Module 1
Unit 1

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1.1.   Introduction

The SESP project intends to transfer a developed innovative learning models and (e-) learning content which are flexible enough to address the specific needs of the Social Entrepreneurship (time and place flexibility), are adoptable and modular (different backgrounds, sectors) and reflect the practical needs of the end users. The project intends to upgrade the developed under Strategy-Train learning model on enterprise strategy and strategic management for decision-makers in SMEs and TSESME methodology. The intangible outcome of the SESP project is innovation of the available curriculum and training programmes, which will be adapted to address specific Social Entrepreneurship needs in strategic planning. The target group is also approached throughout good practice examples and case studies.

1.1.1   The Aim of Social Entrepreneurship Strategy Planning

The general aim of the SESP Project is to contribute to the development of Social Entrepreneurship across the EU by transfer of innovative products and processes and exchange of good practice. Therefore, during the SESP project, will be identified the driving forces for the development of Social Entrepreneurship in participant countries as well as on the European level. New solutions for the SE sector for sustainable development and job creation by implementing pilot innovative training instruments will also be found. SE will participate to the on-line based learning platform allowing them to cooperate across borders, exchange case studies and communicate.

1.1.2   The SESP Learning Paths

The SESP course will be composed of three different paths, which will be integrated in a holistic training concept. The three paths include:

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.

The Group Path

This path includes peer group activities. The formation of these groups is a very central element in SESP train. Peer groups should be quite small to allow for intensive mentor support and for in-depth knowledge exchange. The path includes four face to face seminar units, where the participants can work on their knowledge but also (perhaps even more importantly) on their strategy plans for the each Social Enterprises they are working on. The group will also exchange contacts and should support and call upon each other. The peer group support will also be facilitated through the exchange of ideas and corresponding feedback. In this way the social enterprise managers can learn from each other and synergies in social enterprise' strategy development process can be optimally used.

These three paths together form the curriculum of SESP training course and will be based in the following principles: to improve the readiness and qualifications to help the managers of SEs in order to strengthen their business management capacity and according to identified learning needs; combining the process of self-based learning with online support, face to face sessions (in seminars) and on-site mentoring; and conceiving the modules in a way that it can preview a individual learning pathways according to the identified learning needs.

1.1.3 The SESP Components

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

This component of SESP is optional leaving to the learner to decide if he needs one. 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 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.

1.1.4 The SESP Content

The **first unit** serves as an introduction to the SESP project. It also explains in details the three different learning paths that will be available for the target group as well as the SESP Components which will facilitate all users of the Learning platform.

Unit two reviews the concept of Social Economy in Europe in general and looks more in details into specifics of Social Entrepreneurship. As the idea of Social Enterprise is presented along with its main characteristics the unit aims to introduce some of the key points that need to be considered when a company starts. At the end of the topic one could manage to elaborate a proper analysis of a social orientated company using instruments introduced along the unit.

In **Unit three** some of the most important specifics of Social Enterprises Management will be reviewed. A detailed look on both External and Internal Environment for a company is explained along with key instruments that every manager should know and use in his planning and organisational process. Some of the most important analysis methods are shown in depth. This unit unveils some basic managerial skills that are useful in every company.

Unit four will analyse concepts and the scope of business strategy including scenario building and options on how to shape and assess strategy implementation. The course will address your strategic options and how to integrate this analysis at the SME level. After reading this unit, you will be aware of the importance of organisational strategies geared to achieve the firm's overall objectives. A number of the general strategies which a firm may adopt is reviewed. Lastly, you will learn what the concept of Business Development essentially consists of and the main strategies and the potential ways to its successful achievement.

The purpose of **Unit five** is to give an overview of what social marketing is, why social entrepreneurs must consider it as part of their social enterprise (SE) marketing strategy and how they can achieve maximum results and contribute to social issues using marketing theories, tools and techniques. In this study unit we looked at the basic definitions involved in social marketing and recommended steps social entrepreneurs need to take to effectively develop the marketing activity of their social enterprise. The unit briefly presents important and ordered information which aims to create a concrete image of the SE's marketing activity and to give guidelines during its implementation.

Unit six presents the concept of Human Resources Management applying it to Small Enterprises and also to Social Enterprises. The main objective is to emphasize the advantages of Human Resources Management in SME and in SE. Also this unit will aware for the importance of a Life Long Learning as a strategy of Human Resources Management.

Unit seven presents the concept of Diagnosis Learning Needs and defines the most important characteristics of it in the way of the Program of Life Long Learning. Also, Also will aware about the importance of a vocational training situation in a Social Enterprise and how to provide a vocational training situation, which competencies it will aims and, finally, how to develop a strategy to ensure a vocational training at SEs, which has to consider individual competencies not only at the present but also taking in consideration the future ones.

The main goal of **Unit eight** is to aid the leaders of social enterprises in finding the right balance between development and possibilities, in determining the important rules for their effectiveness that can work in a complex and changing environment. The unit briefly presents how the development of organizational culture determines the degree to which creative decisions are encouraged, maintained and executed.

Unit nine aims to show how turn business into green practices, and understand the importance of sustaining the green strategy. The success of green business has shown that it is economically feasible and in fact very sensible to do business in a sustainable, environmentally friendly way. Unit nine explains the essentials of the green business and demonstrate the methods for effective implementation of a green strategy.

Unit ten aims to show how strategies and plans turn into individual actions and are necessary to produce better business performance. Now that the SMEs know their businesses, and the strategies required for success, they should use different tools and techniques to enable the strategy to be successfully implemented and sustained. This unit will demonstrate methods for effective implementation of a corporate strategy and detail a process-based approach. It will link performance factors with strategic initiatives and with policies designed to develop and optimise the SME.

The **final unit** will give you insight into the most important aspects of quality control and quality assurance. In the following subsections practical solutions and concepts will be discussed and some of the most important quality assurance methods which are specifically suitable for social economy SMEs, like total quality management will be demonstrated. Lastly this module will show you how evaluation, monitoring and feedback cycles can be employed towards the continuous improvement of your company. After finishing this module you will be able to comprehend the concepts of quality control and quality assurance, through the extensive presentations of selected concepts and techniques which will prove fruitful for your social economy enterprise.