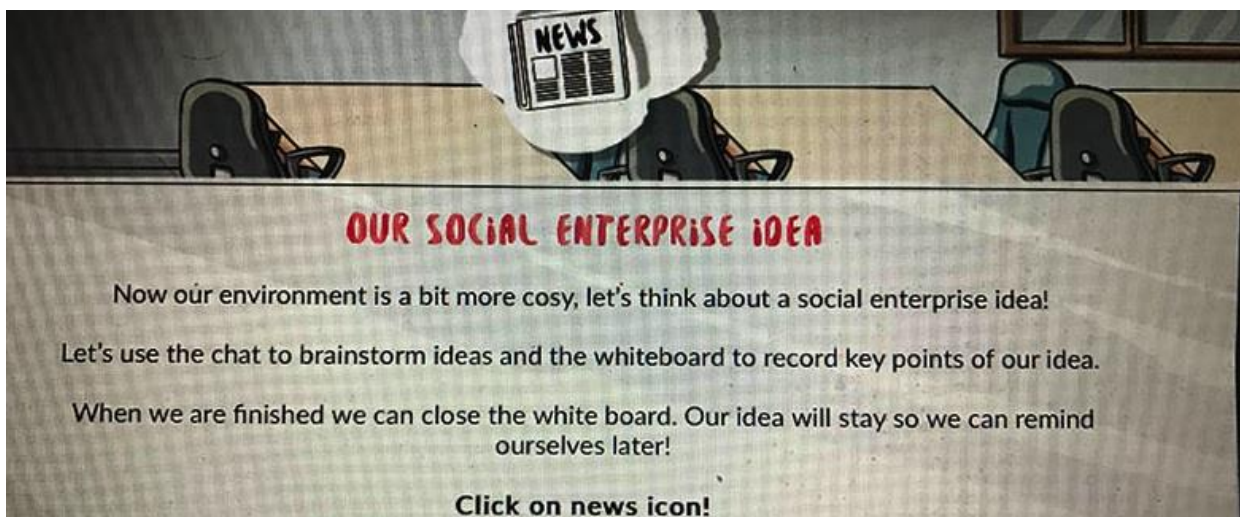
It is also important to remember that the MASTER / Facilitator will continue to follow the game for all the duration even after it has been named the TASK LEADER. The function of Facilitator is to enrich the work of the players. The players can still call the Facilitator / MASTER through the appropriate button "Call the MASTER."

Well, we will follow step by step until you will be more confident and let the system guides you and / or you will be exercised enough with friends before dealing with your players another piece of road.

At this point the players have collected a lot of POINTS and they can start to furnish the OFFICE.

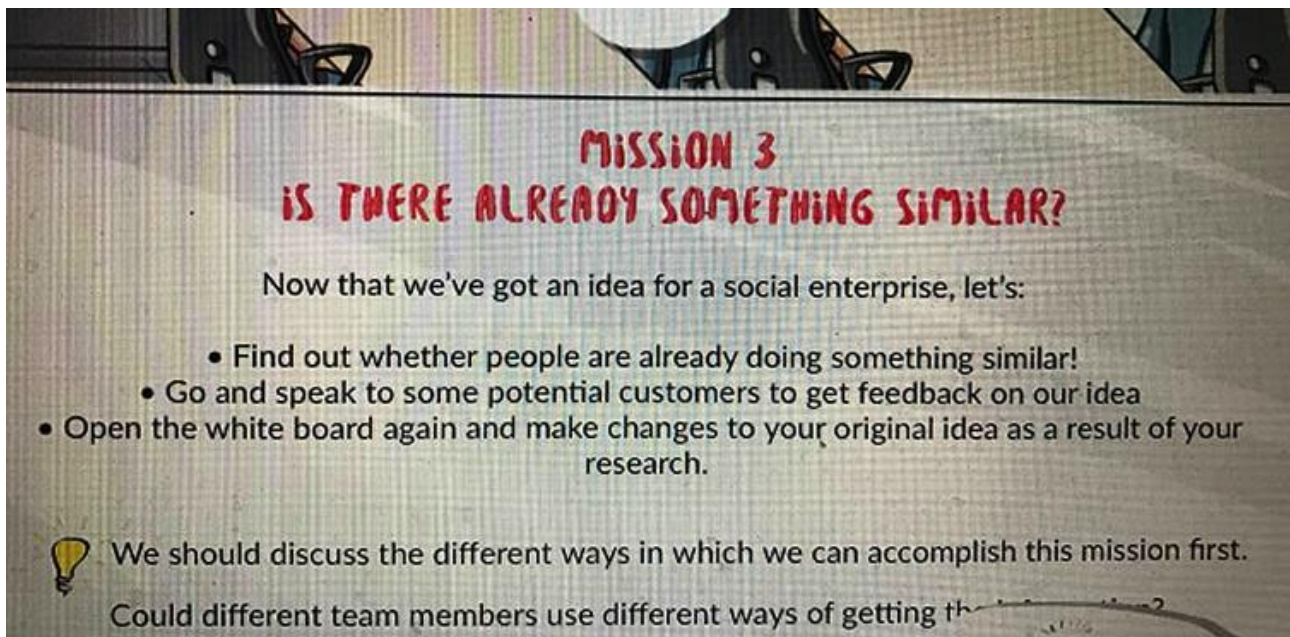


Players will find several pieces of FURNITURE or other tools and discussing with the CHAT will furnish the office. It's time to get to work. *What is our idea of social enterprise?*



Now begins the social enterprise design work that we imagine. After reading and discussing different STORIES, players will be able to pin on BLACKBOARD an idea.

But before let's see if someone else has already had the same idea, if there is something similar. And here is the MISSION 3



Players are gradually asked more work for discussion and processing in group. The group must be exercised, must devise methods of work and discussion, learn to let talk / chat, collect good ideas and transcribe them and, most important event, adjust the ideas if subsequent checks teach new things. Could be critical moments to which it is good to assist (to intervene if necessary) even if the MASTER is not called.

Obviously, at the end of the task they gain points.

At this point the group which continues to answer the QUIZ, read STORIES to use the external teaching materials as well as the glossary, is ready for BUSINESS MODEL CANVAS:














Attached you will find a lot of material on the Business Model Canvas. You, as a MASTER can also practice here: <https://canvanizer.com> Every good idea starts with a blank sheet !!!!

And here's the classic board who all of you may know and have used!

The Business Model Canvas

Designed for: _____ Designed by: _____

One: _____ Iteration: _____

Key Partners  Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform? Key Partners: _____ Key Resources: _____ Key Activities: _____	Key Activities  What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams? Key Activities: _____ Key Resources: _____ Key Partners: _____	Value Propositions  What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying? Value Propositions: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____	Customer Relationships  What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they? Customer Relationships: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____	Customer Segments  For whom are we creating value? Who are our most important customers? Key Segments: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____
Key Resources  What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams? Key Resources: _____ Key Activities: _____ Key Partners: _____		Channels  Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines? Channels: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____		
Cost Structure  What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive? Key Costs: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____		Revenue Streams  For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues? Revenue Streams: _____ Key Resources: _____ Key Activities: _____ Key Partners: _____		

www.businessmodelgeneration.com

In Social Seducement we organized the work in a little bit different way.

Clicking on the icon will appear the 3 THEMES or chunks in which you can group items of the BMC.

The FIRST THEME includes the value offered, the customer segment and the revenue

streams.

The SECOND THEME deals with the relationship with customers and distribution channels.

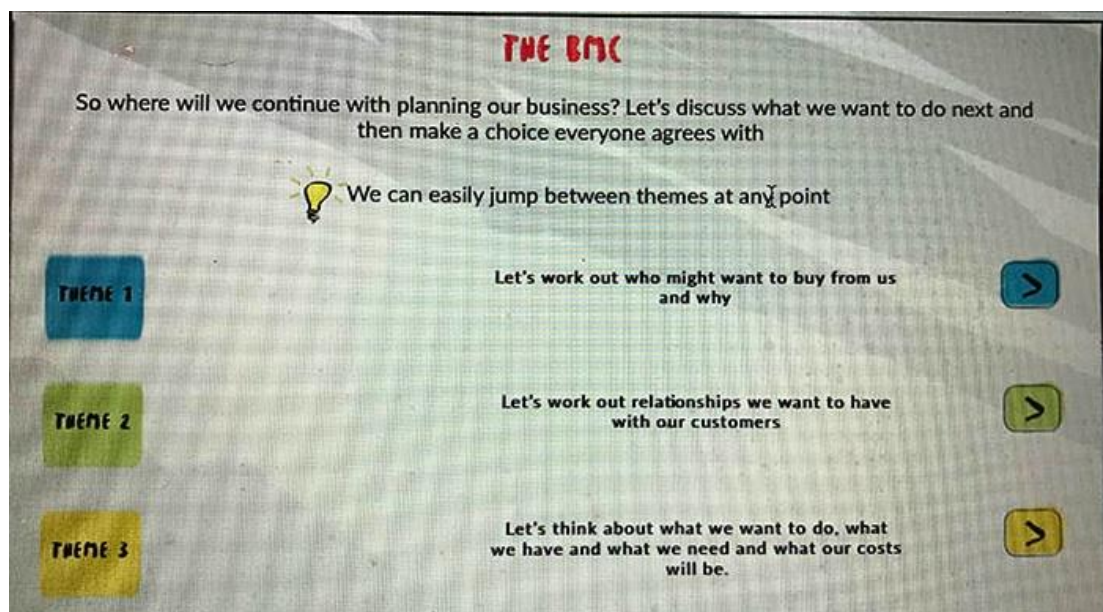
The THIRD THEME is the main activity, the resources that are used, the main partners with whom we want to work, and the cost structure.

The game will guide the players through the model BMC and the issues, topics and themes with questions that help to develop the various themes. Each THEME has its assigned STORIES.

In addition there are also MISSION 4 and 5 to complete.

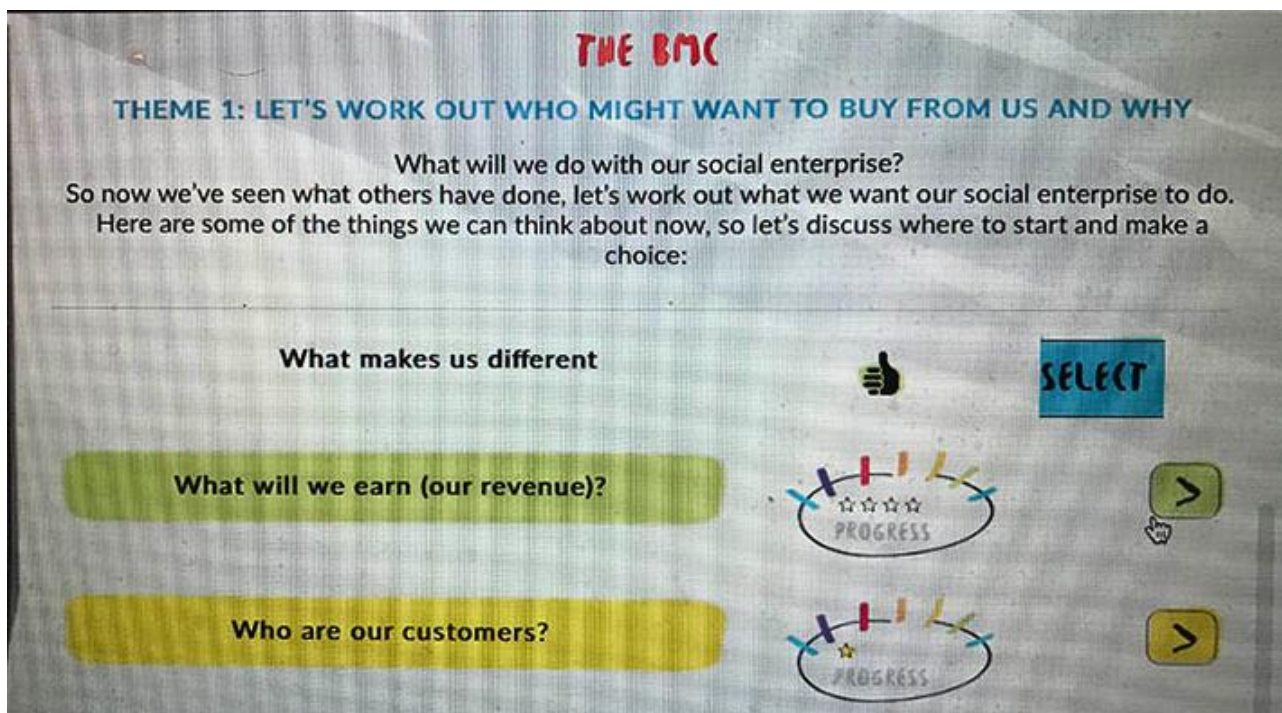
Players can begin with any THEME and change if they are not sure.

The facilitator will find the questions attached.



Here we present some examples of work:

The THEME nr 1 one wonders who might buy the product / service that players want to develop and why. Players will have to think and describe (on the BLACKBOARD) on the value of the product / service, the type of customers affected and how many streams these customer segments are capable of generate.



The questions are real tasks, partly closed and partly players, with the help of the whiteboard (TASK LEADER write here!!!!), should describe in detail their ideas. They will always use the STORIES and other educational materials.

Below is an example of pre-built questions.

WHO ARE OUR CUSTOMERS?

So now we've seen what others have done, let's work out what we want our social enterprise to do.

Here are some of the things we can think about now, so let's discuss where to start and make a choice:

Where do our customers live?	TICK ALL THAT APPLY	LIKELY TO PAY	LIKELY TO BENEFIT BUT NOT PAY
Your neighbouhood / community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAVE

Players are motivated to take decisions. But if they want to change their decisions they always can do it.

The BLACKBOARD collects the ideas that result as the group progresses stimulated exercises by the tasks.

The method is the PROGRESSIVE PROBLEM SOLVING. Progressively “wrong” ideas are discarded because step by step players acquire elements that enrich the design, correct the initial ideas. Without realizing it they will learn to design and to plan. Each design in fact requires progressive adjustments.

Such as through the MISSION 4 that brings the players in direct contact with potential clients and allows them to print a flyer.

MISSION 4
LET'S DO SOME MARKET RESEARCH.

Let's think of some questions we want to ask our customers. We can use the Mission panel to record them!


- Where could we now go to find out whether people might buy from us? Let's use the Mission panel to write down some places to go, then decide who will go where.
- Go and speak to the customers we have identified and write down the answers.

💡 We should discuss the different ways in which we can accomplish this mission first.

MISSION 4
LET'S DO SOME MARKET RESEARCH.

Now that we have more of an idea about our values and customers, let's go and talk to some local people about our business idea!

Here are some ideas about how we could do this:

- Let's look at our work so far.
- Let's download a flyer explaining to people : 

o who we are
o what makes us unique
o what we're selling

Pay attention, please: you are in a meeting, so only your Master or a Task Leader can choose what to do next and execute (push the button, write in the text box, ...) – in line, obviously, with group decisions ...

More and more the players jump from the ideas to the real life. They are starting to put their real face on their ideas.

The CONFLICTS can/should be part of the process. We feel positive if they occur. Of course, players couldn't be able to manage themselves. In this case the facilitator plays a very important task. You must have the opportunity to learn about the different positions, the attitudes that led to the conflict in order to contribute, in order to accompany the players to dissolve it positively and to continue the work. For this reason it is very important that the CHAT is frequently used. With the CHAT you will be able to trace the

development of the conflict even if you were not present when it happened.

In our opinion the possible occurrence of CONFLICTS will increase with the progress of the design because it will become more clear that players will be working on a real feasibility and questions to answer TOGETHER on BLACKBOARD will become more detailed and difficult:

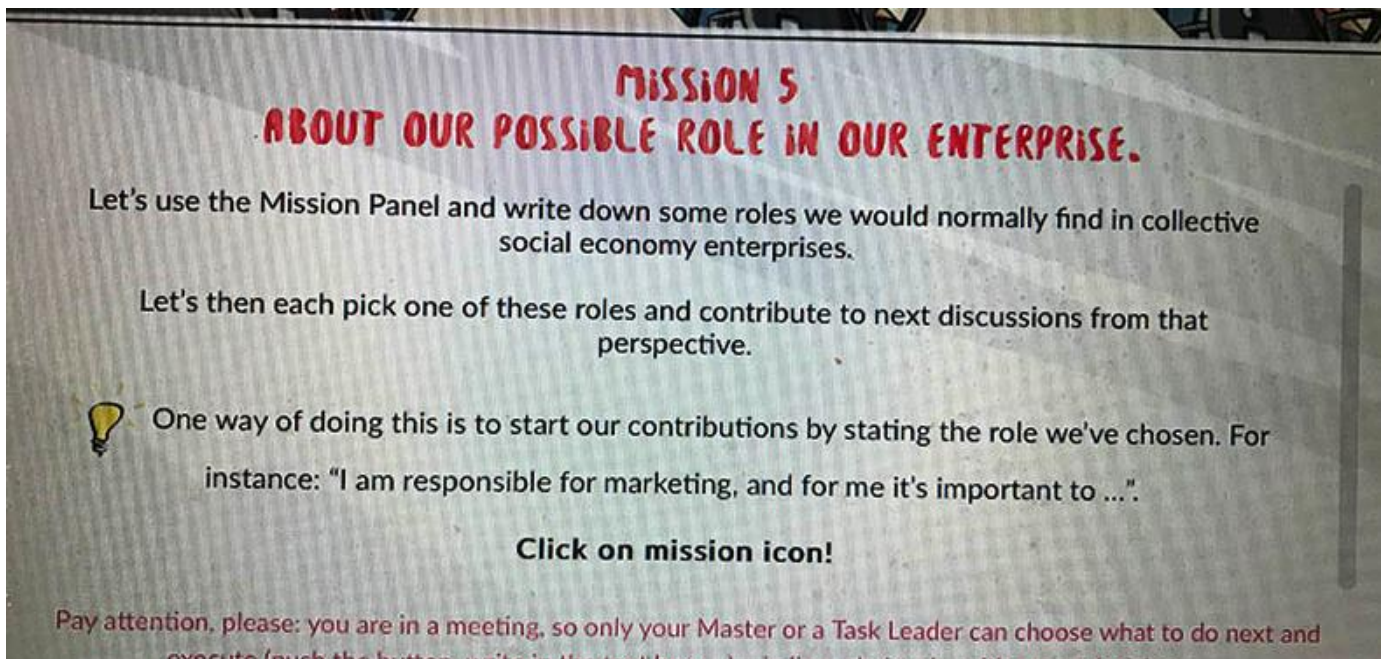


The DIFFERENCES between players will emerge (some are faster, more determined, and some have more fear, and there are also different views on how to handle the different business segments). It becomes important to work on TASKS and ROLES in the future social enterprise.

The BMC stimulates the aspiring social entrepreneurs to be consistent, to acquire an overview and each step requires group feedback.

Dear facilitator / MASTER: players must be comfortable, they must also have fun !!!!

The MISSION 5 (in the THEMA 3) asks players to think and plan the ROLES and TASKS:



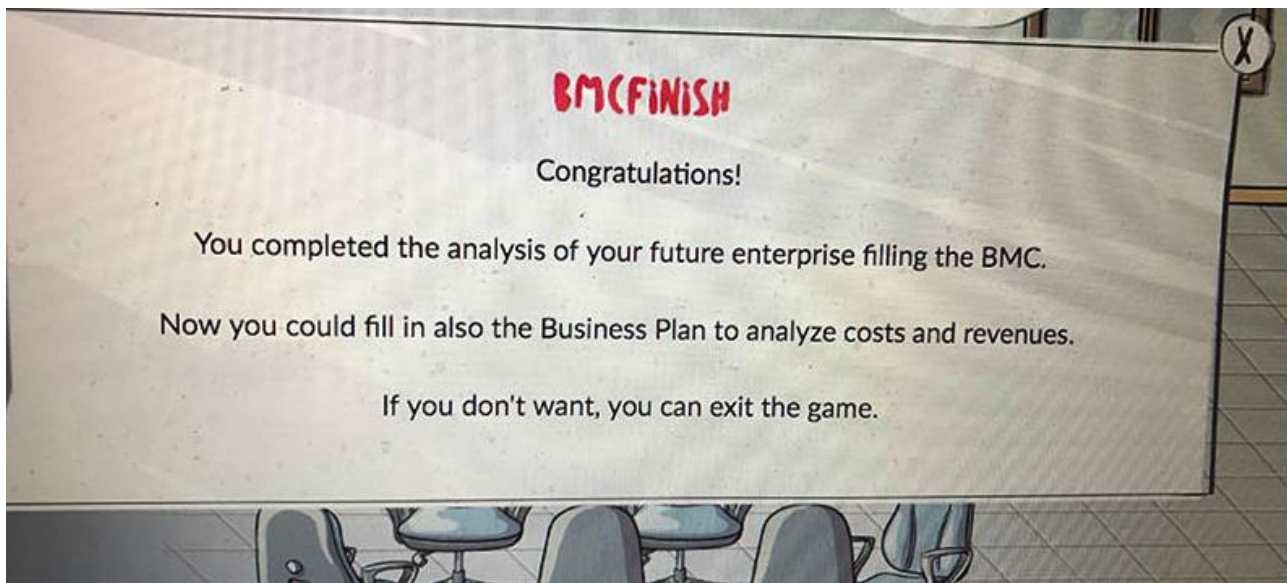
The work on the three topics/THEMES of the BMC is complex but in our opinion, accompanied by STORIES, QUIZZES and all other materials is able to accompany a group of people in the design of a REAL PLAN.

Take your time, go back as often as you need, help players to discuss, to feel more confident and more tempted to write a feasibility plan.

Of course, there will be those who want to give up, who gets tired.. ***Remember - and remember to players - that the aim of the game - it's a game, a simulation - is to be exercised to avoid too many mistakes that hurt in real life.***

It's important that players will participate for their expressed will. Become a social entrepreneur can never be an obligation. The game wants to help people to take responsibility, develop creative thinking, design capability and working together.

The work on the BMC ends with the following message:



The BMC can be printed and obviously the group can use it to better plan their game.

At the end the message gives the opportunity to work even on a REAL BUSINESS PLAN. Obviously people have to be determined to proceed, to realize the business model they have thought.

The themes and the elaboration of the BUSINESS PLAN are complex because we need to get to REAL NUMBERS. However we are convinced that those who have thoroughly worked on the BMC can succeed, with patience and advices, to develop their own business plan.

This plan will become not only an important tool to obtain the necessary credits or contributions available in all European countries. A good business plan also serves to control the company's performance and to do corrections before it is too late.

In order to be an important tool for a company - and in particular for a social enterprise - it is essential that the BUSINESS PLAN should be written by the entrepreneurs (also by the social entrepreneurs!!!!). In this way they just do not underestimate the complexity of what they are starting.

Well, we hope that this small guide and attachments will be a help for the Facilitators of Social Seducement to do a good work and do it with style.

Among the questionnaires that players will answer there are also some that will evaluate your work.

FAQ – Frequently Asked Questions

Dear Facilitator,

In this section you will find the main questions/difficulties that came up playing the game during the piloting phase.

We collected them in the hope to help you to get familiar to the tool.

An example of what can happen in the beginning and how it was solved:

I've now got all the students playing games, but for some of them it took about 3 attempts at sending them an invite to the game before they received it. So I'd recommend asking players to let you know once they have received the invite and logged in and if they don't receive an email (it should be instant). If they haven't received the invite, go back into 'Manage the game' and delete that person's email from the list, save and then add the email address again and save. It did work eventually for everyone.

Also, some players got confused at the point of logging in because they didn't have a password so I told them this and they could then work it out:

Once you receive your email invite to join the game, you need to click on the link, put in your email address and click on forgot password. Then you should receive an email with a new password (type it in directly, don't copy and paste it), you can then login with this and set up your username etc... hope this works OK, any problems, let me know,

Also, a reminder that Google Chrome is the preferred browser for playing the game.

Why don't I see well on my screen all the parts of the game?

It's because you aren't using the Chrome browser and the right screen solution (zoom at 100%)

What can I do if the system doesn't accept the password telling me that Username and/or Password are invalid?

Please try to write the password directly; don't use copy and paste. Sometimes other characters are copied and therefore the system is not able to recognize the player

What can be done if the game seems to be blocked?

You may press the browser bottom to recharge the page

How long does the game last?

The game may last as much time as the Master and the players want. Once you

started and opened a game the group can fix as many meetings as they like and the time for a meeting depends from the will of the group. We suggest 1 hour (maybe and a half) for each section. When all the participants are disconnected the section is finished and another section has to be opened (everybody may open a section).

What to do if all the players are not present on the agreed appointment, we can play?

Yes, you may play. The system will choose the TASK LEADER among those that are there. Only in the first section all the players have to wait that everybody choose the AVATAR.

May I add a new player after some sections already played?

Yes you can add a player inside the managing the game function.

Players who have not participated in a section can retrieve the previous section?

They cannot start where they left but they can see the decisions taken by the group previously and they also can open the stories and quizzes already done by the group.

All the group can get back?

No, and if you think well it would be useless. The discussions have been done, all the pop-ups are no more actual. But certainly all the decisions always can be changed and corrected.

How I add teaching materials or videos?

Up to this moment the only way to add materials or videos is to ask to the team of developers.

From the single player function how I return to collective game?

If there is a meeting going on or at least fixed you can join it directly

How can I go from the multi player status to the single player?

All the players have to logout and close the section in multi player, then they can develop their single task and reconnect to a new meeting scheduled. Each player is different with a different Internet connection and a different game rhythm. You are not able to preview how much time he may need to finish the task. Therefore we suggest to complete the single tasks "at home" in between one and another section of the game.

ANNEX 1 – The Facilitator Competence Portfolio

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
Social Economy and Social Entrepreneurship	To know and understand what makes SE identity	The definition of social economy and social entrepreneurship	To put into action the SE values and principles and to integrate them in the Social Seducement organisational practices and business model	Consistency and coherence
		Key principles of the social economy and social economy principles	To relay the SE values and principles within the Social Seducement game in order to raise a shared vision on organisational identity	Appreciation for collective entrepreneurial processes and decision making
	To reconcile social, economic and socio-political objectives of SE in a coherent business model	The multiple-goals nature of a Social Enterprise	To develop a solid and coherent Social Business Plan (demonstration of the quality of the project, preliminary study of the value chain to assess the project's feasibility, financial plan, etc.)	Imagination/creativity and pragmatism/realism
		The tensions/dilemmas that can be caused by those multiple goals	To understand the articulation between those possible competing goals and to develop a strategy that can sustain and balance the SEs' multiple goals	Consistency, coherence
		The possible legal and organisational forms and structures available for SEs	To account for the SE's actions regarding the various objectives (accountability)	
		The required steps to launch a social economy enterprise	To understand the difficulties, the strategic advantages and the implications (e.g. in terms of management and governance prescriptions) of different legal options / organisational models	Constant questioning and lifelong learning to continuously improve the managerial aspects
			To define the mission and the scope of the activities	Polyvalence
			To exploit market opportunities and to develop products	Wakening, creativity
			To manage the interface between the SE's various needs (HR, material means, etc.)	
			To conduct and manage change (growth, activity)	

			diversification, environment changes, scaling up, etc.)	
			To implement the required steps to launch a Social Business	
			To manage various tasks and to manage time and priorities	
			To develop a strategy in a short, medium and long term	
Relational, cultural and social competences	To manage group dynamics and behaviours	Typical behaviours that occur in groups in learning processes	To actively listen and argue	Respect for different opinions, points of view and backgrounds
			To communicate esteem and confidence	Without blaming (e.g. when correcting mistakes and offering feedback)
			To manage conflicts	Neutrality on content of business proposition whilst exercising a value judgement on the quality of the business plan
			To encourage participation by all (balanced participation)	
			To encourage group dialogue	
			To provide a structure and process for group work	
			To encourage different points of view	
			To record, organise and summarise input from group members	
			To support the formation of group consensus	
			To encourage the group to self-evaluate	
			To harness difference for the common good	
			To protect group members and their ideas from attack	
	To understand disadvantage	About working with people with (multiple) disadvantages	To increase risk capacities among Social Seducement learners	Understanding, listening, patience, respect of diversity, Open-mindedness
		Empowerment processes and collective decision making	To motivate in case of fear and despair	Leadership with empathy, charisma, team building
	To appreciate the importance of the creative expression of ideas,	The difference between a dialogue and a debate, the setting up of a safe and open environment for	To allow learners to speak from their own experiences	Transparency, justice, fairness, ethics

	experiences and emotions	working	To facilitate sharing and mutual understanding, towards establishment of common ground To capitalize on differences among group members for the common good	Cooperation
	To know adult learning processes and how to evaluate learning	Some methods and concepts for assessing learning outcomes learning (level 3 and above)	To assess the quality of a range of data and draw conclusions about tis quality learning (level 4 and above) To encourage the group to evaluate its own progress and development	Critical thinking, transparency, integrity
ICT for learning and gamification	To know the fundamentals of ICT literacy (Level 3 and above)	How to use a computer and how to get online (main computer applications)	To search, collect and process information and use it in a critical and systematic way To use computer applications to produce, present and understand complex information	Critical thinking, creativity, reflective attitude Responsibility and creativity
	To be able to use Social Network environments (Level 2 and above)	About the most common online communication and social networking technologies and their purposes	To communicate via social network environments such as facebook, twitter, youtube, slideshare, skype To manage group discussions	Positive attitude towards ICTs and online communication Creativity, transparency, positivity
	To know the basics of online role play games (Level 1 and above)	Basic principles of online RPG	To learn, understand and operate in a serious game environment To motivate and engage learners	Cooperation, transparency, creativity, polyvalence Leadership with empathy
			To record, organize, and summarize input from group members	Organisation, pragmatism
			To move the group through stages of group decision making and consensus	Team building
			To encourage the group to evaluate its own progress and development	Responsibility and critical thinking

ANNEX 2 – Guide on the SocialPlaNet game learning model

You can access the guide on the SocialPlaNet learning model here:

<http://www.socialseducement.net/outputs>

ANNEX 3 – The stories supporting the game learning

Scene story becomes available: 4.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: BIKEWORKS: How a social need became a business idea

Text Box 1:

Context:

Bikeworks is a social enterprise established in London in 2006 by three friends, Zoe, Jim and Dave. Its goal is to help empower people through community cycling programmes. Bikeworks community programmes are paid for by the money made from selling cycling services to other Bikeworks customers.

Currently Bikeworks employs around 26 staff full time, with about 30 freelancers working at its 3 training centres, its 3 disability centres, and a Head Office. Zoe, Jim and Dave are 'social entrepreneurs' who shared a vision of a new way to work: they make money but they also improve peoples' lives by giving them community cycling opportunities.

In what ways do you think Bikeworks tries to help empower people through cycling?

**Can you think of ways that you would like to help improve people's lives?
Jot down any thoughts or ideas you have while you read through this story**

Text Box 2:

Problems:

In London more and more people are using bikes for travel to work and leisure. As a result, companies selling bike-related services are increasing. However, these services can be expensive, and so some groups of people may not be able to afford to cycle. Also, some people may feel that cycling is only for fit, young people and so may feel self-conscious about trying cycling out.

At the same time, some young people and disabled people struggle to get good quality jobs in London, especially if they didn't get good qualifications at school.

Finally, as cycling becomes more popular, there is a need for people to learn how to fix and maintain their bikes. There is also a problem with people throwing away old bike parts, adding to environmental waste.

Zoe, Jim and Dave wanted to help people to become more employable, and to increase cycling as a means of transport for everyone. They especially wanted to help people with disabilities build skills for work and take up cycling. They also wanted to reduce the environmental waste created by cycling.

Do you know of a work or leisure activity that certain social groups struggle to get access to? Do you know of something that creates waste that could be made useful instead?

What might you do to help solve these problems? Don't worry if you can't think of anything yet. Keep on reading!

Text Box 3

Solution:

Zoe, Jim and Dave set up Bikeworks to provide different services and programmes tailored to what people can afford. They sell cycling services, like bike repairs, bike maintenance courses and cycle training, to those who can pay for them, and provide cycling activities to those who cannot.

They create employment, help disabled people to become more mobile and independent, and encourage recycling of bikes and bike parts. Bikeworks also recycles old bike parts into other objects like ornaments and household items. All these things are positive and in the community's interest.

How did Zoe, Jim and Dave make the idea of Bikeworks a reality?

Zoe, one of the creators of Bikeworks, studied 'Social Enterprise' at university and also worked in charities for many years. Although she didn't realise it at the time, her main piece of work for her studies would one day become the basis of Bikeworks. Jim used to run a bike hire company. Although he didn't know it then, the expertise he was building up working with bikes would be key to his contribution to forming Bikeworks. By coincidence, at the same time Dave was having a similar cycling social enterprise idea in the same part of London. Dave also had experience in raising money for running charities.

When Zoe, Jim and Dave got together and discussed their ideas, they started to make a business plan, and so Bikeworks began. Three people with different backgrounds but one shared idea came up with a plan to turn that idea into reality and success. Bikeworks' current success relies on money earned by selling cycling services. Bikeworks also gets money from other sources (such as private donations to a good cause or local government funding). With this money Bikeworks can then give community cycling programmes to those in need. These people might not otherwise be able to join in with cycling. This makes a positive and lasting impact on their lives. The dream has become a reality.

The structure they chose in law to regulate Bikeworks is the Community Interest Company. However, other legal structures exist. It is important to choose the structure that fits best with the commercial and community goals of your business.

What type of businesses do you know that are growing in popularity? What needs do people have that are not being met?

What kind of business could you start up that could bring in income from paying customers, and help you solve the social needs you've identified?

Don't forget to write down any ideas you may have! You can chat with your group later about ideas for your collective social enterprise.

Scene story becomes available: 4.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: CopAPS: Improving disabled people's lives through social enterprise

Text Box 1:

Context:

CopAPS is a social co-operative enterprise founded in 1979 by families and caregivers of disabled people. It is based in Sasso Marconi, a small town located seventeen kilometres south of Bologna in Italy.

CopAPS runs a weekend trattoria (café) in northern Italy. It caters mostly to families taking a day trip from Bologna, as it is located just outside the city. Here you can enjoy delicious, fresh, handmade food that is produced and served by people who have disabilities, such as Downs Syndrome.

To enable people with disabilities to get involved in the running of CopAPS, it runs life skills training programmes for about twenty people with disabilities. This prepares people for employment but also teaches them wider topics, like landscape gardening and caring for the environment.

To pay for these programmes, CopAPS runs a highly successful horticultural business, growing and selling more than 120,000 plants a year, including medicinal herbs. It also provides large scale gardening services to people like the local council, to maintain public outdoor spaces (parks, cemeteries, and so on).

In the early days, CopAPS was run by professional caregivers (i.e. people who are paid to provide care as their job). However, over time this changed to include parents and families as co-operative members with shared control in the design and delivery of its programmes and activities

Why do you think these families decided to set up CopAPS?

What sort of social needs does the business meet?

Why do you think it was important for parents and families to get involved in the running of CopAPS?

Read on to find out more!

Text Box 2:

Problems:

Parents and caregivers of people with disabilities found existing government programmes of care were not good enough. Disabled people were segregated from the rest of society, with poor access to education and work and with no say in what they did or how social care was provided.

Parents and caregivers became frustrated with what was on offer and wanted to improve the lives of family members and those they cared for. They were convinced that if they could take greater control over the kind of care being given to people with disabilities, and the way in which that care was being provided, life for disabled people would improve.

A parent and caregiver movement emerged, and from this basis CopAPS was formed in 1979. To run its training programmes for people with disabilities, CopAPS had to keep generating money to pay for them.

Initially both its commercial activities (making and selling food, growing and selling plants, and providing park and landscape gardening services to councils) and its social programmes (providing training, employment and life skills to people with disabilities focussed on food production and gardening and care for the environment) were designed and delivered largely by the professional caregivers. However, this did not give the parents and families involved the increased control they desired. It also meant CopAPS lost out on a valuable workforce (the parents and families of those in their care).

Are you aware of similar problems that you could help solve?

Why do you think it was important for families to be involved in CopAPS?

In what ways do you think life improved for disabled people as a result of CopAPS?

Text Box 3:

Solutions:

The parents and families of disabled people put pressure on their local government to allow them greater control in the care of their family members with disabilities. They proposed an 'upstart' model for CopAPS, in which parents and families would be contracted to run CopAPS programmes as well as the professional caregivers. After some resistance, the local government agreed. As a result, CopAPS has grown and continues to operate successfully over thirty years later.

Today CopAPS produces money from three main sources: the fees paid by the families of participants in its programmes; the sale of plants and other products like food in the café to its customers; and the receipt of payments for large public contracts from the local government (for jobs like refitting public spaces so disabled people can get into them more easily, and providing large scale gardening services to the local council to care for outdoor parks and spaces). The income from these pays for CopAPS running costs, and, on top of this, it pays for the training programmes to improve the skills, quality of life and

employment outcomes for people with disabilities.

How does CopAPS meet social needs through running its business? <

What other social groups might benefit from organisations like CopAPS?

Jot down any ideas you have for a social enterprise that you can chat with your group about.

Scene story becomes available: 4.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: EMMAUS: Bringing commercial skills to a social enterprise

Text Box 1:

Context:

Emmaus began in France and now operates internationally. Emmaus is a federation which means it is a group made up of individual organisations or 'communities', each operating in their own right. Emmaus St Albans is a successful example of one of these organisations. There are many other Emmaus communities across the UK.

Emmaus's social purpose is to support homeless people. It achieves this by collecting unwanted furniture and other goods from people's homes and delivering them to Emmaus shops for sale. The profit this makes is used to house homeless people in an Emmaus community, and provide them with social assistance. Residents (known as 'companions') can train and get valuable work experience in both the furniture business, and in the residential social care.

The present Director came to Emmaus as a volunteer and later became the Chief Executive. Coming from a strong business background, he brought commercial experience to this social enterprise. The Director is involved at a national, Federation level, and can influence governance and financial decision-making. Emmaus residents also act as representatives at all levels.

Text Box 2:

Problem:

Whilst we all need a job to earn a living, to feel content we may want more from life than just money. We may want to do something for society. This was the case with the current director of Emmaus. He left his commercial job and joined Emmaus, initially as a volunteer. He subsequently become the Chief Executive (director) so he could apply his business skills to the positive cause of helping those faced with homelessness.

Can we have a job in which we can make money and at the same time give something back to society or are business and caring opposed to each other?

Can an existing charity be turned into a 'social business', or is it better to start from scratch?

Why did the director of Emmaus St Albans succeed in this case do you think?

What skills and experience do you have that could be transferred to work in a social enterprise?

Text Box 3:

Solution:

By stepping into an established organisation, the director benefited from Emmaus's existing activities with people experiencing homelessness, and its relationships with local people (donors). The new director, having already been a volunteer, had a good understanding of people's needs and a clear commitment to the social aims of Emmaus. What he brought that was new was business sense.

With this he was able to create a more profitable furniture collection, delivery and retail business. Greater profits mean greater autonomy (not relying on cash donations) and greater sustainability (Emmaus St Albans can continue long into the future).

Key to running a successful socially-minded business is having a combination of understanding of people's needs, and also understanding how a business runs and key commercial principles. The director's management skills enabled him to get everyone on board with the proposed changes, by showing staff and residents how profit could be used to enhance and expand the social care provided to those most in need. Making money and caring for others do not have to be at odds with one another.

How might you use the different skills and experiences of your group to develop your business idea?

Can you think of other examples of enterprises that make money and benefit society? Make a note of any ideas you get along the way.

Scene story becomes available: 6.2

Story title: Postmodernissimo: The case of a cooperative in Perugia regenerating an old cinema through a community cooperative

“POSTMODERNISSIMO: More than a cinema it’s an idea of society”

Text Box 1:

Context:

In the 1930s Perugia was a wealthy industrial town in rural Italy. Its wealth was based on a successful chocolate industry established by a local entrepreneurial woman. The chocolate factory brought jobs and spending money to Perugia, and a local family built a beautiful cinema called Carmine for people to enjoy in their time off work. Sadly, by 2000, as part of the general decline in regional cinemas, Carmine closed down. Perugia was also hit by youth unemployment and associated problems like drug misuse. In 2013, four young men were without paid work but had lots of ideas, skills and energy. They decided to do something to stop this inner city decline. They established a co-operative of ‘social shareholders’ who would give funds and skills to re-create the famous old cinema, Carmine, into Postmodernissimo - an important cultural centre and an icon of inner city pride.

Text Box 2:

Problem:

Carmine was a beautiful old cinema with enormous popular appeal, but in 2000, it was in a bad state of repair. 300,000 Euros was needed to restore the building and buy furniture to make it useable again.

How could this large sum of money be raised by only four young men, who were not in paid work? Maybe they could appeal to the public’s love of the old building? But how would they reach enough people and build a community of support for Carmine? Could the public actually ‘own’ Carmine, from the start to the finish of her regeneration?

If you were in this position, how would you get people involved in regenerating the cinema?

Text Box 3:

Solution:

The four young men set up a ‘crowdfunding campaign’ (a campaign to raise money, using an internet platform). They created a cooperative with more than 50 financial members (shareholders), who could pay in 100 to 5000 Euros each as an investment. This campaign for ‘social shareholding’ is ongoing.

More than 700 other people made donations (gifts), ranging from 10 to 1000 Euros. The Postmodernissimo Facebook page has over 8200 fans, who support the project and

participate in its events. Digital (online) communication with the people and institutions (organisations) of Perugia town was vital to the success of the project.

The four young men leading the project held regular press conferences (meetings with journalists from the newspapers) to keep the public continually up to date on the work and on the way it was being run and financed. They asked the people of Perugia to get on board and actually 'own' the project. Many citizens of the town got directly involved and a cooperative organisation was established.

As a co-operative and a 'social shareholding', members all shared in the project's planning, its governance (leadership) and its risk (the things that can go wrong if things don't go to plan, like losing some money). They also of course shared in its benefit – in the continual use of this beautiful space – as do all the people of Perugia including families and children.

This demonstrated the popularity and commitment to the cooperative, and therefore its strength which was appealing to banks and regional government. It reassured investors (people who put money into the cinema) that the project was a good one, and so they loaned money towards it.

Today Postmodernissimo is a highly active cultural space in Perugia town. It is multicultural. Everybody can use it and identify with it (feel that they belong). In other words, Postmodernissimo is a 'cultural asset' (assets are not just financial/money) and it belongs to everyone. The people of Perugia literally 'own' Carmine.

The four entrepreneurs who drove the creation of Postmodernissimo did something different to the usual private ownership of a business. Instead of working on their own, they worked with the people to create something for the people: a regenerated beautiful old cinema that is also a community asset and its proud heritage. As one participant explained, "More than a cinema, it's an idea of society".

To learn more, visit www.postmodernissimo.com

How was a community of support created for Carmine?

How might they continue communities' involvement in the future of Carmine?

Do you know of other campaigns like this? How might you get support from communities, media and government for your ideas?

What are the benefits and disadvantages of having a co-operative social enterprise do you think?

Do you know other examples of co-operative businesses? Is this how you might set up a social enterprise?

Keep any notes so you can look at them later as you plan your social enterprise.

Scene story becomes available: 6.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: RETURUM: Setting up the structure of a social enterprise

Text Box 1:

Context:

Returum is a Social Enterprise that sells second-hand goods at the same time as providing employment and skills training for unemployed people. It is based in Mölndal (near Gothenburg), Sweden and was started through two groups of people coming together. The first was a group of unemployed people and the second was a second-hand business.

The Swedish Unemployment Agency had asked Coompanion, the national specialists in collective social entrepreneurship, to train and support unemployed people to become social entrepreneurs. Whilst on the course, groups of people formed around similar interests, complementary skills and experiences. A second-hand business, governed by the City of Mölndal, knew there were more opportunities to do business in the second-hand market and they wanted to support unemployed people back into jobs.

They approached Coompanion who introduced them to the unemployed people interested in social enterprise and Returum was created. Returum now has four paid staff members, employed with support from the City and the unemployment agency. Two more people are in training and two are volunteers.

Text Box 2:

Problem:

The unemployed entrepreneurs lacked experience in governance. In order to register and run Returum, they needed knowledge and skills in setting up and managing a business. Also, laws in Sweden meant that because of the entrepreneurs' backgrounds, they were not allowed to sit on the Board of the Social Enterprise. Therefore, they needed to find someone who could manage and support the set up of Returum.

If you were setting up a social enterprise now, what additional skills and experience would you need to help this process?

What might be needed from a Board member?

What skills might managers need?

Text Box 3:

Solution:

It turned out that one of the project managers of the training course had previous experience in setting up second-hand businesses, so the group approached her, and she became the manager.

The manager and the group found out what skills and experiences were needed on the Board. These included:

- Knowledge about handling different kinds of employment support
- Having good contacts with unemployment agencies, the city authorities and the social enterprise sector.

Contact was made with different organisations and individuals, who then became members and formed the initial board.

If you were to start a social enterprise now, who do you know who could advise you on where to get started? Can you think of any family, friends or neighbours with knowledge and skills that could help?

How would you find out what you needed to do to legally set up a social enterprise?

Where can you get information on different structures of a social enterprise?

From reading the stories so far, can you work out what different type of company structures a social enterprise can have?

Scene story becomes available: 8.3

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: CANNELLE: Creating a training and employment social enterprise

Text Box 1:

Context:

Cannelle is a Belgian social enterprise, set up in 2002. It offers a restaurant and a catering service. However, its main objective is to provide disadvantaged people with on-the-job training. The aim is to increase their chances of finding work in the wider labour market.

At the very beginning, the association operated as a project within another organisation. In 2005, a change of legislation made it possible for Cannelle to operate independently. It is structured as a Work Integration Social Enterprise. Today, the association has several long-term employees (management, administration, trainers) as well as 18 trainees that are employed on a temporary basis (trainee employees).

Read on to get a flavour of who works at Cannelle.

Do you know or can you find out what a Work Integration Social Enterprise is?

Text Box 2:

Problem:

Schaerbeek is the biggest district in Brussels. It is vibrant, with a great diversity of residents and businesses, including Belgian, Turkish, Moroccan, Italian and Indian groceries and cafes. Whilst there are very wealthy residents, there is also extreme poverty in the district. The unemployment rate is high and there are many youngsters hanging around on the streets.

What sort of barriers might there be for these young people in getting into work?

How might a catering enterprise support them?

Examples of the situations faced by people going to Cannelle include (profiles are fictitious):

- Céline, who is only 16 years old. Céline stopped school, with low expectations of what she could achieve. Although low in self-confidence, she enjoys cooking.
- is a cook who in his previous job was racially abused by his employer and colleagues. Forced to leave, Hervé lost his confidence and felt unemployable.

- Naima, a 50-year old mother of four, had spent 25 years at home caring for her children, before taking on low-paid work as a cleaner to supplement her husband's low income.

What skills and abilities might these people be able to offer an enterprise like Cannelle?

What areas might they need training in to help work towards full employment?

Text Box 3:

Solutions:

Cannelle set up a catering service and runs a café in a local park, to serve the public and provide training and employment.

The training includes hands-on workshops allowing participants to gain very practical know-how in the field of gastronomy/catering. Employees go through different work stations. They also have the opportunity to take part in language classes and other type of training courses.

Most of the training is individualized. Cannelle responds to the specific needs of each trainee-employee. However, there are periods of collective training with groups of trainee employees.

People like Celine, Herve and Naima are able to get training and employment through Cannelle, which is focused on giving people new opportunities and helping them discover their talents and skills. Through training and employment, people are supported to find their place in society. Providing a service that competes alongside other catering businesses, enables people to feel great pride and satisfaction in being equals with other businesses, but contribute to an enterprise that has a strong social consciousness. Once people find that they can achieve something at Cannelle, they are more likely to access other training elsewhere and eventually move on to employment elsewhere.

Cannelle receives public financial support for its training activities. However, this support does not cover the entire costs of training. It is therefore all the more important for the enterprise to generate income through its restaurant and catering services.

If you were to provide training as part of your social enterprise, how might you go about delivering this? Note down any ideas you have as a result of reading this story.

Maybe you can research other types of social enterprises that provide training and provide a service to paying customers.

Use what you learn to refine your own social enterprise ideas and planning.

Scene story becomes available: 8.3

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: EMMAUS: Creating a Business Plan that increases income and social benefit

Text Box 1:

Context:

Emmaus began in France and now operates internationally. Emmaus is a federation which means it is a group made up of individual organisations or 'communities', each operating in their own right. Emmaus St Albans is a successful example of one of these organisations. There are many other Emmaus communities across the UK. Emmaus St Albans is a registered charity and company limited by guarantee.

Emmaus's social purpose is to support homeless people. It achieves this by collecting unwanted furniture and other goods from people's homes and delivering them to Emmaus shops for sale. The profit this makes is used to house homeless people in an Emmaus community, and provide them with social assistance. Residents (known as 'companions') can train and get valuable work experience in both the furniture business, and in the housing provision.

The local authority originally donated an old building to Emmaus for their housing. Emmaus then raised another £1.5 million to refurbish the building and make it into a comfortable home environment. When the new Chief Executive arrived, he brought skills from his commercial business background to help improve Emmaus' business and the social outcomes for homeless people.

What might you do to ensure that a social enterprise is a well-run business and helps improve society?

What might the benefits be of being a charity and company limited by guarantee?

What are the downsides do you think?

Text Box 2:

Problem:

When the current Chief Executive arrived at Emmaus St Albans, there was not enough money to pay for the training, social support and welfare needs of its residents. Empty rooms were immediately filled, bringing in some money from Housing Benefit. But this was not enough. They needed to do something else to make sure Emmaus continued

supporting people for a long time. The Chief Executive knew Emmaus St Albans needed a new business plan that would help increase income.

However, staff and volunteers enjoyed working for a charity and wanted Emmaus to be there for whoever needed them. Making money was not as interesting to them as the valuable work in supporting vulnerable individuals. They were concerned that if Emmaus became more focused on making money, the needs of residents might be forgotten. Therefore, if the new Chief Executive wanted to improve the business, and bring in the money to help support homeless people, he needed his team to understand and support this.

If you were the Chief Executive, how would you go about putting your plan into action?

How might a business plan help Emmaus to deliver its social aims and a financially effective business?

What challenges might you face and how would you deal with them?

Text Box 3:

Solution:

The Chief Executive came up with a new business plan. He discussed his ideas with members of the community at all levels, including the national federation. The director explained how Emmaus as a business would help residents with less serious needs first, giving them important roles in the Emmaus furniture business (like delivery, pricing goods, leafleting and marketing, and so on).

They would learn valuable skills, and the business would quickly expand. The money raised would then be used to support those residents with the greatest needs, in keeping with the social aims of Emmaus. The key point was to get all Emmaus members to understand that making profit could also help achieve social aims. Profit making doesn't have to be about the money alone.

Through business planning, the chief executive could ensure that the residential units were always filled and the retail business could expand. The additional income created was used to improve the support and services Emmaus offered to those in need. Emmaus St Alban's has become more financially sustainable as a result. This shows that changing to a more business-like approach can help improve the social work of an enterprise.

Do you have ideas for a retail business that could also support particular social groups?

How might those groups get involved in the running and delivery of the enterprise?

What are the benefits of employing members from these social groups e.g. homeless people? What challenges could there be?

Remember to jot down any ideas you may have. These may be helpful when it comes to developing your social enterprise idea.

Scene story becomes available: 10.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: LES GRIGNOUX: Planning to keep a social enterprise sustainable

Text Box 1:

Context:

"Les Grignoux", based in Liege, Belgium, was an association created in 1975 out of a social movement focused on issues of equality (e.g. Women; culture and education; sustainable development; anti-racism; good housing etc.). They organized campaigns, events and posters on important issues.

Later on, Les Grignoux arranged film screenings of films relevant to their aims and also films that wouldn't be shown at mainstream cinemas. The cinemas run by Les Grignoux are now their main business. However, they work with social associations, schools and universities, public authorities and others to promote and provide access to smaller, alternative movies that present different life experiences to Hollywood blockbusters. They also work with teachers to enhance children's learning through education packs for the films they show.

Text Box 2:

Problem:

When they began, Les Grignoux rented a building with some offices, a small theatre and a printing shop. They earned income through a mix of membership fees, sales from the printing shop and occasional film screenings, with some employment subsidies and volunteer support. Initially, the association had one employee. Within three years, however, additional employees were hired.

By the mid-1990s "Les Grignoux" screened movies in four cinema screens: three in a building in the centre of Liège, one in a more remote, disadvantaged neighbourhood. The only competitor was Kinepolis, which was owned by a multinational cinema chain called UGC. They had five cinema screens in the city centre, and eighteen cinema screens in the suburbs. However, both cinemas managed to stay alive and attract a sufficient number of moviegoers.

Yet, by the end of the 1990s, the UGC wanted to build a new cinema with 24 screens on the outskirts of Liège. "Les Grignoux" feared that it couldn't survive this competition. A

public campaign limited the UGC to 20 screens, and generated political support, but this wasn't enough to ensure Les Grignoux's survival. It was time to use this support to plan how to improve Les Grignoux's services in order to survive.

**Do you have any ideas of how an association could survive in such a situation?
How might they generate more income and/or investment?**

What changes might they make to their enterprise in order to increase income and services for future paying customers?

Text Box 3:

Solution:

Calculations at that time showed that Les Grignoux might be able to survive if they had eight cinema auditoriums, which meant four additional auditoriums. This would require however a large investment of 10 million Euros. The only way to achieve this was through partnership. Together with the public authorities, Les Grignoux found a solution.

"Les Grignoux" identified a large parking area that was ideal land for a cinema. The city of Liège was willing to purchase this land (which belonged to a bank) for 1 million Euros. An agreement granted "Les Grignoux" the right to exploit the land for 99 years. In addition, the regional government and Les Grignoux were given a building permit for construction of a new building. The first steps to a cinema were in place.

The remaining 9 million Euros came from a variety of sources (revenue streams). Three million Euros were raised through a project financed with EU financial support (European Regional Development Fund). The Belgian French-speaking Community (Communauté française), who would become the owner of the building, matched this amount with another 3 million Euros. The remaining 3 million Euros were provided through Les Grignoux's own funds, including a bank loan (guaranteed by public authorities).

As a result, public authorities are now the owners of a building and land that they only invested a part of the costs into. They then gave it to Les Grignoux so that they could build a cinema for local communities, as agreed with the authorities and in order to achieve their association's objectives.

What revenue streams might bring in the income you will need to run your enterprise?

Bring any thoughts to your group so you can start to complete this part of your Business Model Canvas.

Scene story becomes available: 10.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: BIKEWORKS: How an idea became an operating social enterprise

Text Box 1:

Context:

Bikeworks is a social enterprise established in London in 2006 by three friends, Zoe, Jim and Dave. Its goal is to help empower people through community cycling programmes. Bikeworks community programmes are paid for by the money made from selling cycling services to other Bikeworks customers. Currently Bikeworks employs around 26 staff full time, with about 30 freelancers working at its 3 training centres, its 3 disability centres, and a Head Office. Zoe, Jim and Dave are 'social entrepreneurs' who shared a vision of a new way to work: they make money but they also improve peoples' lives by giving them community cycling opportunities.

If this was your enterprise, who might you identify as your customers for the community cycling programmes and customers for the cycling services?

How would you work out how much money you need to charge and raise to fund the cycling programmes?

Read on to see if you can get some ideas from the Bikeworks story

Text Box 2:

Problem:

Before launching Bikeworks, Jim and Zoe first of all created a business plan to make their idea a reality. Dave then came on board, bringing further financial skills. The important first step was to set out a realistic plan, turning a dream idea into something more practical.

Together, Zoe, Jim and Dave worked out how the different components of the business could be put into place by asking some key questions:

- Who do we want to assist and how do we connect with them?
- What services can we sell, at what price and to whom ?
- How much money will we need to get going and where will we get it?

Of course plans are always likely to change as things develop. It would not be possible for

Jim, Zoe and Dave to predict the future! The point is to put a plan in place to provide a realistic road map from which to begin. Then, as things develop fluidly over time and challenges arise, important lessons will be learned.

How might you turn an idea into a concrete reality, a social business?

What do you need to plan when launching a business that also has a social purpose, a social enterprise? How would you manage this process, when changes will no doubt come up along the way?

Text Box 3:

Solution:

Zoe, Jim and Dave agreed they wanted to mainly provide cycling training and employment services for people looking for work or living with ill health or a disability. To do this, they designed bicycle maintenance and recycling services for anyone who could afford it. They agreed on the amount of money (business value) and the amount of community cycling programmes (social value) they wanted to create. Now they had identified their value proposition (services) and their customer segments (who they would be giving services to).

The three entrepreneurs estimated they would need £25,000 to start up. They had to think of different ways to raise this money, as there was not one single source (or revenue stream). They decided to:

- apply for a business grant (money loaned to set up a business)
- price their cycling services at the market rate (similar to other cycling businesses)
- raise money in other ways such as campaigns for donations to Bikeworks, as a good cause.

From then on, growth happened quite naturally for Bikeworks. Staff increased little by little, according to what was possible and needed, and business plans were updated gradually in line with this process. Key to their success is to keep focussed on helping people to cycle more. You can find out more about what Bikeworks are currently doing to reach their customers, sell their services, deliver their cycling programmes and improve community wellbeing here: <http://www.bikeworks.org.uk/>

Now that you have your business idea, can you start to break down what social and commercial value you can create with your enterprise? <

Who might benefit from these?

Where might you get income from to pay for the services?

Make some notes which you can bring to your group for discussion. The game will

help you to answer these questions as a group. You can always come back to read more stories for inspiration.

Scene story becomes available: 12.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: BIKEWORKS: Finding and communicating with customers

Text Box 1:

Context:

Bikeworks is a social enterprise established in London in 2006 by three friends, Zoe, Jim and Dave. Its goal is to help empower people through community cycling programmes. Bikeworks community programmes are paid for by the money made from selling cycling services to other Bikeworks customers. Currently Bikeworks employs around 26 staff full time, with about 30 freelancers working at its 3 training centres, its 3 disability centres, and a Head Office. Zoe, Jim and Dave are 'social entrepreneurs' who were inspired by the prospect of the London 2012 Olympics Games to set up Bikeworks.

Read on to find out how Zoe, Jim and Dave found their first customers and how they communicate to bring new customers in.

Text Box 2:

Problem:

Bikeworks was set up in Tower Hamlets, an area its three founders knew well. The business was created through friends and neighbours. It is truly part of its surrounding community and continues to grow through social media connections (like Facebook and Twitter). Being well known in the community, customers typically return and may want to participate in community projects. So, Bikeworks helps its community and is helped by its community, but this can be both a strength and a weakness.

There are limits to how much can be taken on. As one founder explained, "They may be the people you really want to help, but one needs to establish a boundary, a process like in any business which allows your organisation to keep functioning." Although Bikeworks wants to help as many people as possible and get wide support, if they try to do too much, the service could suffer as a result.

What were the benefits of starting a social enterprise in an area the founders knew well?

What other things need to be considered if you choose a location for your enterprise?

What methods (channels) might you use to communicate with your customers?

How might you increase support for your enterprise?

Text Box 3:

Solution:

Tower Hamlets, as host to the Olympic Games which inspired Bikeworks, was an obvious place to set up Bikeworks. It has a wide range of people living there, which is important for Bikeworks to succeed. People with money can buy their services. Other people in the area with less money, or who are looking for work or may have a health condition or disability can benefit from the community programmes that Bikeworks will offer them.

The founders of Bikeworks had a sound knowledge of Tower Hamlets, and knew a range of people living there already (contacts). Whilst the actual people governing Bikeworks (its Executive Board) have changed over time, the essential skills they share remains constant: experience in working with communities; in working in non-profit services (third sector); and in working in the commercial world (for profit).

Together, this provided a good basis for reaching potential customers and the right support network for starting up Bikeworks. They had the right commercial and social incentives to keep going regardless of setbacks. Since the beginning, Bikeworks has been determined to provide a good, quality service. They believe that happy customers will tell others, which keeps new customers coming through the door, without the need for lots of marketing.

Bikeworks has amazing stories to tell. At the moment, this is largely 'word of mouth'. Their customers provide the main promotion of their commercial services and community activities. Key to Bikeworks commercial success is to give excellent customer service, so people are happy with what they pay for. At the same time their social values (i.e. their commitment to helping people) has enormous customer appeal. It makes them different to other shops.

Bikeworks realise they could make greater use of social media (Facebook, Twitter, etc.) to advertise their social distinctiveness and promote their services. However to do this every day takes time, and staff are busy with the cycling service work. Although they intend to get better at communicating their values, Bikeworks is happy that their excellent customer service keeps people returning and recommending them to others.

How might you communicate the social values of your social enterprise to potential customers and supporters?

Make any notes of how you can use the unique nature of your business to reach out to new people. You can discuss these with your group and come up with a plan!

Scene story becomes available: 12.2

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: RETURUM: Increasing sales of second-hand goods

Text Box 1:

Context:

Returum is a Social Enterprise that sells second-hand goods at the same time as providing employment and skills training for unemployed people. It is based in Mölndal (near Gothenburg), Sweden and was started through two groups of people coming together. The first was a group of unemployed people and the second was a second-hand business.

The Swedish Unemployment Agency had asked Coompanion, the national specialists in collective social entrepreneurship, to train and support unemployed people to become social entrepreneurs. Whilst on the course, groups of people formed around similar interests, complementary skills and experiences. A second-hand business, governed by the City of Mölndal, knew there were more opportunities to do business in the second-hand market and they wanted to support unemployed people back into jobs. They approached Coompanion who introduced them to the unemployed people interested in social enterprise and Returum was created.

Returum now has four paid staff members, employed with support from the City and the unemployment agency. Two more people are in training and two are volunteers.

Text Box 2:

Problem:

The first year went well for Returum. Its shop was open for three days a week and generated a slight profit that was reinvested in the enterprise. However, sales needed to pick up in order to be more profitable and create extra funds (or increase the margins) for development. Too few people were coming through the doors. One of the enterprise's managers had moved on to another job very soon and this left the group shocked by their sudden departure. The group lacked experience in knowing how to grow the business. They got support from the Board, but it was not possible for them to give the kind of 'hands on' support necessary to help the day-to-day running of the business.

When planning your social enterprise, what would you do to get a better understanding of the kind of revenue (income, cost and profit) you might be able to make?

How could Returum increase their sales do you think?

What might you plan to do from the start to make sure enough people are going to come through the door?

What could you do on a daily basis, to have a better sense of what is going on in your enterprise?

Text Box 3:

Solution:

The group used the Board to get help in understanding the situation and to get different ideas of how they could get sales to pick up. Since it's the group's business, it was important that they were encouraged and supported to make the decisions.

One solution that came up was that Returum could expand its opening hours from three days a week to seven. The three day week model had come from the assumption that this approach would encourage people to flock to these "exclusive" hours. The plan was made to expand opening hours and to make sure that at all times two members of staff would be available for customers.

A decision was also made to follow sales on a daily basis. From that point everybody, including the Board, was sent sales figures on a daily basis. Returum became more focused on income generation, and, as a result, began discussing more and more ways to get increasing numbers of customers through their doors.

Scene story becomes available: 14.3

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: LES GRIGNOUX: How good relationships with communities can help in times of trouble

Text Box 1:**Context:**

Strolling through the city centre of Liège, the second largest Belgian city with 200,000 inhabitants, you might stop in front of a large building called "La Sauvenière". La Sauvenière is one of three cinemas run by the association called "les Grignoux". The association was created in 1975 out of a social movement focused on issues of equality (e.g. Women; culture and education[sustainable development; anti-racism; good housing etc.). They organized campaigns, events and posters on important issues. The association was set up as a not-for-profit Association (or ASBL).

Later on, Les Grignoux arranged film screenings of films relevant to their aims and also films that wouldn't be shown at mainstream cinemas. The cinemas run by Les Grignoux are now their main business. However, they work with social associations, schools and universities, public authorities and others to promote and provide access to smaller, alternative movies that present different life experiences to Hollywood blockbusters. They also work with teachers to enhance children's learning through education packs for the films they show.

Text Box 2:**Problem:**

In the mid-1990s "Les Grignoux" screened movies in four cinema screens: three in a building in the centre of Liège, one in a more remote, disadvantaged neighbourhood. The only competitor was Kinopolis, which was owned by a multinational cinema chain called UGC. They had five cinema screens in the city centre, and eighteen cinema screens in the suburbs. However, both cinemas managed to stay alive and attract a sufficient number of moviegoers.

Yet, by the end of the 1990s, the UGC wanted to build a new cinema with 24 screens on the outskirts of Liège. "Les Grignoux" feared that it couldn't survive this competition. With so many screens and an increased ability to show smaller, alternative films, the UGC could attract people that would usually go to "Les Grignoux".

What would you do in such a situation?

How would you deal with new business competition?

Keep in mind that "Les Grignoux" is very much rooted in local communities and

networks.

Text Box 3:

Solution:

The association launched a petition to give to the mayor and local politicians. Its aim was to encourage public authorities to limit the number of cinema auditoriums in the building permit for UGC. Their argument was that if UGC had 24 screens outside of the city, "Les Grignoux" couldn't survive and the city centre would become deserted. Local people, trade unions and popular personalities from nearly all political parties, universities etc. supported Les Grignoux in their petition. A total of 57,000 signatures were collected (which, for a city of 200,000 inhabitants, is an impressive result!).

Les Grignoux then organised the handover of the petition during a demonstration, attended by around 5000 people, in front of one of their cinemas. Using their experience of successful campaigning on equality issues, the association knew how to create publicity for their petition. They rented an elephant from a circus to accompany demonstrators. It was used to symbolize the weight that citizens felt they should have when it comes to deciding on the future of their city. The campaign was successful and the mayor, when receiving the petition, expressed publicly his support for "Les Grignoux".

The UGC were finally given permission for 20 cinema auditoriums, but the public authorities announced their continued support for "Les Grignoux".

How important is it for your social enterprise to get support from communities and politicians?

If there were future threats to your social enterprise, how would you demonstrate the value of your business to the people you serve?

How might you get support for your work in the early stages of set-up to help ensure a long future for your enterprise? Who might be interested in helping you? Don't forget to jot any thoughts down. Maybe you can think of ways of communicating your plans to others, so you can broaden support and get help for your ideas as early as possible.

Scene story becomes available: 14.3

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: The Factory of OLINDA: Improving life chances for those with mental health conditions through creative enterprise

Text Box 1:

Context:

Olinda's Factory is a collective association established in 1996. It is made up of a variety of members including psychiatrists, social workers, former patients, artists, and people currently unemployed. The organisation uses an old mental health hospital (Paulo Pini, now closed down) situated in a beautiful park in Milan as a creative space for people to hold meetings, and to provide hospitality, entertainment and cultural events. It is also a place in where people exchange ideas and discuss job opportunities.

Today, Olinda is a place where everybody in Milan can go to enjoy a festival, a music concert or a theatre production. It attracts high quality performers from across the country and the world. It is a well-known cultural venue all over Italy. What was once an abandoned psychiatric hospital has been taken back and transformed by the collective, including people with mental health conditions, the very people who once upon a time may have been kept inside its institutional walls. A place once associated with restriction, isolation and rejection has been reclaimed as a centre for creativity and a place of entertainment, opportunity and hope.

Text Box 2:

Problem:

Italy was a pioneer in moving mental health treatment from closed institutions into communities. However, this left buildings empty and a need for new opportunities to be created within communities for people with mental health conditions. In Milan, when the psychiatric hospital closed, there were no plans to develop it, and the building and surrounding parkland became abandoned and as a result, dangerous.

How could this dangerous yet potentially beautiful place become something of value and use to people?

How might the hospital building be used as a basis for a new relationship between the people of Milan and those with mental health conditions?

How might you design a new social enterprise that enables people with mental health conditions to have a meaningful role within their local communities?

Text Box 3:

Solution:

Olinda began with a simple business model: a cheap restaurant that focussed just on

getting people in, welcoming them, and demonstrating that people with mental health conditions can do important jobs just like everyone else. Initially the aim was just to get people to meet, to bridge divides and remove negative ideas about having a mental health condition. This meant people could then share visions, and ultimately come up with projects. As a member of Olinda put it:

“A restaurant is the ideal place to build a two-way relationship with people (customers) and the local area (potential clients or competitors). But from the start it promised to be a very difficult job...”

Despite challenges, Olinda’s Factory moved on to bigger goals, like raising cash to repair the old building and to organise and run events like concerts and festivals. Olinda learned to grow and diversify (spread out into new areas). What started as a cheap restaurant in the park became a higher quality restaurant offering catering services as well. A hostel was opened in one of the former hospital buildings. A sister restaurant was also opened in town, making Olinda more widely known to the people of Milan.

“We had a tremendous amount to learn – from each other, from our customers and from our competitors. We learned to be alert all the time, to pay attention to details, and to try out new ideas”.

Today the original co-operative association still exists and is very well known in Milan, providing the cultural programme for Olinda. It is a ‘social business’ owned by its workers. The factory created real jobs and good pay. It also established a firm structure through which tasks and responsibilities would be shared amongst its members. The areas that make profit help fund other work by the collective.

For instance, some of the restaurant’s takings are used to run the theatre, and money from the festival is used to assist the hostel.

How might you go about bringing people who have been isolated from society together with others in a more equal way?

What challenges could you face?

How might having a cheap restaurant work better than a more exclusive eating place? What might be the downsides of this in terms of bringing different social groups together?

Thinking about your business idea, what could you take from Olinda’s experience to inform the creation of your enterprise?

What assumptions do you have about reaching your desired customers? How can you check whether these assumptions are correct or not?

How might you communicate with paying customers about your company ethos and values?

Note down any suggestions that you can bring to your next group meeting.

Scene story becomes available: 16.3

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: DAMNET: Developing staff recruitment procedures

Text Box 1:**Context:**

Damnet is a cooperative, based in Namur, Belgium, that specialises in installation, administration and maintenance of IT infrastructure for small and medium enterprises, associations or public administration. It was founded in 2001. It offers its workers the opportunity to become members of the cooperative and hence to be directly involved in decision making. This gives staff a chance to be a co-owner of the enterprise. If you enter its headquarters, the rooms look just like many other offices – desks, computers, a small kitchen, several meeting rooms... However, a chat with employees and a closer look at the weekly and monthly agenda of the enterprise, which includes a number of meetings of employees and different parts of the team, reveal differences.

What sort of criteria and recruitment process might you need to have to get the right staff for your enterprise?

Text Box 2:**Problem:**

Initially, Damnet used a traditional approach to staff recruitment, using a written application form, followed by an interview for shortlisted candidates. To get a job, people needed the technical knowledge to do their job and meet the following criteria:

1. The candidate should share the human values Damnet promotes and represents (solidarity, participation, respect etc.).
2. The candidate should be willing to become a member of the cooperative a year after joining the enterprise

Applicants did not already need to have knowledge of what a cooperative is and how it works.

Yet, over time, the Damnet team became aware that not all employees had the same vision. Some weren't willing to become fully engaged as part of the cooperative, which required them to take responsibility and participate actively in discussions and decision-making processes. Many staff left and new staff arrived during 2012 and 2013. Damnet needed to change its selection and employment process.

How would you change staff recruitment procedures to recruit staff with the commitment needed?

What might help job applicants understand how cooperatives function and what membership means?

Once staff join as employees, how would you prepare them for co-operating with colleagues in the decision-making side of the business?

Text Box 3:

Solution:

1. The selection process was extended. It now includes several "steps" and several interviews. During the final interview, Damnet provides the candidate with some more information on the values and functioning of a cooperative and implications for its members/employees.

2. The cooperative uses additional, alternative employment and selection methods that do not necessarily include the traditional job advert, application form and interview. For example, Damnet became more open to spontaneous applications and recruiting people through word of mouth.

In their first year of employment at Damnet, new staff are well prepared for becoming members of the cooperative. This is done through a number of training sessions and meetings in which they learn, for instance, how to understand company shares and their values, or how to read a balance sheet.

Additionally, an interesting rule was established for the board of the enterprise which monitors the activities of the enterprise, budget questions, etc. Only some elected members of the cooperative are part of the board and have the right to vote. However, another employee is elected to the board as a kind of "guest": He/she does not have a voting right, but the right to express his/her opinion. This way, Damnet hopes to give younger and new members of the team a positive 'flavour' of participation in the enterprise and encourage them to get engaged also in the future. <

Whether or not your enterprise runs as a cooperative, what ideas can you take from this example in how your social enterprise would be set up and be run?

Scene story becomes available: 16.4

Social Enterprise News Section: We are in the Café: Lets find out more about collective social enterprises

Story title: RETURUM: Budgeting, fundraising and managing cashflow

Text Box 1:

Context:

Returum is a Social Enterprise that sells second-hand goods at the same time as providing employment and skills training for unemployed people. It is based in Mölndal (near Gothenburg), Sweden and was started through two groups of people coming together. The first was a group of unemployed people and the second was a second-hand business.

The Swedish Unemployment Agency had asked Coompanion, the national specialists in collective social entrepreneurship, to train and support unemployed people to become social entrepreneurs. Whilst on the course, groups of people formed around similar interests, complementary skills and experiences. A second-hand business, governed by the City of Mölndal, knew there were more opportunities to do business in the second-hand market and they wanted to support unemployed people back into jobs.

They approached Coompanion who introduced them to the unemployed people interested in social enterprise and Returum was created. Returum now has four paid staff members, employed with support from the City and the unemployment agency.

Text Box 2:

Problem:

Starting up an enterprise means there is a need for financial investment. Initial costs must therefore be covered. It is common in most businesses that you have to spend money before you can make money. This is solved by making sure there is enough 'working capital' (available money) to put into the enterprise, so it can get started. However, at Returum, none of the members or employees had enough combined capital to invest. This is a common situation in most enterprises. Because the enterprise was new and therefore risky, it was unlikely that Returum would get a bank loan to help them.

How would you go about finding the money needed to start your social enterprise?

Where would you look for help and support in this task?

If you can't find enough money, are there ways to start up the business anyway?

Text Box 3:

Solution:

Returum first created and worked through a 'budget' (how much the enterprise thinks it can earn and needs to spend) and a 'cash flow' (when money is expected to go in and out of the business) in order to find out how much working capital (the money available to spend for investment) was needed. With the help of Returum's manager and the Board, different options were looked into. At the end of this process, an application for a grant was sent to the Foundation for Social Economy. The application consisted of a business plan, a budget and a cash flow. The grant was accepted and the money was made available to Returum in an ethical bank account.

Can you make a note of costs that your social enterprise may have before it can bring in income?

Can you identify when the enterprise will start earning money and what areas of work will bring in the money?

These notes could be the beginning of the budget that you could work on with your group. Make sure you keep these to help you when you start your financial calculations!

ANNEX 5 – The quizzes for assessing the learners' achievements

Quiz Social Economy

You may select one or more answers

MULTIPLE CHOICE QUESTION

1. Which of the structures listed below do not belong to the collective social economy?
 - a) A cooperative operating in the field of renewable energies
 - b) An association organizing leisure activities for school children
 - c) A company, set up and managed by a single entrepreneur, which provides debt counselling to unemployed persons
 - d) A (multi-national) stock company managing a home for elderly persons

Right answer:

c) This is not a collective project, i.e. an enterprise set up by a group of persons. It does not belong to the type of enterprise which we focusing on in this game.

d) In stock companies, decisions are taken by those that provide the (main) capital for the enterprise. Employees, beneficiaries and small investors are rarely involved, if ever. In the end, the enterprise will follow the interests of its investors rather than the needs of the local community. Moreover, shareholders have the right to receive a financial return (dividend) on their investment. In social economy enterprises, profits are distributed not at all or only to a limited extent. They are used, above all, to improve activities, to stabilize employment, to finance services for employees/owners, to support social/cultural/environmental initiatives of the local community or to create reserves for more difficult times (one of the reasons why social economy enterprises proved to be much more resilient during the recent crises in Europe).

MULTIPLE CHOICE QUESTION

2. Which of the following groups could be the protagonists and/or target groups of social economy enterprises?
 - a) Young people
 - b) Single people (employed, healthy, ...)
 - c) Unemployed people
 - d) Disabled people
 - e) Families with children (none of the parents being unemployed)

Right answer: All of them are! Also a single person that is employed, healthy and relatively well off might want to join other members of her/his local community in order to:

- *enjoy culture or sports (e.g. through associations),*

- *to create alternatives in the environmental field (e.g. setting up a community energy cooperative), etc.*
- *organize local childcare and educational services etc.*

MULTIPLE CHOICE QUESTION

3. Which slogans do not really correspond to the principles and values of the social economy?
- a) Let's tackle this all together!
 - b) All together against the rest! Competition is key to improvement!
 - c) Devil may care!

Right answer:

B and C. Social economy entrepreneurs attach higher added value to cooperation than to competition. They prove that cooperation means synergy, a sharing of ideas, knowledge, capacities, resources and risks. Cooperation may create positive energy and opportunities instead of fear.

Social economy also stands for (socially) responsible entrepreneurship. Yet, also social economy enterprises have to continuously monitor and evaluate their own activities in order to make sure they still have a positive impact and do not generate some (unexpected or unnoticed) negative side effects! (We will come back to this at a later stage.)

MULTIPLE CHOICE QUESTION

3. In which economic sectors and activities can you find social economy enterprises?
- a) Childcare
 - b) Renewable energy
 - c) Funeral services
 - d) Construction
 - e) Research
 - f) Retail (e.g. grocery stores, bicycle shops, ...)
 - g) Hotels and Gastronomy
 - h) Cultural services and Education (e.g. management of schools and kindergartens)

Right answer: In all of them!

SINGLE CHOICE QUESTION

4. Who takes the main decisions in a social economy enterprise?
- a) The public authority, as it grants subsidies and might also provide contracts for the delivery of services.
 - b) The general assembly (meaning all members/cooperators) – persons in charge of management are under its control.
 - c) Main investors, as it was them providing the biggest part of the start capital.

Right answer: b. Subsidies and public contracts might be linked to some obligations, but do not give public authorities the right to intervene in the general management of an enterprise or in basic decisions on its strategy, budget etc. Finally, in social economy enterprises, the right to take part in decision-making procedures is disconnected from the (amount of) financing provided by the different members/co-entrepreneurs.

Spot the social enterprise

A business, owned and run jointly by two women, that provides a range of services around part time work. As a result of their activities, the state has gained additional tax income and saved benefit payments.

A café that employs formerly homeless people and invests all of its profits in good causes.

A technology company producing a water treatment product that can be used in situations where water is scarce and may be contaminated. It also runs social and environmental projects in developing countries.

A cooperative with a global reach that offers loans and other investments to mostly microfinance institutions, cooperatives, fair-trade, and small- and medium-sized enterprises.

A bike shop that offers low cost repairs, cycle training (also in collaboration with the local authority) and team building events. They also offer bicycle re-use services and run an employment programme supporting unemployed people into work in the bicycle industry.

An organisation owned and run by the state helping unemployed people find work.

A business set up by two childhood friends producing ice cream. The partners' pay comes from the profits generated by the enterprise.

An organisation offering bank accounts, personal loans and other financial services to customers across Europe. The business runs a charitable foundation which supports people with disadvantages and profits are distributed amongst shareholders.

A bicycle retailer which values employee involvement and monitors its impact on the environment. Profits are invested into growing the business.

A start-up offering domestic cleaning services that customers can book online.	
Correct answer	
<p>A business, owned and run jointly by two women, that provides a range of services around part time work. As a result of their activities, the state has gained additional tax income and saved benefit payments.</p> <p>A café that employs formerly homeless people and invests all of its profits in good causes.</p> <p>A technology company producing a water treatment product that can be used in situations where water is scarce and may be contaminated.</p> <p>A cooperative with a global reach offers that loans and other investments to mostly microfinance institutions, cooperatives, fair-trade, and small- and medium-sized enterprises.</p> <p>A bike shop that offers low cost repairs, cycle training (also in collaboration with the local authority) and team building events. They also offer bicycle re-use services and run an employment programme supporting unemployed people into work in the bicycle industry.</p> <p>An organisation owned and run by the state helping unemployed people find work.</p> <p>A business set up by two childhood friends producing ice cream. The owners' pay comes from the profits generated by the enterprise.</p> <p>An organisation offering bank accounts, personal loans and other financial services to customers across Europe. Profits are distributed amongst shareholders and the business has a charitable foundation which supports people with disadvantages.</p>	<p>http://timewisefoundation.org.uk/</p> <p>http://social-bite.co.uk/</p> <p>http://www.solvatten.se/aboutusus/us/</p> <p>http://www.oikocredit.coop/</p> <p>http://www.bikeworks.org.uk/</p> <p>http://www.benjerry.com/about-us</p> <p>http://www.santanderfoundation.org.uk/</p>

<p>A bicycle retailer which values employee involvement and monitors its impact on the environment. Profits are invested into growing the business.</p> <p>A start-up offering domestic cleaning services that customers can book online.</p>	<p>https://www.evanscycles.com</p> <p>https://hassle.com/uk</p>
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Scene 12 facilitator evaluation quiz

Please share your views about your facilitator:

	Yes	No
1. Do you know who your facilitator / games master is?		
2. During the previous levels, have you had any contact with your game master / facilitator (e.g. when you started playing or developed your business idea)?		
3. If you have had no contact with your facilitator / game master, would you like to have had more engagement with them?	At this point, if yes is pressed question 4 comes up.	At this point, if no is pressed the survey ends.
4. If you have had contact with the facilitator / game master did you find their input helpful for playing the game?		
5. Could your facilitator / game master have done anything better?	Only a yes answer triggers question 6	
6. What could your facilitator have done better?	Open text	

Scene 17.3 facilitator evaluation quiz

Please share your views about your facilitator:

	Yes	No
1. Do you know who your facilitator / games master is?		
2. Have you had any contact with your game master / facilitator (e.g. when you started playing or developed your business idea)?		
3. If you have had no contact with your facilitator / game master, would you like to have had more engagement with them?	At this point, if yes is pressed question 4 comes up.	At this point, if no is pressed the survey ends.
4. If you have had contact with the facilitator / game master did you find their input helpful for playing the game?		
5. Could your facilitator / game master have done anything better?	Only a yes answer triggers question 6	
6. What could your facilitator have done better?	Open text	

Team working skills assessment

For each of the statements below, please select the answer that best applies to you. When answering, think of any group you have been in.

This could be your family, school, a sports team, a group of people you share a hobby or general past time with.

Answer**Statement**

Always Frequently Sometimes Rarely I don't know

I am good at explaining my ideas

I can listen to others' ideas

I enjoy getting to know other people

I am well organised

I am prepared to compromise to allow the group to reach a consensus

I like to support and help others

I ask questions if I don't understand others' ideas

I can build on the ideas that others have shared

I am happy to take responsibility for tasks

I respect the views of others even if they are different from mine

When I'm in groups I like to make sure things get done

I tend to point out when there is conflict in the group

I can participate in groups

I can offer constructive criticism of others' ideas

I like to analyze numbers and alternatives

I endorse high quality

I'm happy to take the lead on tasks



For ecobyte: the system should add up the scores and give the player a summary / feedback on their answers.
Players re-take the self-assessment at the end of the game, then scores / results should be automatically compared.



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YES/NO Quizzes

Social Seducement Quiz 6.2 LO 1: Ideas of enterprises

Have a look at different types of enterprises (*names and company profiles fictitious!*) and decide if they are collective Social Economy Enterprises or not.

1. **“Miller’s world” is a supermarket set up, owned and managed by Mrs Miller. Her four employees have to follow her decisions. The supermarket sells a broad range of products from food and household items to textiles from different part of the world. In order to increase her profit margin, Mrs Miller buys most of the products she then sells to her clients at the cheapest possible price. However, in her supermarket, she has also set up a small corner where she sells fair-trade products.**

Is Mrs Miller’s supermarket a collective social economy enterprise?

- ☐ Yes.
- ☐ No.

Correct answer: No.

Explanation: First of all, the supermarket is owned by one person only – Mrs Miller - and it is this person alone who takes all decisions. “Miller’s world” is thus not a collective enterprise. Also, fair trade only does not make an enterprise automatically a social business. Moreover, given Mrs Miller’s tendency to purchase a broad range of cheap products which might have been produced under unfair and unsustainable conditions (bad working conditions, harm to the environment etc.) one might even question her social attitude. Some accuse her of using the fair-trade shelf in her supermarket only to hide this. However, there are a number of other examples showing that a supermarket might also be organized as a proper collective social economy enterprise! Do you know any?

2. **“Sun Village” is a green energy cooperative. It was set up by a group of inhabitants of a small city with the aim to produce energy and make it available, to the local community, at a fair price. Supported by ethical finance organizations and crowd-funding, the enterprise was able to buy and install solar panels and a small windpark. Citizens have the possibility to buy a share of the cooperative and become a ‘cooperator’, meaning that they have a vote during the General Assembly.**

Is “Sun Village” a collective social economy enterprise?

- ☐ Yes.

☐ No.

Correct answer: Yes.

Explanation: Even though the main activity of “Sun Village” is the production and sale of energy and not a specific social service, it is the functioning of the enterprise and the outcome of its activity which makes it a social economy enterprise. As in any other cooperative, decisions are taken jointly by all members, regardless of how many shares each member has bought. The number of shares a cooperator may buy is limited. This way the cooperative ensures that the activities of the enterprise serve the real needs and interests of the inhabitants and their local community in general. It is the co-operators/citizens themselves that decide on the price of the energy generated and make sure that activities of the cooperative do not harm the local community.

3. **“Happy senior” is a company managing homes for elderly and disabled persons, including the provision of care services. For two years, the company has been listed on the stock exchange and so became a ‘stock company’. On this basis it was able to further develop its services, but has to follow the priorities and financial interests of its (biggest) investors. Among the 40 employees “Happy senior” has today, there are two staff who use wheelchairs – they are in charge of administration.**

Is “Happy senior” a social economy enterprise?

- ☐ Yes.
☐ No.

Correct answer: No.

Explanation: In stock companies decisions are usually taken by those that provide the (main) capital for the enterprise.

Employees, beneficiaries and small investors are not or rarely involved. In the end, the enterprise will follow the interest of its investors rather than the needs of the local community. Moreover, shareholders have the right to receive a financial return (dividend) on their investment. In social economy enterprises, profits are distributed not at all or only to a limited extent. They are used above all to improve activities, to stabilize jobs, to finance services for employees/owners, to support social/cultural/environmental initiatives of the local community or to create reserves for more difficult times (one of the reasons why social economy enterprises proved to be much more resilient during recent financial crises in Europe).

There are, however, some exceptions such as citizen stock companies that are not listed at the stock exchange and function following specific rules and principles. They might be considered social economy enterprises.

4. **Mr Sandman is the proud founder and owner of the internet platform “Miaow ”. This internet platform brings together dogsitters or catsitters from the region with people looking for somebody to watch their dogs or cats. Mr Sandman emphasizes the new personal, supportive relationships created between inhabitants of his region through “Miaow”. People offering or searching for a dogsitting/catsitting service must abide by the rules of the platform and they pay a fee each time they use the platform.**

Is “Miaow” a social economy enterprise?

☐ Yes.

☐ No.

Correct answer: No.

Explanation: Mr Sandman’s enterprise is not a collective undertaking. He decides and defines all the rules which have to be respected by the users of the platform. They do not really have any opportunity to be involved in Mr Sandman’s decisions. The profit generated by the platform goes directly to Mr Sandman. Finally, some may wonder whether Mr Sandman knows and respects all rules that would apply to the provision of such services (labour legislation, consumer protection, taxes etc.). By running a matching service he avoids having to employ dogsitting/catsitting staff, so isn’t responsible for their working conditions.

5. **“Kids and Nature” is an association which organises leisure activities and classes on the topic of ‘nature’ for children and young people. It also runs a small café and an educational farm.**

Its ‘clients’ are families, schools and local government. For the small city it is located in, for example, the association has run a number of summer camps for children.

All main decisions on the activities of the association, finance etc are taken by its members (any kind of citizen or organisation can become a member).

According to national legislation, associations such as “Kids and Nature” are allowed to carry out some commercial activities and generate income as long as activities serve community interests. Any profits, however, are reinvested into the association - they cannot be distributed among members.

Is “Kids and nature” a collective social economy enterprise?

☐ Yes.

☐ No.

Correct answer: Yes.

Explanation: The enterprise is managed collectively. All members have the right to take part in decision-making processes. Profits cannot be distributed among members, but remain within the enterprise. Despite the fact that “Kids and Nature” might provide some services such as summer camps on behalf of the city, the enterprise takes its decisions independently from public authorities.

MULTIPLE CHOICE QUESTION

6.2 LO 1

Quiz: Main features of social economy enterprises

Tick the boxes with the right statements:

- a) The main decisions in a social economy enterprise are taken by the public authority, as it grants subsidies and might also provide contracts for the delivery of services.
- b) Legislation might require inhabitants of a village to become members of a local association.
- c) Profits may not, or only to a limited extent, be distributed among cooperators/members.
- d) Activities of a social economy enterprise are defined according to the needs and financial interests of (external) investors.
- e) Responsibility and solidarity are guiding principles of social economy enterprises.
- f) Social economy enterprises have strong local roots. In their operations they often refer to a specific need of the local population (or a group). Many social economy enterprises have the objective to serve also the larger local community and therefore wider society.

Correct answer:

c), e), f)

MULTIPLE CHOICE QUESTION

6.2 LO 7

Quiz: Forms of social economy enterprises

1. Which of the legal forms listed below *may* belong to the social economy (*you may tick several boxes*)?

- a) Associations
- b) Limited companies
- c) Mutual Societies
- d) Cooperatives
- e) Foundations

Correct answer: a) b) c) d) e)

Explanation: All of them may belong to the social economy. In a number of countries, limited companies, charities or other types of enterprises can be considered a social economy enterprise provided they integrate specific (social economy) principles in their constitutions and respect them in their operations (see also 'gemeinnützige GmbH/general interest limited company' in Germany; the Community Interest Company in UK; sociedad laboral in Spain that can also take the form of a limited company). Different social enterprises need different legal forms, depending on what they plan to do and how they generate income and spend any profits.

6.2 LO 7 Quiz: Forms of social economy enterprises

SINGLE CHOICE QUESTION

- 2 One of the statements below describes the most distinctive features of cooperatives. Which one is it?

- a) Cooperatives are by law obliged to cooperate with other local citizens' initiatives and to pay a specific 'general interest tax' to public authorities.
- b) Members of cooperatives – cooperators – do not only work together in the entrepreneurial field. They *usually* also live together in a farm or a bigger building, carry out some kind of agricultural activities for their community, share household tasks such as cleaning and cooking or watch for each other's children.
- c) All members of a cooperative have the right to be involved in main decisions on the activities of the cooperative, its finances, staff etc. They have the right to vote at the General Assembly, irrespective of the capital share they own (meaning how many shares of the cooperative they have bought).

Correct answer: c)

Whilst a) and b) may be true for some cooperatives, they are not essential features of a cooperative.

SINGLE CHOICE QUESTION

3. Associations are often characterized as “non-market actors’ or ‘non-for profit entities’. Does this mean that they do not have the right to produce and sell products and services to a broader public?

- a) Yes.
- b) No.
- c) It depends on the rules in each country.

Correct answer: c)

Explanation: In some EU Member States activities of associations are strictly limited to services delivered to their members, specific target groups or the community – these services cannot be sold ‘on the open market’ to other persons or organizations. In other Member States, associations have the opportunity to offer services or products sold ‘on the market’ – they can pursue a commercial activity as long as this is done with an overarching general interest objective (e.g. education, culture, healthcare...). However, here again, some countries set higher limits for this commercial activity than others. You could check out the situation in your country!

SINGLE CHOICE QUESTION

4. Do employees have a voting right in all different forms of social economy enterprises?
- a) Yes, always.

- b) In some of them, under certain conditions.
- c) No, never.

Correct answer: b)

Explanation: First of all, let's be clear: Social economy means collective social entrepreneurship. However, Social enterprises do not all give employees voting rights. Usually, the people that jointly founded, co-own and/or govern an enterprise, are involved in the main decisions about the enterprise, its operations etc. All or some of these persons might also work for the enterprise on a daily basis. At a certain point, the group might decide to employ additional persons that will work for them under an employment contract. However, these employees might not necessarily become co-owners and may not have any voting rights.

Yet, specific type of social economy enterprises such as worker cooperatives or sociedades laborales (Spain) are owned and managed (mainly) by their employees. As co-owners the latter have of course a voting right. The same goes for multi-stakeholder cooperatives where employees may be associated as co-owners with a voting right or for associations in which employees might become members and acquire voting rights. For other enterprises, they may try and involve employees in deciding on matters about the enterprise, even though employees do not have voting rights.

10.4.1	type 9 - true / false	5. Creation of a conducive stakeholder environment Value proposition	How to identify your value proposition Check with the typology of customers and consider that the customer segments needs to be consistent with the value proposition	New proposal: given a list of sentence, say true / false to decide if the sentence refers a value proposition	Which of the following traits is associated with a well-designed value proposition? <ol style="list-style-type: none"> 1. It maximizes financial returns for the enterprise (F) 2. It is driven by the enterprise's capabilities (F) 3. It is not linked to financial but rather strategic objectives of the enterprise (F) 4. It differentiates the enterprise from its competition in a way difficult to imitate (T)
10.4.1	type 1 - selecting the correct answer	5. Creation of a conducive stakeholder environment Value proposition	Check the KNODE Business Model Canvas (Canvas for social enterprises)	A set of questions where the player has to choose the value proposition for a concrete idea in a specific situation	From your customers' perspective, value in a purchase decision equals to: <ol style="list-style-type: none"> 1. the selling price minus the cost of goods/services + selling costs (F) 2. the sum of selling price + buying price (F) 3. the difference between perceived value and objective value (T) 4. benefits received – (the selling price + time and effort to purchase) (F)
10.4.2	type 1 - selecting the correct answer	5. Creation of a conducive stakeholder environment Value proposition	Check the KNODE Business Model Canvas (Canvas for social enterprises)	What is a customer segment? Which characteristics?	The knowledge gap in customer satisfaction reflects management's lack of knowledge or understanding of customers often due to a lack of marketing research or intimacy with customers. <ol style="list-style-type: none"> 1. <u>True</u> 2. False

10.4.2	type 1 - selecting the correct answer	5. Creation of a conducive stakeholder environment Value proposition	Check the KNODE Business Model Canvas (Canvas for social enterprises)	A set of answers to the question where or how do you find your future customers?	<p>While developing the market segmentation for your products / services, where would you find your customers? Please, order the list from the most useful to the less one:</p> <ol style="list-style-type: none"> 1. Advertisement (web, radio, tv, newspapers ...) 2. Networking and referrals 3. Teaming up (host-beneficiary relationship) 4. Strategic alliances (long-term relationships) <p>Why does your customer do purchase your products / services?</p> <ol style="list-style-type: none"> 1. We have a clearly stated customer value proposition – created on information and dialogue with customers and employees – and are confident that it provides irresistible value to a target customer and differentiates us in the market. (T) 2. We have some ideas but our customer value proposition isn't formalized and/or written down anywhere. (F) 3. We are not really sure. We have never

					<p>thought much about it, let alone asked our customers or done research into the possibilities. (F)</p> <p>Or maybe it should be a question on customer segmentation?? Not sure ...</p>
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OL1. Understanding the concept of the social economy

Given a set of sectors and features, relate them. Comprehension test on the stories

Type 2 – Relating concepts:

You may have noticed that the concept of Social Economy has different interpretations and key definitions depending on the country and the theoretical, economic and legal approaches used.

Q1. Can you relate each type of social economy enterprise to the characteristics which generally are included in their descriptions? Each type may be related to more than one characteristic.

Please match the numbers to their associated letters:

1. Third sector
 2. Non-profit organisations
 3. Solidarity economy
 4. Social enterprises (UK and American approach)
 5. Social enterprises (Continental European tradition)
-
- A. Has one or more social objectives
 - B. Is a private organisation
 - C. Is an organisation whose constitution forbids it to distribute surpluses to those who founded, control or finance it
 - D. Distributes social goods
 - E. Generally uses democratic and participatory decision-making processes
 - F. Volunteers participate in the organisation's activity or management
-
- G. Has freedom of membership (membership is not compulsory)
 - H. Is a market company with a social purpose, independent of ownership and legal form
 - I. Has no need for legal identity

	Third sector	Non-profit organisations	Solidarity economy	Social enterprises (UK and American approach)	Social enterprises (Continental European tradition)
Has one or more social objectives	X	X	X	X	X
Is a private organisation	X	X	X	X	X
Is an organisation whose constitution forbids it to		X			

distribute surpluses to those who founded, control or finance it					
Distributes social goods			X		
Generally uses democratic and participatory decision-making processes		X			X
Volunteers participate in the organisation's activity or management		X			
Has freedom of membership (membership is not compulsory)	X	X	X	X	X
Is a market company with a social purpose, independent of ownership and legal form				X	
Has no need for legal identity					

Right answers:

1A, 2A, 3A, 4A, 5A

1B, 2B, 3B, 4B, 5B

2C,

3D

5E

2F

1G, 2G, 3G, 4G, 5G

4H

Explanations for some answers about why characteristics are or are not related to particular concepts, to encourage debate and further reflection on the concept of social economy:

5C: Social economy as defined in national accounts allows profits to be distributed, but there are some restrictions:

"Any distribution of profits or surpluses among the user members, should it arise, is not proportional to the capital or to the fees contributed by the members but to their activities or transactions with the organisation" (p18, EESC Study Social Economy 2012)

I. This answer does not correspond with any type of social enterprise given, as they are all legal identities. The most common forms are cooperatives, mutual societies, associations, and, recently, foundations. Other legal identities are recognised as part of SE sector, with national differences.

F. Many SE organizations do not work with volunteers, especially those whose objective is to provide employment to people.

2F. Some non-for profit organisations do not use volunteers, but most do.

Characteristics of SE (Source: EESC Study Social Economy 2012 p18)

- a) They are private, in other words, they are not part of or controlled by the public sector;
- b) They are formally-organised, that is to say they usually have a legal identity;
- c) They have autonomy of decision, meaning that they have full capacity to choose and dismiss their governing bodies and to control and organise all their activities;
- d) They have freedom of membership. In other words, it is not obligatory to join them;
- e) Any distribution of profits or surpluses among the user members, should it arise, is not proportional to the capital or to the fees contributed by the members but to their activities or transactions with the organisation;
- f) They pursue an economic activity in its own right, to meet the needs of persons, households or families. For this reason, SE organisations are said to be *organisations of people, not of capital*. They work *with* capital and other non-monetary resources, but not *for* capital;
- g) They are democratic organisations. Except for some voluntary organisations that provide non-market services to households, SE primary level or first-tier organisations usually apply the principle of “one person, one vote” in their decision-making processes, irrespective of the capital or fees contributed by the members. At all events, they always employ democratic and participatory decision-making processes. Organisations at other levels are also organised democratically. The members have majority or exclusive control of decision-making power in the organisation.

Type 3 – Selecting features:

Q2. Select all the characteristics that describe the concept of social economy:

Characteristics:

- public sector
- formally-organized (T)
- autonomy of decision (T)
- distribution of surpluses
- economic activity (T)
- democratic organizations
- social objective (T)

Right answers:

- formally-organized
- autonomy of decision
- economic activity
- and social objective

Explanations:

Distribution of surpluses: some SE organizations distribute their surpluses and others don't. However, any distribution of profits or surpluses among the user members, must relate to the members' activities or transactions with the organisation, and not the capital of fees invested by the members.

Democratic organisations: not all SE organisations are democratic, although most are, especially those in the market sector. ,

Type 3 – Selecting features. On the stories.

Q3. Story bikeworks on SE concept

From the next list, what are the characteristics of Bikeworks that classify this organisation as SE?

Characteristics:

- public sector
- formally-organized (T)
- distribution of surpluses
- economic activity (T)
- democratic organizations
- social objective (T)

Right answers:

- formally-organized
- economic activity
- social objective

Explanation: formally-organized: Community Interest Company (CIC), economic activity: commercial services provided, social objective: community cycling programmes to impact positively in the community, especially empowering people with disabilities and encouraging employment in the bike sector.

Q4. Story Emmaus St Albans on SE concept

From the next list, what are the characteristics of Emmaus St Albans community to classify it as SE?

Characteristics:

- public sector
- formally-organized (T)
- autonomy of decision (T)
- distribution of surpluses
- economic activity (T)
- democratic organizations

- social objective (T)

Right answers:

- formally-organized
- autonomy of decision
- economic activity
- social objective

Formally-organized (business created, this implies a legal form), economic activity (sell used products in local shops), social objective (empowerment and support of homeless people), autonomy of decision (organization within an international federated structure),

We don't know from this story about the following characteristics: democratic organizations, distribution of surpluses (but we may assume they don't distribute them, so if this answer is picked, could be not wrong at least)

Type 1 - Select the correct answer:

3. Establishing a business plan

Select the best payment method for their idea

SINGLE CHOICE QUESTION

Q1. As happened in St Albans Emmaus community, your team has decided to create a second-hand shop of products donated by your neighbours. You still don't have infrastructure, no shop, no electronic connection, but you have the products to be sold. You have decided to start your activity, so you can obtain some income and, you have decided to start with a second-hand market in the town square, with the necessary local permission.

In this context, select the best payment method from clients for this first activity of selling products:

- A. Credit/debit card
- B. Cheque
- C. Cash
- D. Coupons to obtain discounts in some local shops
- E. Other products

Correct answer: C (cash)

No a: no electronic connection (maybe the group don't even have a current account yet)

No b: Banking cheques bring extra charges, a relevant consideration for products that are not expected to have a high price.

No d and e: the objective is to gain income to be spent as needed. Coupons and other products are not as viable for your enterprise as cash.

SINGLE CHOICE QUESTION

Q2. Similar to Les Grignoux story, your group decides to sustain the activity of the old cinema in the centre of the town, the last one there. It has announced that it's going to close next month because it's not profitable any longer. The cinema is owned by the municipality and renting it is cheap but it needs constant revenues (sales). There is one person working full-time in the ticket office and several part-time staff, depending on the season and time.

In this context, select the best payment method and way to arrange payments from clients:

- A. Monthly payment transfer and a small fee paid by any method each time that a member goes to the cinema
- B. Cash for each visit to the cinema
- C. Annual subscription paid directly by bank transfer as required by the enterprise's rules, and a small fee paid by any method each time that a member goes to the cinema
- D. By credit/debit card for each visit to the cinema
- E. By cheque for each visit to the cinema

Correct answer: C (allows for a regular annual income and payment according to personal attendance, which gives some guaranteed income, helping planning programmes and the cashflow of the organisation – not totally reliant on regular attendance)

Why is C better than A? Monthly transfers can be cancelled at any point, and cinema can be one expense people stop in times of need. Moreover, 12 transfers of a small amount of money is more inefficient than one, larger annual payment.

B, D, E: Even if each time, the service is paid at a higher price, it's difficult to plan incomes this way. Money may not be available at the beginning to cover fixed costs, even if enough income can be generated during the year. These methods can create cash shortages, which negatively affect cashflow.

MULTIPLE CHOICE QUESTION

Q3. A group of artists has decided to create a cooperative to produce their own plays and performance, so they can be employed and they can promote culture and entertainment activities in their deprived neighbourhood. They usually charge a really low price and apply for cultural grants to cover some costs.

One day, they are contacted by a wealthy company to perform at its premises, as part of its corporate social responsibility (CSR). They go to perform and once there, they are asked how they prefer to be paid the fee which was negotiated in advance. In this context, select the best payment method from this company:

- A. Credit/debit card
- B. Cheque
- C. Cash
- D. Products from the company
- E. Bank transfer

Correct answers:

B. They can go home with the payment already received and ready to be used.

E: could be a right answer too, if there is the offer to do the transfer quickly, and then they would not have to worry about the cheque.

To support the discussion on the wrong answers:

A: Credit/debit card: it's unlikely that they have a portable machine to charge by card

C. Cash: easy to be lost and difficult to carry around if it's a lot. More likely to not be fully integrated as part of the social enterprise's income.

D: We don't know if their products are useful/valuable for the cooperative.

Type 3 – Selecting features:

MULTIPLE CHOICE QUESTION

3. Establishing a business plan

Given a set of ideas and local features, choose the best payment method

Q1. As in Bikeworks story, your social business needs to rely on a wide range of people who use bikes. The services to be charged for are mainly renting bikes, fixing them and teaching people to fix them. Please choose the best payment methods according to the characteristics of your services and potential individual clients:

- A. Card
- B. Cash
- C. Invoice
- D. Prepaid subscription
- E. Apple pay
- F. Google Wallet
- G. Fidelity or gift cards with prepayment money
- H. Automatic monthly bank payment

Right answers: A, B, E, F, G (they are easy and fast to use; service fees apply if and when they're used if relevant)

H may be also a good answer, but it may be more difficult as individual customers are likely not to use your services every month.

C, D and H are maybe more suitable for business clients

MULTIPLE CHOICE QUESTION

Q2. In a similar case to Les Grignoux, a new social enterprise about to start is expected to sustain the activity of the old cinema in the centre of the town. The last one announced that it's going to close next month because it's not profitable any longer. Please choose the best payment methods for charging each individual who comes to see a movie:

- A. Card
- B. Cash
- C. Invoice
- D. Prepaid subscription
- E. Apple pay
- F. Google Wallet
- G. Fidelity or gift cards with prepayment money
- H. Automatic monthly bank payment

Right answers: A, B, G

E, F, depend on the current infrastructures. If it's an old cinema, it may not be prepared yet.
C, D, H don't look convenient for the service and how people usually pay to see films.

Type 3 – Selecting features:

5. Creation of a conducive stakeholder environment
Value proposition

Given a set of customer segments, choose the (three?) more relevant features for everyone

MULTIPLE CHOICE QUESTION

Q1. As in the Bikeworks story, your social business needs to rely on a wide range of people who can be involved in the initiative in different ways. One of the segments of the stakeholder environment is their clients who provide income to the project.

Please, choose the three most relevant features for everyone who becomes a Bikeworks customer:

- I. Have contacts with other people who may use bikes
- J. Have enough time to learn how to fix their bikes
- K. Live in the neighbourhood of the shop
- L. Interested in the world of bikes
- M. Unemployed
- N. Have enough money to pay for their service
- O. Are Disabled
- P. Use cycling to commute to work or education

Right answers:

If the customer is understood as the clients who pay for their services: C, F, and H. The people who most likely will fix or learn how to fix their bikes in their shops are those who live nearby, use their bikes often (as commuting transport) and can pay for the service.

If the customer is understood as the people included in their social objective: C, E, G (and maybe B)
Their interest in bikes is for more social reasons.

MULTIPLE CHOICE QUESTION

Q2. Imagine your social business wants to work with young people who are neither in education nor employed, through cinema education and screenings. You want to help them to be more social and economically active and you are trying to involve them in your community.

Given this customer segment, choose the two most relevant features:

- A. High income profile
- B. Accessible through a popular shop with which you have connections
- C. Low income profile
- D. Migrant
- E. National
- F. University students

G. Interested in arts and cinema

Right answer: B, C, G

The other characteristics do not relate to our target customers. The targets need to be accessible somehow, and have an engaging point. Their interest for art and cinema can be the way to engage them in activities for/with the community...

Quizz Customer relationships

MULTIPLE CHOICE QUESTION

1. An enterprise needs customers to survive but what is true of the statements below regarding Social Economy Enterprise (SEE) customer relationships?
 - a. Talking about the Impact of an SEE scares customers off
 - b. Talking about products and services will gain the SEE the most
 - c. Every SEE is unique as is every customer, so the relationship has to be tailored to the SEE and the customer.

C is the correct answer. Some customers fall in love with the products/services, others with the social impacts of the SEE, and some value both aspects. The only way to find out is to talk to the customers and adapt the Business Model to fit your customers' needs. This may change over time so continuously listening to customers is important. In some cases pushing the impact aspects of the SEE may attract more customers to become even more loyal.

MULTIPLE CHOICE QUESTION

2. We want our customers to fall in love with...
 - a. Our products
 - b. Our impact
 - c. Both our impact and our products

All are correct. When customers fall in love with our products it will be easier to make them fall in love with our impact and vice versa. Hence c is also right because that's the ultimate goal. Customers who love what you do are great because they will talk about your SEE. Some of them might even want to be involved more closely and have skills or contacts they can bring. It's important to keep contact with your customers so you know what they value about what you do.

Quizz Business modelling

SINGLE CHOICE QUESTION

1. What is a business Model? Tick the right answer.

- a. It describes the process of how you register and set up an enterprise.
- b. It describes the rationale of how an organisation creates, delivers and captures value.
- c. It describes how the enterprise creates jobs.
- d. It describes how the enterprise is organised.

b is the correct answer. When working with business modelling it is important to take all aspects of the enterprise into account. All parts of an enterprise are interconnected.

SINGLE CHOICE QUESTION

2. Traditional enterprise business models are built to make as big a profit as possible whereas social enterprises should also try to:

- a. Create as much impact as possible to improve society
- b. Minimize profits
- c. Employ as many people as possible.

a is the correct answer.

Quiz Distribution Channels

MULTIPLE CHOICE QUESTION

1. Products or services need to get in the hands of the customers. Tick all the methods below that a Social Economy Enterprise (SEE) can use to sell products.
 - a. Sales through SEE's online shop
 - b. Sales in SEE's own shop building
 - c. Sales through other agencies
 - d. Sales at markets and fairs
 - e. Home delivery

All answers are correct. When designing the business model you need to talk to potential customers to find out how they are willing to purchase and where from.

SINGLE CHOICE QUESTION

2. When raising awareness about your SEE you should.
 - a. Only communicate about the value of your products and services
 - b. Communicate about your impact AND your products and services
 - c. Only communicate about your impact
 - d. Since we are an SEE, customers will find us, so there is no need to communicate.

b is correct. There is a growing interest in SEE's and the impact they generate. This goes for consumers, traditional enterprises and procurement agencies.. The problem is that people don't know how or where to find SEEs, how to do business with them and how to understand the Impact of SEEs. Therefore the better you communicate, the easier it is for others to support you.

16.4 – Business Planning _ type 3

MULTIPLE CHOICE QUESTION

What are the costs that differentiate a social enterprise from a usual business?

Like other parts of a social enterprise business model, the cost structure needs to take account of both the commercial operating and production costs and the costs involved in delivering an impact. For most social enterprises, this means understanding the costs involved in keeping the “business” going, and all those extra costs needed to actually deliver on the impact of the enterprise. Please choose the features that characterise **impact costs** from usual business costs:

- A. Equipment and materials
- B. Opportunity costs (eg. reduced productivity, costs of recruiting and training new staff constantly)
- C. Accountancy and other professional fees
- D. Fundraising costs
- E. Tax costs
- F. Ethical costs (e.g. premiums paid for fair trade goods)
- G. Support and participation costs (extra staff costs for people’s support workers)
- H. Utilities e.g. Gas, electricity

Right answers: B; D; F; G. There are sometimes tax benefits as a social enterprise, and these savings can help fund some of the additional impact costs created by a social enterprise.

ANNEX 5 – The reference material

Social Entrepreneurship resources

<u>English</u>	<u>Italian</u>	<u>Spanish</u>	<u>French</u>
WEB: http://www.local.gov.uk/c/document_library/get_file?uuid=c75372ac-498d-4894-b4df-87fd63ee895f&groupId=10180	WEB: http://www.diritto.it/articoli/civile/vi-sconti2.html	WEB: http://www.cepes.es/documentacion/426	WEB (NL+FR): http://www.socialeconomie.be/vlaanderen
WEB: https://www.gov.uk/employee-ownership	PDF: http://serviziavvioimpresa.it/settori/senzalucro/tipologie.pdf		-
WEB: https://www.gov.uk/set-up-a-social-enterprise	PDF: http://www.unife.it/studenti/tirocini-placement/tpl-tirocini-post-laurea/normativa/l-381-91.pdf	-	-
WEB: https://www.gov.uk/business-legal-structures	-	-	-

<u>English</u>	<u>Italian</u>	<u>Spanish</u>	<u>French</u>
<u>Video:</u> https://youtu.be/QoAOzMTLP5s	<u>Video:</u> https://www.youtube.com/watch?v=C5fcKFUDWik	<u>Video:</u> https://youtu.be/OoshJr_cEgY	-
<u>PDF:</u> http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf	<u>WEB:</u> http://www.businessmodelcanvas.it/bmc/scarica-gli-strumenti.html	<u>WEB:</u> http://www.emprendedores.es/gestion/modelo-3	-
<u>PDF:</u> http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf	<u>PDF:</u> http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf	<u>PDF:</u> http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf	<u>PDF:</u> http://knode.com.au/wp-content/uploads/Knode_BusModCanv4SocEntDesign_E1LR_30p.pdf
<u>Video:</u> https://www.youtube.com/watch?v=Bs5c57A_whY	<u>Video:</u> https://www.youtube.com/watch?v=-nrX_NbFmA0	-	-
<u>PDF:</u> http://www.forthsectordevelopment.org.uk/documents/New_BusPlan	<u>PDF:</u> http://gsvc.it/wp-content/uploads/2013/10/business	-	-

<u>English</u>	<u>Italian</u>	<u>Spanish</u>	<u>French</u>
<u>Guide.pdf</u>	<u>_plan contrada-degli-artigiani1.pdf</u>		
-	<u>PDF:</u> <u>http://www.bellissimaterra.it/wp-content/uploads/2014/10/Business-plan.pdf</u>	-	-
<u>WEB:</u> <u>http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html</u>	<u>WEB:</u> <u>http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html</u>	<u>WEB:</u> <u>http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html</u>	<u>WEB:</u> <u>http://www.socialenterprisecanada.ca/en/toolkits/devtoolkit/nav/Introduction.html</u>
<u>PDF</u> <u>http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</u>	<u>PDF</u> <u>http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</u>	<u>PDF</u> <u>http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</u>	<u>PDF</u> <u>http://www.forthsectordevelopment.org.uk/documents/New_BusPlanGuide.pdf</u>
-	-	<u>WEB:</u> <u>http://www.cepes.es/documentacion/345</u>	-

<u>English</u>	<u>Italian</u>	<u>Spanish</u>	<u>French</u>
<u>WEB:</u> https://www.dropbox.com/s/f6nfebcp15lo2rb/Appendix%201.%20Risk%20Analysis.xlsx?dl=0	<u>WEB:</u> https://www.dropbox.com/s/f6nfebcp15lo2rb/Appendix%201.%20Risk%20Analysis.xlsx?dl=0	<u>WEB:</u> https://www.dropbox.com/s/f6nfebcp15lo2rb/Appendix%201.%20Risk%20Analysis.xlsx?dl=0	-
<u>WEB:</u> https://www.dropbox.com/s/uw849ozzvqsar4p/Appendix%202.%20Implementation%20plan%20for%2012%20months.xlsx?dl=0	<u>WEB:</u> https://www.dropbox.com/s/uw849ozzvqsar4p/Appendix%202.%20Implementation%20plan%20for%2012%20months.xlsx?dl=0	<u>WEB:</u> https://www.dropbox.com/s/uw849ozzvqsar4p/Appendix%202.%20Implementation%20plan%20for%2012%20months.xlsx?dl=0	-

Videos on horizontal issues:

SethPriebatsch_2010X-480p-en

The game layer on top of the world

https://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world#t-9817

KareAnderson_2014S-480p-en

Be an opportunity maker

https://www.ted.com/talks/kare_anderson_be_an_opportunity_maker#t-944

LindaHill_2014X-480p-en

How to manage for collective creativity

https://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity#t-6957

StefanaBroadbent_2009G-480p-en

How the Internet enables intimacy

https://www.ted.com/talks/stefana_broadbent_how_the_internet_enables_intimacy

JaneMcGonigal 2010-480p-en

Gaming can make a better world

https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

ANNEX 6 – The in-game modules

Game dynamics



Game Dynamics for
Players with Social a



SethPriebatsch_201
0X-480p-en.mp4



Social E-Learning
with game dynamics

Innovation and creativity



video games dream
bizarreness and crea



KareAnderson_2014
S-480p-en.mp4



LindaHill_2014X-480
p-en.mp4

Trust and responsibility



Corporate
Reputation and Soc



Gossip Versus
Punishment.pdf



Reputation Gossip
and Human Cooper:



Trust, Cooperation,
and Reputation i.pd



JaneMcGonigal_201
0-480p-en.mp4

Team building



Online Gaming and
Teamwork.pdf



Prosocial Behavior
and Teamwork in Or



The positive
connection between



StefanaBroadbent_
2009G-480p-en.mp4

Annex 7 Manual de instrucciones para el facilitador / Maestro de Social Seducement

Cómo diseñar una economía de empresa social colectivamente
10.02.2017

Primera parte: Introducción

Este manual es una parte integral de todo el material producido durante el proyecto que el Social Seducement facilitador / principal tiene disponible para mejor preparados para apoyar y acompañar al jugador / jugadores en la adquisición de habilidades necesarias para iniciar y dirigir una empresa economía social, y un plan para trabajar como grupo para aclarar sus ideas acerca de un posible proyecto futuro.

Se recomienda que el estudio preliminar de los documentos que se encuentran asociadas a las manual para entender mejor lo que los objetivos de aprendizaje que desea / puede lograr con el uso del juego, que el público es el juego y lo que en general son las tareas y el papel de la maestro facilitador / juego. Con ese fin, proponemos un LÍNEA espacio reservado para que el maestro puede 'encontrar todos los documentos y descarga NECESIDAD ellos.

Dentro de la "*Guide on the social Seducement RPG learning model*" que se encuentra entre otras cosas, la referencia a los materiales de enseñanza (interior y exterior) que tiene disponible, y los jugadores. También hay referencias a muchos documentos, estudios y recomendaciones que la Unión Europea ha producido en el campo de la Economía y la Empresa Social. Hay historias (además de los incluidos en el juego) recogidos en un sitio <http://stories.coop> de la Alianza Cooperativa Internacional (ACI) y Euricse y otras reflexiones útiles para el facilitador que juega un papel vital.

En adición a lo anterior llamado "*Guide on the social Seducement RPG learning model*":

- adjuntamos: historias (organizado por el contexto, problema, solución, y se asignan a las diferentes secciones del juego) que se encuentran y que va a utilizar en la sección de noticias del juego;
- cuestionarios (colectivos o individuales) que se propondrán en diferentes momentos del juego y encontrar el icono de prueba
- los materiales educativos externos (links) disponibles en la sección Help
- El glosario también está disponible en la sección Help
- *Il Business Model Canvas*.

Puede orientarse a estudiar el material antes de la colocación de una sección del juego.

El enfoque del juego tiene como objetivo desarrollar y aumentar la capacidad de diseño de su empresa social que es, en nuestra opinión, es una empresa, una organización, diseñada y gestionada democráticamente por un grupo de personas. Debemos aprender a planificar y gestionar juntos y esto no es fácil. Muchos de los jugadores que han asistido a la escuela de negocios y nunca ha corrido una empresa. Muchos probablemente experimentarán en lugar de paro, la precariedad laboral y la exclusión social. Tal vez pensaron para crear algo por su cuenta, para cambiar el curso de sus vidas, a riesgo en lugar de esperar a que el trabajo que nunca llega. Pero no tienen experiencia y no es fácil pasar de buscar un trabajo en el diseño y la gestión de una empresa.

El juego se basa en la experiencia adquirida a lo largo de muchos años por los empresarios sociales y expertos que ayudaron a desarrollar el juego y con el modelo de negocio de mano (BMC), que se recomienda para estudiar antes. También aquí se encuentra gran cantidad de material en la "Guide on the social Seducement RPG learning model". Recomendamos, si no se conoce el modelo y no lo usa a menudo para ejercer ante incluso con el coche de canvanizer.com sitio web especial, o incluso el uso de la hermosa publicación (caso) "Proyectos en colaboración", editado por Marco Graziano Cau y Maino de Maggs Editorial también puede descargar en línea.

Elegimos el BMC porque queremos que el grupo aspirante de los empresarios sociales capaces de entender cómo debe la razón, que los elementos deben tener en cuenta y cómo cada elemento está conectado al otro elemento y con el todo. Para nuestra experiencia, el obstáculo más grande para pasar por la expectativa de un trabajo a apoderarse de su creatividad y crear una empresa radica en la falta de formación a pensar en el futuro, para planificar y para hacerlo con los demás. El BMC ayuda a cambiar nuestra forma de pensar! Le facilitadores tienen la tarea de apoyar al grupo en particular cada vez que se hace fuera de la incomodidad como "¿Cómo puedo predecir el futuro?".

Y 'su trabajo animar a la gente a mirar en su contexto (a través de Internet o en persona) los elementos que faltan con el fin de compilar el camino de BMC, para dar un rostro y una credibilidad al proyecto de empresa social. "Si usted no sabe si el producto pensé atractivo para los clientes potenciales debe pedirle antes! Si usted no sabe si necesito un material que está disponible en el lugar donde vivo tengo que aprender a buscar ...". Y 'su tarea de ayudar a las personas para dividir las tareas y para comprobar si han sido hechos. El juego ayuda porque hay pruebas, cuestionarios, y luego está el BMC para ser completado. Si el grupo falla con un capítulo tal vez pruebe con otro. Si se equivoca de ir hacia atrás hasta que todo el mundo está convencido, y lo que la línea!

Obviamente que necesitan ganas y entusiasmo para hacer pleno uso de todo el juego, ya que no es un juego fácil! Es en tiras sobre la gente cuando la moral van debajo de la mesa. Usted es el facilitador, una profesión de servicio a hacer un esfuerzo más fácil! Te

recomendamos no proceder con demasiada rapidez, para dar dudas y reflexiones espacio. En nuestra una hora de juego es ideal. Luego se toma un descanso (por supuesto, incluso en este caso no hay que ser demasiado duro). Lo que puede hacer en una hora depende del grupo.

El juego está organizado por la escena, secciones, sus misiones para promover los pasos graduales.

Al final de cada sección antes de salir del juego debes reservar una nueva reunión y para hacer eso tienes que ir icono calendario.

La herramienta más importante que tiene disponible, y los jugadores chatear. Esto se debe utilizar también para discutir a fondo los problemas, de intercambio de ideas, incluso las tensiones, para entender los tiempos, las dificultades y hay que entender cuándo intervenir y cuando no esté en uso, el que habla y no habla y por qué. Las decisiones colectivas se toman dentro y chatear o el facilitador o el líder de trabajo nombrado por el sistema y aceptado o modificado por el grupo anota las cosas acordadas en la pizarra.

El facilitador / Maestro no siempre tiene que estar presente, porque hay un responsable de la tarea y por qué cosas discutidas se registran en el chat y guardado en la pizarra que constituyen automáticamente las partes del modelo de negocio de la lona que se pueden imprimir al final.

A continuación, puede dar el espacio de los autónomos y de responsabilidad compartida. Si los jugadores tienen que llamará con llamar a la función MAESTRO.

Al trabajar en diferentes secciones de los jugadores del juego, concursos y responder a las preguntas y llenar en diferentes partes del BMC adquirir puntos (colectiva e individual) que pueden pasar a decorar su oficina. El sistema asigna automáticamente puntos. Es una buena manera de ayudar a motivar a la gente y para dar ritmo al juego.

Al final de la obra con el BMC - si todos los problemas se llevan a cabo a satisfacción de todos y se otorgó puntos - el grupo de empresarios social, tienen la oportunidad de completar un plan de desarrollo real en línea para su idea de negocio con números precisos, si así lo desean. Llegados a ese punto el grupo ya será muy independiente y decidida a tomar en serio. Otros pueden en cambio han decidido que la idea de que en un principio no habían levantarse y salir, tal vez para volver con otra idea y probarla a través del juego. Todavía otros tal vez descubren que no son capaces de trabajar juntos. En estos casos, el juego llega a su objetivo: mejor encontrar en el juego que tenemos que repensar sus propias ideas y sus propias empresas que en la vida real! Social Seducement pretende ser una herramienta para diseñar con precisión hasta que nuestras propias ideas no están convencidos y es seguro que quieren lograr y tener la fuerza y las habilidades necesarias.

El facilitador / Master of Social Seducement siga los jugadores, también lo / su grupo aprenderá después de que el grupo más acerca de las personas y la usabilidad del juego.

Los nuevos materiales educativos se desprenderán de la investigación de los jugadores y / o sus dificultades.

El facilitador / Maestro añadir poco a poco otros materiales de enseñanza, otras historias. Nos gustaría que el juego se enriquece con el uso, así como la confianza que es un elemento cultural clave en el negocio, en la vida y en particular en la empresa social, es un activo que crece y mejora con el uso.

Esperamos que el juego va a enriquecer su trabajo como facilitador del diseño de las empresas sociales. Estamos convencidos de que una empresa social debe ser diseñado y planificado por los que lo ejecuta y no por expertos externos. De abajo hacia arriba - de los empresarios desfavorecidos!

En las siguientes páginas te contamos juego paso a paso.

Al final del manual se encuentra una sección de preguntas frecuentes:

Aquí recogemos las preguntas más frecuentes que han surgido en la fase piloto del juego y nos contestó.

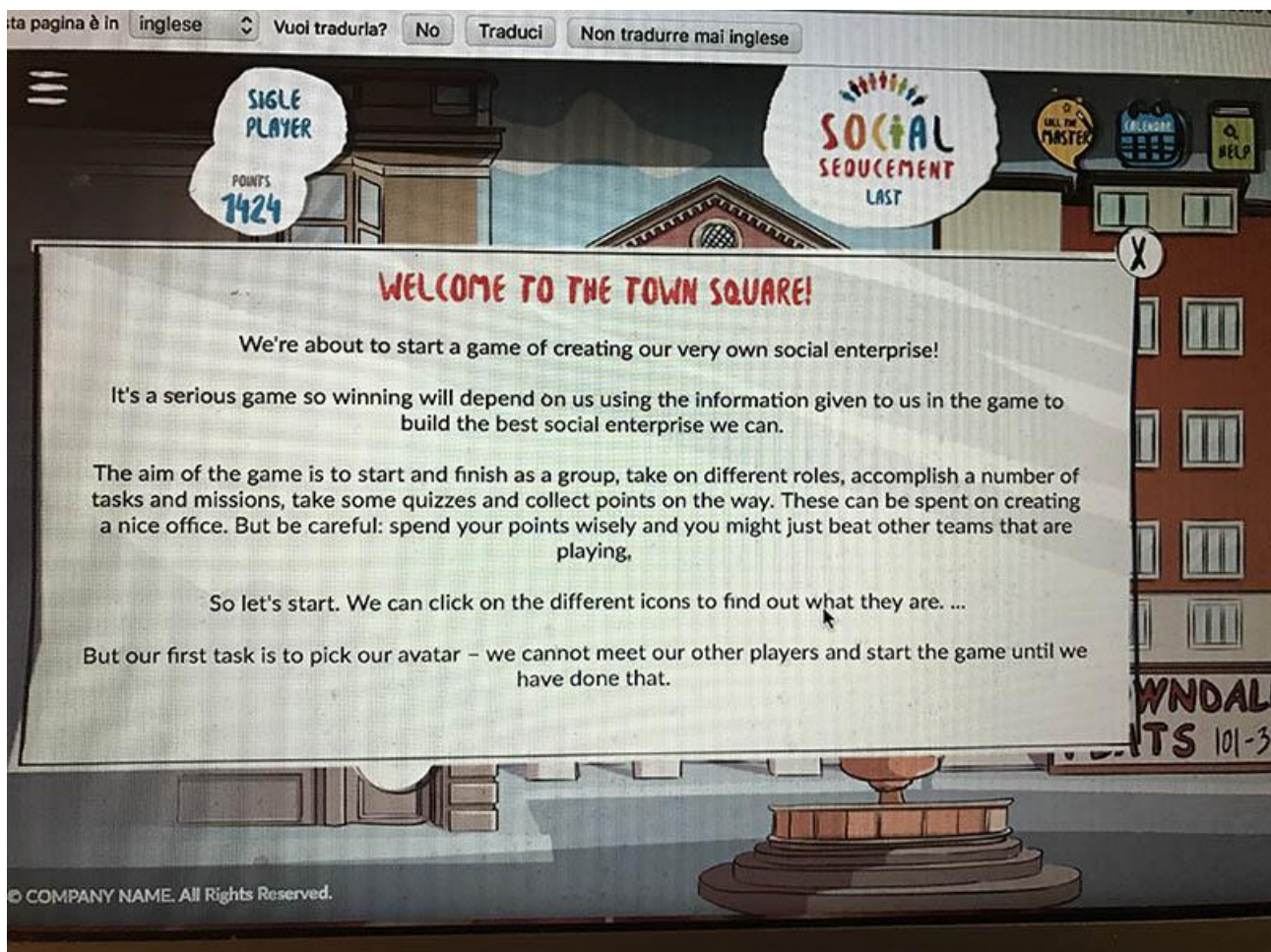
Segunda parte: El proceso del juego

Social Seducement es un juego colectivo, se necesita un grupo - al menos 2 personas + dominar el juego - para reproducirlo. El número máximo de personas que han proporcionado 6. Debemos, por lo tanto, o bien ya sea un grupo de diferentes jugadores, a salir y elegir un maestro facilitador / juego o pedir a un maestro facilitador / juego para buscar a otras personas para construir un equipo y comenzar el juego.

El facilitador o juego maestro inicia una nueva sección del juego e invitar a las personas que desea participar, en forma individual a través de un e-mail para suscribirse a la sección del juego llamado "fantasía". Cada jugador debe tener una dirección de correo electrónico y un ordenador con la última versión del navegador Google Chrome. El maestro debe asegurarse de que estos requisitos.

El Maestro, a continuación, introduzca el nombre y la dirección de correo electrónico del jugador aspirante y el sistema envía el nombre de usuario y la contraseña y los jugadores de forma automática cada jugador puede ser registrado.

Una vez que todos los participantes se han inscrito y tener un nombre de usuario y contraseña (que utilizan y se utilizan en todo el juego para acceder) estará en la pantalla del juego principal, la plaza central del pueblo ...



Un pop-up acoge a los que se han registrado, explica brevemente las posibilidades del juego e invita a los jugadores a navegar entre los diferentes botones (se pulsa cada botón hace que un pop-up) y, finalmente, elegir un avatar que puede se hace dentro de casa. ADVERTENCIA: POP-UP que se cierre (asterisco en la esquina superior derecha) y luego aparece la siguiente escena.

Después de cada sección del juego (en este caso la elección de los avatares) un mensaje (en este caso es: Felicidades, usted ha escogido su avatar ... cuando se cierra esta ventana, ir directamente a la cafetería ...) está de vuelta en la plaza el país y los jugadores pueden hacer clic en los diferentes edificios, pero sólo entrarán en el edificio en el que el juego progresa.

Los edificios disponibles son: The Flats, una cafetería, un almacén con el interior de la oficina, Ayuntamiento Con dentro de la biblioteca.

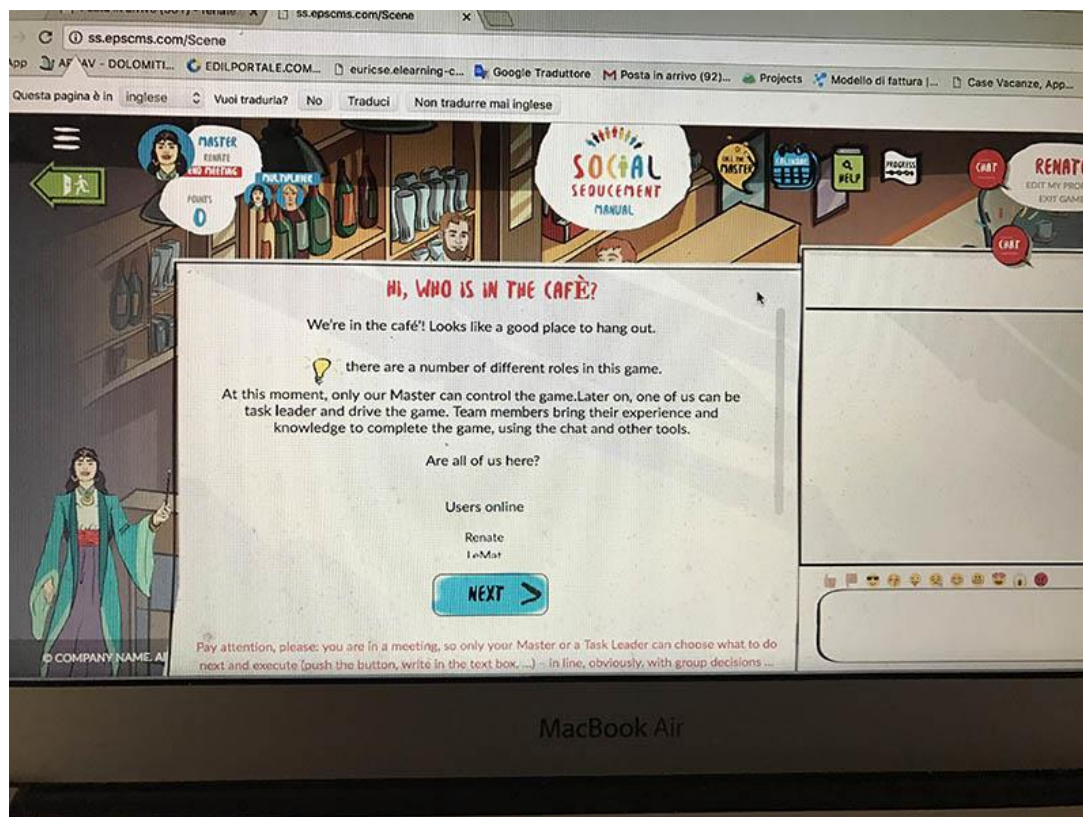


Aparece un mensaje que dirige a los jugadores diciendo cuáles son los lugares abiertos.

Para todos aquellos que han registrado el CHAT se convierte en utilizable y también el maestro puede fortalecer el pop-up al referirse directamente a los jugadores a través del chat.

Pero hasta que todos los jugadores han elegido un AVATAR el juego no se puede iniciar.

Elegido el café AVATAR esté disponible y todos los jugadores se van a encontrar allí.



El botón Siguiente (que se puede hacer clic por todos, sino sólo cuando se empuja a las obras maestras - o por debajo del responsable de la tarea) nos lleva a la siguiente pantalla en la que se anuncia a alguien ... A continuación ... y la maestra que se produce (Hola, 'm sus guías para este juego) ... a continuación ... y promete un primer uso del chat (Vamos a llegar a conocerse mejor).

El maestro anima a la gente a presentarse a través de la charla ... ¿Quién soy yo, lo que haría Tras el debate, se ganan puntosarriva mensaje. Al apagar el mensaje llegará a la misión 1 que tiene este aspecto:

Misión 1

MANOS A LA conocerse mejor y de nosotros mismos

Ahora que sabemos un poco más acerca de por qué estamos aquí, vamos a averiguar un poco más sobre nuestras propias fuerzas.

Nuestra misión es tomar un poco de prueba para saber más acerca de nuestros puntos fuertes.

Tras el final de la presente reunión, pero antes de la nueva (que se va a fijar poco después con los otros miembros del grupo y de su maestro), tiene que introducir solos por sí mismos de nuevo en el juego y para completar el " Habilidades de trabajo en equipo Evaluación inicial "que se puede encontrar haciendo clic en el nuevo icono de " Quiz". Usted debe entender que usted está solo, ya que deberá ver la etiqueta "Un jugador" en la parte superior izquierda de la pantalla.



¿Qué hay de Misiones?

Una misión es una tarea que debemos completar fuera del juego o que deberíamos discutir por un tiempo. Por lo tanto, cuando nos encontramos con una misión que debemos tomar algún tiempo para recopilar datos o para pensar en el tema propuesto y luego, a veces en una próxima reunión, hay que introducir el resultado en el panel de la misión.

Haga clic en el icono misión!

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Haga clic en el icono misión!

La ICONA MISSION è situata sopra la pop-up. Il Master dopo aver spiegato nel dettaglio il messaggio che appare cliccherà sull'ICONA MISSION. Il quiz a cui si riferisce il messaggio è un quiz individuale (diverso dai numerosi quiz collettivi). Infatti, il giocatore per farlo deve uscire dal gioco e rientrare da solo (single player). Questo avverrà dopo che il Master ha chiuso la sezione di lavoro e si è prenotato nel CALENDARIO una nuova riunione.

La misión icono se encuentra por encima de la ventana emergente. El Maestro después de explicar en detalle el mensaje que aparece MISIÓN clics ICONO. La prueba a la que se refiere el mensaje es un cuestionario individuo (diferente de numerosos cuestionario colectivo). De hecho, el jugador de hacerlo debe salir del juego y volver solo (un jugador). Esto ocurrirá después de que el maestro cerró la sección de trabajo y fue reservado en el calendario una nueva reunión.

El maestro explicar la misión, calendario función, el cuestionario (colectiva e individual), sino también la noticia de que contiene historias que no le ayudará a entender más acerca de cómo otros empresarios sociales se mueven y el botón HELP que oculta los materiales de enseñanza adicionales y glosario.

La decisión sobre el momento de explicar los diferentes aspectos del juego depende del MAESTRO.

Pero ahora vamos a ir a la primera misión (hay un total de 5) que le ayudará a entender más del juego:

El maestro explicar la misión, calendario función, el cuestionario (colectiva e individual), sino también la noticia de que contiene historias que no le ayudará a entender más acerca de cómo otros empresarios sociales se mueven y el botón HELP que oculta los materiales

de enseñanza adicionales y glosario.

La decisión sobre el momento de explicar los diferentes aspectos del juego depende del MAESTRO.

Pero ahora vamos a ir a la primera misión (hay un total de 5) que le ayudará a entender más del juego:

"Vamos a conocernos a nosotros mismos y con los demás mejor"

La misión es trabajar con el chat. Los jugadores dicen sobre sí mismos y sus propias ideas y señalan donde se siente fuerte, ¿cuáles son sus capacidades.

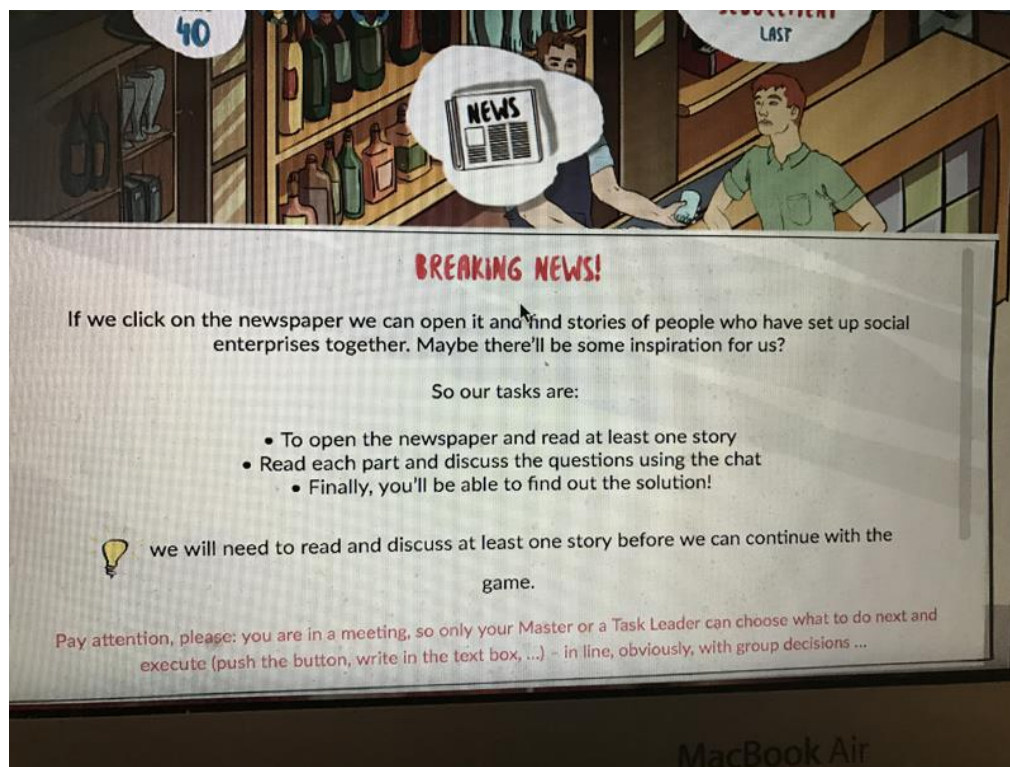
Cada jugador cuenta un poco 'de sí mismo y por qué decidió unirse al juego. El MAESTRO asume el papel de TAREA y escribe en la pizarra (que a partir de ahora la base para el responsable de la tarea de tomar nota de las cosas que los procesos de grupo en CHAT) cosas que representan los perfiles y las ideas y aspiraciones de miembros del grupo de empresarios sociales.

Las ideas escritas en la pizarra se almacenan y se mantienen en la memoria de trabajo futuro. Al final de la obra que el grupo va a ganar nuevos puntos que se suman a la primera.

La primera misión está hecho y el MASTER puede proponer para cerrar la sección no sin haber reservado en el calendario otra sección.

NOTA: A la derecha de la pantalla se encuentra un icono llama progreso. Al hacer clic en encontrar la secuencia de todas las tareas a realizar y se puede comprobar lo lejos que están (No hace falta decir que sólo se puede hacer o tarea maestra LEADER).

Pues bien, si no cierra la sección del juego que todavía estamos en el café (Pop-up: Todavía en el café ...) y tiene como objetivo comenzar a discutir la empresa social, tratamos de imaginar un costituirne ... pero ¿cómo? El siguiente pop-up (provocada por MASTER) nos lleva a la noticia



Al hacer clic en el icono NOTICIAS conduce a una lista inicial de historias, elegimos hablar de ello, por lo menos.

Juntos leemos la primera parte nos introduce en el contexto de la empresa social y discutir con el chat.

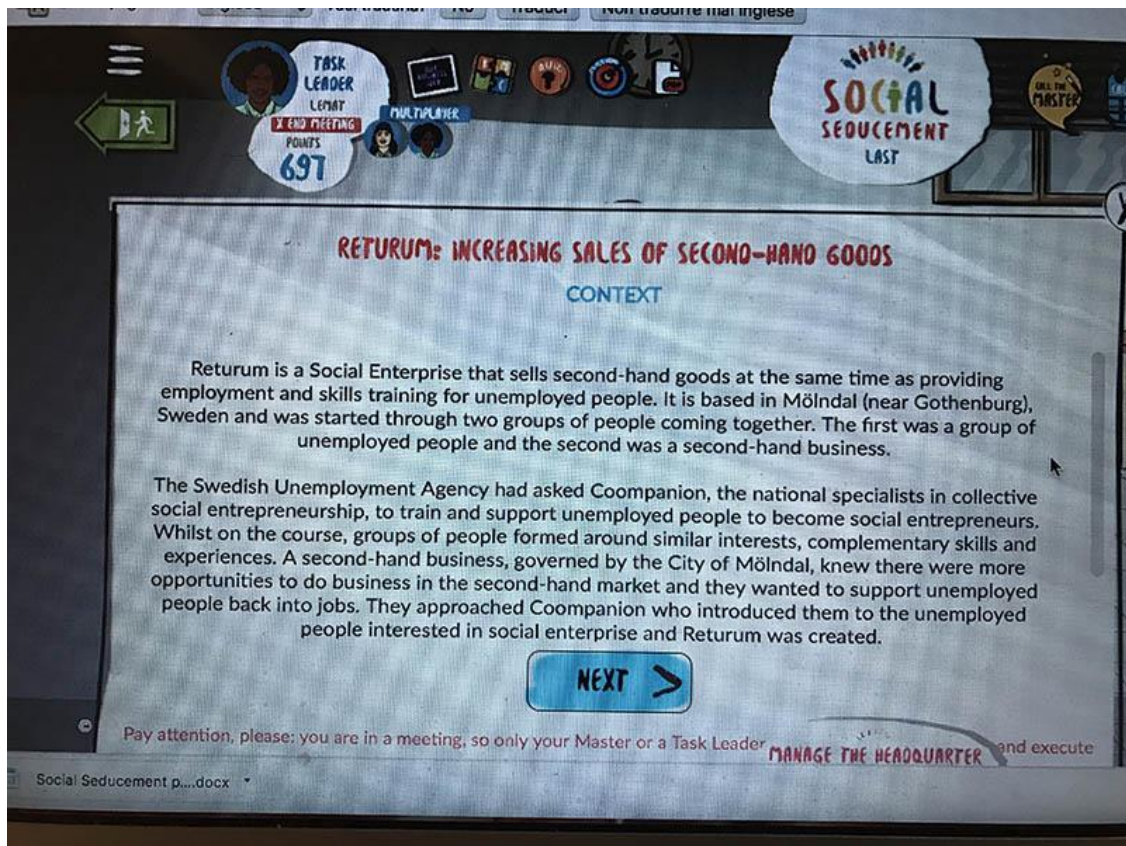
En la segunda parte de la historia se describe con más detalle el problema que se reunió la empresa social y discutir con el chat.

La última parte de la historia nos dice cómo los empresarios historia social han decidido resolver el problema.

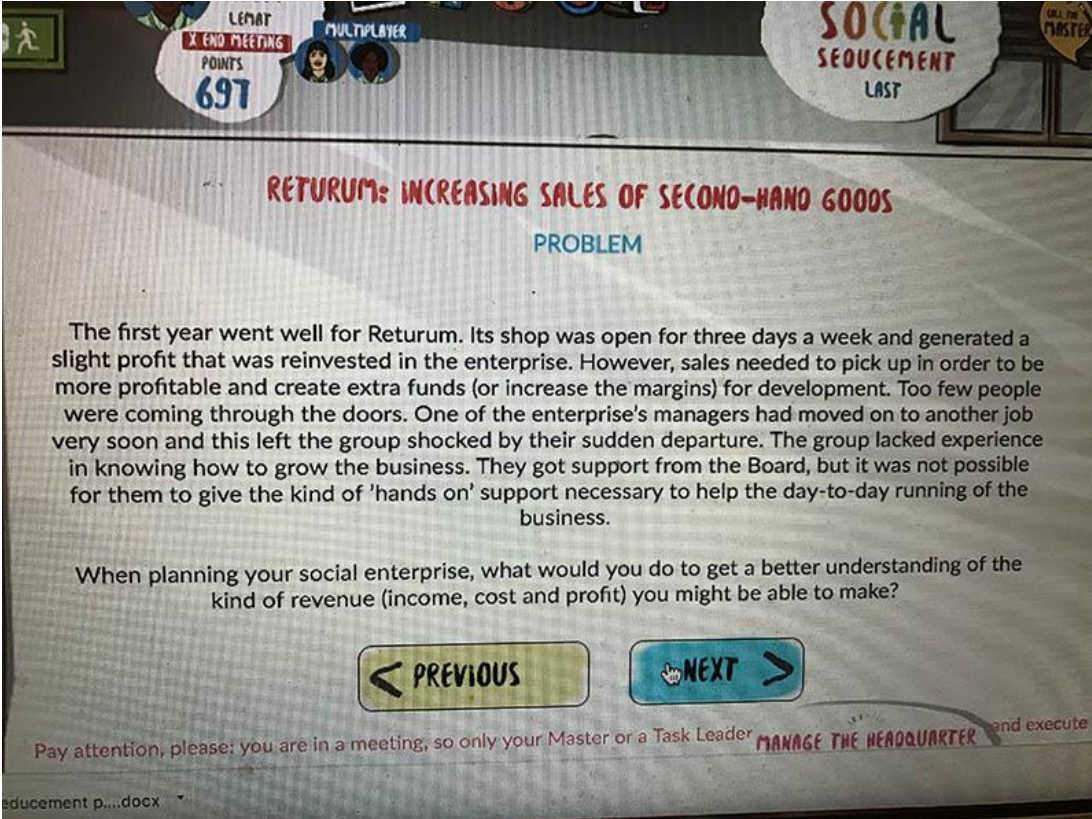
El material que se discute en las noticias es así y sirve para estimular la imaginación de los jugadores que le permitiera entrar en el contexto de la empresa social. Las historias son muy diferentes, todos interesantes y son un espejo de la realidad empresa social múltiple en Europa.

Sugerimos que el practicante / maestro para leerlos antes de empezar el juego con el fin de mejorar la gestión de la discusión.

Aquí se puede tener una idea:



El contexto describe la empresa social y alrededores



LEADER
X END MEETING
POINTS
697

MULTIPLAYER

**SOCIAL
SEDCEMENT**
LAST

RETURUM: INCREASING SALES OF SECONO-HANO GOODS
PROBLEM

The first year went well for Returum. Its shop was open for three days a week and generated a slight profit that was reinvested in the enterprise. However, sales needed to pick up in order to be more profitable and create extra funds (or increase the margins) for development. Too few people were coming through the doors. One of the enterprise's managers had moved on to another job very soon and this left the group shocked by their sudden departure. The group lacked experience in knowing how to grow the business. They got support from the Board, but it was not possible for them to give the kind of 'hands on' support necessary to help the day-to-day running of the business.

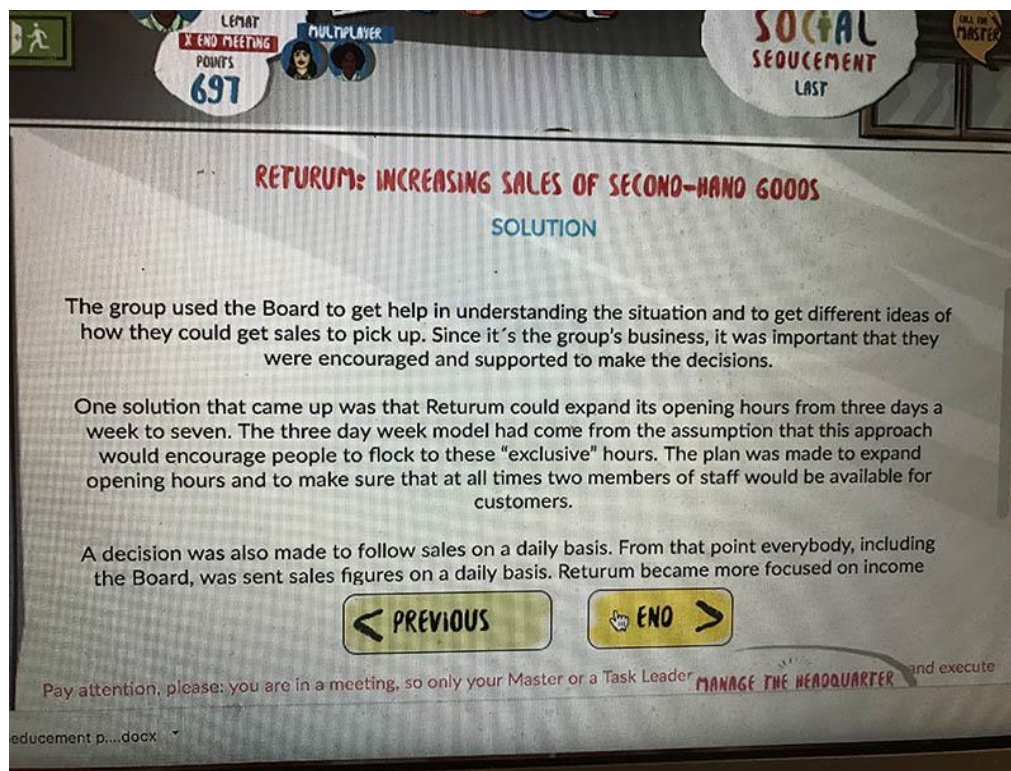
When planning your social enterprise, what would you do to get a better understanding of the kind of revenue (income, cost and profit) you might be able to make?

< PREVIOUS **NEXT >**

Pay attention, please: you are in a meeting, so only your Master or a Task Leader **MANAGE THE HEADQUARTER** and execute

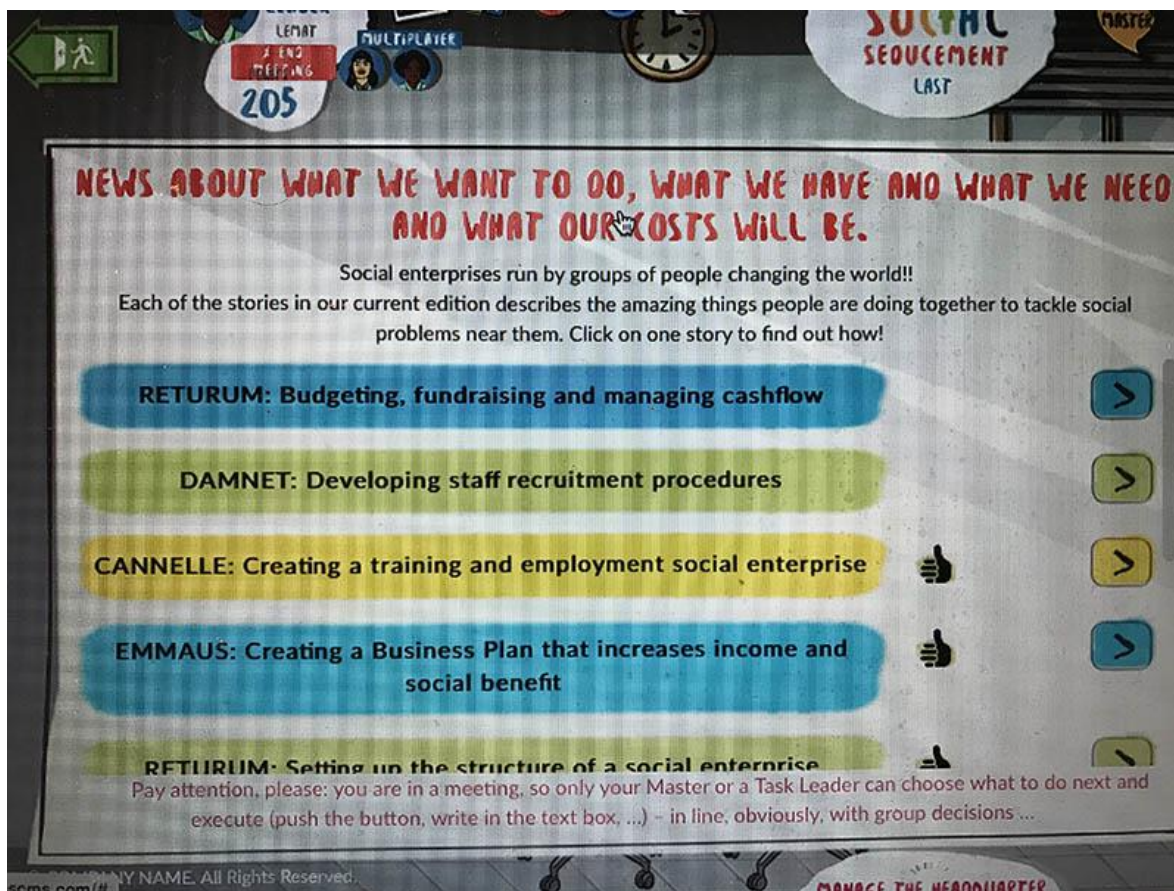
educement p....docx

El problema es el TEMA nos gustaría ser discutido y resuelto



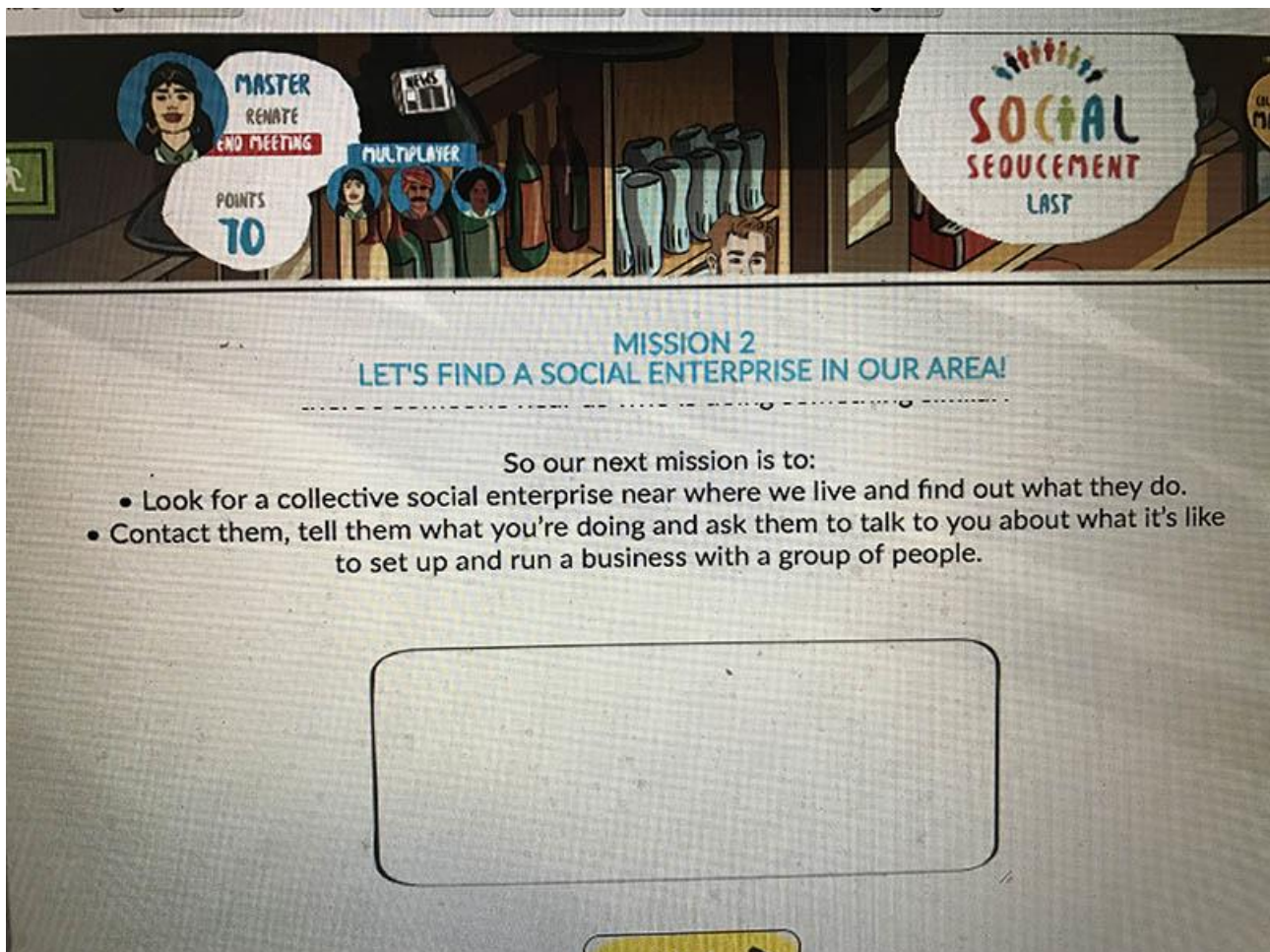
Al final de la historia que cuenta que solución que se encontró

Las historias son numerosos y pueden ser utilizados en muchas partes del juego. Como vemos aquí se le asigna a diferentes temas.



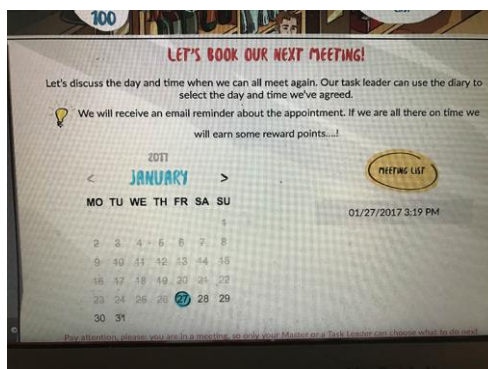
Después de leer y analizar una o más historias (para cada historia se llevará a los puntos !!!!) el capitán podrá proponer al grupo para comenzar a especular sobre si para tratar de hacer una empresa social por su propia cuenta.

La misión 2 incita a los jugadores a buscar el lugar donde viven en una empresa social



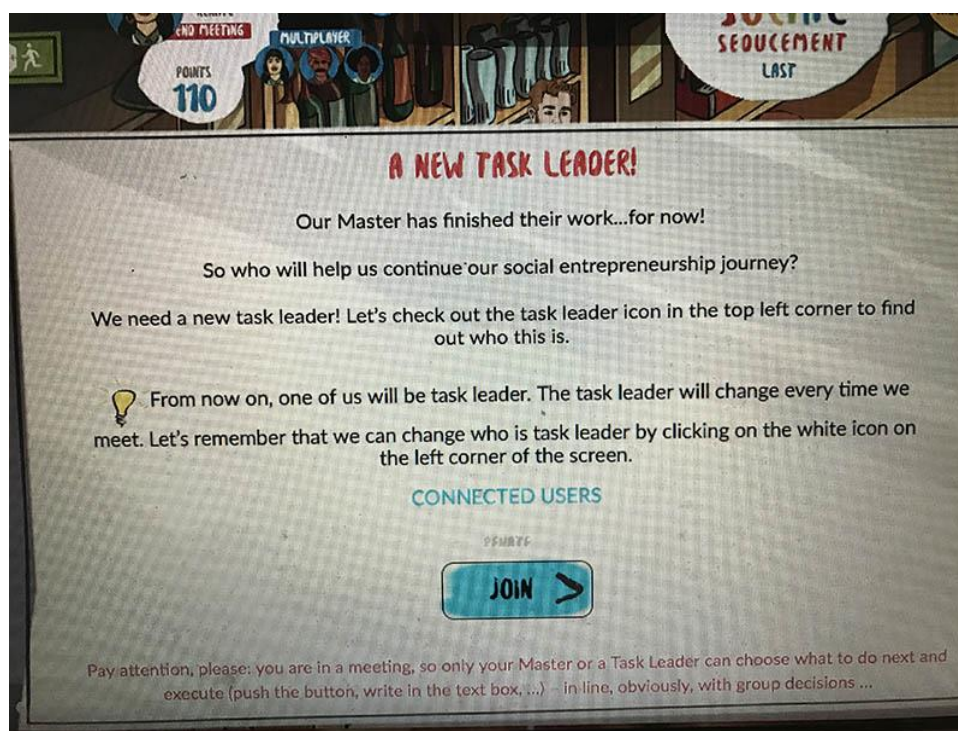
La operación es similar a la Misión 1: jugadores reflejan, utilizar la Internet o que pueden hacer investigación de campo. Aportan sus experiencias en el grupo y el capitán o el TAREA escribe en el espacio, PIZARRA

Pero tal vez es el momento de salir del café. Se podría buscar un espacio libre en la oficina para hacer un diseño reunión inicial. Usted tiene que decidir cuándo programar la primera reunión. Después de que el grupo ha discutido el MAESTRO fija la fecha de la reunión en el calendario.



ADVERTENCIA: Los jugadores tienen que salir y entrar de forma individual para realizar el cuestionario individual "Equipo de Trabajo de Evaluación de Habilidades" si ya no se ha hecho.

La próxima reunión tendrá un nuevo TASKLEADER será uno de los jugadores elegidos por el sistema. El TASKLEADER guiar el juego y la pizarra transitoria en las decisiones tomadas. Cada nuevo responsable de la tarea hace que nos ganamos puntos !!!!



Bueno, vamos a averiguar ALMACÉN porque nos dijeron que hay un espacio libre para arredarci una oficina.

En este punto nos encontramos con que en lo sucesivo PIZARRA una importante herramienta del juego.



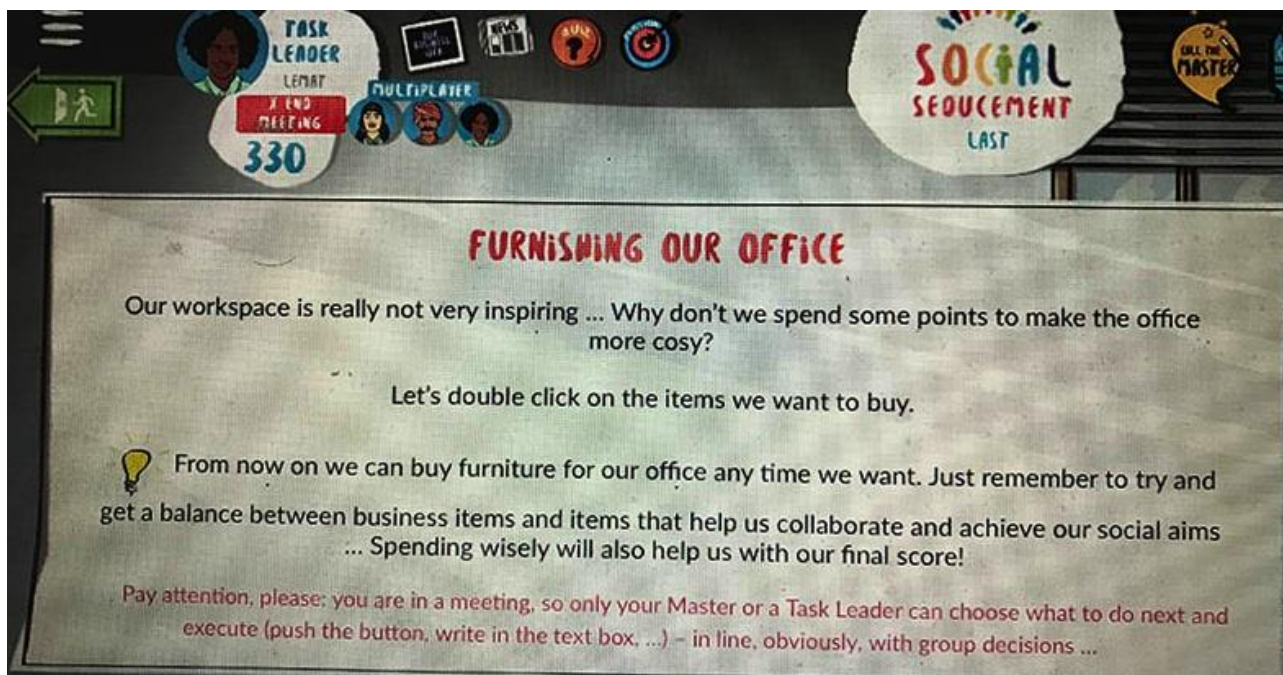
Pero antes de acceder al espacio el sistema le pedirá que seamos inspirados nuevo en alguna historia que nos encontraremos en las noticias. Trabajando juntos en él recogerá nuevos puntos.

Al entrar en nuestro espacio de trabajo, el sistema también nos propondrá a ejercitarnos en conjunto con alguna prueba. El maestro / facilitador encontrará todos los cuestionarios adjuntos.
Puede que así tener una idea.

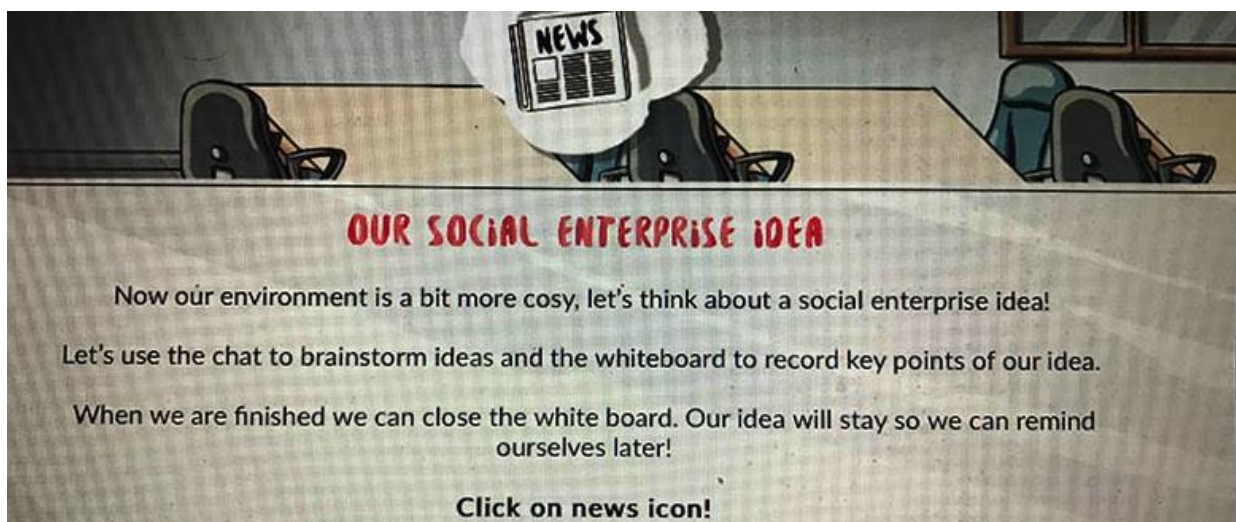
Es importante recordar que el maestro / facilitador continuará siguiendo el juego durante el tiempo incluso después de que haya sido nombrado el TAREA aunque ya no tienen que conducir uno de toda la acción. Sin embargo, él, su experiencia para apoyar el desarrollo del grupo de trabajo son importantes, y su función es la de enriquecer el trabajo de los jugadores. Si éste ejecute una sección en su propia todavía puede llamar a la Facilitador / MAESTRO través del botón correspondiente "Call del Maestro".

Bueno, le seguimos para el paso de un tiempo 'a paso hasta que usted será más seguro y que confiamos en el sistema que usted y / o que se ejercerá de manera justa con los amigos antes de tratar con sus jugadores otra pieza de guía de ruta.

En este punto, los jugadores han recogido una gran cantidad 'de puntos y que puedan empezar a decorar la oficina.




Van a encontrar varias piezas de mobiliario o de otras herramientas y discutir con el chat libremente proporcionarán la oficina. Y ahora tiene que ir a trabajar. ¿Cuál es nuestra idea de empresa social?



Así comienza el trabajo de diseño de la empresa social, que nos imaginamos. Después de leer y analizar los diferentes actores de la historia será capaz de precisar en la pizarra una idea.


Pero antes demasiado terco acerca de su extraordinaria idea que vamos a ver si alguien ya tuvo la idea, si hay algo similar. Y aquí está la misión 3



MISSION 3
IS THERE ALREADY SOMETHING SIMILAR?

Now that we've got an idea for a social enterprise, let's:

- Find out whether people are already doing something similar!
- Go and speak to some potential customers to get feedback on our idea
- Open the white board again and make changes to your original idea as a result of your research.

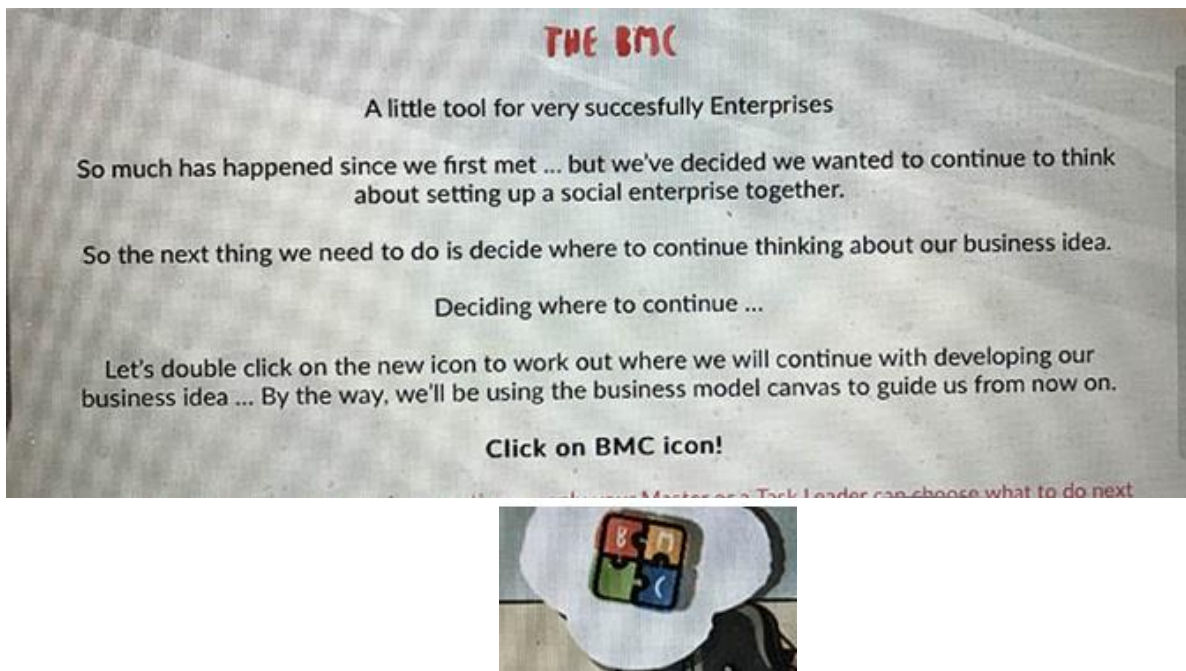
 We should discuss the different ways in which we can accomplish this mission first.

Could different team members use different ways of getting th...

Como se puede ver a los jugadores poco a poco se exigen más trabajo para la discusión y el grupo de procesamiento. El grupo tiene que practicar, para inventar métodos de trabajo y discusión, aprender a dejar charla / chat de todo, recoger buenas ideas y transcribirlos y, más importante evento, fijar las ideas, si los controles posteriores nos enseñan cosas nuevas. Podría ser momentos críticos a la que debe asistir (a intervenir si es necesario) el facilitador / maestro, incluso si no se conoce.

Obviamente, al final de la tarea que llegan puntos.

En este punto, el grupo - que siga respondiendo a la prueba, leer historias y el deseo de utilizar los materiales de enseñanza exteriores, así como el glosario está listo para el lienzo BUSINESS MODEL CANVAS:



Adjunto encontrará una gran cantidad de material en el modelo de negocio de la lona.
También se puede practicar aquí:
Cada <https://canvanizer.com> buena idea comienza con una hoja en blanco !!!!

Y aquí está la mesa clásico que puede saber todo lo que han utilizado!

En nuestro juego se organizó el trabajo de manera un poco diferente. Al hacer clic en el icono se nos presentan los tres temas o trozos donde se puede agrupar los elementos de la BMC.

El primer número incluye el valor ofrecido, el modificador / I / segmento que los clientes y los flujos de ingresos

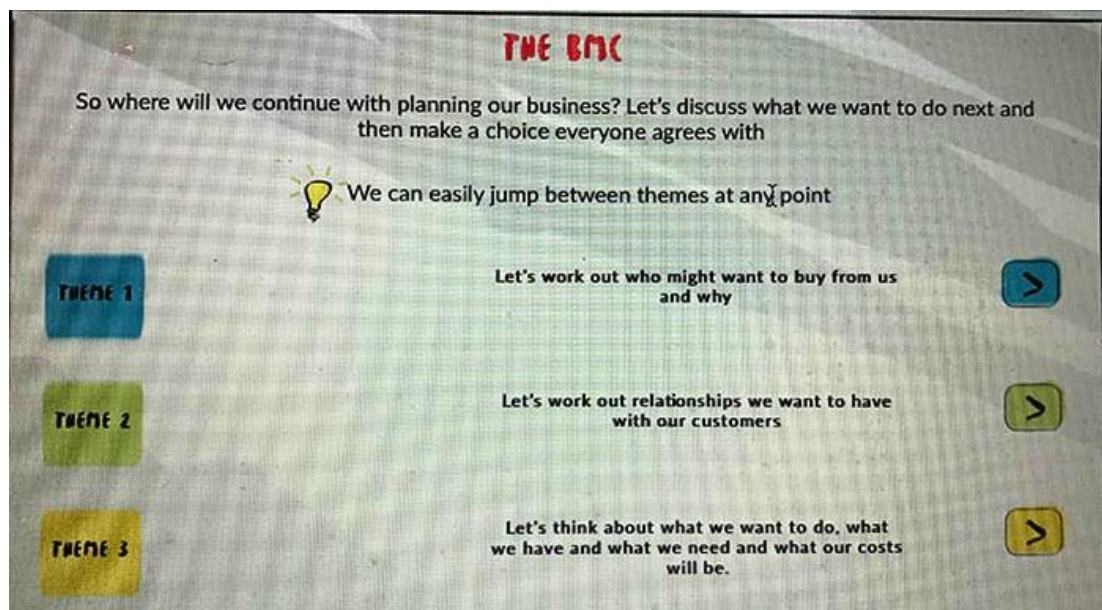
El segundo tema se refiere a la relación con los clientes y canales de distribución

El tercer tema es la principal actividad, los recursos que se utilizan, los principales socios con los que trabajamos, y la estructura de costos.

Los jugadores de juegos de conducción a través del modelo y los temas con preguntas que ayudan a desarrollar los diferentes temas, para despejar la cabeza. Cada tema entonces las historias asignadas. Además también son MISIÓN 04:05 a completar.

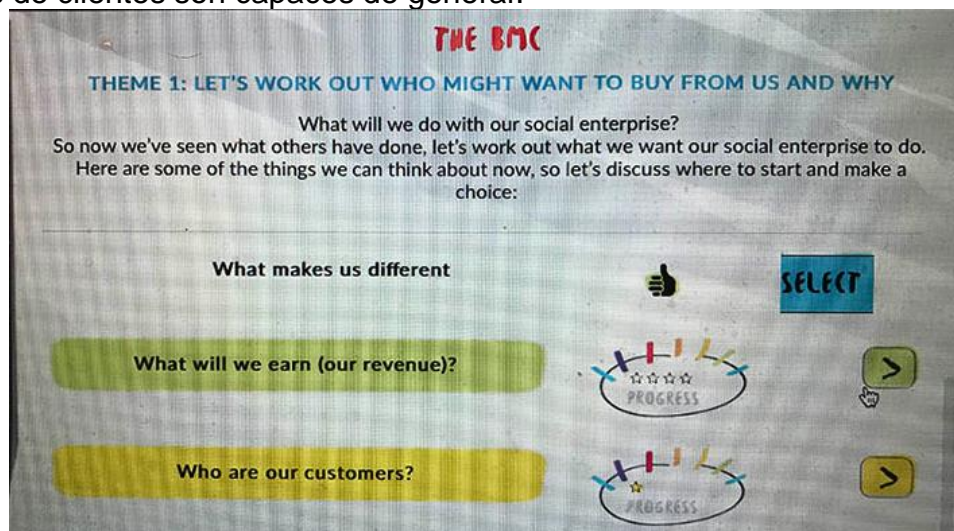
Los jugadores pueden comenzar en cualquier tema y cambiar si no encontramos a sí mismos.

El facilitador encontrar las preguntas adjuntas.



Aquí presentamos algunos ejemplos de trabajo:

Los TEMA uno se pregunta que podrían comprar el producto / servicio que los jugadores quieren desarrollar y por qué. A continuación, reflejar y describir (en la pizarra) en el valor del producto / servicio, el tipo de cliente de que se trate y de la cantidad de flujos de estos segmentos de clientes son capaces de generar.



Las preguntas son las tareas reales, parcialmente cerrada y en parte a los jugadores con la ayuda de la pizarra (escriba aquí el TAREA !!!!) debe describir en detalle sus ideas. Siempre pueden utilizar los cuentos y otros materiales educativos. A continuación se muestra un ejemplo de aplicaciones pre-construidos.

WHO ARE OUR CUSTOMERS?

So now we've seen what others have done, let's work out what we want our social enterprise to do.

Here are some of the things we can think about now, so let's discuss where to start and make a choice:

Where do our customers live?	TICK ALL THAT APPLY	LIKELY TO PAY	LIKELY TO BENEFIT BUT NOT PAY
Your neighbouhood / community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAVE

Las decisiones ya tomadas en el BMC siempre se pueden cambiar, si encuentra que ha tomado previamente una decisión que no se ajusten a los sucesivos o si el grupo cambia su mente.

La pizarra en vez recoge las ideas que dan como resultado que el grupo avanza y se deja mediante la estimulación de ejercicios y tareas.

El método es el de la resolución de problemas progresiva. Descartando progresivamente las ideas "malo" porque paso a paso que adquiera elementos que enriquecen el diseño, corrigen las ideas iniciales. Sin darse cuenta, aprenderá a diseñar. Cada diseño, de hecho, requiere ajustes progresivos y verificación de campo.

Tales como mediante la misión 4 que lleva a los jugadores en contacto directo con los clientes potenciales y le permite incluso imprimir un volante.


MISSION 4
LET'S DO SOME MARKET RESEARCH.

...to continue our explaining to people

- o who we are
- o what makes us unique
- o what we're selling

Let's think of some questions we want to ask our customers. We can use the Mission panel to record them!


- Where could we now go to find out whether people might buy from us? Let's use the Mission panel to write down some places to go, then decide who will go where.
- Go and speak to the customers we have identified and write down the answers.

 We should discuss the different ways in which we can accomplish this mission first.

MISSION 4
LET'S DO SOME MARKET RESEARCH.

Now that we have more of an idea about our values and customers, let's go and talk to some local people about our business idea!

Here are some ideas about how we could do this:

- Let's look at our work so far.
- Let's download a flyer explaining to people  :

- o who we are
- o what makes us unique
- o what we're selling

Pay attention, please: you are in a meeting, so only your Master or a Task Leader can choose what to do next and execute (push the button, write in the text box, ...) – in line, obviously, with group decisions ...

Cada vez son más los jugadores se enfrentan a la realidad, comienzan a poner su cara.

Es claro que los conflictos se puede / debe ser parte del proceso. Creemos positivo si se producen. Por supuesto, se dice que los jugadores son capaces de liberarse de ella. De hecho, en este caso el facilitador desempeña una tarea muy importante. Debe tener la oportunidad de aprender acerca de las diferentes posiciones, las actitudes que llevaron al conflicto con el fin de contribuir, con el fin de acompañar a los jugadores para que se disuelva de manera positiva y para continuar con el trabajo de diseño. Y 'por eso es muy

importante que el chat se utiliza en abundancia. Y 'aquí que registre las cosas y el facilitador será capaz de seguir el desarrollo del conflicto, incluso si no estaba presente.

La posible aparición de un aumento de los conflictos con el progreso del diseño, en nuestra opinión, porque va a ser más claro que el que está trabajando en una verdadera viabilidad y preguntas para contestar en la pizarra juntos convertirse en más detallada y difícil:



Las diferencias entre las personas saldrán a la superficie (algunos son más rápidos, más decidido, y algunos tienen más miedo, pero también hay diferentes puntos de vista sobre cómo desea manejar los diferentes segmentos de la empresa). Para ello se hace cada vez más importante para trabajar en tareas y roles en el futuro la empresa social. Se debe llegar a una división de las tareas comunes agradables a la realización del objetivo.

El BMC obliga a los empresarios sociales que aspiran a ser constante, para adquirir una visión general y cada paso requiere de una retroalimentación del grupo ganancia. Y recuerda querida facilitador / maestro: los jugadores deben ser cómodos, sino que también tienen la diversión !!!!

De hecho, la misión 5 que viene cuando el grupo entra en la THEMA 3 nos pide reflexionar y planificar las funciones y tareas:



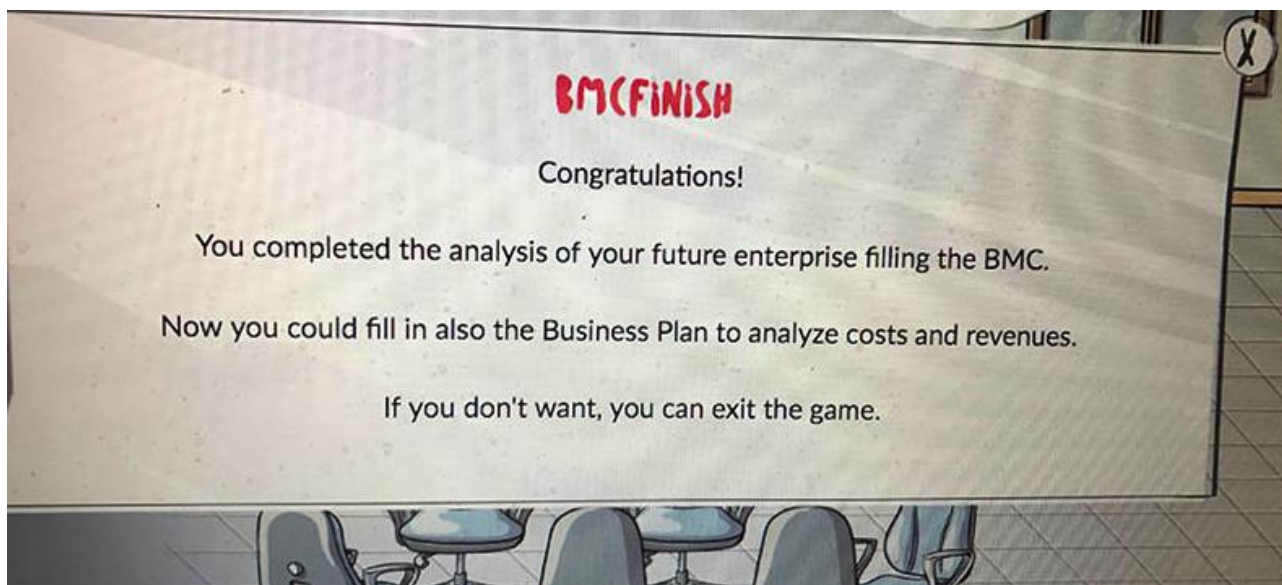
El trabajo sobre los tres temas de la BMC es compleja, pero en nuestra opinión, acompañado de historias, concursos y todos los materiales del curso capaces de acompañar a un grupo de personas en el diseño de un plan real.

Tómese su tiempo, volver tan a menudo como sea necesario, ayuda a la gente a hablar, a sentirse más seguro paso a paso y más tentado a escribir / pintar un marco de viabilidad.

Por supuesto, habrá aquellos que quieren darse por vencido, que se cansa, que hace la contraria. Recuerde - y recordar a los jugadores - que el objetivo del juego - es un juego, una simulación - se ha de ejercer para evitar demasiados errores que perjudican en la vida real.

Es todavía importante que los jugadores juegan por su expresa voluntad. La medida, la diferencia entre el mayor formación profesional obligatoria cultural y la formación empresarial es el hecho de que nunca puede ser un requisito para convertirse en empresarios sociales y por lo tanto el juego no necesita si desea utilizar para educar a la gente en contra de su lo hará. El juego quiere ayudar a la gente a asumir la responsabilidad de la libertad, el pensamiento creativo, proyecto, proyecto juntos.

El trabajo en el BMC que aquí hemos descrito en la metodología que utiliza Social Seducement termina con el mensaje siguiente:



El BMC se puede imprimir y, obviamente, el grupo puede utilizar para mejorar su plan de juego o para hacer otro.

A medida que el mensaje dice que el juego al final hace que sea posible trabajar incluso en un plan de negocio real. Obviamente, la gente tiene que ser determinada para proceder, en serio, para hacer que el modelo de negocio que han trabajado.

Los temas y la elaboración del plan de negocio son complejos porque hay que llegar a los números reales, pero no sólo. Sin embargo, estamos convencidos de que los que han trabajado en profundidad en el BMC falla con un poco de paciencia' y asesoramiento para desarrollar su propio plan de negocios.

Este plan va a ser no sólo una herramienta importante para obtener los créditos necesarios o solicitar las modificaciones que están disponibles en todos los países europeos. Creemos que un buen plan de negocio sirve también para monitorear el desempeño de la compañía y para fijar las correcciones antes de que sea demasiado tarde.

Para que el plan de negocios puede ser una herramienta importante para una empresa - y en particular para una empresa social - que necesitan ser empresarios que aspiran a hacer el esfuerzo de escribirlo, paso a paso. Sólo de esta manera no hay que subestimar la complejidad de lo que son para iniciar y sólo entonces será capaz de comprobar y corregir.

Bueno, esperamos que esta pequeña guía y los archivos adjuntos pueden ser una ayuda para el facilitador social seducement para hacer bien su trabajo y lo hacen con estilo.

Entre los cuestionarios que se ocupará de los facilitadores también hay algunos que

afectan su trabajo.

ADJUNTOS:

SECCIÓN PREGUNTAS FRECUENTES:

Preguntas más frecuentes

¿Por qué no puedo ver bien todas las partes del juego?

- Debido a que no estoy usando Google Chrome o la resolución de la pantalla derecha (Zoom 100%)

¿Y si el sistema no acepta mi contraseña y nombre de usuario que dice y / o la contraseña no son válidos?

- Siempre es bueno para escribir una contraseña a mano y no copiarlo ya que copia los caracteres también inesperados y esto invalida el reconocimiento del jugador.

¿Qué debe hacer si un jugador parece que el juego está bloqueado?

- Pulsar el botón de su navegador para volver a dibujar la página.

¿Por cuánto tiempo es el juego?

- El juego en su conjunto puede durar tanto como el facilitador del grupo y el deseo. Una vez creado el juego, el grupo puede establecer muchas reuniones como desee, y su duración puede variar dependiendo de la voluntad de los participantes. Recomendamos una o dos horas por sesión. Cuando se desconectan todos los participantes, una sesión especial se ha completado y que debe fijarse otra (las sesiones están abiertas a todos).

¿Qué hago en caso de que no todos los jugadores presentan el nombramiento acordado, puedo jugar de la misma?

- Puede reproducir el mismo con el presente y el sistema elige el "líder de tareas" entre los presentes. Sin embargo, durante la primera sesión es de esperar que todos los jugadores / vinculadas elegir el avatar antes de poder empezar a jugar.

Se puede añadir a un jugador después de que ya se ha jugado unas cuantas sesiones?

- Sí, en el entorno de la gestión de grupos.

Los jugadores que no han participado en una sección puede recuperar el apartado anterior?

- No pueden rastrear todas las explicaciones, pero pueden ver las decisiones ya tomadas por el grupo anterior, leer historias y hacer pruebas que ya han sido tratados por el grupo y abrir el sistema.

Puede volver todos?

- No, si cree que la explicación emergente de los pasos individuales, sería inútil y contraproducente, ya que ya se han producido los debates relativos a los pasos individuales ya superado. Sin embargo, siempre se puede cambiar todas las decisiones tomadas incluso más tarde.

¿Cómo se añaden materiales y / o de instrucción?

- Se tiene que notificar al equipo de desarrollo en el momento.

Como la versión de un solo jugador para volver al juego colectivo?

- Si hay una reunión en curso o fijo, que conecta directamente y participar en la reunión.

¿Cómo la función multi jugador que pase en el solo jugador?

- Todos los jugadores tendrán que desconectar y cerrar la sesión multijugador, el desarrollo de la tarea asignada y volver a conectar con una nueva reunión programada. Dado que cada jugador tiene su propio ritmo en la ejecución de las tareas y una por una conexión independiente a Internet de otros que impide predecir cuánto tiempo será necesario para ver el material o ver un video, se sugiere para completar las tareas personales a los jugadores entre dos reuniones / sesiones de juego.

Annex 8: Manuale operativo per il facilitatore/master di Social Seducement

Social Seducement

Come progettare una impresa di economia sociale in modo collettivo

Prima Parte: Introduzione

Questo Manuale è parte integrante di tutto il materiale prodotto nel corso del progetto *Social Seducement* che il facilitatore/master ha a disposizione per prepararsi meglio al compito di supportare e accompagnare il giocatore/ i giocatori nell'acquisizione delle competenze utili per avviare e gestire una impresa di economia sociale, per lavorare e pianificare in gruppo, per chiarirsi le idee circa un possibile progetto per il futuro.

Noi consigliamo lo studio preliminare dei documenti che trovate in allegato al Manuale per capire meglio quali obiettivi di apprendimento si vogliono/possono raggiungere con l'utilizzo del gioco, a chi si rivolge il gioco e quali sono in linea generale i compiti e il ruolo del facilitatore/game master. **A QUESTO SCOPO PROPONIAMO UNO SPAZIO ONLINE DEDICATO DOVE IL MASTER PUO' TROVARE TUTTI I DOCUMENTI E SCARICARLI AL BISOGNO.**

All'interno della "*Guide on the social Seducement RPG learning model*" trovate tra altro il riferimento al materiale didattico (interno ed esterno) di cui disponete voi e i giocatori. Inoltre ci sono i riferimenti a molteplici documenti, studi e raccomandazioni che l'Unione Europea ha prodotto in materia di Economia e Impresa Sociale. Ci sono storie (in aggiunta a quelle inserite nel gioco) raccolte in un sito <http://stories.coop> dall'Alleanza Internazionale delle Cooperative (ICA) e da Euricse e altre riflessioni utili al facilitatore che svolge un ruolo fondamentale.

In aggiunta alla sunnominata "*Guide on the social Seducement RPG learning model*" alleghiamo:

- *le storie* (organizzate per contesto, problema, soluzione e assegnate alle diverse sezioni del gioco) che incontrerete e utilizzerete nella sezione *NEWS* del gioco;
- *i quiz* (collettivi o individuali) che saranno proposti nei diversi momenti del gioco e trovate nell'icona *quiz*
- il materiale didattico esterno (i link) disponibile nella sezione *Help*
- *Il Glossario* anch'esso disponibile nella sezione *Help*.

- *Il Business Model Canvas*

Potrete studiare il materiale per orientarvi prima di avviare una sezione del gioco.

L'approccio del gioco mira allo sviluppo e all'accrescimento di capacità di progettazione della propria impresa sociale che è, a nostro avviso è una impresa, una organizzazione, pensata e gestita in modo democratico da un gruppo di persone. Occorre imparare a progettare e a gestire insieme e questo non è affatto facile. Molti dei giocatori che parteciperanno non hanno frequentato business school e non hanno mai gestito una impresa. Molti probabilmente avranno invece esperienze di disoccupazione, di lavori precari e di esclusione sociale. Forse hanno pensato di mettere in piedi qualcosa in proprio, di cambiare il percorso della loro vita, di rischiare piuttosto di aspettare il lavoro che non arriva mai. Ma non hanno esperienza e non è facile passare dalla ricerca di un lavoro alla progettazione e gestione di una impresa.

Il gioco si basa sull'esperienza fatta in molti anni dagli imprenditori sociali e dagli esperti che hanno contribuito a sviluppare il gioco e sull'utilizzo del Business Model Canvas (BMC) che raccomandiamo di studiare prima. Anche su questo trovate ampio materiale all'interno della *"Guide on the social Seducement RPG learning model"*. Consigliamo, se non conoscete il modello e non lo usate spesso di esercitarvi prima anche con l'auto del sito apposito canvanizer.com oppure anche utilizzando la bella pubblicazione (cofanetto) *"Progettare in partnership"* edito da Marco Cau e Graziano Maino della Maggioli Editore anche scaricabile online.

Abbiamo scelto il BMC perché vogliamo che l'aspirante gruppo di imprenditori sociali riesca a comprendere COME bisogna ragionare, QUALI elementi bisogna considerare e come ogni elemento è connesso all'altro elemento e al tutto. Per nostra esperienza l'ostacolo più grosso per passare dall'attesa di un posto di lavoro a prendere in mano la propria creatività e mettere in piedi una impresa sta nella mancanza di allenamento a pensare al futuro, a progettare e a farlo insieme ad altri. Il BMC aiuta a cambiare modo di pensare! Voi facilitatori avete il compito di supportare il gruppo in particolare tutte le volte che si fa largo lo sconforto del tipo *"Come faccio a prevedere il futuro?"*.

E' vostro compito stimolare le persone a ricercare nel loro contesto (con l'utilizzo di internet o di persona) gli elementi che mancano per poter compilare il percorso del BMC, per dare un volto e una credibilità al progetto di impresa sociale. *"Se non so se il prodotto che ho pensato piacerà ai futuri clienti bisogna che glielo chiedo, prima! Se non so se un materiale che mi serve è disponibile nel luogo dove vivo bisogna che imparo a ricercare..."*. E' vostro compito aiutare alle persone a dividersi i compiti e a controllare se sono stati fatti. Il gioco vi aiuta perché ci sono i test, i questionari e poi c'è il BMC che deve essere compilato. Se il gruppo non riesce con un capitolo magari prova un altro. Se si sbaglia si torna indietro fino a quando non tutti sono convinti e la cosa fila!

Ovviamente servono voglia e entusiasmo per usare a pieno tutto il gioco perché non è un gioco facile! Sta in voi tirare su le persone quando la morale scende sotto il tavolo. Siete voi il facilitatore, un mestiere di servizio per rendere una fatica più facile! Noi consigliamo di procedere non troppo velocemente, di dare spazio a dubbi e riflessioni. Secondo noi 1 ora di gioco è ideale. Poi ci vuole una pausa (ovviamente anche qui non bisogna essere troppo rigidi). Quanto si riesce a fare in una 1 ora dipende dal gruppo.

Il gioco è organizzato per scene, sezioni, missioni proprio per favorire il procedere graduale.

Al termine di ogni sezione prima di uscire dal gioco occorre prenotare una nuova riunione e per fare ciò bisogna andare sull'icona *CALENDARIO*.

Lo strumento più importante di cui disponete voi e i giocatori è la chat. Occorre usarla bene per sviscerare i problemi, i brainstorming, anche le tensioni, per capire i tempi, le difficoltà e per capire quando dovete intervenire e quando non serve, chi parla e chi non parla e perché. *Le decisioni collettive vengono prese in chat e o il facilitatore oppure il task leader nominato dal sistema e accettato o cambiato dal gruppo trascrive le cose concordate sulla LAVAGNA.*

Il facilitator/Master non deve essere sempre presente, proprio perché esiste un TASK LEADER e perché le cose discusse rimangono registrate nella chat e salvate sulla lavagna dove in automatico costituiranno pezzi del Business Model Canvas che potrà essere stampato alla fine.

Potrete quindi dare spazio al lavoro autonomo delle persone e alle responsabilità condivise. Se i giocatori hanno bisogno di voi vi chiameranno con la funzione *CALL THE MASTER*.

Lavorando nelle diverse sezioni del gioco i giocatori, rispondendo ai quiz e alle domande e compilando le diverse parti del BMC acquisiscono punti (in modo collettivo e individuale) che potranno spendere per arredare il loro ufficio. Il sistema assegna i punti in modo automatico. Si tratta di un modo simpatico per aiutarvi a motivare le persone e a dare ritmo al gioco.

Al termine del lavoro con il BMC - se tutti i temi sono svolti per la soddisfazione di tutti e i punti sono stati assegnati - il gruppo di aspiranti imprenditori sociali ha l'opportunità di compilare online un vero e proprio piano di sviluppo per la loro idea imprenditoriale con i numeri precisi, se vogliono. Arrivati a quel punto il gruppo sarà già molto autonomo e determinato a fare sul serio. Altri possono invece aver deciso che l'idea che avevano inizialmente non sta in piedi e abbandonano, magari per poi tornare con un'altra idea e testarla attraverso il gioco. Altri ancora magari scoprono che non sono in grado di lavorare insieme. Anche in questi casi il gioco raggiunge il suo scopo: meglio scoprire nel gioco che bisogna ripensare le proprie idee e le proprie compagnie che non nella vita reale! Social

Seducement vuole essere uno strumento per progettare appunto fino a quando le nostre stesse idee non ci convincano e siamo certi di volerle realizzare e di avere la forza e le competenze necessarie.

Il facilitatore/Master di Social Seducement seguire i giocatori, imparerà anche lui/lei gruppo dopo gruppo di più sulle persone e sulla utilizzabilità del gioco.

Nuovo materiale didattico emergerà dalle ricerche dei giocatori e/o dalle loro difficoltà.

Il facilitatore/Master potrà gradualmente aggiungere altro materiale didattico, altre storie. Vorremmo che il gioco si arricchisca con l'uso così come *la fiducia* che è un elemento culturale fondamentale nell'impresa, nella vita e in particolare nell'impresa sociale, *è un bene che cresce e si valorizza con l'uso*.

Noi speriamo che il gioco possa arricchire il vostro lavoro di facilitatore della progettazione di imprese sociali. Siamo convinti che una impresa sociale deve essere progettata e pianificata da chi poi la gestisce e non da esperti esterni. From the bottom up – da svantaggiati a imprenditori!

Nelle pagine che seguono vi raccontiamo il gioco passo per passo.

Alla fine del Manuale troverete una sezione FAQ:

qui raccogliamo le questioni più frequenti che sono emersi nella fase di pilotaggio del gioco e a cui abbiamo risposto.

Seconda parte: Il processo del gioco

Social Seducement è un gioco collettivo, occorre un gruppo – almeno 2 persone + il game master - per giocarlo. Il massimo numero di persone previste sono 6. Bisogna quindi o essere già un gruppo composto da diversi giocatori, conoscersi e scegliere un facilitatore/game master oppure chiedere ad un facilitatore/game master di cercare altre persone per costruire un gruppo e avviare il gioco.

Il facilitatore o game master avvia una nuova sezione del gioco e invita le persone che intendono partecipare, singolarmente attraverso una email ad iscriversi alla sezione del gioco dal nome "*FANTASIA*". Ogni giocatore deve quindi avere un indirizzo email e un computer con la più recente versione del browser Google Chrome browser. Il Master deve accertarsi di questi requisiti.

Il Master immette dunque il nome e l'indirizzo email dell'aspirante giocatore e il sistema invia in automatico ad ogni giocatore il username e la password e i giocatori si possono registrare.

Una volta che tutti i partecipanti si sono registrati e hanno un nome utente e una password (che usano e useranno nel corso di tutto il gioco per accedere) si troveranno sulla schermata principale del gioco, la piazza centrale del paese ...

Una pop-up dà il benvenuto a chi si è registrato, spiega in breve le possibilità del gioco e invita i giocatori a orientarsi tra i diversi bottoni (ogni bottone che viene premuto provoca un pop-up) e infine a scegliere un AVATAR che può essere effettuato nei FLATS.

ATTENZIONE: i POP-UP vanno chiusi (asterisco in alto a destra) e poi appare la prossima scena.

Dopo ogni sezione del gioco (in questo caso la scelta degli AVATARS) appare un messaggio (in questo caso è: *CONGRATULATIONS, you have picked your AVATAR...when you close this window you will go straight to the cafe....*) si ritorna sulla piazza del paese e i giocatori possono cliccare sui diversi edifici ma potranno entrare soltanto nell'edificio in cui il gioco procede.

Gli edifici disponibili sono: *I Flats, Il Cafe, Il Warehouse con dentro l'ufficio, la Townhall con dentro la Libreria.*

Apparirà un messaggio che orienta i giocatori dicendo quali sono i luoghi accessibili.

Per tutti coloro che si sono registrati la CHAT diventa utilizzabile e anche il MASTER può rinforzare i pop-up rivolgendosi direttamente ai giocatori attraverso la CHAT.

Ma fino a quando non tutti i giocatori si sono scelti un AVATAR il gioco non può iniziare.

Scelti gli AVATAR il caffè diventa accessibile e tutti i giocatori si ritroveranno lì.

Il bottone *Next* (che può essere cliccato da tutti ma solo quando lo spinge il MASTER funziona – o più avanti il *task leader*) ci riporta alla prossima schermata in cui si annuncia qualcuno... *Next....* e il MASTER che si presenta (*Hi, I'm your guide for this game....*) e ...*Next ...* si annuncia un primo uso della Chat (*Let's get to know each other better*).

Il Master invoglia le persone a presentarsi attraverso la chat....chi sono, cosa vorrei fare.... Al termine della discussione si guadagnano dei punti....arriva un messaggio. Spegnendo il messaggio si arriva alla **MISSION 1** che si presenta così:

MISSION 1 LET'S GET TO KNOW OURSELVES AND EACH OTHER BETTER

Now that we know a bit more about why we're here, let's find out a bit more about our own strengths.

Our mission is to take **a little quiz** to find out more about our strengths.

After the end of the present meeting, but **before the new one** (that you are going to fix soon after with the other members of the group and your Master), you have to enter alone by yourselves again into the game and to complete the **“Initial Team working Skills-Assessment”** that you can find clicking on the new icon **“Quiz”**. You should understand that you are alone because you should see the label **“Single player”** on the top left side of the screen.

What about Missions?

A mission is a task that we should complete out of the game or we should discuss for a while. So, when we encounter a mission we should take some time to gather data or to think about the topic proposed and then, sometimes in a next meeting, we should enter the result in the Mission Panel.

Click on mission icon!

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Click on mission icon!

La ICONA MISSION è situata sopra la pop-up. Il Master dopo aver spiegato nel dettaglio il messaggio che appare cliccherà sull'ICONA MISSION. Il quiz a cui si riferisce il messaggio è un quiz individuale (diverso dai numerosi quiz collettivi). Infatti, il giocatore per farlo deve uscire dal gioco e rientrare da solo (single player). Questo avverrà dopo che il Master ha chiuso la sezione di lavoro e si è prenotato nel CALENDARIO una nuova riunione.

Il MASTER potrà spiegare LE MISSION, la funzione del CALENDARIO, dei QUIZ (collettivi e individuali) ma anche le NEWS che contengono le STORIE che ci aiuteranno a capire di più su come altri imprenditori sociali si muovono nonché il bottone HELP che nasconde ulteriore materiale didattico e il GLOSSARIO.

La scelta su quando spiegare le diverse funzioni del gioco dipende dal MASTER.

Ma ora andiamo alla prima mission (complessivamente ce ne sono 5) che ci aiuterà di più a capire del gioco:

“Let's go to know ourselves and each other better”

La missione consiste nel lavorare con la chat . I giocatori raccontano di se e delle loro idee e sottolineano dove si sentono forti, quali sono le loro capacità.

Ogni giocatore racconta un po' di se stesso e del perché ha deciso di partecipare al gioco. Il MASTER assume il ruolo di TASK LEADER e scrive sulla LAVAGNA (che sarà d'ora in avanti lo strumento fondamentale del task leader per prendere nota delle cose che il gruppo elabora nella CHAT) le cose che rappresentano i profili e le idee e aspirazioni dei membri del gruppo di aspiranti imprenditori sociali.

Le idee scritte sulla LAVAGNA saranno salvate e restano salvate nella memoria per il futuro lavoro. Al termine del lavoro il gruppo guadagnerà nuovi punti che si sommano ai primi.

La prima MISSION è fatta e il MASTER può proporre di chiudere la sezione non senza aver prenotato sul CALENDARIO un'altra sezione.

NOTA: Sulla destra dello schermo trovate una ICONA che si chiama PROGRESS. Cliccando trovare la sequenza di tutti i compiti da assolvere e potete controllare a che punto siete (OVVIAMENTO lo può fare soltanto il MASTER o il TASK LEADER).

Bene, se non chiudiamo la sezione del gioco siamo ancora nel caffè (Pop up: *Still in the café...*) e si propone di iniziare a discutere di impresa sociale, di provare a immaginare di costituirne una...ma come? La prossima pop up (attivata dal MASTER) ci porta a conoscere le NEWS

Cliccando sull'icona NEWS si accede ad un primo elenco di STORIE, ne scegliamo discutendone, almeno una.

Insieme si legge la prima parte che ci introduce nel contesto dell'impresa sociale e si discute con la chat.

Nella seconda parte della storia si descrive più nel dettaglio il problema che ha incontrato l'impresa sociale e ne discutiamo con la chat.

L'ultima parte della storia ci racconta in che modo gli imprenditori sociali della storia hanno pensato di risolvere il problema.

Il materiale di cui discutere nelle STORIE delle NEWS è tanto e serve per stimolare la fantasia dei giocatori per fargli entrare nel contesto dell'impresa sociale. Le storie sono molto diverse, tutte interessanti e sono uno specchio delle molteplici realtà dell'impresa sociale in Europa.

Consigliamo al facilitatore/master di leggerle prima di iniziare il gioco per poter meglio gestire la discussione.

Qui potete farvi una idea:

Il CONTESTO descrive l'impresa sociale e d'intorni

Il PROBLEMA è il TEMA che vorremmo venga discusso e risolto

Alla fine la storia vi racconta della SOLUZIONE che è stata trovata

Le storie sono numerose e sono utilizzabili in numerose parti del gioco. Come si vede qui sono assegnate a diverse tematiche.

Dopo aver letto e discusso 1 o più storie (per ogni storia si prendono dei punti!!!!) il MASTER può proporre al gruppo di iniziare a ipotizzare se provare a fare una impresa sociale in proprio.

La **MISSION 2** istiga i giocatori a cercare nel luogo in cui vivono una impresa sociale...

Il funzionamento è simile alla **MISSION 1** : i giocatori riflettono, usano Internet oppure possono fare ricerche sul campo. Portano le loro esperienze nel gruppo e il MASTER oppure il TASK LEADER scrive nell'apposito spazio, LAVAGNA

Ma forse è ora di uscire dal caffè. Si potrebbe cercare uno spazio libero negli uffici per fare un primo incontro di progettazione. Occorre decidere quando fissare il primo incontro. Dopo che il gruppo ha discusso il MASTER fissa la data dell'incontro sul **calendario**.

ATTENZIONE: I giocatori devono uscire e rientrare individualmente per fare il **QUIZ** individuale “**skills Team Working Assessment**” se non è già stato fatto.

Il prossimo incontro avrà un nuovo TASKLEADER che sarà uno dei GIOCATORI scelto dal sistema. Il TASKLEADER guida il gioco e fissa sulla LAVAGNA le decisioni prese. Ogni nuovo TASK LEADER ci fa guadagnare dei punti!!!!

Bene, andiamo a scoprire il **WAREHOUSE** perché ci hanno detto che c'è uno spazio libero per arredarci un ufficio.

A questo punto incontriamo **LA LAVAGNA** che sarà d'ora in avanti uno strumento importante del gioco.

Ma prima di accedere allo spazio il sistema ci proporrà di farci ispirare nuovamente da qualche **STORIA** che troveremo nei **NEWS** . Lavorandoci insieme collezioneremo nuovi punti.

Entrando nel nostro spazio di lavoro il sistema inoltre ci proporrà di esercitarci collettivamente con qualche **quiz** . Il Master/ facilitatore troverà tutti i quiz in allegato.

Potrà così farsi una idea.

E' importante ricordare che il MASTER/FACILITATORE continuerà a seguire il gioco per tutta la durata anche dopo che è stato nominato il TASK LEADER seppur non dovrà più guidare in prima persona tutte le azioni. Tuttavia lui, la sua esperienza di supportare lo sviluppo del gruppo di lavoro sono importanti e la sua funzione è quella di arricchire il lavoro dei giocatori. Se quest'ultimi gestiscono una sezione in proprio potranno comunque chiamare il FACILITATORE/MASTER attraverso l'apposito bottone "Call the Master".

Bene, vi seguiremo per un altro po' passo per passo fino a quando non sarete più sicuri e vi affiderete al sistema che vi guida e/o vi sarete esercitati abbastanza con amici prima di affrontare con i vostri giocatori un altro pezzo di strada.

A questo punto i giocatori hanno raccolto un bel po' di punti e possono iniziare ad arredare l'ufficio.

Troveranno diversi mobili o altri attrezzi e discutendo con la chat si arrederanno liberamente l'ufficio. E ora si tratta di mettersi al lavoro. ***Quale è la nostra idea di impresa sociale?***

Così inizia il lavoro di progettazione dell'impresa sociale che ci immaginiamo. Dopo aver letto e discusso un'altra storia i giocatori saranno capaci di appuntare sulla LAVAGNA una idea.

Ma prima di intestardirsi sulla loro straordinaria idea andiamo a vedere se non già qualcun altro ha avuto l'idea, se esiste qualcosa di simile. Ed ecco la **MISSION 3**

Come vedete ai giocatori viene gradualmente chiesto più lavoro di discussione e elaborazione in gruppo. Il gruppo deve esercitarsi, deve inventare metodi di lavoro e di discussione, imparare a lasciar parlare /chattare tutti, raccogliere le buone idee e trascriverli e, fatto importantissimo, aggiustare le idee se verifiche successive ci insegnano cose nuove. Potrebbero essere momenti critici a cui è bene assista (per eventualmente intervenire) il facilitatore/master anche se non viene chiamato.

Ovviamente alla fine del compito arrivano i punti.

A questo punto il gruppo – che continua a rispondere ai quiz, leggere le storie e volendo ad usare il materiale didattico esterno nonché il glossario è pronto per il BUSINESS MODEL CANVAS:

In allegato troverete molto materiale sul Business Model Canvas. Potete anche esercitarvi qui:

<https://canvanizer.com> Ogni idea buona inizia con un foglio bianco!!!!

Ed eccovi il tabellone classico che magari conoscete tutti e avete già usato!

Nel nostro gioco abbiamo organizzato il lavoro in modo un po' diverso.

Cliccando sull'icona ci appaiono i 3 temi o chunks in cui si possono raggruppare gli elementi che compongono il BMC.

Il primo tema include *Il Valore offerto, Il/i segmento/ti della clientela e i flussi di ricavi*

Il secondo tema si occupa della *Relazione con i clienti e dei canali di distribuzione*

Il terzo tema riguarda *le attività principali, le risorse che servono, i partners principali con cui lavoreremo e la struttura dei costi*.

Il gioco guida i giocatori attraverso il modello e i temi con delle domande che aiutano a sviluppare i diversi temi, a chiarirsi le idee. Ogni tema ha poi delle storie assegnate. Inoltre ci sono anche la MISSION 4 e 5 da completare.

I giocatori possono iniziare da qualunque tema e cambiare se non ci si ritrovano.

Il facilitatore troverà le domande in allegato.

Qui vi presentiamo qualche esempio di lavoro:

Il TEMA 1 chiede chi potrebbe comprare il prodotto/servizio che i giocatori vogliono sviluppare e perché. Dovranno quindi riflettere e descrivere (sulla LAVAGNA) sul valore del prodotto/servizio, sul tipo di clientela interessato e su quanti flussi questi segmenti di clientela sono capaci di generare.

Le domande sono dei veri e propri compiti, in parte chiuse e in parte i giocatori con l'aiuto della lavagna (qui scrive il TASK LEADER!!!!) devono descrivere nel dettaglio le loro idee. Potranno sempre servirsi delle storie e dell'altro materiale didattico.

Qui sotto trovate un esempio di domande precostruite.

Le decisioni già prese nel BMC possono essere sempre modificate, se ci si accorge che si è presa in precedenza una decisione non rispondente a quelle successive o se il gruppo cambia idea.

La LAVAGNA invece raccoglie le idee che si concretizzano man mano che il gruppo procede e si lascia stimolare dagli esercizi e dai compiti.

Il metodo è quello del progressivo problem solving. Progressivamente si scartano le idee "sbagliate" perché passo dopo passo si acquisiscono elementi che arricchiscono la progettazione, correggono le idee iniziali. Senza accorgersene si impara a progettare. Ogni progettazione infatti richiede aggiustamenti progressivi e verifiche sul campo.

Come ad esempio attraverso la **MISSION 4** che porta i giocatori a contatto diretto con i possibili clienti e permette di stampare addirittura un volantino.

Sempre di più i giocatori si confrontano con la realtà, cominciano a metterci la faccia.

E' evidente che anche i conflitti possono/devono far parte del processo. Noi riteniamo positivo se essi avvengono. Certo, non è detto che i giocatori sono in grado di venirne fuori da soli. Infatti, in questo caso il facilitatore svolge un compito molto importante. Deve avere la possibilità di conoscere le posizioni diverse, gli atteggiamenti che hanno portato al conflitto per poter contribuire, per poter accompagnare i giocatori a scioglierlo positivamente e a continuare il lavoro di progettazione. E' per questo che è molto importante che la chat venga utilizzata abbondantemente. E' qui che si registrano le cose e il facilitatore potrà ripercorrere lo sviluppo del conflitto anche se non è stato presente.

La possibilità che si verifichino conflitti aumenta con il progredire della progettazione, a nostro avviso, perché diventerà più chiaro che si lavora su una fattibilità reale e le domande a cui rispondere INSIEME sulla LAVAGNA si fanno più dettagliate e difficili:

Le differenze tra le persone affioreranno (c'è chi è più veloce, più determinato e c'è chi ha più paura ma ci sono anche visioni diverse su come si vogliono gestire i diversi segmenti dell'impresa). Proprio per questo diventa progressivamente più importante lavorare su compiti e ruoli nella futura impresa sociale. Occorre arrivare ad una divisione dei compiti congeniale alla realizzazione dell'obiettivo comune.

Il BMC costringe gli aspiranti imprenditori sociali ad essere coerenti, ad acquisire una visione d'insieme e ogni passo richiede una verifica del gruppo. E ricordiamoci caro facilitatore/master: i giocatori devono stare bene, devono anche divertirsi!!!!

Infatti, la **MISSION 5** che arriva quando il gruppo si addentra nel THEMA 3 ci propone di riflettere e progettare sui ruoli e i compiti:

Il lavoro sui 3 temi del BMC è complesso ma a nostro avviso, accompagnato dalle storie, i quiz e tutto il materiale didattico riesce ad accompagnare un gruppo di persone nella progettazione di un vero piano.

Prendetevi tutto il tempo, tornate indietro tutte le volte che serve, aiutate alle persone a discutere, a sentirsi passo per passo più sicuri e più invogliate a scrivere/dipingere un quadro di fattibilità.

Certo, ci sarà chi vuole abbandonare, chi si stanca, chi fa il bastian contrario. Ricordatevi - e ricordatelo ai giocatori - che lo scopo del gioco – che è un gioco, una simulazione – è quello di esercitarsi per evitare troppi errori che fanno male nella vita reale.

E' comunque importante che i giocatori partecipano per loro espressa volontà. Il passaggio, la differenza culturale importante tra la formazione professionale d'obbligo e la formazione imprenditoriale sta proprio nel fatto che non può mai essere un obbligo diventare imprenditori sociali e quindi anche il gioco non serve se lo si vuole utilizzare per educare persone contro la loro volontà. Il gioco vuole aiutare alle persone di assumersi responsabilità di pensiero libero, creativo, di progetto, di progetto insieme.

Il lavoro sul BMC che qui abbiamo descritto nella metodologia che utilizza *Social Seducement* finisce con il seguente messaggio:

Il BMC potrà essere stampato e ovviamente il gruppo potrà usare il gioco per migliorare il proprio piano oppure per farne un altro.

Come dice il messaggio il gioco alla fine dà la possibilità di lavorare anche su un vero e proprio piano d'impresa. Ovviamente le persone devono essere determinate a procedere, a fare sul serio, a realizzare il modello d'impresa si cui hanno lavorato.

I temi e le elaborazioni del Piano d'Impresa sono complessi perché bisogna arrivare a veri e propri numeri ma non solo. Tuttavia siamo convinti che chi ha lavorato in modo approfondito sul BMC riesce con un po' di pazienza e di consulenza a elaborare il proprio piano d'impresa.

Detto piano diventerà non soltanto uno strumento importante per ottenere i crediti necessari oppure per richiedere i contributi che sono disponibili in tutti i paesi europei. Secondo noi un buon piano d'impresa serve anche per controllare l'andamento dell'impresa e per apporre correzioni prima che sia troppo tardi.

Affinchè il piano d'impresa possa essere uno strumento importante per una impresa – e in particolare per una impresa sociale – occorre che siano gli aspiranti imprenditori a fare lo sforzo di scriverlo, passo dopo passo. Solo così non sottovaluteranno la complessità di quello che stanno per avviare e solo così saranno in grado di controllare e correggere.

Bene, noi speriamo che questo piccolo Manuale e gli allegati possano essere un aiuto per il facilitatore *Social Seducement* per fare bene il suo lavoro e per farlo con gusto.

Tra i questionari a cui risponderanno i facilitatori ci sono anche alcuni che riguardano il vostro lavoro.

SEZIONE FREQUENTLY ASKED QUESTIONS:

Frequently Asked Questions

Perché non visualizzo bene tutte le parti del gioco?

- *Perché non sto usando Google Chrome o la giusta risoluzione dello schermo (zoom al 100%)*
-

Cosa fare se il sistema non accetta la password e dice che Username e/o Password sono invalidi?

- *È sempre bene scrivere la password a mano e non copiarla perché vengono copiati anche caratteri non previsti e questo invalida il riconoscimento del giocatore.*
-

Cosa bisogna fare se ad un giocatore sembra che il gioco sia bloccato?

- *Premere il pulsante del browser per riaggiornare la pagina.*
-

Quanto dura il gioco?

- *Il gioco nel suo complesso può durare tutto il tempo che gruppo e facilitatore desiderano. Una volta creato il gioco, il gruppo può fissare tutti i meeting che desidera e la loro durata può variare a seconda della volontà dei partecipanti. Si consiglia un'ora o due a sessione. Quando tutti i partecipanti si sono disconnessi, una particolare sessione è terminata e ne deve essere fissata un'altra (le sessioni possono essere aperte da tutti).*
-

Cosa faccio in caso in cui non si presentato tutti giocatori all'appuntamento concordato, posso giocare lo stesso?

- *Si può giocare lo stesso con i presenti e il sistema sceglie il "Task leader" tra i presenti. Durante la prima sessione si deve però aspettare che tutti i giocatori presenti/connessi scelgano l'Avatar prima di poter cominciare a giocare.*
-

Può essere aggiunto un giocatore dopo che è già stata giocata qualche sessione?

- *Sì, nell'ambiente di gestione del gruppo.*
-

I giocatori che non hanno partecipato ad una sezione possono recuperare la sezione precedente?

- *Non possono ripercorrere tutte le spiegazioni, ma possono vedere le decisioni già prese dal gruppo in precedenza, leggere le storie e fare i quiz che sono stati già trattati dal gruppo e aperti dal sistema.*
-

Si può tornare indietro tutti?

- *No, se si pensa ai pop-up di spiegazione dei singoli passaggi, perché sarebbe inutile e controproducente, dal momento che le discussioni relative ai singoli passi già superati sono già avvenute. Comunque si possono sempre modificare tutte le decisioni prese anche in seguito.*
-

Come faccio ad aggiungere materiale didattico e/o video?

- *Bisogna segnalarlo al team di sviluppo, al momento.*
-

Come faccio dalla versione single player a tornare al gioco collettivo?

- *Se c'è un meeting in atto o fissato, ci si collega direttamente e si partecipa al meeting.*
-

Come faccio dalla funzione multi player a passare in quella single player?

- *Tutti i giocatori si devono scollegare e chiudere la sessione in multi player, sviluppare il compito assegnato e ricollegarsi ad un nuovo meeting schedulato. Dal momento che ogni giocatore ha il suo ritmo nello svolgere dei compiti e una connessione ad Internet indipendente dagli altri che impedisce di prevedere quanto tempo occorrerà per visionare del materiale o vedere un video, si suggerisce di far completare i compiti personali ai giocatori tra due meeting/sessioni di gioco.*