

WP3

- WP3:
- Learning Model and Content

WP3

- Deliverable 3: SESP Learning Model
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WP3

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1. General Course Structure

SESP course aims to adapt *Strategy Train* learning model and curriculum using also the final models and guidelines of *TSEME* project and addressing it for management staff of/in to Social Enterprises (SE) and Social Entrepreneurship. SESP course will improve the readiness and qualifications to help managers of SEs in order to strengthen their business management capacity and according to identified learning needs (WP 2 Research). The pedagogical methods derived from the theoretical backgrounds and practical experiences are integrated into the instructional design model which feeds into the content production elements and the module development (technical implementation).

The SESP course structure reflects the needs of managerial staff in SEs (short, up-to-the-point, ease navigation) and the key elements of the course are: online and on-site components, asynchronous communication, individual and collaborative learning scenarios, expert facilitation and androgical approach, community learning and virtual study groups.

SESP course use a blended solution, combining the process of self-based learning with online support, face to face sessions (in seminars) and on-site mentoring. SESP modular structure makes possible that each of the modules can be included in individual learning pathways according to the identified learning needs.

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The pedagogical team will have expertise on distance tutoring, face to face training and advising/consulting on the field of social enterprise management and strategy. Preferably it is desirable that just one person (mentor) plays the three different roles that should be performed (according to the moment and nature of the learning process). The roles are: tutoring (at distance), training (face to face) and advising/consulting (on-site).

➤ *The Mentoring Path*

The mentor as a trainer meet learners (5/6 managers) at four seminars, to: complement the other elements of the course; support learners who may be at different stages; easily adapt learning to the needs of the learners; provide “practical” experience; to know/discuss social enterprises cases and success stories. The roles are: animate seminars, clearing up doubts on SESP training development, interchanging experiences and facilitate the case studies discussion, invite company’s representatives with success stories in the strategic management.

The mentor as a tutor: Attendance at distance the pedagogical of a unique learner, providing general support, making regular contacts, giving feedback; incentive a virtual support group, integrating all learners. The roles are: clarification of expectations, stimulation of learner’s motivation, learner’s attendance and supervision, animation of the

forum online, advising, adapting, discussing the learning modules, giving feedback, assessment.

The mentoring includes finally activities which are based on direct advising and consulting. These activities include only the mentor and the learner in private on site meetings at the SE location. The focus of these activities is direct consulting work, tailored exactly for the respective SE. Additionally to providing support and feedback on a one basis throughout SESP course the mentor will be available for the definition of the learning contract (based on the diagnostic tool) and for the provision of assistance to the SE during the formulation of their specific strategy.

➤ *The Individual Path*

This path concentrates on individual learning using the platform and corresponding support material. It includes de 7 modules and the diagnostic tool of the SESP course. The individual path is where most of the information and theoretic background and learning material can be found. The content of these modules will be provided on an e-platform to allow for self paced training, which can be done by the learners whenever they have time available. The material is presented in a very concise way, focusing on explaining the more central concepts of social entrepreneurship and facilitate by a mentoring support.

Each module will tackle one specific area of social entrepreneurship management, as strategy, human resources, marketing, leadership, creativity and innovation and green policy for SEs.

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 **2. Course Objectives**

SESP learning Programme Objectives are:

Provide a training course for managers of SEs up to 50 employees in order to strengthen the capacity of social business Management and Strategic Planning;

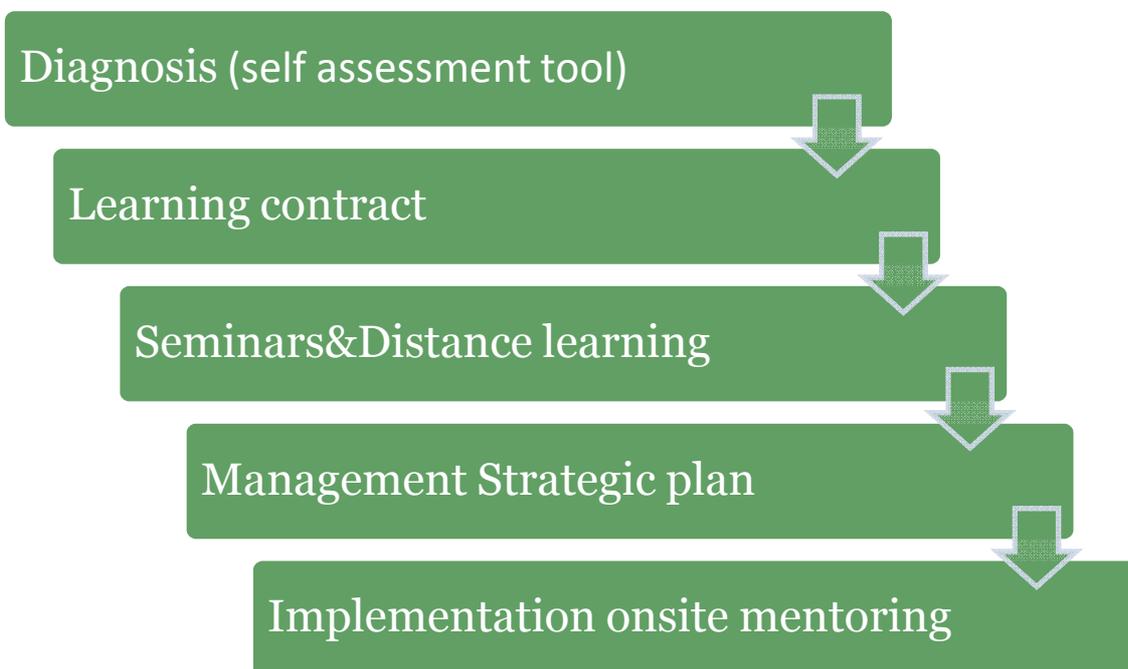
Provide knowledge about social entrepreneurship, analysis, formulation and implementation of strategies, leadership, creativity and innovation and social green business;

Provide creative and innovative cases studies of social business life, as a source of applied learning in management and strategic planning;

Support social managers to determine the current and future position of their social companies, and deal with the environment in a pro-active way, anticipating the impacts of external changes (globalisation of the markets, legal, technological and demographic changes) in their organisation, setting priorities for action and action plans, in relation to the resources held.

3. Course Methodology

Focused on the training of the social manager. Followed by an overall assessment to the company and a strategic management development plan, to be in a contract. The action plan implementation will be supported by mentoring and training. All the intervention is subject to the principle of the primacy of the social business reality on the theory; this should constitute itself as an intervention tool on the ground, allowing the rationalization and scientific treatment of those realities, thus enabling the search for solutions technically validated.



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Learning materials will be available online by a content management system (CMS) where the materials are created, stored, controlled, versioned and publish.



4. Course Elements

➤ *Introduction phase*

The introduction phase is a part of the learning pathway. In a first step, the participants will be informed about the programme and will receive introduction material about SESP; then they will be asked to use the diagnostic tool and discuss its results with the mentor so as the main issues affecting the SE performance. The mentor will use the information gathered to develop a learning contract/action plan. In the introduction phase there will be also a seminar (group meeting), for introducing the peer group to each other and introducing the training team as well. During this first meeting, the e-learning platform as well as the course material will also be introduced to the participants.

➤ *Diagnostic tool*

The diagnostic tool consists of a number of items, which are used to specify which elements of SESP course are complying with the issues identified by each individual participant. Each of these items will consist of three statements; each is connected to a specific learning content of SESP course. Depending on the answers, an automatic list will be generated suggesting which topics should be in the focus of attention of the participant.

➤ *Learning contract*

The diagnostic tool will be used as the basis of the learning contract. The learning contract demonstrates the willingness of parties, the mentor and the learner, to reach certain goals, including training on the topics that match the results from the diagnostic tool. The contract is then agreed by both parties. SESP provides an automatically generated template (from the diagnostic tool), which can be developed in more detail by the mentor and the participants if they wish to do so. During the orientation period the individual learning contract will be designed for each participant.

➤ *The training modules*

The modules provide knowledge about management for social entrepreneurship, analysis, formulation and implementation of strategies, marketing, human resources management, leadership, creativity and innovation and social green business. The online training solution will be organized in 7 modules (each manual of each module should have 10 to 20 pages) with a varying number of units each (11 units in total).

The contents of units is very concise, presenting the basic principles involved using demonstrations and examples and providing all necessary explanations and sheets to integrate the newly gained knowledge in the development of SE's strategy. To complete the all units available online, the learner needs between 20 to 40 hours (including examples and practical exercises). All learning content is presented on the e-learning platform.



➤ *Management Strategic Plan and Implementation*

After the last module the mentor and the learner are meeting again to finalize the strategy and the implementation plan. Each social manager will develop a strategic plan for his/her enterprise taking into consideration the actual needs of business development and the topics worked out in the SESP course. This work will be supported by the mentor namely during the on-site support and consulting. For instance, one social manager can work mainly in a social green policy for his/her social enterprise, defining and implementing specific measures for a more sustainable business while another one is working on marketing, taken as the area where is more urgent to intervene and define a clear policy.

➤ *The basic content of the training modules*

The main topics are explained in the following table. In the first column you will find the module name and number and in the second column, the units with a short description.

Module 0 Introduction to SESP Learning Programme	Orientation and Group Building The concept of SESP Course is explained. The schedule and the corresponding modules are presented. The peer network and the mentors are introduced. The platform and its user interface is demonstrated in detail.
Module 1 Social Entrepreneurship and Strategic Analysis	<p>Unit 1: Introduction Introduction to SESP training programme</p> <p>Unit 2: Social Entrepreneurship and Strategic Analysis Key concepts: social economy, social enterprise; concepts and scope of business strategy Social economy in a globalised and changing world Social economy in EU: importance and policies General policy of the social enterprise Vision and mission Elements of strategic management</p> <p><i>Successful EU social enterprise: case for reflection</i></p>
Module 2 Social Enterprises’ Management and Strategy Formulation	<p>Unit 3: Evaluating your resources/strategic diagnosis <u>The external environment</u> SWOT Analysis; Customers; Technology, Suppliers, Synergies; Competition/networks; Labor market; Industry Structure Strategic Groups <u>The internal environment</u> Business (operations) structure; Social enterprise resources; Cost – benefit analysis, Break Even; Central skills and knowledge, knowledge management; Motivation and Leadership styles</p> <p>Unit 4: Formulation of Strategy Vision and mission: discover your values Business Plan Nature of the business development strategy Establishment of brand name Benefits, costs and risks of social business development Strategic alliances and networking</p>



	<p>Financial Strategy Risk management plan Evolution of social business development and threat to success</p> <p><i>Social business plan and strategy: Case for reflection</i></p>
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<p>Module 3 Social Enterprises' Marketing</p>	<p>Unit 5: Defining marketing and social enterprise marketing Designing your marketing strategy Benchmarking, Competitive advantage of the company in relation to competition Understand the client/consumer Learning your consumer trend Binding strong community relations What makes you special? Know your product Product mix Develop your message Customer service goals and objectives</p> <p><i>Social enterprise marketing: case for reflection</i></p>
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<p>Module 4 Social Enterprises' Human Resources Management</p>	<p>Unit 6: Human Resources Management Key concepts for human resources management Remarks on the demand for lifelong learning Corporate strategy; working conditions conducive to learning Basic aspects of an assessment of demand</p> <p>Unit 7: Diagnosing learning needs Assessing the vocational training situation in a social enterprise Assessing individual transversal competencies Determination of further training needs Implementation of simplified workplace analysis Methods for vocational training Objectives for competencies development Skills assessment tools Strategy development and personnel planning Planning vocational training based on identified learning needs</p> <p><i>Assessment of training needs in a social enterprise: case for reflection</i></p>
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<p>Module 5 Leadership, Creativity and Innovation in Social Enterprises</p>	<p>Unit 8: Leadership, Creativity and Innovation in Social Enterprises Leadership and management Transactional and transformational leadership Leadership reinvented: the green leaders Skills for leadership Creativity and Innovation Understanding our brain Brainstorming asking the rights questions Converge to an Innovation</p>
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	<p>The learning enterprise and innovation Learning enterprise, competitively, development and emotional intelligence</p> <p><i>Innovative EU social enterprise: case for reflection</i></p>
<p>Module 6 Go green!</p>	<p>Unit 9: Social Green business towards sustainability What is a green business What is a green business strategy: helping to build a sustainable community The contents of a green business plan Local community, small social businesses and the environment</p> <p>Green thinking, green practices and the lean and green process:</p> <p>Dealing with the 7 deadly wastes: overproduction; waiting; transport; extra processing; inventory; motion, defects Principles: global environmental sustainability and empower and motivate organisations worldwide to move towards environmental sustainability Core values: honesty, passion and fairness Commitment to sustainability: environmental, social and economic commitments Designing your Green business strategy</p> <p><i>Green social enterprise: case for reflection</i></p>

<p>Module 7 Social Enterprises' Management and Implementation of Strategy</p>	<p>Unit 10: Strategy Implementation Functional Policies Management by Processes Management of Uncertainty Risk and Crisis management Change management Innovation policy and management</p> <p>Unit 11: Quality Control and Quality Assurance Enterprise Resource Planning (ERP) Business Process Reengineering (BPR) Total quality management Seven or Six Sigma Reliability, Maintainability, Safety Evaluation and Feedback Cycles Monitoring and Continuous Improvement</p>
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5. Course duration

The average time needed for learners is calculated 63 hours (55 learning and 8 mentoring) and approximately 7 weeks (5 learning and 2 mentoring) for 5/6 learners (managers of social enterprises from different sectors of activity).The most probable it is that no learner will participate in all training units and that the amount of hours needed for the units is most probably smaller.

Most of the work on planning the strategy can be done all along the learning process, namely at the seminars. Nonetheless it is advisable for the managers to plan in some additional hours for further reading and also for their own strategy development. Usually the workload of the course should be manageable using Friday afternoon and/or Saturday.



6 Working schedule and responsibilities

<i>Activities</i>	<i>Partner</i>	<i>Date</i>
<i>Framework for Learning Model</i>	<i>AidLearn</i>	<i>2nd PM</i>
<i>Framework for Curriculum and Content</i>		<i>29 March 12</i>
<i>Development of draft versions deliverables 3 & 4</i>	<i>AidLearn</i>	<i>16 April 12</i>
<i>Feedback by partners (including subtopics)</i>	<i>All</i>	<i>30 April 12</i>
<i>New structure of each module and units, also suggestions for modules names</i>		
<i>Deliverable n° 3: Learning Model</i>	<i>AidLearn</i>	<i>15 May 12</i>
<i>Deliverable n° 4. Curriculum and Content (reviewed versions)</i>		
<i>Content development</i>	<i>All</i>	<i>31 October 12</i>
<i>Finalisation of the English version of the curriculum</i>	<i>SZREDA</i>	<i>30 Nov. 12</i>
<i>Translation</i>	<i>All</i>	<i>April-June 13</i>
<i>Deliverable n° 3: Learning Model</i>	<i>AidLearn</i>	<i>May-July 13</i>
<i>Deliverable n° 4. Curriculum and Content</i>		
<i>(Final versions, after piloting)</i>		



<i>Modules</i>	<i>Units</i>	<i>Partner</i>
Module 1: Social Entrepreneurship and Strategic Analysis	Unit 1	SZREDA
	Unit 2	SZREDA
Module 2: Social Enterprises Management and Strategy Formulation	Unit 3	SZREDA
	Unit 4	SZREDA
Module 3: Social Enterprises Marketing	Unit 5	Samaritans
Module 4: Social Enterprises Human Resources Management	Unit 6	Aidlearn
	Unit 7	AidLearn
Module 5: Leadership, Creativity and Innovation in Social Enterprises	Unit 8	Samaritans
Module 6: Go green!	Unit 9	SARETAS
Module 7: Social Enterprises Management and Implementation of Strategy	Unit 10	MERIG
	Unit 11	MERIG