Social Enterprise Education: Harnessing Personal Values & Motivations Toolkit
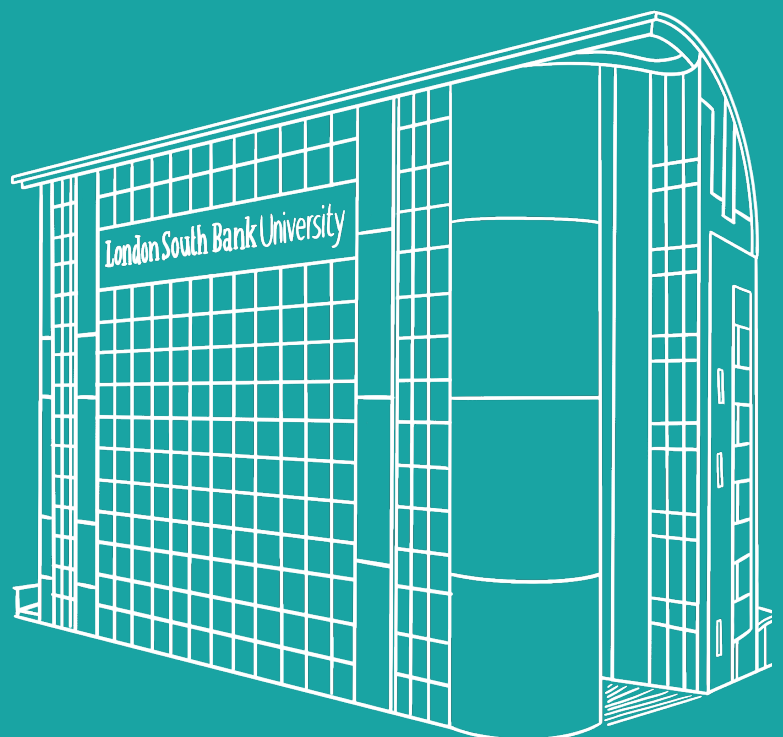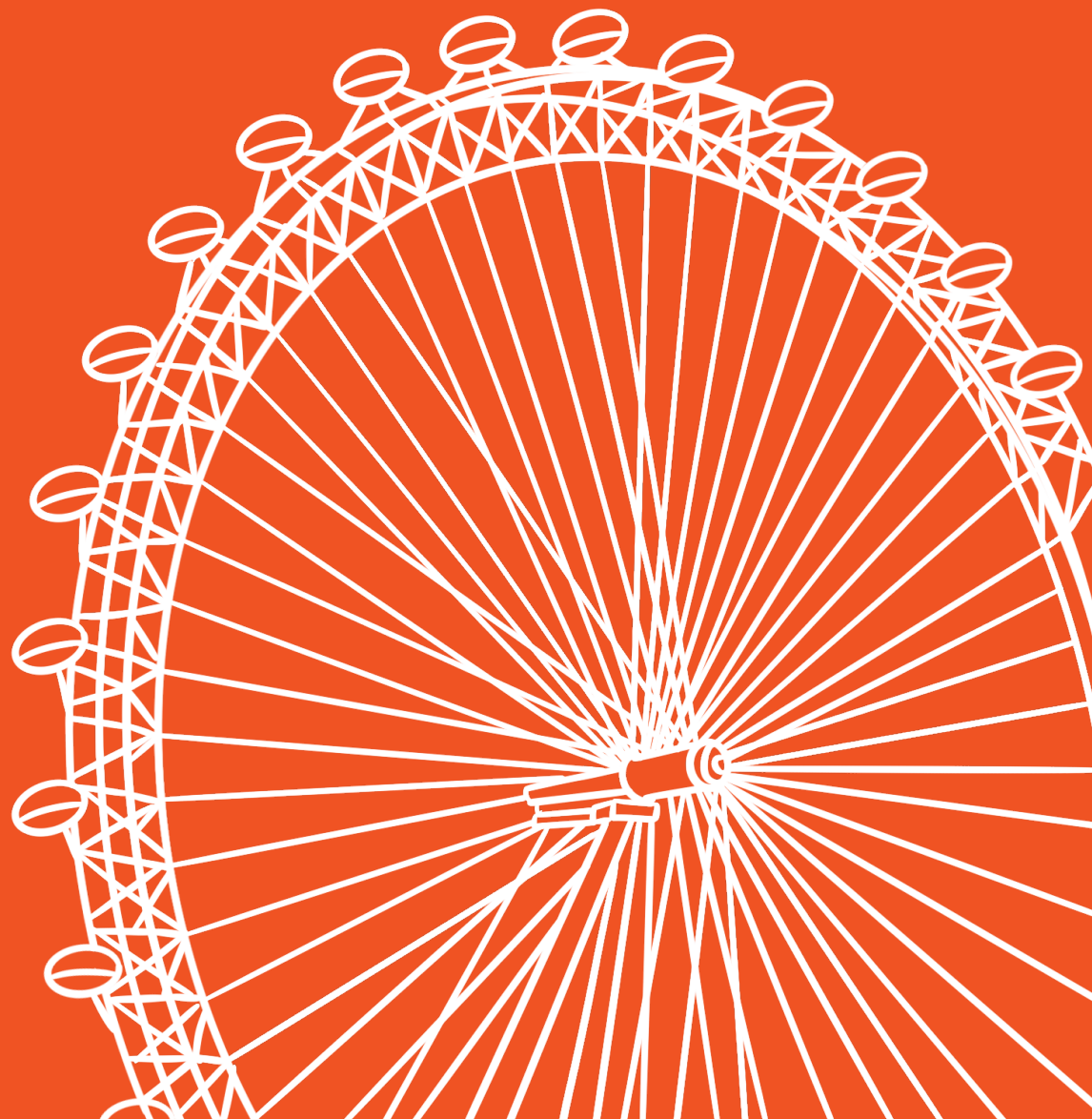
Contents Page

Introduction to Project

Introduction to Project

This toolkit aims to contribute to the development of inclusive and creative strategies for entrepreneurial learning that expand knowledge, know-how and networks in underrepresented communities.

From February through to April 2021 London South Bank University's Student Enterprise team and Careers and Employability at University of the Arts London collaboratively designed and delivered the six-week extra-curricular programme 'Values & Social Enterprise'. The project was supported by EEUK and was offered free of charge to targeted students from both universities in weekly, two hour sessions online.

The targeted students were from under-represented groups and those that traditionally experience barriers in accessing creative enterprise opportunities, support and funding. Namely: POLAR4 (participation of local areas) Quintiles 1 and 2, (Index of Multiple Deprivation), Black and Asian students or those from minority ethnic groups. Disabled students, caregivers or care leavers.

The programme was informed by a literature review (see evaluation report) which revealed the challenges that intersectional, structural disadvantage can present for emerging entrepreneurs.

The project sought to identify and address students' barriers to engagement in enterprise education. Through the process, the following toolkit was produced to inform social enterprise education for wider dissemination amongst educators.

The workshops explore student's personal values and motivations and how this relates to social enterprise and community impact. This is broken down into the following sessions:

• Session One: Values and Motivations
• Session Two: What is Social Enterprise
• Session Three: Intellectual Property and Ethics
• Session Four: Social Entrepreneurs
• Session Five: EntreComp Framework
• Session Six: Values and Ideas Generation

The session plans below are not prescriptive, but detail key activities and structures which can be used to enhance entrepreneurial education.

Session One:
Values and Motivation
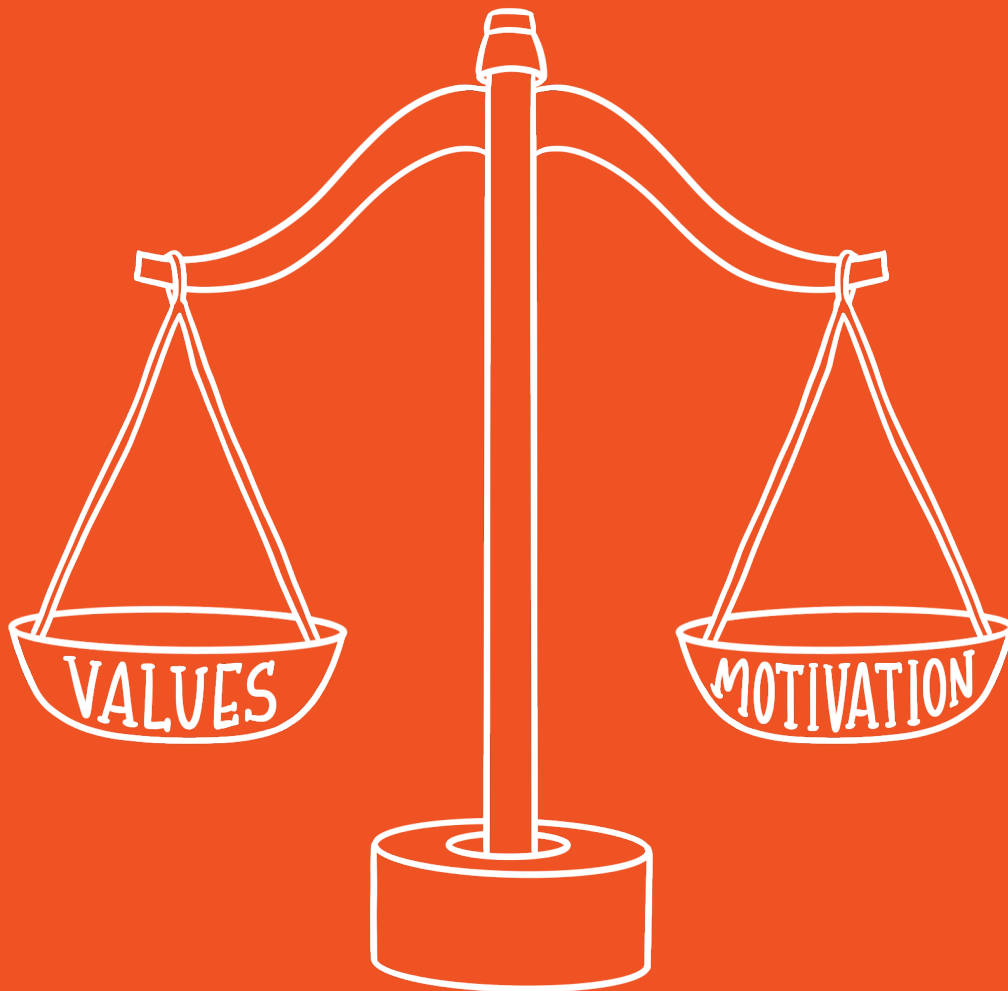
Objective & Key Messages

The session looks at how personal values and experience can help shape both how social enterprise and more broadly enterprise education is taught at universities and framed so that it doesn't alienate students who perhaps do not think it is for them.

The session explores what values are and asks students to consider the relationship between their values and their life experience. Students were guided through interactive exercises to help them uncover personal values, and learnt how understanding their personal values can be used to guide their behaviours and decisions.

Students are also asked to reflect on what types of social enterprise or business they admire based on their own core values.

Introduction

Check in
Name, pronoun, course/ college, how you're feeling or what drew you to the project?

WELCOME!

NICE TO MEET YOU...

HOW ARE YOU?

Discussion: Space 'Rules of Play'
Students to discuss concerns about project or group work and collectively come up with strategies to deal with this.

**Discussion: What are Values?**
Where do we get our values from? Environment, culture, people we surround ourselves with. It acts as a guidance on how you wish to live your life, derived from life experiences/family/friends. Values make up your wider belief system and governs our behaviour and our purpose.

General Group Discussion

How have your values been shaped by your personal experiences? What has influenced your values for instance: Participation in community affairs, family business, grass roots initiatives, collective action.

What is the relationship between your values and your drivers for social change - what is this influenced by?

What do we mean by shared values, and can we give examples of companies which are aligned to our own value system?

**SOCIAL CHANGE**
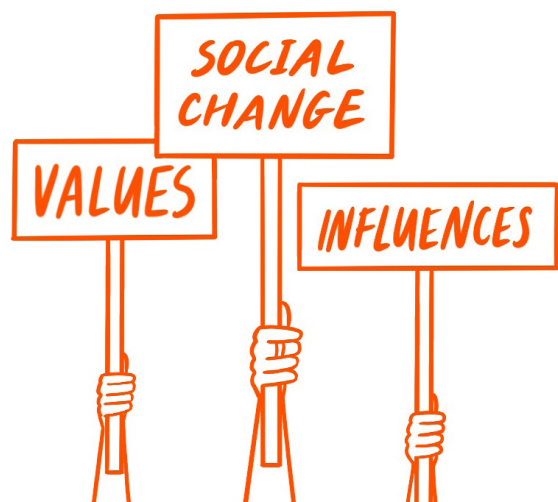
VALUES

INFLUENCES

Value Mining Work

Do you know your own values? It acts as an internal GPS system, directing you in life, influencing who you meet, places you go. You want to be aligned to where you want to go. Knowing your values is core to where you want to go next in the world. The following exercises are therefore designed to unearth values.

Activities

Activity 1: Defining your Values through Peak Experience

In break out rooms – students are asked to interview each other in pairs in order to define their top 5 values.
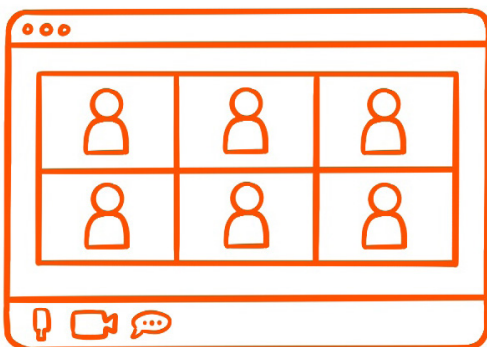
Participants are asked to self-reflect on one of their most positive / best experiences or one the best decisions they have made in their life.

They are then asked if anyone wants to volunteer to share their experience.

The volunteer briefly talks through, and the rest of the participants are asked to hypothesise the volunteer's values based on their experience and recollection of it.

Projecting words and values based on the story.

When we talk about something very important to us or a decision we have made that made a positive difference it unearths our values, and it is easy for others to identify possible values for us from what is shared. Our decisions are led by our values, and good decisions will be heavily aligned with our values. Likewise our behaviours which create an experience and the reactions to it are also driven by values, and the best ones again will be aligned with our strongest values.

The exercise is then repeated using other volunteers

The whole group is then asked to reflect on their own response and draw their own values, and write them down.

Activity 2: Defining Personal Values through Interview

A sample value mining interview is demonstrated between staff.

The interviewer asks a series of quick fire questions to define what is important to the interviewee. Whilst they are answering they type values that they are identifying into the chat. They are just hypothesising based on the responses and these can later be rejected or accepted by the interviewee.

Sample questions:
- Where would you live if money wasn't an issue?
- When do you feel most like yourself?
- What has inspired/pushed you to take

a stand?

- What makes you angry?
- What's your favourite film / book?
- What would you do if you knew you couldn't fail?
- What would you do on your dream day off?
- Who are your role models / who inspires you?

The list of potential values are then presented to the interviewee for review.

Students are then put in break out rooms in pairs. They are given 5 minutes each to mimic the interview demonstration and present each other with a list of values.

Activity 3: Defining and Honouring your Values out of 10

- After the two exercises students are then asked to define a list of their 5 strongest values.
- They are then asked to, from a scale of 1-10, to rate how much they are currently honouring them in their daily life.
- To live a fulfilled life we should be living by our values. So ask yourself, are you living by them? What steps did you take today to honour those values?

Activity 4: Understanding the Connection between Values and Business – Group Discussion

- Which company least represents your values and why?
- Referring to your top 5 values – which company best represents them and why?
- Which companies' values have pivoted over time and what has the impact been from this decision?

Building on previous exercises, we asked students to consider how values can be identified in a business context and what steps companies take to honour their values. Students also discussed the impact a company's values have on their perception and relationship with them. This includes both companies they admire and those which conflict with their own values system. This is particularly important for social enterprises whose values are integral to their philosophy. We expand on these ideas in the second session entitled 'What is Social Enterprise?'

Checking Out

What are your key takeaways from today's session?

HONOURING YOUR VALUES...

0 1 2 3 4 5 6 7 8 9 10

TODAY I LEARNT...

Learner Outcomes

- Uncover students' core values and what has influenced the development of these over time by defining a top 5 through shared conversations about life experiences.
- Recognise the role values play in carrying out personal and professional visions; illustrate individuals' current level of alignment by scaling their top 5 values (1-10).
- Evaluate how values can guide individuals' personal growth and development; utilise lists, maps and notes to consider ways to mobilise this information to make informed, aligned life decisions.
- Explore what being in and out of alignment (with values) can do to a business or enterprise's trajectory. Consider steps a business/enterprise can take to honor their values and what difference this can make with reference to real life examples.
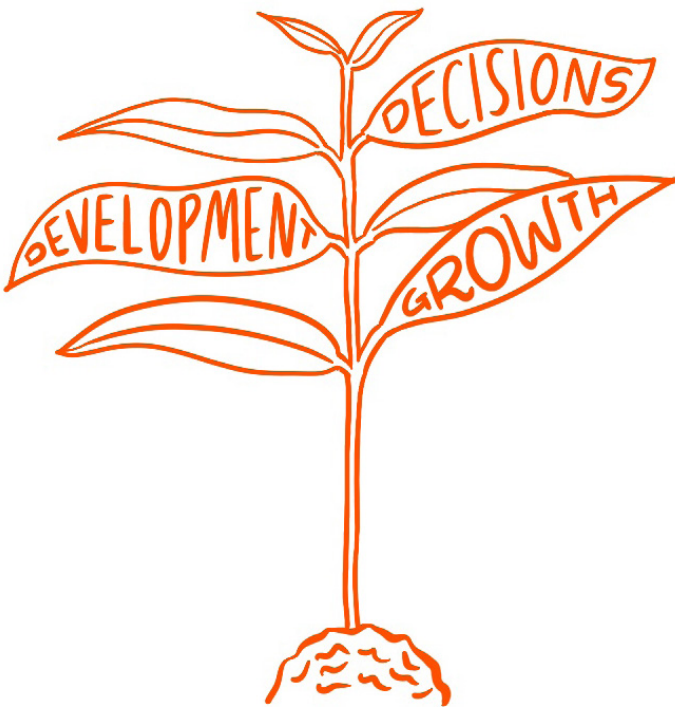
Session Two:
What is Social Enterprise?

Objective & Key Messages

- Introduction to Social Enterprise
- Discuss what is a Social Enterprise
- Find out how to set up a Social Enterprise

Introduction

Using case studies open up the conversation on how social enterprises can provide solutions to social problems.

HOW CAN WE PROVIDE SOLUTIONS?

Case study 1 Neurochampions
Case study 2 Hacking Health

(see resources below)

Activities

Activity 1: What is a Social Enterprise - Group Discussion

Social enterprise is not a legal term, but an approach.
The phrase is used to describe businesses that exist for a social purpose. You can't register your business legally as a social enterprise.
There are various legal forms that are used to incorporate social enterprises.

These include:
- Having a clear social and/or environmental mission (set out in your governing documents)

- Generating the majority of your income through trade
- Reinvesting the majority of your profits to further the social mission. This is regardless of what form the organisation takes. So if you have these in place you are acting as a social enterprise.

The 3 Ps
- Profit
- People
- Planet

Why Set up a Social Enterprise?

- Personal reason
- Gaps in Provision
- Inequalities of social determinants

Case Study: The Big Issue, Toms Shoes, Trashion factory

Activity 2: Social Enterprise Challenge

Exercise: Working in pairs, **create a minute elevator pitch for a social enterprise idea** based on one of the following issues:
- Fast Fashion and the rise in single use clothing
- Loneliness and Social Isolation caused by Covid 19 Pandemic
- Supporting accessibility for people with learning disabilities

Things to consider in your pitch: What problem are you trying to solve and for who?

Group Discussion

Facilitator to :
- Feedback on pitch
- What are the legal structures for a Social Enterprise?
- What can help me set up my social enterprise (links to resources below)

Learner Outcomes

- Understand what constitutes a social enterprise; pitch an idea for a social enterprise that has considered the ideas mission and business model.
- Understand what the basic legal structures of social enterprise are; consider how these would apply to a pitch idea and respond to subsequent panel questioning.
- Comprehend how to use a Social Business Model Canvas; populate a draft example that illustrates a basic understanding of how the tool is used to give social enterprise ideas shape and purpose.
- Develop an initial list of existing social enterprise support to expand on in the future; log those provided in the session and the know-how to extend this through self-directed research.

Resources

Neuro Champions video: https://www.youtube.com/watch?v=ECckkzuEeLI

Hacking Health video: https://www.youtube.com/watch?v=aBD1H5Mqvlo

Entrepreneur v intraprenurs: https://online.king.edu/news/entrepreneur-vs-intrapreneur-understanding-the-difference/

Funding: https://www.the-sse.org/resources/starting/what-funding-is-available-for-social-entrepreneurs/

Funding link 2: https://www.unltd.org.uk/learn/securing-start-up-funding

Funding link 3: https://knowhow.ncvo.org.uk/how-to/how-to-get-funding-for-a-social-enterprise

Session Three:
Intellectual Property & Ethics

Objective & Key Messages

This session focuses on the important role that intellectual property plays for creatives and will encourage them to recognise the agency they have over the work they create and the decisions they make in professional practice. It explores the value of protecting ideas, building your reputation, cultivating relationships and leading the way for transparent and equitable working practice. This will be achieved through the following objectives:

- Support students to understand when to think about IP when innovating and developing new ideas.
- Encourage students to be aware of the legal and moral implications within their business.
- Help students recognise the important role IP can play in developing their brand identity.
- Increase student's awareness of the role of IP when co-creating and collaborating.
- Create a safe space that challenges students' own thinking about ethical dilemmas.
- Develop students' ability to ask questions and make informed decisions that are right for their own business.
- Provide insight and develop students' confidence to stand-by their values and ethical decisions.

Introduction

- What is IP? What does IP mean, why is IP important, what are legal IP rights and how do they relate to social enterprise?
- Introduce IP as a representation of

creative's ideas and values expressed in a tangible way
- Introduce IP as agency for positive change, a way to build sustainable futures

Activity 1: Group Discussion

- What does intellectual property mean to you if anything?
- What motivates you to create or develop a new idea?
- Who or what inspires you?

Activity 2: IP and Values

Facilitator to put students in break out rooms to discuss the following:

- Position IP within the context of the values, motivation and social enterprise identifying the interconnected way that IP works with personal beliefs, ideas and choices
- Highlight the role that IP can play to help develop professional identities, protecting financial and reputational interests
- Recap on identified values as part of values and motivation workshop and think about how this might interact with IP
- Identify any areas or elements of a pitch idea that may be protected by IP and how

Activity 3: Intellectual Property in Practice and Ethical Engagement

Group Discussion

Select a current scenario featuring questionable practice e.g. cultural appropriation within the fashion industry, cancel culture, unpaid employment

Consider the reputational, financial, ethical implications and also the roles and responsibilities of all involved.

Break-out rooms

What real-world scenarios do you care about and why?
Can you think of any personal examples of unethical practice? What might you do differently to move to an ethical way of working?

Checking Out

What are your key takeaways from today's session?

Learner Outcomes

- Understand what Intellectual Property (IP) is and how it intersects with ideas of ownership, rights, values, ethical practice and social enterprise; apply this knowledge to varied real life examples.
- Comprehend basic legal and moral implications of IP law in the context of business; approach these ethical dilemmas by problem solving.
- Recognise the value that individual and collective IP has in the context of social enterprise; plan how to manage IP sustainably and ethically (when co-creating and communicating) with others.
- Understand how the law is nuanced and does not always reflect creative and cultural practice; apply an informed, contextual approach to generate a number of possible solutions for creative/cultural IP cases.

Session Four:
Social Entrepreneurs

Objective & Key Messages

To learn from inspirational social entrepreneurs from diverse backgrounds

To gain insight into the ups and downs of social entrepreneurship

To understand the lessons the speakers learnt along the way

Activities

This session was led by social entrepreneurs who are alumni from UAL and LSBU who come from underrepresented backgrounds. Students hear each of their journeys and learn what support their university offered to enable them to launch their start up. After explaining what their business does and which communities they engage with, the speakers then reflect upon the challenges they have experienced. The talks are followed up with a Q&A session.

Areas covered by each talk include:
- How to identify opportunities that support your journey in becoming a social entrepreneurships?

- How to identify which communities your social enterprise will engage with and understand the mutual benefit?
- Consider the ethical implications of the business and maintaining its authenticity?
- How to find support and funding to accelerate the reach of the business.
- How to track impact to inform future planning.

Learner Outcomes

- Engage with social entrepreneurs diverse journeys and experience; draw practical insights, inspiration and know-how from stories and examples.
- Critically contrast a range of perspectives from individuals who were led by their own values and motivations; consider how yours could be mobilised on similar or different trajectories.
- Learn about the ups and downs of being a social enterprise from a social entrepreneur including aspects of sustainability, authenticity, community and planning. Apply this knowledge to your own mission and business model.
- Participate in a Q&A; generate and ask questions specific to your own entrepreneurial/enterprise examples, gain from expert advice and guidance.
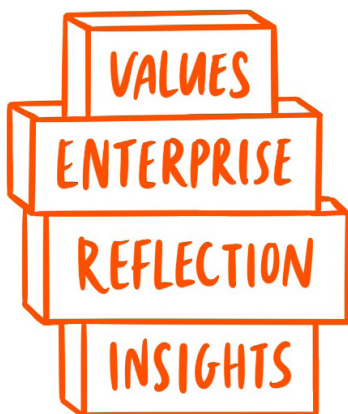
Session Five:
EntreComp Framework

Objective & Key Messages

When developing new ideas and innovating, we can focus on external factors that may positively or negatively impact our commitment and motivation to develop an idea. Entrepreneurs will often refer to the personal values or experiences that motivated them to innovate, improve and make change happen.

The first part of the session will build on the previous workshops supporting students to step back and consider their personal values and to understand their own enterprise competencies using the EntreComp Framework. It will enable students to reflect and gain an insight into the personal values and competencies that they can draw on to innovate & develop social enterprise ideas.

The second part of the session will look at models for idea generation for social enterprises. By following the initial step in the design thinking double diamond process, students will first explore divergently and come up with a volume of ideas before then narrowing down. The Ikigai venn diagram will be used as a framework to build on personal strengths and values, to further look at their

life purpose in the context of their contribution to world problems.

- Provide students with a Framework to understand and reflect on their enterprise competencies
- Provide students with a technique to self-analyse their competencies including strengths and areas for development
- Support students to link their values, experience and skills to the competencies required to innovate and develop social enterprise ideas
- Create an understanding of how their strengths and passions can be used to solve or contribute to human / world needs.
- Provide students with a framework for understanding their purpose in context of how they can contribute to world problems
- Provide students with tools that they can use for idea generation

Activities

Activity 1:
Thinking about the previous workshops and last week's inspirational speakers, rate your comfort level (0-10) about the competencies you have for developing a social enterprise idea

Activity 2:
Share the words or thoughts that came to mind when rating yourself (verbal/chat – whole group activity). No need to share your rating number.

Activity 3:
Intro to EntreComp

Student self-analysis of their competencies using Table 1 of EntreComp

Activity 4:
Breakout rooms
Working in pairs to discuss their competencies – strengths/areas for development/what they learnt from task 3

Activity 5:
Feedback to the group on what they discussed in their pairs

Activity 6:
Which competencies do you think you will need to develop a social enterprise idea? (Links back to workshop 4 and the competencies speakers shared – slides on what speakers said)

Activity 7: Reflections
One thing you have learnt about yourself by using the EntreComp Framework
One thing you will change or develop to help you progress with a social enterprise idea
Anyone happy to share with the group?

Learner Outcomes

- Develop self-awareness of individuals entrepreneurial competencies (i.e. skills, knowledge and attributes) utilising the EntreComp Framework to self audit and identify areas of confidence and challenge specific to business/enterprise activity.
- Understand the importance of networks of peer support, knowledge exchange and mutual aid in personal and professional development; feedback and contribute to others meaning-making through shared discussion.
- Develop intrinsic motivation by connecting individual competencies, social enterprise ideas and personal values and interpreting these in small groups.
- Generate self efficacy by responding to ambiguity and change; reshape ideas and develop action plans in response to new information, learning by doing and feedback.

REFLECT!

Session Six:
Values and Idea Generation

Objective & Key Messages

- Support students to link their values, experience and skills to the competencies required to innovate and develop social enterprise ideas
- Create an understanding of how their strengths and passions can be used to solve or contribute to world needs.
- Provide students with a framework for understanding their purpose in context of how they can contribute to solving world problems
- Provide students with tools that they can use for idea generation
- Creation of three 5 year odyssey plans to identify routes to actualization and highlight key challenges and questions

Introduction

This session looks at models for idea generation for social enterprise. By following the initial step in the design thinking double diamond process, students first explore divergently and come up with a volume of ideas before then narrowing down. The Ikigai venn diagram will be used as a framework to build on the personal strengths, competencies and values to further look at their life purpose in the context of their contribution to resolving community and world problems. The session concludes with the creation of three 5 year odyssey plans for social enterprise or socially conscious working futures.

Activity 1: Ikigai

Introduction to the Ikigai model and meaning.

Ikigai worksheets have four sections:

What do you love, What are you good at, What could you be paid for and What does the world need. They are provided for students to complete. Students work independently and reflection at the end of each activity, with group discussion. Each of the following exercises relate to a section on the ikigai worksheet.

Exercise 1: What do you love?
- Students visualise an ideal day
- Students list what they love and what fulfils them

Exercise 2: What are you good at?
- Students reflect and acknowledge each other's strengths
- Students list their strengths (in context of competencies and skills)

Exercise 3: What you could be paid for?
- Students share what job(s) they wanted to do when they were growing up
- Students share what jobs their parents wanted them to do when they were growing up
- Students list all jobs and activities they could be paid for

Exercise 4: What does the world need?
- Students return to their list of values and consider how aren't their values being honoured in the world?
- Students use these to create a list of

their identified problems

Activity: 2 Idea Generation

Exercise 5: Random selection from Ikigai
- Students identify a word at random from each of the four ikigai sections, so they have four words in total
- Students come up with a business idea based on the connection of words identified.
- For example [what do you love: music], [what you are good at: bringing people together], [what you can get paid for: event planning], [what the world needs more of: less lonely people]. The connection could be a concert for lonely people with similar music taste.
- A student volunteers to provide words and group comes up with ideas

Exercise 6: Mind mapping model (using Zoom whiteboard)
- Students select one word from their "What the world needs more of" section to create a mind map

PROBLEMS & SOLUTIONS

Exercise 7: Yes and Model
The idea behind the "Yes and" technique is as follows: Person A suggests something or pronounces a sentence. After that person B continues: "Yes and…". You always have to reply starting with the words "Yes and". That is, starting with "yes, but", "right, but" or "no" is forbidden
- Facilitator gives and explanation of the "Yes and" model and gives an example

- The theory behind the Yes and model is that you build on someone else's previous idea
- Ask for identified problems from Ikigai
- Individually students come up with an idea, by saying what they like about the previous idea and adding to it

Activity 3: Odyssey Plan

Introduce and demonstrate the Odyssey plan template with examples.

An Odyssey Plan is a brainstorm about how you would like your life to look in the future. Flash-forward five years from now and come up with elements that make up the version of you that's "living your best life."

Exercise 8: Completion of odyssey plan
- Students complete a future plan for the next 5 years
- Students complete another plan which is a plan B
- Students complete a third plan which describes a wild idea/ the one which they would never share but would really like to happen in an ideal world

Learner Outcomes

- Explore the full potential of a social enterprise idea using design thinking's 'double diamond method'; embrace divergent and convergent thinking in small groups to innovate and exhaust thought.
- Find your 'Ikigai' by visually mapping your life's passion, mission, profession and vocation; connecting what you're good at, what you love, what the world needs and how you can earn money.

- Understand how to apply design thinking to imagining purposeful careers from your Ikigai map; practice generating unpredictable ideas with others through chance and positive improvisation.
- Scope different possible, probable and preferred future paths; complete a 3-tiered 'odyssey' plan that considers the specifics of plan a, plan b and plan c (an idealised, big sky idea).
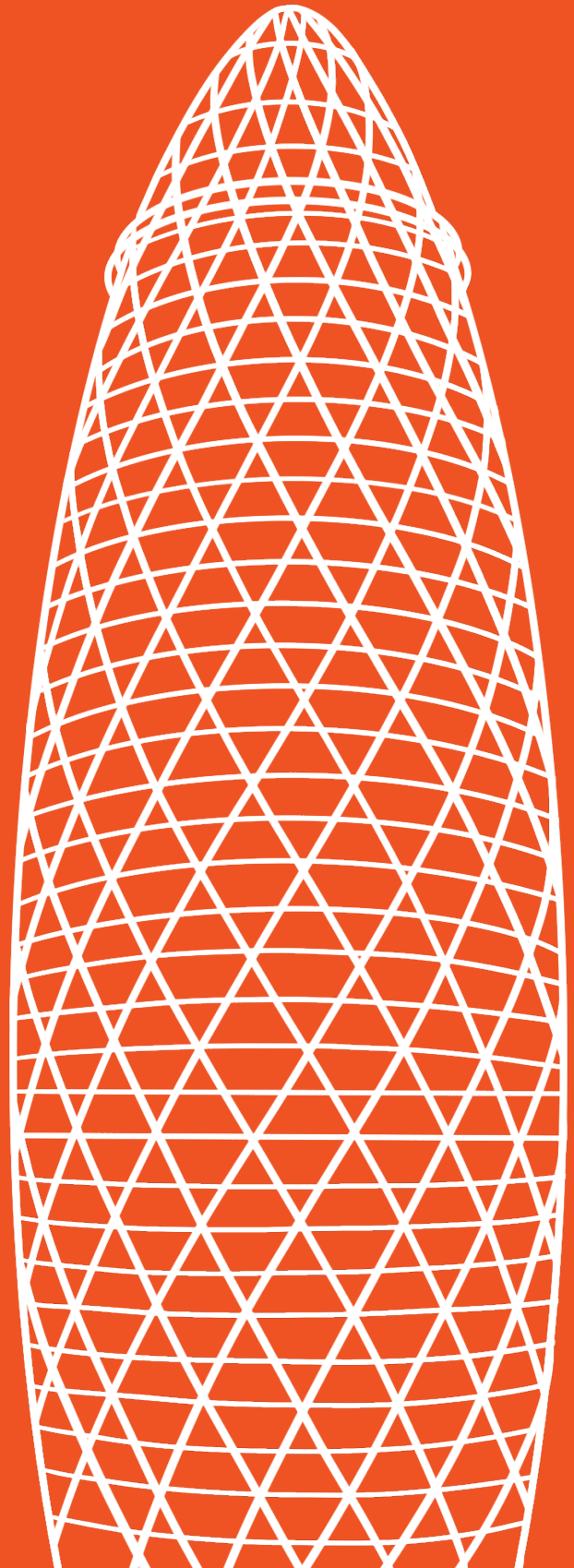
Resources

- Ikigai activity sheet
- Odyssey plan activity sheet
- Zoom whiteboard

References

- Ikigai
- Life Design
- Designing your Life, Bill Burnett & Dave Evans

Impact

Impact

The project sought to address under-representation in entrepreneurial education through promoting an inclusive pedagogical approach. This included building individuals' confidence, networks and access to learning tools and information, by taking an asset-based approach.

The main principles of the project were:

Centre co-production and peer learning to instil a sense of belonging and cooperation over competition.

Acknowledge that values can stem from personal and life experience and shape what you are doing now. The values can be from outside of the curriculum and change over time as your personal values and experience change.

Embrace life wide learning which does not ask students to leave their complex lives and wide ranging experiences at the door but invite's students to harness these and see them as guiding assets in their personal growth and development.

Support students to link their values, experience and skills to the competencies required to innovate and develop social enterprise ideas.

Create an understanding of how their strengths and passions can be used to solve or contribute to human / world needs.

Provide the right tools and knowledge, to prepare students to take the next steps in their entrepreneurial journey.

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Syeda Rahimunnessa
IP & Senior Student Enterprise Manager
(LSBU)

Tessa Read
Deputy Head Careers and Employability
(UAL)

Speakers

Victoria Fabbri
Enterprise and Events Manager (UAL)

Naomi Mwasambili
Entrepreneur in Residence (LSBU)

Roxanne Peters
Creative and Cultural IP Rights Specialist
(UAL)

Emma Thatcher
Graduate Enterprise Specialist (UAL)

Student Ambassadors from London South Bank University and University of the Arts London

Hanna Adenor
BA Business Management with Project
Management (LSBU)

Ella-Hope Brooks
BA Education Studies (LSBU)

Lucy Crayton
BA Journalism (UAL)

Tobi Alexandra Falade
BA Fine Art Painting (UAL)

Miles Adam Johnson
BA Business with Enterprise &
Entrepreneurship (LSBU)

Saahil Khiani
BSC Computer Science (LSBU)

Ishmael Lartey
BA Fine Art (UAL)

Larrisa Loy
BA Fine Art (UAL)

Grishma Rai
BA Textiles Design (UAL)

Amber Sams
BA Journalism (LSBU)

Aishah Siddiqua
BA Jewellery Design (UAL)

Sarah-Eve Tucker
BA Business Management with Finance
(LSBU)

Siddharth Vadera
BA Business Management (LSBU)

Staff

Lora Ghany
Employability and Progression Manager (UAL)

Nina Lanzon
Student Enterprise Manager (LSBU)

Linsey Cole
Director of Research Enterprise & Innovation
(2019-2020, LSBU)

Evaluator

Kerri Jefferis
Freelance

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Alison Price
Principal Consultant at Enterprise Evolution

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