

## IRENE.T – Bank information sheet

<b>Organization</b>	The Co-operative College
<b>IRENE.T WP</b>	8
<b>Deliverable</b>	24
<b>Annex</b>	Guidelines about Best Practice, Guidelines for Target Users
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# **Work Package 8, Deliverable 24**

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## Part 001 - Introduction

The research for this work package has concluded that there is not a single tool such as a Good Practice Identity Card that guarantees the effective transfer and embedding of good practice in the workplace. Rather, there are a range of tools and frameworks that can support the transfer process based on the needs and culture of the enterprise. The Good Practice Identity Tool is a part of a longer process that identifies what good practice is; explores its relevance to an organization; plans for its transfer and implementation; monitors the progress and evaluates its impact on a series of levels. This work package (8) and deliverable (24) aims to synthesise the background analysis and evaluation methods aimed at improving the exchange of good practice that has been carried out within earlier IRENET project work packages 5, 6 and 7.

This document draws together the stands from those earlier examples of research; adds to that research and aims to make it easier to access ways of defining, classifying, transferring, implementing, monitoring and evaluating good practice. Deliverable 25 of work package 8 also provides information and practical tools to support the complex mesh of European social enterprises (Appendix 1) in transferring good practice into their particular context.

The effective transfer and sharing of good (best) practice between social enterprises is an elusive goal and there are many different approaches to this process (see Appendices 1-10). So often good practice is transferred by being shared between individuals who with few resources and limited support strive to transfer, introduce and embed examples of good practice within their enterprise. This approach has limited success and is generally not sustainable. Case studies developed during the IRENET project (see Work package 7, Deliverables 20 and 21) demonstrate that the transfer of good practice only becomes a sustainable part of the organisations systems and culture when it is supported by sufficient resources (time, people, money).

Key aspects of successful transferability are a clear strategic commitment to the good practice and an operational process of planning, implementation, monitoring, evaluating the transfer enabling those within the organisation to understand the purpose and benefits of the good practice that is being transferred and introduced. See Workpackage 7, Deliverables 20 and 21 Catalogue of Good Practices and Report on 'Experiences and Best Practices', 'Third Sector Competences and Skill Needs' and 'Dialogue and Co-operation' in the Third Sector.

The issue of developing or transferring good practice is one that has dominated social enterprise for the last decade and has been the basis for many European and other research projects (MOSE, C3Perform, PQASSO, EMES et al). As a consequence many tools have been developed to ensure that good practice is transferred or created by organisations and is then externally audited, reported on and improved. Examples included in this paper include; the Social Enterprise London, Balanced Score Card and the IRENET Good Practice Card (see Appendices 2 and 11), ISO9000 (Appendix 3), EFQM (Appendix 4), PQASSO (Appendix 5) and C3Perform (Appendix 6). This aspect of WP8 reviews them in the social enterprise context. PQASSO and C3Perform being clear examples of EU

funded projects who have developed effective methodologies for use by social enterprises in transferring or creating their own good practices.

People are, of course, crucial to success in transferring and introducing good practice into organisations. This paper explores the importance individuals and organisations linking through the wide range of international, national and regional apex and trade bodies to identify how good practice can be developed, transferred, promoted and policed in key strategic areas such as governance and ethics. This paper will also examine how the transferring or sharing of good practice on an organisation to organisation (or peer-to-peer) basis can be made more effective and produce sustainable work groups that avoid the usual ebb and flow of most networks.

Part 002 of this paper will review the role of apex bodies in developing, sharing and promoting good practice which leads to transfer of good practice examples both vertically and laterally. Part 003 explores how organisation-to-organisation and peer-to-peer transfer and sharing of good practice can be effective. Part 004 looks at how organisations can be effective in transfer and embedding good practice and how good practice working standards have been developed (Appendices 7, 8 and 9). In Part 005 we will introduce the IRENET Good Practice card that build on the work of other individuals and organisations in transferring, developing and introducing good practice. Part 006 reviews examples of the tools that they have been used successfully to aid transfer, development, implementations, and evaluation of good practices. We will also explore how social enterprises are recognised for their excellence in the UK using a model that is transferrable at a European and potentially a global level (See Appendices 2, 3, 6, 7, 8 and 10).

In summary, we hope that this paper will provide social enterprises with some guidelines about how to go about improving performance through good practice initiatives and offer some tools to support them in this process.

**The Co-operative College**  
**October 2010**

## **Part 002 - The role of apex bodies in developing, sharing and promoting good practice.**

Definitions offered by Apex Bodies of what constitutes a social entrepreneur, social entrepreneurship and a social enterprise differ not only across Europe (within the scope of this project) but globally. In the 2001 EMES European Research Network Project paper by Jacques Defourny and Marthe Nyssens social enterprise in Europe is described as 'making amazing breakthroughs on both side of the Atlantic, especially in EU countries and the United States. It is also attracting increasing interest in ...Eastern Asia, Japan, South Korea and Latin America.' Despite work of Apex Bodies this expansion social enterprise has not gained the same recognition in all European countries and is poorly understood in several. The concepts of social entrepreneur, social entrepreneurship and social enterprise are often used interchangeably leading to social entrepreneurship being most usually seen as the process through which social entrepreneurs create social enterprises. The term social entrepreneur has been particularly emphasized by those bodies which identify and support individuals launching new activities dedicated to a social mission while being entrepreneurial in terms of dynamism, personal involvement and innovative practices. In Europe much emphasis has been placed on the collective nature of the social enterprise and the importance of the social innovation processes undertaken by social entrepreneurs.

Social Enterprises are a wide spectrum of initiatives, ranging from voluntary activism to corporate social responsibility' covering individual initiatives, non-profit (profit-with-purpose) organizations and the increasingly blurred boundaries of public-private partnerships. Social Enterprises also have varied organizational and legal forms enabling the growth of the "blended value creation" (profits alongside social value) that is a key feature of social entrepreneurship. In Europe the growth of social enterprises has largely been within the third sector i.e. the private, profit-with-purpose sector. Within the European Union the concept of social enterprise, first appeared in Italy, where it was promoted and entitled *Impresa sociale*. The concept was introduced at the time to designate the pioneering initiatives for which the Italian Parliament created the legal form of social cooperative. Other European countries have legislated to promote social enterprises as being positioned "at the crossroads of market, public policies and civil society". European social enterprises combine income from sales or fees from users with public subsidies to further their social mission.

The EMES Network has developed four economic criteria and five social criteria to describe social enterprises. They do not represent a set of conditions for qualification rather they describe the ideal and act as a tool to help locate and establish the boundaries of organisations considered as social enterprises. The EMES definition of social enterprise distinguishes between criteria that are more economic and indicators which are predominantly social.

### 1. Economic and entrepreneurial criteria

**a) A continuous activity producing goods and/or selling services** being directly involved in the production of goods or the provision of services to people on a continuous basis.

**b) A high degree of autonomy** created by a group of people on the basis of an autonomous project and being governed by these people. Often depending on public subsidies but not being managed by public or other organisations.

**c) A significant level of economic risk** is assumed totally and financial viability depends on the efforts of members and workers to secure adequate resources.

**d) A minimum amount of paid work** is normal in social enterprises which may combine monetary and non-monetary resources, voluntary and paid workers.

## 2. Social indicators

**a) An explicit aim to benefit the community** or a specific group of people and a desire to promote a sense of social responsibility at the local level.

**b) An initiative launched by a group of citizens** or collective dynamics involving people belonging to a community with a well-defined need or aim

**c) A decision-making power not based on capital ownership** often based on the principle of "one member, one vote" or at least to a decision making process in which voting power is not distributed according to capital.

**d) A participatory aspect**, representing users or customers, ensuring the influence of various stakeholders on decision-making and management.

**e) A limited profit distribution** thereby avoiding profit-maximising behaviour.

Summary definitions could include:

"Social enterprises are not-for-profit (or profit-with-purpose) private organizations providing goods or services to benefit the community....involving various types of stakeholders in their governing bodies, they place a high value on their autonomy and they bear economic risks linked to their activity".

Source: First EMES research project 2001

or

'A social enterprise is an organization or venture that achieves its primary social or environmental mission using business methods. The social enterprise movement includes both nonprofits that use business models to pursue their mission and for-profits whose primary purposes are social.'

UK Social Enterprise Alliance

This means that social enterprises are as diverse as the businesses in the private and public sectors of the economy and, because of this diversity, appear to have a wider range of apex bodies that aim to serve, support and police them. Apex or Trade Bodies are defined as organisations that represent their members at local, regional, national or international levels. Some act as trade organisations focussing mainly on the economic development of their members. Others have a clear developmental or political role as an advocate for their members and other have a clear policing or legislative role.

Most apex bodies will provide information, examples of good practice and co-ordinate data from a variety of sources to support and grow the businesses of their

members. Others will formulate policies in respect of production, pricing, distribution and sales of member's products and services. Many apex bodies will be involved in the planning and development of their industry as well as the development or updating of legislation which impacts on their members.

The best apex bodies provide a range of support and services to their members that include advice on:

- Legislation
- Governance
- Recruitment
- Markets and Market trends
- Political environment
- Good practice

The role of an apex body in promoting the transfer and sharing of good practice is fundamental. In the electronic age this is most often done through websites and for a though publications, networks, conferences and seminars continue to be widely used methodologies.

Examples of apex bodies who demonstrate effective ways of providing their members with access to good practice examples include:

International	International Co-operative Alliance (Switzerland and Belgium)
European	Social Enterprise Europe (UK Based)
National	Centrum für Soziale Investitionen und Innovationen (Germany)
Regional	Social Enterprise Works (South-West UK)

For a Europe wide perspective see the table below at Figure 1.

The complexity of social enterprises is clearly demonstrated in Appendix 1 which shows a global social enterprise map. It also indicate the range of good practice available in the social enterprise network and provides some clues about where social enterpsies should look for it. The table below provides contact details for a range of European apex bodies with international, national, regional and sector remits.

**Examples of apex bodies building libraries of good practice include:**

International Co-operative Alliance - Switzerland

<http://www.ica.coop/gender/index.html>

Co-operative Federation of Italy

<http://www.confcooperative.it/C7/Sectoral%20Federations/default.aspx>

European Research Institute on Cooperative and Social Enterprises - Italy

<http://www.euricse.eu/>

Scandinavia Institute for the Social Economy - Sweden

<http://socek.se>

Social Firms - UK

<http://socialfirmsuk.co.uk/resources>

Social Enterprise Works - UK

<http://www.socialenterpriseworks.org/category/resources/>

For most social enterprises there is an apex body that they can affiliate to for a small membership fee. Many apex bodies do not charge for access to resources or examples of good practice.



## Social Enterprise Apex Bodies

Figure 1

Name	Website	Email	Phone
<b>European</b>			
Co-operatives Europe	<a href="http://www.coopseurope.coop">www.coopseurope.coop</a>	<a href="mailto:info@coopseurope.coop">info@coopseurope.coop</a>	00 32 2743 1033
European Council of Associations of General Interest	<a href="http://www.cedag-eu.org">www.cedag-eu.org</a>	<a href="mailto:cedag@cedag-eu.org">cedag@cedag-eu.org</a>	00 32 2230 0031
International Co-operative Alliance	<a href="http://www.ica.coop">www.ica.coop</a>	<a href="mailto:ica@ica.coop">ica@ica.coop</a>	00 41 929 8838
Social Enterprise Europe	<a href="http://www.socialenterpriseeurope.co.uk">www.socialenterpriseeurope.co.uk</a>	<a href="mailto:managers@socialenterprise.co.uk">managers@socialenterprise.co.uk</a>	00 44 845 330 8310
EURICSE: European Research Institute on Cooperative and Social Enterprises	<a href="http://www.euricse.eu">http://www.euricse.eu</a>	<a href="mailto:info@euricse.eu">info@euricse.eu</a>	0039 0461 882289
<b>Denmark</b>			
The Danish Centre for Social	<a href="http://www.socialokonomi.dk">www.socialokonomi.dk</a>	<a href="mailto:info@socialokonomi.dk">info@socialokonomi.dk</a>	00 45 33 55

[www.irenetwork.eu](http://www.irenetwork.eu)

Contractor: AS.FOR.IN. - Associazione per la Formazione e l'Inserimento lavorativo nelle PMI  
 Via Fratelli Bisogno n. 27, 83100 Avellino - ITALY  
 Phone +39 0825 22711 Fax +39 0825 281497  
[www.asforin.it](http://www.asforin.it)  
 Project Manager: Lorenzo Corona - [lorona@asforin.it](mailto:lorona@asforin.it)

Coordinator: ASIS Consorzio di Cooperative Sociali  
 Via Santa Maria Avvocata n. 2, 80134 Napoli - ITALY  
 Phone +39 081 5844993 Fax +39 081 2141441  
[www.consorzioasis.it](http://www.consorzioasis.it)  
 Project Coordinators: Mario Massa - Chief Coordinator  
 Lorenzo Scirocco – Deputy Coordinator  
[irenet\\_projectcoordinator@consorzioasis.it](mailto:irenet_projectcoordinator@consorzioasis.it)

Economy			77 38
The Volunteer Centre in Denmark	<a href="http://www.frivillighed.dk">www.frivillighed.dk</a>	info@frivillighed.dk	00 45 66 14 60 61
Connect Denmark	<a href="http://www.connectdenmark.com">www.connectdenmark.com</a>	connect@connectdenmark.com	00 45 24 27 07 07
The Danish Youth Council	http://duf.dk	duf@duf.dk	00 45 39 29 88 88
The Danish Association of Physically Disabled	http://danskhandicapforbund.dk	dhf@dhf-net.dk	00 45 39 29 35 55
Frivillige Centre og Selvhjælp Danmark	<a href="http://www.frise.dk">www.frise.dk</a>	frise@frise.dk	00 45 98 12 24 24
Væksthus Greater Copenhagen	http://www.startvaekst.dk/vhhr.dk/english_vhhr	info@vhhr.dk	00 45 70 15 16 18
Business Link Central Denmark	<a href="http://www.vhmidtjylland.dk">www.vhmidtjylland.dk</a>	info@vhmidtjylland.dk	00 45 70 22 00 76
Væksthus Norther Denmark	<a href="http://www.vhnordjylland.dk">www.vhnordjylland.dk</a>	info@vhnordjylland.dk	00 45 70 21 08 08
Væksthus Zealand	<a href="http://www.startvaekst.dk/vhsjaelland.dk/forside/0/2">http://www.startvaekst.dk/vhsjaelland.dk/forside/0/2</a>	info@vhsj.dk	00 45 55 35 30 35
Business Link Southern Denmark	<a href="http://www.startvaekst.dk/vhsyddanmark.dk/english_syddanmark">http://www.startvaekst.dk/vhsyddanmark.dk/english_syddanmark</a>	mail@vhsyddanmark.dk	00 45 70 23 55 25
<b>Germany</b>			
Centrum für Soziale Investitionen und Innovationen	<a href="http://www.csi.uni-hd.de">www.csi.uni-hd.de</a>	csi@csi.uni-heidelberg.de	0049 6221 5411950
FAF – Fachberatung für Arbeits- und Firmenprojekte	<a href="http://www.faf-gmbh.de">www.faf-gmbh.de</a>	post - an @ faf-gmbh.de	0049 30 2511066
Horizont - Sozialwerk	<a href="http://www.horizont-sozialwerk.de">www.horizont-sozialwerk.de</a>	info@horizont-sozialwerk.de	0049 3531 719 06 85
NEST – Netzwerk für soziale Unternehmen und Stadtteilökonomie	<a href="http://www.soziale-oekonomie.de">www.soziale-oekonomie.de</a>	soziale-oekonomie@technet-berlin.de	0049 30 4698 82 27

<b>Greece</b>			
<b>Italy</b>			
ConfCooperative	<a href="http://www.confcooperative.it">www.confcooperative.it</a>	<a href="mailto:info@confcooperative.it">info@confcooperative.it</a>	0039 06 680001
CGM – Gruppo Cooperativo Consorzio Gino Mattarelli	<a href="http://www.consorziocgm.org">www.consorziocgm.org</a>	<a href="mailto:info@consorziocgm.org">info@consorziocgm.org</a>	0039 02 36579650
Fondazione Solidarete	<a href="http://www.solidarete.net">www.solidarete.net</a>	<a href="mailto:info@solidarete.net">info@solidarete.net</a>	0039 030 2893411
Iris Network – Istituti di Ricerca sull'Impresa Sociale	<a href="http://www.irisnetwork.it">www.irisnetwork.it</a>	<a href="mailto:info@irisnetwork.it">info@irisnetwork.it</a>	0039 046188228 9
Welfare Italia Servizi Srl	<a href="http://www.welfareitalia.eu">www.welfareitalia.eu</a>	<a href="mailto:info@welfareitalia.eu">info@welfareitalia.eu</a>	0039 02 76021494
<b>Poland</b>			
<b>Spain</b>			
Confederación Española de Cooperativas de Consumidores y Usuarios	<a href="http://www.hispacoop.es">www.hispacoop.es</a>		0034 915931625
Red Española del Pacto Mundial	<a href="http://www.pactomundial.org">www.pactomundial.org</a>	<a href="mailto:asociacion@pactomundial.org">asociacion@pactomundial.org</a>	0034 917452414
Erosky	<a href="http://www.erosky.es">www.erosky.es</a>		
Generalitat de Catalunya	<a href="http://www.gencat.cat">www.gencat.cat</a>		
Cruz Roja Española	<a href="http://www.cruzroja.es">www.cruzroja.es</a>	<a href="mailto:info@cruzroja.es">info@cruzroja.es</a>	902 22 22 92
Fundación Luis Vives	<a href="http://www.fundacionluisvives.org">www.fundacionluisvives.org</a>	<a href="mailto:luisvives@fundacionluisvives.org">luisvives@fundacionluisvives.org</a>	0034 91 5400878
Observatorio del Tercer Sector	<a href="http://www.tercersector.net">www.tercersector.net</a>		902160911
<b>Sweden</b>			

Coompanion	<a href="http://www.coompanion.se/">http://www.coompanion.se/</a>	maria.woglinde@coompanion..se	
Social Ekonomi	<a href="http://www.socialekonomi-oms.se/">http://www.socialekonomi-oms.se/</a>		
Social Ekonomiskane	<a href="http://www.socialekonomiskane.se/">http://www.socialekonomiskane.se/</a>	christoph@socialekonomiskane.se	
SOCEK	<a href="http://socek.se/">http://socek.se/</a>	<a href="mailto:lisa@serus.se">lisa@serus.se</a>	
<b>Slovenia</b>			
SKUP - Skupnost privatnih zavodov	<a href="http://skup.si/">http://skup.si/</a>	<a href="mailto:info@skup.si">info@skup.si</a>	+386 31 646 896
ŠENT	<a href="http://www.sent.si/">http://www.sent.si/</a>	<a href="mailto:info@sent.si">info@sent.si</a>	+386 12 307 830
<b>United Kingdom</b>			
Association of British Credit Unions	<a href="http://www.abcul.org">www.abcul.org</a>	info@abcul.org	00 44 161 832 3692
Confederation of Co-operative Housing	<a href="http://www.cch.coop">www.cch.coop</a>	info@cch.coop	00 44 121 449 9588
Co-operative Development Services	<a href="http://www.cds.coop">www.cds.coop</a>	enquiries@cds.coop	00 44 20 7397 5700
Co-operatives <sup>UK</sup>	<a href="http://www.uk.coop">www.uk.coop</a>	info@uk.coop	00 44 161 246 2900
New Economics Foundation	<a href="http://www.proveandimproce.org">www.proveandimproce.org</a>	info@neweconomics.org	00 44 20 7820 6300
Social Enterprise Coalition	<a href="http://www.socialenterprise.org.uk">www.socialenterprise.org.uk</a>	info@socialenterprise.org.uk	00 44 20 7793 2323
Social Enterprise London	<a href="http://www.sel.org.uk">www.sel.org.uk</a>	info@sel.org.uk	00 44 20 7022 1920
Social Enterprise Works	<a href="http://www.socialenterpriseworks.org">www.socialenterpriseworks.org</a>	info@socialenterpriseworks.org	00 44 117 907 0080
Social Firms UK	<a href="http://www.socialfirmsuk.co.uk">www.socialfirmsuk.co.uk</a>	Individual contacts on website	00 44 1737 231 260

## Part 003 - How organisation-to-organisation sharing of good practice can be effective.

Organisations in the public, co-operative, mutual and social enterprise sectors appear to be more willing to share and support the transfer of good practice and initiatives than similar organisations in the private sector. This is often because of a shared ethos or way of working and is demonstrated in the research conducted in earlier work packages such as WP5, 6, and 7. The issue is most frequently how can busy people share good practice in a structured and effective way rather than relying on the goodwill of individual directors, managers, employees or volunteers to assist the transfer. In some sectors there are well developed networks that enable some sharing of good practice though the evidence in the work of Dev, Wenger, McDermott and Snyder is that networks alone are not effective and they need to be supported by the creation of communities of practice and encouraging peer-to-peer learning..

The following guidelines are drawn from Dev and Wenger's research and are about developing Communities of practice and peer-to-peer learning. They are both ways of transferring and sharing good practice within and between organisations. Significant research in this area has been carried out by Etienne Wenger who states: 'The term "community of practice" is of relatively recent coinage, even though the phenomenon it refers to is age-old.' The concept has turned out to provide a useful perspective on knowing and learning. IN addition Wellstein and Kieser state that 'a growing number of people and organizations in various sectors are now focusing on communities of practice as a key to improving their performance and sharing good practice and overcoming the issue of 'stickiness' or resistance to change'.

### What are communities of practice?

Communities of practice can be formed by people directing, working or volunteering in social enterprises that want or need to engage in a process of collective learning and the transfer and sharing of good practice in a shared domain of knowledge, expertise or activity. This is usually to seek a better way of doing something: basic examples include; a group of teachers or trainers seeking new approaches to learning; a range of business learning to survive in a tough or fast changing market, a group of specialists seeking new ways of addressing longstanding problems, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. In summary communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Three characteristics usually apply to a community of practice:

1. **The domain:** A community of practice is not just a network of connected social enterprises. It has an identity defined by a clearly shared interest i.e. improving training and education, developing systems, seeking ways of building new markets or sustaining existing one. Membership means a commitment to the domain or issue, and therefore a shared competence that

distinguishes members from other people. They value their collective competence and learn from each other and share practice.

2. **The community:** In pursuing their interest members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other. Members of a community of practice do not necessarily work together but their interactions are essential to making them a community of practice. Social enterprises have a shared ethos and understanding and often share common values and approaches. As such they are well placed to develop communities of practice.
  
3. **The practice:** A community of practice is not merely a community of interest. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools and ways of addressing recurring problems, in short a shared or even good practice. Building a community of practice takes time and sustained interaction. The development of a good practice should be a self-conscious, aware activity. In the course of all these activities, interactions or conversations, they develop and build a set of stories and case studies that become a shared repertoire for good practice.

It is the combination of these three elements that constitutes a community of practice and by developing these three elements in parallel that one cultivates such a community.

### What do communities of practice look like?

Communities develop their practice through a variety of activities. The following table provides a few typical examples:

<i>Problem solving</i>	"Can we work on the design of this learning programme and brainstorm some ideas?"
<i>Requests for information</i>	"Where can I find a description of methods of evaluating teaching and learning?"
<i>Seeking experience</i>	"Has anyone dealt with an individual with this type of learning difficulty?"
<i>Reusing assets</i>	"I have a proposal for the development of a Europe wide learning network that I wrote last year. I can send it to you and you can use it to develop your thinking for your project proposal."

<i>Coordination and synergy</i>	"Can we combine our purchases of text books and learning resources?"
<i>Discussing developments</i>	"What do you think of the new health and safety elearning system? Does it really help?"
<i>Documentation projects</i>	"We have faced this problem of learner recruitment five times now. Let us write it down once and for all."
<i>Visits</i>	"Can we come and see your pre and after-school programme? We need to establish one in our city."
<i>Mapping knowledge and identifying gaps</i>	"Who has a background in teacher training and knows what are we missing? What other groups should we connect with?"

Communities of practice are often not called that by organizations. They are known under various names, such as learning networks, thematic groups, or working groups. While they all have the three elements of a domain, a community, and a practice, they come in a variety of forms. Some are quite small; some are very large, often with a core group and many peripheral members. Some are local and some cover the whole globe. Some meet mainly face-to-face, some mostly online. Some are within an organization and some include members from a range of complimentary or widely differing organizations. Some are formally recognized, often supported with a budget; and some are completely informal and even invisible.

Communities of practice have been around for as long as human beings have learned together. At home, at work, at school, in our hobbies, we all belong to communities of practice. In some we are core members. In many we are merely peripheral. And we travel through numerous communities over the course of our lives. In fact, communities of practice are everywhere. They are a familiar experience, so familiar perhaps that it often escapes our attention. Yet when it is given a name and brought into focus, it becomes a perspective that can help us understand our world better. In particular, it allows us to see past more obvious formal structures such as organizations, classrooms, or nations, and perceive the structures defined by engagement in practice and the informal learning that comes with it.

### **Where is the concept being applied?**

The concept of community of practice has found a number of practical applications in business, organizational design, government, education, professional associations, development projects, and civic life.

#### **a. Organizations.**

The concept has been adopted most readily by people in organizations because of the recognition that knowledge transfer is a critical asset that needs to be managed strategically. Communities of practice provide a new approach, which focuses on people and on the social structures that enable them to learn with and from each other. Today, there is hardly any organization of a reasonable size that does not have some form of community-of-practice. A number of characteristics explain this interest in communities of practice as a vehicle for developing strategic capabilities in organizations:

- Communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this.
- Communities among practitioners create a direct link between learning and performance, because the same people participate in communities of practice and in teams and business units.
- Practitioners can address the tacit and dynamic aspects of knowledge creation and sharing, as well as the more explicit aspects.
- Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

From this perspective, the knowledge of an organization lives in a series of communities of practice each taking care of a specific aspect of the competence that the organization needs. However, the very characteristics that make communities of practice a good fit for stewarding knowledge—autonomy, practitioner-orientation, informality, crossing boundaries—are also characteristics that make them a challenge for traditional hierarchical organizations but may be an enabler in many social enterprises.

#### **b. Associations.**

A growing number of apex, trade bodies and associations, professional and otherwise, are seeking ways to focus on learning through reflection on practice. To succeed they need to offer high-value learning activities. The peer-to-peer learning activities typical of communities of practice offer a complementary alternative to more traditional vocational education and training and publications.

#### **c. Social sector.**

In the civic domain, there is an emergent interest in building communities among practitioners. In the not-for-profit world, there is a recognition that success relies heavily on learning systems in order to fully leverage funded projects. Social practitioners are good at seeking peer-to-peer connections and learning opportunities with or without the support of institutions.

#### **d. The web.**

Technologies such as the Internet have extended the reach of interactions beyond the geographical limitations of local communities and have increased the flow of information that sustained communities of practice, thus expanding the opportunities for communities based on transferring and sharing good practice.

The concept of communities of practice is influencing theory and practice in many domains. From humble beginnings in apprenticeship studies, the concept was developed by businesses interested in knowledge management and has now found its way into other sectors. It has now become the foundation of a perspective on knowing and learning that informs efforts to create learning systems in various sectors and at various levels of scale, from local communities, to single organizations, partnerships, cities, regions, and the entire world.

### What is Peer to Peer learning?

"Peer- to-peer learning helps in breaking down 'silos' by increasing communication, and is extremely helpful in the integration of new employees"

Ravi Teja, Nihilent Technologies

Peer-to-peer learning is the key foundation of community of practice and one that is growing in popularity especially in Asia and the economies of the Pacific Rim. Peer-to-peer learning promotes a cultural learning environment where people understand that they are able to learn directly from their colleagues and to create learning organisations where institutional knowledge is transferred, shared and protected by interlinked and effective teams. In developing this process there are a number of important steps:

- Creating small teams who have complementary skills and experiences
- Building an awareness of the benefits of peer-to-peer learning
- Piloting workshops where teams discover the benefits of peer-to-peer learning
- Starting the process with topics that are likely to encourage the process

### Benefits of knowledge sharing

- There are no classrooms, real or virtual, and the move from teaching to learning is encouraged
- The focus is on learning and encouraging the learner to become the driver and to discover what they are interested in learning.
- Experiential learning becomes possible as people share their experiences and discoveries with peers and that illuminates and enhances the learning curve

Cultivating a culture of knowledge-transfer, sharing and good practice is a vision that every organization strives to achieve. Peer-to-peer learning is known to be the critical process to enable this. This needs to be a planned process with effective tools and technologies. It is established that an informal culture works the best when an organization has already established a proven system of knowledge transfer/sharing through a formalized process. This builds a culture of trust and transparency and is able to create a knowledge pool that is essential for the development of the individual as well as the organization.

Peer-to-peer learning is essential for any organization which seriously wants to develop a learning culture and to transfer and share good practice with organizations

becoming flatter and more complex, there cannot be a sole source of learning and mentoring for their employees. The best companies have “learning cultures” in which knowledge is freely shared and everyone is expected to play the role of both teacher and learner.”

Its importance in contributing to team-building cannot be overlooked. Interpersonal relations go through a dramatic positive change when a colleague becomes a teacher. Peer- to-peer learning helps in breaking down ‘silos’ by increasing communication, fosters culture where employees help others, and is extremely helpful in the integration of new employees.

Some organizations have special points in the performance appraisal programme marked for knowledge transfer/sharing initiatives by individual employees. This aims to build a culture that encourages each individual to discuss/brainstorm/take inputs from others while working on any assignment; it may be something as simple as a presentation on a specific industry or something as serious as a strategy map or a scorecard. This process facilitates peer-to-peer learning automatically.

Any organization with a highly evolved learning culture would inevitably have a strong mentorship programme. Mentoring is considered the most effective practice in developing and good practice. Most organisations with strong peer-to-peer learning cultures also have thriving mentoring programmes. Mentors demonstrate a willingness to share knowledge and an interest in the success of peers. The problem is that most organizations turn traditional when it comes to good practices and new methodologies. Organisations need to develop a process that avoids this including:

- Agreeing to move from teaching to learning
- Moving from classroom training to e-learning as an important step
- Identifying small self-learning teams and provide a mentor to each such team
- Providing the tools and technologies required by the team
- Integrating self and peer learning in the appraisal system

## Part 004 - How organisations can embed good practice.

### Implementing Good Practice Using a Balanced Scorecard Approach

The research conducted in earlier work packages of the IRENET project and elsewhere alludes to a lack of effective strategic planning as being one of the core reasons for failure in implementing sustainable strategic change and in transferring and introducing good practice not just in social enterprises but in all forms of organization.

The guidelines in this document propose the use of strategy maps based on a balanced scorecard approach including monitoring and reporting methodologies as the means of embedding the cycle of identification, planning, implementation and monitoring the transfer of good practice within Third Sector organizations (see Figure 1 and also the WP7 report on ‘Experiences and Best Practices’, ‘Third Sector Competences and Skill Needs’ and ‘Dialogue and Co-operation’ in the Third Sector by the Co-operative College). Effective use of these methodologies can lead to the embedding of good practice initiatives within organizations where other methods have failed.



Figure 1

### Strategy Maps

A strategy map is a simple diagram (see Figure 2 below) that is used to document the primary strategic goals being pursued by an organization or organizational team in developing or transferring examples of good practice. It is an element of the documentation associated with the Balanced Scorecard approach. The first diagrams of this type appeared in the early 1990s, and the idea of using this type of diagram to help document Balanced Scorecard was discussed in a paper by Kaplan

& Norton in 1995. The strategy map idea featured in several books and articles by Kaplan & Norton and others, including most notably Olve and Wetter in their 1998/9 book Performance Drivers (see Bibliography). Both of these documents are used to transfer and embed examples of good practice within Third Sector organizations (See Appendix 2).



Figure 2

### Using a strategy map

Across a broad range of examples, strategy maps show each organizational objective as text appearing within a shape (usually an oval or rectangle); there are relatively few objectives; the objectives are arrayed across horizontal bands on the strategy map each band representing a 'perspective'; and broad causal relationships between objectives is shown thereby joining objectives together. The purpose of the strategy map in the Balanced Scorecard design, and its emergence as a design aid is discussed in some detail in a research paper on the evolution of Balanced Scorecard designs during the 1990s by Lawrie & Cobbold. Crucially, the Balanced Scorecard aims to give a simple view or an overview of the strategy and how it will be implemented (see Figure 2 above)

The strategy map can be adapted to describe a the transfer of good practice or a good practice initiative that has been identified as potentially beneficial to the organization and then used to map out the important linkages to the organizations vision, mission, strategic objectives and value structure. The strategy map clearly identifies the success criteria and the key results expected from the transfer and implementation of the good practice initiative. It will also identify any strategic (or operational) processes and initiatives needed to embed the transfer of the good practice initiative within the organization. Using this method the organization will then be able to use key performance indicators that report on the progress and success of the transfer or initiative. The KPI's are usually reported using a simple traffic lights system (red, amber, green) that shows what is on target (green), what is lagging

behind (amber) and where there are major issues with progress (red). This provides an easy to understand reporting methodology where the major focus would be on the red followed by any amber issues.

## **The origins of the Balanced Scorecard**

The Balanced Scorecard is a framework that is used to help in the design and implementation of strategy within organizations and can therefore be used to implement or transfer examples of good practice too. The Balanced Scorecard provides a simple structure for representing the strategy or good practice to be transferred and implemented, and has become associated with a wide selection of design tools that facilitate the identification of measures and targets (See Figure 3) that can inform on the progress the organization is making in implementing the strategy selected ("activities"), and also provide feedback on whether the strategy is having the kind of impact on organizational performance that was hoped for ("outcomes"). By providing managers with this direct feedback on whether the required actions are being carried out (See Figure 4) and whether they are working, the Balanced Scorecard is thought to help managers focus their attention more closely on the interventions necessary to ensure the strategy is effectively and efficiently executed.

One of the big challenges faced in the design of Balanced Scorecard based performance management systems is deciding what activities and outcomes to monitor. By providing a simple visual representation of the strategic objectives to be focused on, along with additional visual cues in the form of the perspectives and causal arrows, the strategy map has been found useful in enabling discussion within a management team about what objectives to choose, and subsequently to support the transfer and discussion of the actual performance achieved.

The Balanced Scorecard (BSC) is a strategic performance management tool, a semi-standard structured report that can be used by managers to keep track of the execution of activities within their control and monitor the consequences arising from these actions. It is perhaps the best known of several such frameworks, and was widely adopted in western countries in the early 1990s. Since 2000, use of Balanced Scorecard, its derivatives and similar tools have become common in the Middle East, Asia and South America.

The core characteristic of the Balanced Scorecard and is the presentation of a mixture of financial and non-financial measures within a single concise report (See Figures 3 and 4). The report is not meant to be a replacement for traditional financial or operational reports but a succinct summary that captures the information most relevant to those reading it. The first versions of Balanced Scorecard asserted that relevance should derive from the organizational strategy and focused on choosing measures and targets associated with the main activities (Figure 5) required to implement the strategy. Accordingly, initial designs were encouraged to measure three categories of non-financial measure in addition to financial outputs - those of "Customer," "Internal Business Processes" and "Learning and Growth." Clearly these categories were not so relevant to the Third Sector and much of the early literature on Balanced Scorecard focused on suggestions of alternative 'perspectives' that might have more relevance to these groups.

Modern Balanced Scorecard thinking has evolved considerably since the initial ideas proposed in the late 1980s and early 1990s, and the modern performance management tools including Balanced Scorecard are significantly improved - being more flexible (to suit a wider range of organizational types) and more effective (as design methods have evolved to make them easier to design, and use).

### The Four Perspectives

Kaplan & Norton originally proposed a simple design method for choosing the content of the Balanced Scorecard based on answers to four generic questions about the strategy to be pursued by the organization. These four questions, one about finances, one about marketing, one about processes, and one about organizational development evolved quickly into a standard set of "perspectives" ("Financial", "Customer", "Internal Business Processes", "Learning & Growth"). The design of a Balanced Scorecard became a process of selecting a small number of objectives in each perspective, and then choosing measures and targets to inform on progress against this objective. But very quickly it was realised that the perspective headings chosen only worked for specific organizations, and during the mid to late 1990s papers began to be published arguing that other sets of headings would make more sense for specific organization types (e.g. Butler et. al) and that some organizations would benefit from using more or less than four headings. In the diagram above these headings have been adapted Customers, Financial, Operational and People.

The original design method proposed by Kaplan & Norton was based on the use of three non-financial topic areas as prompts to aid the identification of non-financial measures in addition to one looking at Financial. The four "perspectives" proposed were (see Figures 3 and 4):

- Financial: encouraging the identification of a few relevant high-level financial measures. In particular, designers are encouraged to choose measures that helped inform the answer to the question "How do we look to stakeholders?"
- Customer: encouraging the identification of measures that answer the question "How do customers see us?"
- Internal Business Processes: encouraging the identification of measures that answer the question "What must we excel at to be the type of organization we aspire to be?"
- Learning and Growth: encourages the identification of measures that answer the question "Can we continue to develop and improve our people and create value?"

In developing these 'prompt questions' Kaplan & Norton were thinking about the needs of small to medium sized organizations and so they may be particularly useful within the Thirds Sector. The 'standard' set of perspectives remains the most common, and traditionally is arrayed on the strategy map in the sequence (from bottom to top) "Learning & Growth", "Internal Business Processes", "Customer" and "Financial".

## The creation of a strategy map

The creation of the strategy map for an organization is the key first step in the balanced scorecard methodology. It involves a clear definition of business strategies and is typically achieved after a number of highly intensive brainstorming sessions in which key business heads representing all functions and processes are required to participate.

## Design of the scorecard

Design of a Balanced Scorecard ultimately is about the identification of a small number of financial and non-financial measures and attaching targets to them, so that when they are reviewed it is possible to determine whether current performance 'meets expectations'. The idea behind this is that by alerting managers to areas where performance deviates from expectations, they can be encouraged to focus their attention on these areas, and hopefully as a result trigger improved performance within the part of the organization they lead.

The original thinking behind Balanced Scorecard was for it to be focused on information relating to the implementation of a strategy, over time there has been a blurring of the boundaries between conventional strategic planning and control activities and those required to design a Balanced Scorecard. This is illustrated well by the four steps required to design a Balanced Scorecard included in Kaplan & Norton's writing on the subject in the late 1990s, where they assert four steps as being part of the Balanced Scorecard design process:

1. Translating the vision into operational goals;
2. Communicating the vision and link it to individual performance;
3. Business planning; index setting
4. Feedback and learning, and adjusting the strategy accordingly.

These steps go far beyond the simple task of identifying a small number of financial and non-financial measures, but illustrate the requirement for whatever design process is used to fit within broader thinking about how the resulting Balanced Scorecard will integrate with the wider business management process.

Although it helps focus managers' attention on strategic issues and the management of the implementation of strategy, it is important to remember that the balanced scorecard itself has no role in the formation of strategy. In fact, balanced scorecards can comfortably co-exist with strategic planning systems and other tools.

## The Measures

The Balanced Scorecard is ultimately about choosing measures and targets. The various design methods proposed are intended to help in the identification of these measures and targets, usually by a process of abstraction that narrows the search space for a measure (e.g. find a measure to inform about a particular 'objective' within the Customer perspective, rather than simply finding a measure for 'Customer'). An example Balanced Scorecard is shown below at Figure 3 and Appendix 2.

## Monitoring and Reporting

As has already been indicated the monitoring and reporting system for the Balance Scorecard does not aim to replace existing systems. Rather it seeks to give a visual representation of the current situation thus enabling managers to focus on the areas that require attention to make the process successful. Using a traffic lights system the Balanced Scorecard report indicates the areas that are on target, lagging or are a cause for major concern and require immediate attention. See Figure 4.

In Part 005 the process of identifying, implementing, monitoring and evaluating good practice is explored and explained.

Figure 3

	Users/Clients/Customers	Financial	Operational	People
Key Goals	<ul style="list-style-type: none"> <li>To continue to support, develop and expand the diverse range of users/client/customer.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the long-term stability and sustainability of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve and sustain quality operations with high levels of ethical standards.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and sustain a high quality/world-class team.</li> </ul>
Key Success Measures	<ol style="list-style-type: none"> <li>A balanced portfolio of long, medium and short-term projects.</li> <li>Participation in relevant networks to build long-term partnerships.</li> <li>Supporting the development of capacity building projects.</li> <li>Raising awareness of the contemporary relevance of the Third Sector.</li> </ol>	<ol style="list-style-type: none"> <li>The maintenance of the highest standards of financial management and reporting.</li> <li>A balanced and diverse portfolio of funding sources.</li> <li>Increase levels of turnover and contribution.</li> <li>Maintenance of appropriate levels of reserves.</li> <li>Appropriate capital investment and replacement plans to support projects.</li> </ol>	<ol style="list-style-type: none"> <li>Management and support structures that enable efficient delivery.</li> <li>Effective systems for protecting the physical knowledge base.</li> <li>Pro-active approach towards optimising the operating environment.</li> <li>Responsive to operating environment.</li> <li>Effective capacity building for growth and succession planning.</li> <li>Challenging budget-setting process.</li> <li>Ethical and environmental policy</li> </ol>	<ol style="list-style-type: none"> <li>Encouraging appropriate and balanced models of engagement.</li> <li>Effective knowledge development, transfer and management.</li> <li>Growth and development of individual and collective knowledge and skills base.</li> <li>An organisation people chose to work with and for.</li> <li>An effective Continuing Professional Development and learning process.</li> </ol>
Key Result Areas	<ul style="list-style-type: none"> <li>A balanced portfolio of quality, volume and valued partnerships that meets the needs of users/clients, customers.</li> <li>Continue to provide an innovative range of services to meet needs of new users/clients/customers.</li> <li>An effective process of knowledge growth and management.</li> <li>Increasing usage of benchmarking and performance indicators.</li> <li>Improved user satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Compliance to legal standards.</li> <li>Compliance to funders' requirements for financial and other reporting.</li> <li>Compliance to Internal Financial Regulations.</li> <li>An appropriate ratio of investment to earned income.</li> <li>An appropriate ratio of turnover to reserves.</li> <li>Sufficient income and margin contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate actions taken by Board.</li> <li>Effective strategic and operational planning.</li> <li>Performance to budgets.</li> <li>Partner performance and contribution satisfactory.</li> <li>High levels of user satisfaction</li> <li>Maintenance of national and international standards.</li> </ul>	<ul style="list-style-type: none"> <li>Core capacity built, sustained and reviewed.</li> <li>Sufficient, appropriate, quality and knowledgeable colleagues.</li> <li>Appropriate levels of core, associates and volunteer colleagues.</li> <li>An effective and relevant CPD programme.</li> <li>Appropriate levels of staff turnover and retention.</li> </ul>
Key Outputs/Initiatives	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Identification of funding sources to support all areas of the organisation.</li> <li>User needs research.</li> <li>Funding to establish research capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Effective monitoring of performance by the Board.</li> <li>Effective Audit Committee and internal and external audit.</li> <li>Effective management of risk.</li> <li>Effective and ethical financial and governance systems and processes.</li> <li>Effective uncertainty and budget planning process.</li> <li>Effective and ethical treasury management.</li> <li>Maintenance of ISO status</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Effective monitoring by Board /Audit Committee.</li> <li>Regular review of resources.</li> <li>Improved accessibility for users.</li> <li>Satisfaction levels measured by beneficiary and partner evaluation.</li> <li>Ethical and environmental strategy</li> <li>Maintenance of ISO status</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy</li> <li>Colleague engagement strategy</li> <li>Induction and development strategy.</li> <li>Appraisal and review programme.</li> <li>Performance feedback and review for associates and volunteers.</li> <li>Regular review of remuneration and benefit packages.</li> <li>Maintenance of ISO status</li> </ul>

## Example Reporting Methodology

Figure 4

<b>Users/Clients/Customers</b>	<b>On Target</b>	<b>Lagging</b>	<b>Problems</b>
<b>To continue to expand the diverse range of services.</b>			
<b>Key Success Criteria</b>			
Raise the awareness of the contemporary relevance of the Third Sector with funders and potential users.			
Participate in networks to build long-term partnerships with like-minded organizations.			
Identify and secure long, medium and short-term projects that meet needs and building our capacity.			
<b>Key Result Areas</b>			
A balanced portfolio of quality, volume and valued partnerships that meets the needs of users/clients, customers.			
Continue to provide an innovative range of services to meet needs of new users/clients/customers.			
An effective process of knowledge growth and management.			
Increasing usage of benchmarking and performance indicators.			
Improved user satisfaction.			
Development Strategy.			
Identification of funding sources to support all areas of the organisation.			
User needs research.			
Funding to establish research capacity.			

## Part 005 - IRENE.T Good Practice Identity Card (IGPIC) – a strategy for Delivering Good Practice

### Introduction

In developing the IRENE.T Good Practice Identity Card we explored a wide range of European and non-European examples of good practice and the processes of identifying, implementing, monitoring and evaluating good practice initiatives. We found that the most widely used approach was based to a greater or lesser extent on the Balanced Scorecard model and for that reason we have chosen to use a variant of it in developing the IGPIC. At a European level and in the context of European projects the European Union DG recognises that:

*‘A good practice is a successful intervention based on a true process: a global objective, a dynamic organization and an ongoing implementation process’*

European Commission DG Regional Policy

It also describes the benefits of assessing good practice as being that it

- Facilitates the development of a communication product that illustrates the practical and positive impact of European regional policy
- Provides an important source of information for journalists, which can be used in articles or reports, thereby reaching a wide audience
- Makes possible the dissemination of quantitative and qualitative information, which can be used by local socio-economic actors to develop new project ideas and/or improve existing projects
- Facilitates the creation of a “stock of experiences” that can act as models for other EU regions

In terms of the content of assessment tools it prescribes that the proposed method should enable the identification, assessment and effective transfer of good practices and the production of detailed descriptions that can be used to communicate the best practice, both internally and externally. It divides this process into four stages and suggests a process that collects general information on the area to be evaluated such as a questionnaire or similar tool. This tool will enable an analysis to take place.

The baseline information that should be collected includes:

#### **1. Identification of good practice for transfer or development**

- Field of activity and context it will be set in
- Features of the good practice
- Challenges facing the organisation

#### **2. Implementation**

- Objectives of implementing the good practice

- Actions needed for implementation
- Period of implementation
- Beneficiaries, partners, clients, customers etc

### 3. Monitoring

- Methods for review and reporting

### 4. Evaluation

- Processes of evaluation
- Transferability and associate issues impacting on success

## Outcomes and impact

In addition to this clear measure for evaluation the outcomes and impacts of the good practice should be identified and prepared at the commencement of the process.

<b>Quality</b>
Clarity of the initial objectives, originality and relevance, monitoring and control procedures...
<b>Effectiveness</b>
Achievement of the initial objectives, coherence with other local development tools...
<b>Functioning</b>
Type of body responsible for the implementation, partnership and working procedures...
<b>Specific criteria related to the good practice area</b>
Local environment, social and economic indicators, development conditions...
<b>Transferability of the good practice</b>
Degree of dependency on the features of the territory, requirement for a certain legislative framework...

## The IRENE.T Good Practice Identity Card

### What is the IRENE.T Good Practice Identity Card?

The IRENE.T Good Practice Identity Card is a process that documents transferable or other examples of good practice and enables organizations of all sizes to go through a process that explores what good practice systems, procedures or initiatives are needed within their organization. The next stage is to describe what they hope to achieve; how they will achieve the good practice (by transfer or development), how they will monitor and measure it and what key initiatives they will need to successfully transfer and implement it.

This approach is based on the Balanced Scorecard approach explained at Appendices 2, Social Enterprise Balanced Scorecard and in Part 004, How organizations can transfer or develop and embed good practice by creating Communities of Practice and engaging in Peer-to-Peer learning..

This paper provides a guide to identifying good practice, contextualising it prior to transfer, successfully introducing it within the organization, implementing it and reviewing and evaluating it overtime. This process is seen as one that several people or groups will participate in to ensure that the transfer, development and embedding of the good practice has the widest possible ownership and is not limited to a single person or small management group.

The paper is broken down into four phases:

1. Planning
2. Implementation
3. Monitoring
4. Evaluation

### 1. Planning

These guidelines are to assist groups of colleagues to go through a process to identify what is needed; to plan for implementation; monitor and evaluate for success.

### Group Activity

#### a. Exploring current practice

As a group discuss and agree what the aspect of the organisation it is that needs to be improved:-

- What is it?
- Why does it need to be improved?
- How can it be improved?

- What is wrong with the way we do it now?
- What would good practice look like?
- What different outcomes do we want?
- Do we know of organisations that are successful at doing this and how can we contact them?

## 2. Implementation

### Group Activity

#### Introducing Good Practice

- What do we want to achieve by introducing this good practice?
- What are the features and benefits of the good practice?
- How is the good practice adaptable to our environment of organizational context?
- How does it link to our organizational Vision/Mission/Key Goals or Strategic Objectives?
- What are the broad criteria that will enable us to know that we have been successful i.e. Aims/Objectives/Key Success Measures?
- How will we measure the success criteria (Key Result Areas)?

#### What do we need to do to implement or transfer the example of good practice (Key Outputs/Initiatives)?

- How would we implement or transfer the good practice i.e. what are the stages and the actions we need to take (Consider using a GANNT chart (<http://www.ganttchart.com> and [http://en.wikipedia.org/wiki/Gantt\\_chart](http://en.wikipedia.org/wiki/Gantt_chart)) for this purpose.
- Over what period of time will we implement the good practice?
- How would our stakeholders benefit? Use the table below (Figure 1 to identify this)
- How will we turn these stakeholder benefits into the activities needed to realise the benefits? Use the table below (Figure 2 to identify this)

Figure 1

Blank grid

#### Good Practice Transfer of Good Governance Practices

Stakeholder	Employees	Clients/Customers	Funders	Community
GP Transfer	Benefit	Benefit	Benefit	Benefit
1				
2				
3				

Partially completed grid

**Good Practice Transfer of Good Governance Practices**

<b>Stakeholder</b>	<b>Employees</b>	<b>Clients/Customers</b>	<b>Funders</b>	<b>Community</b>
<b>GP Transfer</b>	<b>Benefit</b>	<b>Benefit</b>	<b>Benefit</b>	<b>Benefit</b>
Pro-active strategic planning	Clarity in execution and operations	Understanding of service/product offer	Effective resource use	Services/Prods that meet their needs
Effective Directors meetings	Business conducted correctly	Improved quality decisions	Greater confidence	Better direction of the organisation
<b>3</b>				

**Figure 2**

<b>Customers/Users/Clients</b>	<b>Financial Resources</b>	<b>Operational Support</b>	<b>People Resources</b>
Research	Money	Improved Access	Development plan
Funding	Systems	Measuring Satisfaction	Induction and training
Development	Physical resources	Marketing	Performance appraisal
	Monitoring	ISO9000 maintenance	Compensation and IIP maintenance

Figure 2 aims to demonstrate potential key activities that will need to take place to introduce or transfer the good practice into the organisation. Each of these activities will then need and outcome or measure to be attached to it in order that effective monitoring and evaluation can take place.

### Completing the Scorecard

For each heading below complete the table below (Figure 3) for each aspect agreed in the above process and table. Refer to the completed example table at Figure 4 for guidance.

**Figure 3**

	<b>Users/Clients/Customers</b>	<b>Financial</b>	<b>Operational</b>	<b>People</b>
<b>Key Success</b>				
<b>Key Result</b>				
<b>Key</b>				

Figure 4

	Users/Clients/Customers	Financial	Operational	People
Key Goals	<ul style="list-style-type: none"> <li>To continue to support, develop and expand the diverse range of users/client/customer.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the long-term stability and sustainability of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve and sustain quality operations with high levels of ethical standards.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and sustain a high quality/world-class team.</li> </ul>
Key Success Measures	<ol style="list-style-type: none"> <li>A balanced portfolio of long, medium and short-term projects.</li> <li>Participation in relevant networks to build long-term partnerships.</li> <li>Supporting the development of capacity building projects.</li> <li>Raising awareness of the contemporary relevance of the Third Sector.</li> </ol>	<ol style="list-style-type: none"> <li>The maintenance of the highest standards of financial management and reporting.</li> <li>A balanced and diverse portfolio of funding sources.</li> <li>Increase levels of turnover and contribution.</li> <li>Maintenance of appropriate levels of reserves.</li> <li>Appropriate capital investment and replacement plans to support projects.</li> </ol>	<ol style="list-style-type: none"> <li>Management and support structures that enable efficient delivery.</li> <li>Effective systems for protecting the physical knowledge base.</li> <li>Pro-active approach towards optimising the operating environment.</li> <li>Responsive to operating environment.</li> <li>Effective capacity building for growth and succession planning.</li> <li>Challenging budget-setting process.</li> <li>Ethical and environmental policy</li> </ol>	<ol style="list-style-type: none"> <li>Encouraging appropriate and balanced models of engagement.</li> <li>Effective knowledge development, transfer and management.</li> <li>Growth and development of individual and collective knowledge and skills base.</li> <li>An organisation people chose to work with and for.</li> <li>An effective Continuing Professional Development and learning process.</li> </ol>
Key Result Areas	<ul style="list-style-type: none"> <li>A balanced portfolio of quality, volume and valued partnerships that meets the needs of users/clients/customers.</li> <li>Continue to provide an innovative range of services to meet needs of new users/clients/customers.</li> <li>An effective process of knowledge growth and management.</li> <li>Increasing usage of benchmarking and performance indicators.</li> <li>Improved user satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Compliance to legal standards.</li> <li>Compliance to funders' requirements for financial and other reporting.</li> <li>Compliance to Internal Financial Regulations.</li> <li>An appropriate ratio of investment to earned income.</li> <li>An appropriate ratio of turnover to reserves.</li> <li>Sufficient income and margin contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate actions taken by Board.</li> <li>Effective strategic and operational planning.</li> <li>Performance to budgets.</li> <li>Partner performance and contribution satisfactory.</li> <li>High levels of user satisfaction</li> <li>Maintenance of national and international standards.</li> </ul>	<ul style="list-style-type: none"> <li>Core capacity built, sustained and reviewed.</li> <li>Sufficient, appropriate, quality and knowledgeable colleagues.</li> <li>Appropriate levels of core, associates and volunteer colleagues.</li> <li>An effective and relevant CPD programme.</li> <li>Appropriate levels of staff turnover and retention.</li> </ul>
Key Outputs/Initiatives	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Identification of funding sources to support all areas of the organisation.</li> <li>User needs research.</li> <li>Funding to establish research capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Effective monitoring of performance by the Board.</li> <li>Effective Audit Committee and internal and external audit.</li> <li>Effective management of risk.</li> <li>Effective and ethical financial and governance systems and processes.</li> <li>Effective uncertainty and budget planning process.</li> <li>Effective and ethical treasury management.</li> <li>Maintenance of ISO status</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy.</li> <li>Effective monitoring by Board /Audit Committee.</li> <li>Regular review of resources.</li> <li>Improved accessibility for users.</li> <li>Satisfaction levels measured by beneficiary and partner evaluation.</li> <li>Ethical and environmental strategy</li> <li>Maintenance of ISO status</li> </ul>	<ul style="list-style-type: none"> <li>Development Strategy</li> <li>Colleague engagement strategy</li> <li>Induction and development strategy.</li> <li>Appraisal and review programme.</li> <li>Performance feedback and review for associates and volunteers.</li> <li>Regular review of remuneration and benefit packages.</li> <li>Maintenance of ISO status</li> </ul>

### 3. Monitoring

Monitoring the progress in transferring and implementing the good practice is a very important part of the process. The table below (Figure 5) offers a visual; method of reporting that will summarize the current situation for boards, management and implementation teams. This makes it possible to focus on the priority areas and to use existing information systems to review why areas are lagging behind projected time-scales.

Figure 5

### 4. Evaluation

Users/Clients/Customers	On Target	Lagging	Problems
<b>To continue to expand the diverse range of services.</b>			
<b>Key Success Criteria</b>			
Raise the awareness of the contemporary relevance of the Third Sector with funders and potential users.			
Participate in networks to build long-term partnerships with like-minded organizations.			
Identify and secure long, medium and short-term projects that meet needs and building our capacity.			
<b>Key Result Areas</b>			
A balanced portfolio of quality, volume and valued partnerships that meets the needs of users/clients, customers.			
Continue to provide an innovative range of services to meet needs of new users/clients/customers.			
An effective process of knowledge growth and management.			
Increasing usage of benchmarking and performance indicators.			
Improved user satisfaction.			
Development Strategy.			
Identification of funding sources to support all areas of the organisation.			
User needs research.			
Funding to establish research capacity.			

## Introduction

Ideally, evaluation is an ongoing process that begins as soon as the idea for implementing good practice begins. Evaluation should interweave with all activities throughout the life of the good practice programme and end only after the programme concludes. Sometimes a process of evaluation will be very prolonged in order to see if the good practices effects are sustained over time. By evaluating each step, those implementing the good practice can recognise and solve a problem early, which not only saves time and money but makes success more likely.

Evaluation has four stages that are begun in this order: formative, process, impact, and outcome. Planning for each stage begins while a good practice programme is being developed, and no stage is truly complete until the evaluation process has been completed. Below is a brief description of each stage

## The Four stage Evaluation Process

### 1. Formative Evaluation

Formative evaluation is a way of making sure plans, procedures, all activities, materials, and modifications to the good practice will work as planned. Formative evaluation should begin as soon as the idea for introducing a good practice is conceived. Further formative evaluation should be conducted whenever an existing good practice is being adapted or transferred for use with a different target population or in a new location or setting. A good practice's success under one set of circumstances is not a guarantee of success under other circumstances. For evaluation purposes, an adapted good practice is a new programme. Another occasion for formative evaluation is when an operating good practice programme develops problems but the reason is unclear or the solution not obvious.

### 2. Process Evaluation

The purpose of process evaluation is to learn whether the good practice is serving the target population as planned and whether the number of people being served is more or less well than expected. Process evaluation should commence as soon as the good practice is introduced. At this stage the evaluation process is not looking for results. It is seeking to discover whether the organization is connecting with people in the target population as planned and whether they are connecting with the organization. Essentially, process evaluation involves counting all contacts with the people you are trying to reach and all events related to those contacts.

### 3. Impact Evaluation

The purpose of impact evaluation is to measure whatever changes the good practice creates in the target population's knowledge, attitudes, beliefs, or behaviours. Baseline information for impact evaluation should be collected immediately before

the good practice goes into operation. Information should be gathered about the changes brought about by the good practice as soon as those implementing it have completed their first encounter with an individual or group from the target population.

#### 4. Outcome Evaluation

For ongoing good practice initiatives (e.g., a series of safety classes taught young parents in your area), conduct outcome evaluation at specified intervals (e.g., every month, every quarter, every year, every 3 years, or every 5 years). For one-time initiatives (e.g., limited interactions with target groups), conduct outcome evaluation after the initiative is finished. The purpose is to learn how well the initiative succeeded in achieving its ultimate goal (i.e., decreasing injury-related incidents in infants).

At all stages of the evaluation process you will be looking for evidence of impacts with different groups that can be recognised at different levels. A way of recording and reporting on this is shown in the table below at Figure 6.

Using a highly visual, colour coded approach reviewers can see immediately the level of evaluation that has been carried out and the depth to which the good practice initiative had become embedded within the organisation.

**Formative level**      **Process Level**      **Impact Level**      **Outcome Level**

This chart looks at evaluating and organizations plans around the training of key stakeholders and looks at the success achieved in carrying out training to a certain planned level as well as in terms of numbers of stakeholders trained.

Figure 6

	Employees	Volunteers	Users	Community
Qualitative Measures				
Level of training	Level of training	Level of training	Level of training	Level of training
2				
Quantitative Measures				
Numbers trained	Numbers of people trained	Numbers of people trained	Numbers of people trained	Numbers of people trained
2				

#### Qualitative Measures

These measures require a judgement to be made in the evaluation process about the quality of the outcome achieved through the balanced scorecard. In practice in this straightforward example the descriptors might be replaced by specific indicators of the level of training achieved at each level. For example it may have been decided that there was a need to train users and members of the community to understand

the services and products that the organisation offered. This would be basic or formative level training.

Volunteers would need a higher level of training enabling them to have an impact on their work that might be about productivity or effectiveness.

Employees could be expected to have a clear outcome based basis for their training which might include more contracts gained or completed; more users recruited or sold too, a higher level of profitability achieved.

The grid would indicate if all of these targets set in the original balanced scorecard had been achieved and were capable of evaluation.

### **Quantitative Measures**

This part of the process measures value, achievement and outcome through numbers. In this case the numbers achieved would be compared to the original target and a view taken about the level of success.

In this example a number of volunteers were trained to formative level which was in line with the planned levels so the next point of evaluation would be were the numbers trained equal to or more or less than the planned number.

The organisation was only successful in training volunteers to the process level and did not reach their targeted impact level. Again, the next point of evaluation would be were the numbers trained equal to or more or less than the planned number.

Finally, the plan in the balanced scorecard was to train staff to an outcome level. At the qualitative level only the process level was achieved with a remaining issue about were the numbers trained equal to or more or less than the planned number.

This type of evaluation enables the organization to review its plans in a clear and straightforward way and to make plans for the next steps in the transfer or implementation of the good practice.

### **Summary**

The Balanced Scorecard and other tools explored in this paper are designed to enable organizations to develop a framework for identifying where change is needed; selecting examples of good practice to improve the organisation; planning ways of transferring or developing good practice; embedding and monitoring the initiative; and finally evaluating its success and agreeing next steps or action plans for the future.

There is no one simple way of transferring and developing good practice but there are many ways of developing an appropriate framework for an organisation to improve its strategy, operations, markets and success. The Balanced Scorecard is one way of doing that.

Section 006 of this paper explores other tools that have been developed by organisations and through European Union projects to assist organisations to achieve sustainable growth through effective transfer and development of good practice.

## **Part 005 - Examples of tools to support Social Enterprises the transfer, embedding, monitoring and evaluation of good practice**

From the research completed under this and previous work packages it is clear that there are many tools that will enable, support, monitor and embed the transfer of good practice within and between organisations. There are many factors that will affect whether and an organisation chooses to use a formal tool or to adopt processes and practices that have been developed and tested by others. These will include cost, time, culture, maturity and experience as well as other factors.

This section of Deliverable 24 sets out to provide social enterprises with a range of tools or a toolkit that they can adapt to their own particular circumstances.

### **Balanced Scorecard**

#### **What is the Balanced Scorecard?**

In Appendix 2 you will be able to study a version of the Balanced Scorecard that has been adapted by Social Enterprise London, a UK Apex Body, for use specifically by social enterprises. The Balanced Scorecard is a framework that is used to help in the design and implementation of strategy within organizations and can therefore be used to implement or transfer examples of good practice too. The Balanced Scorecard provides a simple structure for representing the strategy or good practice to be implemented, and has become associated with a wide selection of design tools that facilitate the identification of measures and targets that can inform on the progress the organization is making in implementing the strategy selected ("activities"), and also provide feedback on whether the strategy is having the kind of impact on organizational performance that was hoped for ("outcomes"). By providing managers with this direct feedback on whether the required actions are being carried out, and whether they are working, the Balanced Scorecard is thought to help managers focus their attention more closely on the interventions necessary to ensure the strategy is effectively and efficiently executed.

One of the big challenges faced in the design of Balanced Scorecard based performance management systems is deciding what activities and outcomes to monitor. By providing a simple visual representation of the strategic objectives to be focused on, along with additional visual cues in the form of the perspectives and causal arrows, the strategy map has been found useful in enabling discussion within a management team about what objectives to choose, and subsequently to support discussion of the actual performance achieved.

## ISO 9000

### What is ISO 9000?

In Appendix 3 the providers of ISO 9000 have developed a version specifically for social enterprises. ISO 9000 is a quality management system that provides improved control of key processes, thus enabling all employees follow agreed processes for carrying out key activities, minimizing the risk of costly mistakes. It provides a foundation for improving quality and customer satisfaction across the enterprise. The system:

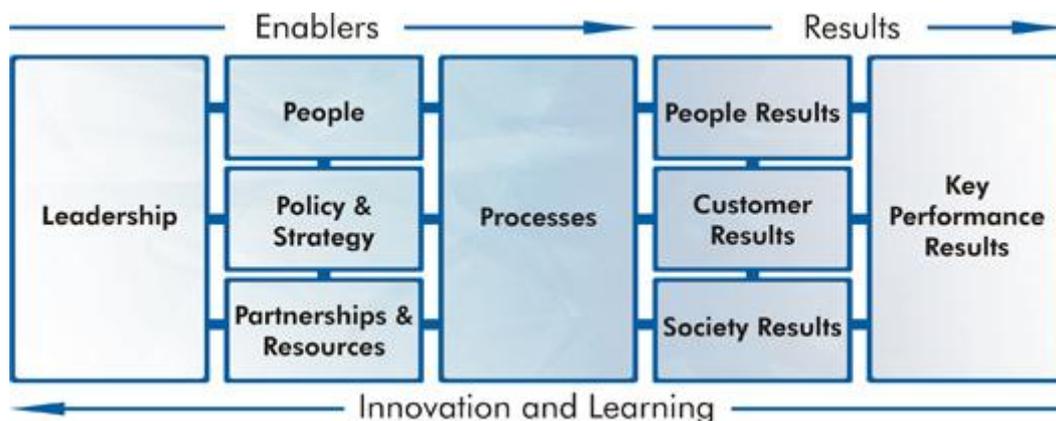
- Defines existing key operations.
- Can be adjusted to account for inevitable changes, such as new technologies, new customers and new ideas.
- Provides a way of collecting and implementing suggestions for improvements.
- Improves the chances that any broader quality management initiative will be successful and continuous.

A quality system lets the enterprise manage growth more effectively making it easier to integrate new employees and activities and to stay in control. Many customers now demand that each of their suppliers has a quality system because they want to ensure that the quality of the product or service meets their requirements.

## EFQM

### What is EFQM?

Appendix 4 describes EFQM which is the most widely-used Business Excellence Framework in Europe, with over 30,000 businesses using the Excellence Model to improve performance and increase their multiple bottom-lines. The Excellence Model takes a holistic view of a social enterprise and, when used as a diagnostic tool, it allows the organisation to assess its strengths and areas for improvement in detail across nine key areas. There is an overarching philosophy of continuous improvement that is applicable to all sectors:



The Excellence Model is a non-prescriptive framework that allows for enough flexibility to be adapted to any type of organisation, regardless of size or sector. In addition, the Excellence Model is considered an over-arching framework that can be used alongside other tools and standards such as Investor in People (IIP), Charter Mark, Balanced Scorecard and so on.

A key feature of the Model is its use as a diagnostic tool for self-assessment, where organisations grade themselves against a set of detailed criteria under each of the nine headings. The overall score acts as a European benchmark and helps organisations identify areas for improvement. It is then possible to develop and implement improvement plans that deliver sustainable growth and enhanced performance for the organisation.

## PQASSO

### What is PQASSO?

#### Practical Quality Assurance System for Small Organisations (PQASSO)

Appendix 5 introduces *PQASSO* a quality assurance system that helps management to run an organisation effectively and efficiently. Created by and for the voluntary sector, it asks organisations to take a systematic look at what they do and to decide exactly where improvements are needed. It seeks to assist managers to plan, budget and allocate necessary resources for making these improvements over a realistic period.

*PQASSO* is an 'off-the-shelf' quality assurance system. First developed in 1997, it was designed specifically for use within voluntary and community sector organisations, and is now in its third edition. It provides a step-by-step approach to working out what an organisation is doing well and what could be improved.

Designed as a work pack, it is simple and straightforward to use. It offers a flexible approach to quality enabling an organisation to work at its own pace without consultancy fees. It aims to help organisations to set priorities for the future to improve their performance. Charities Evaluation Services (CES) has also designed a CD-ROM to complement the work pack and make the self-assessment process more manageable. It has many useful features that save time and create more efficient ways of working.

*PQASSO* covers 12 quality standards and promotes continuous improvement through self assessment. The 12 quality areas are:

1. Planning for quality
2. Governance
3. Management
4. User-centred service
5. Staff and volunteers

6. Training and development
7. Managing money
8. Managing resources
9. Managing activities
10. Networking and partnership
11. Monitoring and evaluation
12. Results.

## C3Perform

### What is C3Perform?

Appendix 6 demonstrates the value of the C3Perform approach to performance improvement revolves around a process of self-assessment using the C3Perform self assessment tools. These tools are built upon the success of the EFQM Excellence Model, which reviews all aspects of an organisation. It is underpinned by eight concepts of excellence reflecting the key characteristics of high performing organisations. The Excellence Model encourages organisations to focus on the results you want to achieve and actions to achieve them, helping you to become more customer and results focused.



The Excellence Model encourages organisations to focus on the results they want to achieve and actions to achieve them, helping them become more customer and results focused. The Excellence Model offers two interdependent sections Results and Enablers:

**Results:** relate to what an organisation achieves: customer results; people results; society results; key performance results.

**Enablers** - relate to what an organisation does to achieve its results: leadership; policy and strategy; people; partnership and resources; processes.

Identified results are used to inform and shape the ‘enablers’ that will help improve future activity. This is defined as the ‘cycle of continuous improvement’.

## SFEDI

### What is SFEDI?

Appendices 7 and 8 provide the over view and detail of SFEDI which is the Small Firms Enterprise Development Initiative that sets the standards for business and learning support and seeks out good practice. SFEDI also researches and describes the competences needed to succeed in small businesses in the United Kingdom. It is the Government recognized UK Standards Setting Body for Business Support and Business Enterprise. Run by entrepreneurs for entrepreneurs, SFEDI researches leading practice, sets standards, principles and guidelines.

It was founded in 1996 to develop national occupational standards which act as:

1. A set of tools to help anyone thinking about starting their own business, starting their business enterprise or growing their business enterprise
2. A set of tools for anyone who is offering business advice and support to small business enterprises
3. A framework for the development of awards and qualifications in business support and enterprise
4. A benchmark of best practice in the world of small business support and enterprise development

The vision of SFEDI is:

- To nurture the entrepreneurial spirit in everyone
- To provide access for all to support in starting, building and growing business whether local, regional or national.
- To develop mutually beneficial partnerships

To achieve this SFEDI is dedicated to bringing enterprise know-how to enterprising people and continuing to develop their brand positioning, to maintain and grow solid brand recognition, and to adhere to high quality standards. Because enterprise is the foundation of success, SFEDI aims to lead by example.

SFEDI is a UK wide organization that aims to be an association of learning and skills development available to prospective and existing entrepreneurs. They identify and share good or leading practice. SFEDI is independent of government but SFEDI is recognized by government as the standards setting body for training and qualifications the setting up or running of business and those providing business support.

When the SFEDI logo is seen on a course, programme, qualification, website, journal, learning media (manuals, DVDs, videos book, cd roms etc) it indicates that the resource is small business friendly and is of real practical value. SFEDI found that a lot of the training that owner managers and staff in small businesses were

receiving was not appropriate and has a trained team of people who run small businesses to evaluate whether the training is useful, in the right language, value for money and meets SFEDI good practice guidelines. If it does then they recommend it for endorsement and a SFEDI committee of entrepreneurs and small business advisers award it the SFEDI logo.

## Star Social Firms

### What is The Star Social Firms Initiative?

The Star Social Firms Initiative (See Appendix 9) was developed by Social Firms UK, the national support organization for the development of the Social Firm sector in the UK. They carry out lobbying and awareness-raising activities, research and practical initiatives to increase the number and ensure the quality of Social Firms in the UK. They have approximately 300 members who share a vision that aims to ensure that 'Everyone has the opportunity to be employed' and the mission to 'support, strengthen and grow the Social Firm sector so that more people facing the most significant barriers to work can gain employment.' Its strategic objectives include:

- Promoting the values and increase the level of understanding around the Social Firm model.
- Facilitating the start up, development and growth of new Social Firm businesses and strengthen those already in existence.
- Serving and growing its membership effectively and efficiently, determining and meeting their needs.
- Leading on R&D initiatives to drive development, production and promotion of new and existing resources.

Early in 2008 it launched the Star Social Firm quality standard which is awarded to Social Firms that have proved the quality of their business and the employment they provide for severely disadvantaged people. Star Social Firms are companies that have proved to be thriving, sustainable businesses, where staff say, 'this is a good place to work!' The Star Social Firm quality standard - the first in the social enterprise sector - has been developed by Social Firms UK and, externally validated by SFEDI (Small Firms Enterprise Development Initiative).

The Star Social Firm quality standard confirms that enterprises are:

- Leading-edge, genuine, good practice led Social Firms;
- Sustainable, professional quality-driven businesses;
- Businesses with a sound commercial focus;
- Business where people and organizations can purchase with confidence;
- Businesses that can help others achieve their own corporate social responsibility targets;
- Businesses with high values and an ethical purpose.

For Social Firms achieving the quality standard it symbolizes professionalism to internal and external stakeholders; and provides a valuable developmental process.

For the Social Firm sector the quality standard provides inspiration to others interested in creating Social Firms and raises the profile of Social Firms as good businesses.

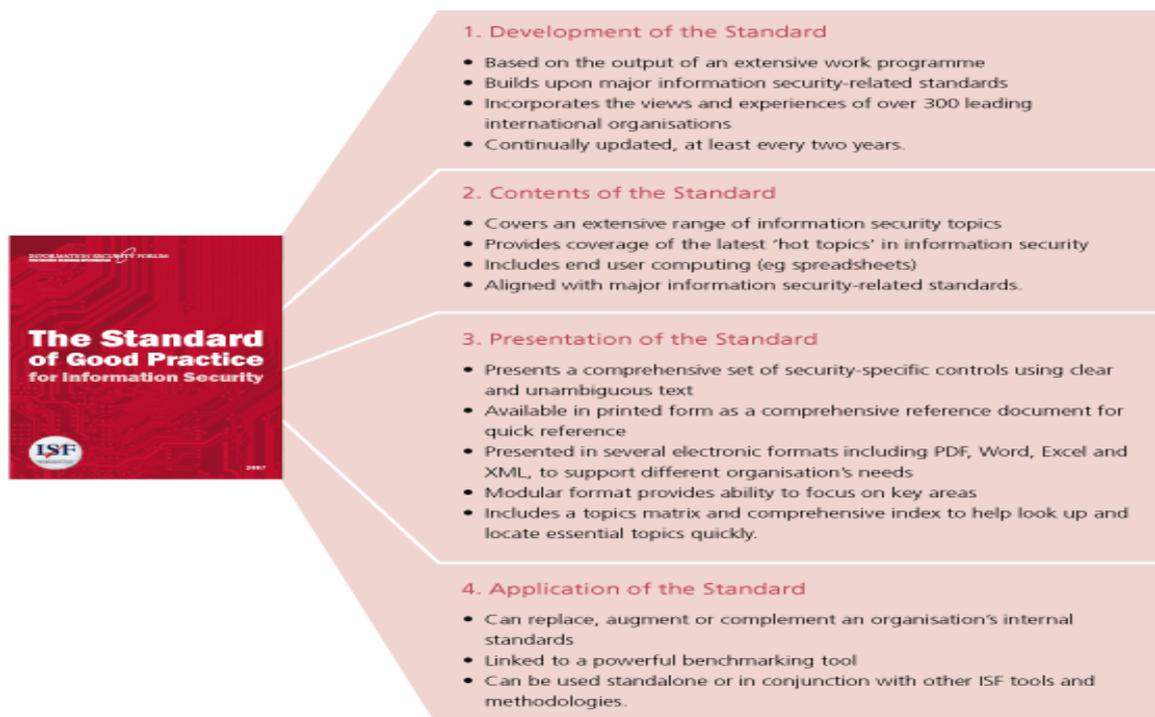
To achieve these benefits, there needed to be a rigorous standard designed to reward genuine Social Firms and reassure customers that these organizations do what they say 'on the tin'. Social Firms UK feels it is crucial to support its members in achieving high quality standards in order to promote their products and services with confidence.

## Standard of Good Practice

The Standard of Good Practice for Information Security (See Appendix 10) is the foremost authority on information security. It addresses information security from a business perspective, providing a practical basis for assessing an organisation's information security arrangements.

The standard is updated every two years to respond to the needs of leading organisations; reflect best practice areas and up to date thinking on information security and to align to other standards.

The standard contains the feature shown in the diagram below which aim to keep information related business risks within acceptable limits.



## Part 007 - BIBLIOGRAPHY

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Prepared under the Growth and Development programme of the Social Enterprise Action Plan for Greater Manchester this paper catalogues examples of good practice in the social enterprise sector in the North West of England. It details the benefits that social enterprises offer society at large in terms of fighting social exclusion, improving health and providing better services to the public.

**TRADING "BEST PRACTICES" -- A GOOD PRACTICE?** By: WELLSTEIN, BENJAMIN; KIESER, ALFRED. Academy of Management Proceedings, 2009, p1-6, 6p;

Abstract: We show that consultants' attempts to identify and transfer best practices are highly problematic. Results based on qualitative (interviews) and quantitative (survey) data from German management consultants document that consultants neither agree on the methods with which to identify best practices nor on their content. Furthermore, they dissent on whether best practices can be transferred between industries or between organizations. We show that attempts to transfer best practices are hampered with severe stickiness. We conclude that best practices are mere marketing constructions of management consultants and suggest reframing discussions on them around organizational routines and rules. [ABSTRACT FROM AUTHOR]; (AN 44243017)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=44243017&site=ehost-live">TRADING "BEST PRACTICES" -- A GOOD PRACTICE?</A>

**UNPACKING STICKINESS: AN EMPIRICAL INVESTIGATION OF THE BARRIERS TO TRANSFER BEST PRACTICE INSIDE THE FIRM.** By: Szulanski, Gabriel. Academy of Management Best Papers Proceedings, 1995, p437-441, 5p;

Abstract: Stickiness, i.e. the difficulty to transfer knowledge, is emerging as a central construct for both scholars and practitioners interested in innovation. This paper reports the findings of a systematic empirical investigation into the origins of stickiness in a singularly balanced empirical setting: the barriers to transfer best practice inside the firm. [ABSTRACT FROM AUTHOR]; (AN 17536715)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=17536715&site=ehost-live">UNPACKING STICKINESS: AN EMPIRICAL INVESTIGATION OF THE BARRIERS TO TRANSFER BEST PRACTICE INSIDE THE FIRM.</A>

**TEMPLATES AND THE EFFECTIVENESS OF KNOWLEDGE TRANSFER.** By: Jensen, Robert J.; Szulanski, Gabriel; Casaburi, Michael V. Academy of Management Proceedings, 2003, pHH1-HH6, 6p;

Abstract: In this paper, we explore the effect of preferential access to templates through a case study of three sequential practice transfers. The case is derived from an eight-year, in-depth field investigation of Rank Xerox. The naturally occurring, repeated treatment quasi-experimental design arises from a set of three sequential best practice transfers. The early 1990s had been a time of substantial change at Rank Xerox. Under substantial pressure from Xerox U.S. to increase financial performance, the CEO at Rank Xerox formed a series of expert teams. The third such team, Team C, had the goal of increasing incremental revenues by identifying, documenting, and transferring sales and marketing best practices. While the first initiative, referred to as Wave I proved successful the launch of the second wave, referred to as Wave II, stalled. The third initiative, referred to internally as the Telesales phase, was again successful. The Rank Xerox example adds to the literatures on knowledge transfer, firm capabilities, and evolutionary economics by providing the first direct empirical investigation of template use on the effectiveness of knowledge transfer. Furthermore, the case allows us to empirically examine mechanisms of template operation. The two mechanisms uncovered in the case are those of referent and persuasion. (AN 13793241)

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**Global transfer of management practices across nations and MNC subcultures.** By: Lunnan, Randi; Lervik, Jon Erland; Traavik, Laura E. Mercer; Nilsen, Sølvi M.; Amdam, Rolv Petter; Hennestad, Bjørn W.. Academy of Management Executive, May2005, Vol. 19 Issue 2, p77-80, 4p;

Abstract: Our case shows how a Norwegian Multinational Firm (Norwegian Multi) introduced a new performance management practice. The initial starting point was a "best practice" developed by a U.S. consultancy based on the benchmarking of large global firms. Norwegian Multi chose to remove from this best practice the elements

that were seen as most provocative to dominant cultural values. Over time more and more subsidiaries reintroduced elements of the original practice. The management practice we examine--performance management (PM)--can be regarded as an extension of the traditional performance appraisal, linking individual performance to corporate strategy. Researchers separate calculative PM (focus on individual contributions and rewards) and collaborative PM (focus on creating a partnership culture between employer and employee, for example through competency development). In the United States, PM practices contain both calculative and collaborative elements, whereas in Scandinavia the calculative element is downplayed. Norwegian firms have had a long tradition of holding annual "planning and development talks." This is, however, a single, once a year event intended to promote good working relations more than a managerial system for evaluating, developing and compensating employees. We suggest that when introducing a "foreign best practice" into this setting, national values present initial barriers, whereas organizational capabilities and systems are crucial for the final shape of the practice. [ABSTRACT FROM AUTHOR]; (AN 16962916)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=16962916&site=ehost-live">Global transfer of management practices across nations and MNC subcultures.</A>

**INTRA-FIRM TRANSFER OF BEST PRACTICE, APPROPRIATIVE CAPABILITIES, AND ORGANIZATIONAL BARRIERS TO APPROPRIATIONS.** By: Szulanski, Gabriel. Academy of Management Best Papers Proceedings, 1993, p47-51, 5p, 2 Diagrams;

Abstract: This paper presents a model of the process of intra-firm transfer best practice. The model identifies the stages of the process and the sources of difficulty in transferring best practice. Competence in transferring best practices is said to be an appropriative capability. Sources of difficulty to transfer best practice are called organizational barriers to appropriation. [ABSTRACT FROM AUTHOR]; (AN 10315237)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=10315237&site=ehost-live">INTRA-FIRM TRANSFER OF BEST PRACTICE, APPROPRIATIVE CAPABILITIES, AND ORGANIZATIONAL BARRIERS TO APPROPRIATIONS.</A>

**Diffusing 'best practice' in multinational firms: prospects, practice and contestation.** By: Martin, Graeme; Beaumont, Phil. *International Journal of Human Resource Management*, Aug98, Vol. 9 Issue 4, p671-695, 25p;

Abstract: This article explores the possibilities and problems of transferring best practice within multinational enterprises. Following a discussion of the literature on the transfer of best practice, we draw on a case study of ABB to highlight some of the issues and problems involved. In particular, we focus on the use of benchmarking as a powerful tool for the diffusion of best practice in ABB. We conclude that under certain conditions the case for the transfer of best practice within multinational enterprises is relatively sound and that the use of internal benchmarking can be a highly effective method of producing such organizational change. However, any form of diffusion has to take into account (a) the local cultural and institutional context and (b) the ability and incentive of local managers to implement best practice. [ABSTRACT FROM AUTHOR]; DOI: 10.1080/095851998340955; (AN 4176327)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=4176327&site=ehost-live">Diffusing 'best practice' in multinational firms: prospects, practice and contestation.</A>

**What Makes Transplants Thrive: Managing The Transfer Of "Best Practice" At Japanese Auto Plants In North America.** By: Pil, Frits K.; MacDuffie, John Paul. *Journal of World Business*, Winter99, Vol. 34 Issue 4, p370-391, 22p, 2 Charts;

Abstract: Multinational companies are a conduit by which superior organizing principles can be transferred across national, institutional, and cultural environments. However, for such transplantation efforts to be successful the companies face the challenge of adapting their practices and principles to the requirements of local environments. In the process they risk losing the performance benefits from those practices. In this paper we study the North American transplant production facilities of Japanese automobile producers--companies known for their ability to achieve superior labor productivity and quality in their manufacturing plants, along with high levels of product variety--for insight into how the practices associated with superior performance (including work systems, technology choices, and supplier relations) can be implemented outside of Japan. By comparing the Japanese transplants with automobile plants in Japan, and Big 3 plants in North America, we show that the extent of transfer varies by type of practice. Furthermore, we find that plants can shape and alter their external environment, and can also buffer themselves from it. Despite these modifications, we find that the transplants are able to achieve productivity and quality levels similar to plants in Japan. [ABSTRACT FROM AUTHOR]; (AN 2665983)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=2665983&site=ehost-live">What Makes Transplants Thrive: Managing The Transfer Of "Best Practice" At Japanese Auto Plants In North America.</A>

**Human factors in the transfer of the 'Japanese best practice' manufacturing system to Singapore.** By: Rodgers, Ronald A.; Wong, Jacqueline. International Journal of Human Resource Management, May96, Vol. 7 Issue 2, p455-488, 34p;

Abstract: A detailed examination of the practices reported by managers in thirty-one affiliates of Japanese companies engaged in manufacturing in Singapore revealed a high degree of conformity with the Japanese best practice (also known as 'lean production') model in the way work is organized and in the shop-floor level manufacturing practices, but greater conformity to host country norms in the HRM practices applied to the local work-force. This is consistent with the patterns reported in the existing literature regarding Japanese transplants in other countries, including the US and the UK. Strong statistical relationships were found in the Singapore study among the work organization cluster, the manufacturing practices cluster, and the performance outcomes. No significant relationships were found between the HRM cluster and any of the 'downstream' variables (work organization, manufacturing practices or performance outcomes), but relatively heavy reliance on expatriates was found to be highly related to work organization, manufacturing practices and performance outcomes. These findings suggest that heavy reliance on expatriates may function as an alternative to Japanese-style HRM practices in situations where it would be unduly difficult or costly to extend the whole package of Japanese-style HRM practices to the local work-force. [ABSTRACT FROM AUTHOR]; (AN 9125416)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=9125416&site=ehost-live">Human factors in the transfer of the 'Japanese best practice' manufacturing system to Singapore.</A>

**EXPLORING INTERNAL STICKINESS: IMPEDIMENTS TO THE TRANSFER OF BEST PRACTICE WITHIN THE FIRM.** By: Szulanski, Gabriel. Strategic Management Journal, Winter96 Special Issue, Vol. 17, p27-43, 17p;

Abstract: The ability to transfer best practices internally is critical to a firm's ability to build competitive advantage through the appropriation of rents from scarce internal knowledge. Just as a firm's distinctive competencies might be difficult for other firms to imitate, its best practices could be difficult to imitate internally. Yet, little systematic attention has been paid to such internal stickiness. The author analyzes internal

stickiness of knowledge transfer and tests the resulting model using canonical correlation analysis of a data set consisting of 271 observations of 122 best-practice transfers in eight companies. Contrary to conventional wisdom that blames primarily motivational factors, the study findings show the major barriers to internal knowledge transfer to be knowledge-related factors such as the recipient's lack of absorptive capacity, causal ambiguity, and an arduous relationship between the source and the recipient. [ABSTRACT FROM AUTHOR]; (AN 12493193)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=12493193&site=ehost-live">EXPLORING INTERNAL STICKINESS: IMPEDIMENTS TO THE TRANSFER OF BEST PRACTICE WITHIN THE FIRM.</A>

**If Only We Knew What We Know: IDENTIFICATION AND TRANSFER OF INTERNAL BEST PRACTICES.** By: O'Dell, Carla; Grayson, C. Jackson. California Management Review, Spring98, Vol. 40 Issue 3, p154-174, 21p;

Abstract: One of the most effective avenues toward improvement is the process of internal benchmarking -- identifying, sharing, and using the knowledge and "best practices" inside one's organization. But the process can be tricky and time consuming because of obstacles such as ignorance about resources or others' needs, a culture that values personal expertise more than knowledge sharing, and a lack of resources for implementation of best practices. This article explores how organizations conduct successful internal benchmarking, relating details ranging from requirements for successful transfer to lessons learned. [ABSTRACT FROM AUTHOR]; (AN 738862)

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**Cut and Paste:**

<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=738862&site=ehost-live">If Only We Knew What We Know: IDENTIFICATION AND TRANSFER OF INTERNAL BEST PRACTICES.</A>

**Best practice transfer for future competitiveness: a study of best practices.** By: Jarrar, Yasar F.; Zairi, Mohamed. Total Quality Management, Jul2000, Vol. 11 Issue 4/5/6, pS734, 7p, 1 Diagram, 1 Chart;

Abstract: Introduces a framework for the transfer of best practices derived from an analysis of successful case studies. Discussion on benchmarking or best practice management; Concept of a best practice; Details on best practice transfer process; Critical factors for the effective transfer of best practices. (AN 3198912)

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<Ahref="https://search.ebscohost.com/login.aspx?direct=true&AuthType=url,ip,cookie,uid&db=bch&AN=3198912&site=ehost-live">Best practice transfer for future competitiveness: a study of best practices.</A>

**COMMUNITIES OF PRACTICE**

**For the application of a community-based approach to knowledge in organizations:**

***Cultivating communities of practice: a guide to managing knowledge.*** By Etienne Wenger, Richard McDermott, and William Snyder, Harvard Business School Press, 2002.

**Communities of practice: the organizational frontier.** By Etienne Wenger and William Snyder. *Harvard Business Review*. January-February 2000, pp. 139-145.

**Knowledge management is a donut: shaping your knowledge strategy with communities of practice.** By Etienne Wenger. *Ivey Business Journal*, January 2004.

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***Supporting communities of practice: a survey of community-oriented technologies.*** By Etienne Wenger. Self-published report available at [www.ewenger.com/tech](http://www.ewenger.com/tech), 2001.

**For in-depth coverage of the learning theory:**

***Communities of practice: learning, meaning, and identity.*** By Etienne Wenger, Cambridge University Press, 1998.

**For a vision of where the learning theory is going:**

***Learning for a small planet: a research agenda.*** By Etienne Wenger, available at [www.ewenger.com/research](http://www.ewenger.com/research), 2004

## THE BALANCED SCORECARD

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European Council of Associations of General Interest	<a href="http://www.cedag-eu.org">www.cedag-eu.org</a>	<a href="mailto:cedag@cedag-eu.org">cedag@cedag-eu.org</a>	00 32 2230 0031
International Co-operative Alliance	<a href="http://www.ica.coop">www.ica.coop</a>	<a href="mailto:ica@ica.coop">ica@ica.coop</a>	00 41 929 8838
Social Enterprise Europe	<a href="http://www.socialenterpriseeurope.co.uk">www.socialenterpriseeurope.co.uk</a>	<a href="mailto:managers@socialenterprise.co.uk">managers@socialenterprise.co.uk</a>	00 44 845 330 8310
EURICSE: European Research Institute on Cooperative and Social Enterprises	<a href="http://www.euricse.eu">http://www.euricse.eu</a>	<a href="mailto:info@euricse.eu">info@euricse.eu</a>	0039 0461 882289
<b>Denmark</b>			
The Danish Centre for Social	<a href="http://www.socialokonomi.dk">www.socialokonomi.dk</a>	<a href="mailto:info@socialokonomi.dk">info@socialokonomi.dk</a>	00 45 33 55

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Connect Denmark	<a href="http://www.connectdenmark.com">www.connectdenmark.com</a>	connect@connectdenmark.com	00 45 24 27 07 07
The Danish Youth Council	http://duf.dk	duf@duf.dk	00 45 39 29 88 88
The Danish Association of Physically Disabled	http://danskhandicapforbund.dk	dhf@dhf-net.dk	00 45 39 29 35 55
Frivillige Centre og Selvhjælp Danmark	<a href="http://www.frise.dk">www.frise.dk</a>	frise@frise.dk	00 45 98 12 24 24
Væksthus Greater Copenhagen	http://www.startvaekst.dk/vhhr.dk/english_vhhr	info@vhhr.dk	00 45 70 15 16 18
Business Link Central Denmark	<a href="http://www.vhmidtjylland.dk">www.vhmidtjylland.dk</a>	info@vhmidtjylland.dk	00 45 70 22 00 76
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Væksthus Zealand	<a href="http://www.startvaekst.dk/vhsjaelland.dk/forside/0/2">http://www.startvaekst.dk/vhsjaelland.dk/forside/0/2</a>	info@vhsj.dk	00 45 55 35 30 35
Business Link Southern Denmark	<a href="http://www.startvaekst.dk/vhsyddanmark.dk/english_syddanmark">http://www.startvaekst.dk/vhsyddanmark.dk/english_syddanmark</a>	mail@vhsyddanmark.dk	00 45 70 23 55 25
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Fondazione Solidarete	<a href="http://www.solidarete.net">www.solidarete.net</a>	<a href="mailto:info@solidarete.net">info@solidarete.net</a>	0039 030 2893411
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New Economics Foundation	<a href="http://www.proveandimproce.org">www.proveandimproce.org</a>	info@neweconomics.org	00 44 20 7820 6300
Social Enterprise Coalition	<a href="http://www.socialenterprise.org.uk">www.socialenterprise.org.uk</a>	info@socialenterprise.org.uk	00 44 20 7793 2323
Social Enterprise London	<a href="http://www.sel.org.uk">www.sel.org.uk</a>	info@sel.org.uk	00 44 20 7022 1920
Social Enterprise Works	<a href="http://www.socialenterpriseworks.org">www.socialenterpriseworks.org</a>	info@socialenterpriseworks.org	00 44 117 907 0080
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