



## EMPOWER - Social Enterprises' Sustainability Tools

### Project Result 1

### Training Package for Sustainability in Social Enterprises

### Module 2. Management of Social Innovation

Developed by INNOVADE



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## Table of Contents

### Contents

<b>Introduction</b>	<b>3</b>
<b>Aims</b>	<b>4</b>
<b>Learning Outcomes</b>	<b>4</b>
<b>Module Outline</b>	<b>5</b>
<b>Content description</b>	<b>6</b>
<b>Activity 1 - Digital inclusion project</b>	<b>6</b>
<b>Activity 2 – Six Thinking Hats</b>	<b>7</b>
<b>Activity 3 –We love Coffee! Let’s open up a coffee shop</b>	<b>8</b>

## Introduction

In today's rapidly changing world, one country's societal problems can quickly become everyone else's. Most people might generally perceive the modern world as the most advanced period in history, but the reality is quite different. In short, it's safe to say that the vast majority of the world population has been stagnant, with constant food shortages, unequal access to medication and education, unpredictable weather and an unstable economy (FAO, 2021). The luckiest have been enjoying the fruits of rapid economic growth since the start of the 19<sup>th</sup> century, roughly so due to advancements in food production (synthesis of Ammonia has allowed us to expand food production by orders of magnitude), electrical and mechanical engineering and information technology.

Academics, policymakers and practitioners often debate the nature of the social innovation concept. The Stanford Graduate School of Business defines social innovation as the "Process of developing and deploying effective solutions to challenging and often systematic social and environmental issues in support of social progress. Social innovation is not the prerogative or privilege of any organisational form or legal structure. Solutions often require the active collaborations of constituents across government, business, and the non-profit world (Jing Luo, 2018)".

Researchers have emphasised the interactive nature of social innovation, noting that it often features a range of actors from public, private and non-profit sectors and thus 'necessitates the reconciliation of various interests and cooperation over organisational and administrative borders' (Jalonen et al., 2019). A single type of actor does not implement social innovation; instead, it is co-created and co-owned. Shared understanding across sectors, therefore, has an importance that is inherent in the definition. It is helpful at this point to consider scaling up in the context of the social innovation curve, each stage of which we go on to explain (Murray et al., 2010).

A good example of a practical social innovation is found in Khan. Khan is the creator of the Khan Academy organisation, a non-profit created in 2008 that provides online tools to help educate students. As of February 2022, Khan Academy's YouTube channel has over 7.11 million subscribers, and its videos have been viewed more than 1.94 billion times. Another good example is the concept of microcredit and microfinance, which the Bangladeshi Nobel laureate Muhammad Yunus first proposed. Through his company "Grameen Bank", Yunus can finance entrepreneurs too poor to qualify for traditional bank loans, thus giving the opportunity to millions to escape the poverty line.

Moreover, innovation management is the process of managing new ideas, from ideation to taking action and making them become a reality. The lack of innovation, as proven countless times, from companies like Blockbuster, Polaroid, and Kodak, who were once ultimately successful but declined due to outdated business models and reluctance to keep up with technology advancements, will ultimately result in stagnation and the companies will stay behind of the competition. For the reasons listed above, innovation must be effectively managed to become a valued resource for any organisation.

In conclusion, learning about the Management of Social Innovations is essential because innovation must be effectively managed to become a valued resource for any organisation. It is possible to have a business and simultaneously help people and the planet. In other words, whatever you choose to

build or accomplish, keep in mind the following saying by Charles Darwin “It is not the strongest of the species that survives, nor the most intelligent...It is the one that is the most adaptable to change.”

This module is designed to introduce the concept of management of social innovations with the following units:

1. Introducing Social Innovation
2. Introducing Social Innovation Stages
3. Introduction to management of Enterprise

This module has been designed and created with educators, trainers and youth workers in mind, aiming to provide a blend of specific and relevant theoretical grounding that supports them in understanding the meaning, best practices, and groundwork of Management of Social Innovation from a range of different perspectives, to develop activities and projects so that they can transfer what they have learned to students in their groups, and also to develop their understanding and application of challenge-based learning activities to their work practice.

## Aims

By the completion of this module, the participants will be able to:

<i>Knowledge</i>	<ul style="list-style-type: none"><li>● <i>Explain the term Social Innovation.</i></li><li>● <i>Describe the importance of collaborations in the social innovation arena.</i></li></ul>
<i>Skills</i>	<ul style="list-style-type: none"><li>● <i>Present the different stages of social innovation</i></li></ul>
<i>Attitude</i>	<ul style="list-style-type: none"><li>● <i>Give information on the different perspectives on the management of social innovation</i></li></ul>

## Learning Outcomes

Upon completion of Module 2, learners will learn to:

- Define what Social Innovation is.
- Recognise what are the six stages of social Innovation
- Identify the importance of Management in Social Innovation
- Describe the different perspectives of Management
- Distinguish the fields for Social Innovation

## Module Outline

<b>UNIT 1 Title: Introduction to Social Innovation</b>	
<b>Activities</b>	<b>Duration</b>
Activity 1. Digital inclusion project	20
<b>UNIT 2 Title: Social Innovation Stages</b>	
<b>Activities</b>	<b>Duration</b>
Activity 2. Six Thinking Hats	20
<b>UNIT 3 : Introduction to management of Enterprise</b>	
<b>Activities</b>	<b>Duration</b>
Activity 3. Title: We love Coffee! Let's open up a coffee shop	50

## Content description

### Activity 1 - Digital inclusion project

Implementation	This activity aims to make the participants discuss a defined case study and identify specific elements. Participants should be able to discuss the idea in the study, the opportunity element arisen, the social impact found and presented social innovation.
Objectives	<ul style="list-style-type: none"><li>➤ Identify social problem</li><li>➤ Apply and enhance your problem-solving ability</li><li>➤ Evaluate your idea</li></ul>
Competences	<ul style="list-style-type: none"><li>● Personal, Social and learning to learn competence</li><li>● Entrepreneurship competence</li><li>● Teamwork</li><li>● Problem-solving ability</li></ul>
Duration	20 min
Main resources required	Smartphones or laptops if online

### Activity Description

In this activity, the following case study will be provided to participants on Digital Inclusion:

*“In 2015, the volunteer founder-director of the non-profit association Digital Inclusion in Luxembourg observed that refugees were arriving in the country with digital skills but without digital equipment. The association was established to refurbish computers for refugees to use to access public services and the internet. Having started on a voluntary basis, two employees joined in 2016, increasing to 17 employees in 2021, half of whom have a refugee background. The activities have expanded beyond equipment provision to digital skills acquisition and computer-assisted language learning. The social end of this innovation is the social and labour market inclusion of refugees and the social means are refurbishing technology, building digital skills and supporting community links”*

The trainees should identify and discuss the constituent elements regarding the general idea of the case, the social need, the social impact and the presented social innovation. The participants will be divided into groups and will have 20 minutes to discuss the abovementioned topics.

### Instructions to trainer(s)

The trainer should coordinate and keep track of the time. The trainer should divide the participants into groups of 3-4 people and manage the time accordingly. Following the participant’s completion (20 min), the trainer should break down these examples into their constituent elements to reveal the importance of each other:

Those supported were actively involved in meeting social needs by working with national volunteers and staff (element B) – this new idea is beginning to be developed and implemented (element A). Many new collaborations are emerging from this model: between the social enterprise and the employment services helping to fund the wages of some employees; between refugees, who could not previously access public services and now can; between the social enterprise and private employers; between national civil society organisations supporting refugees and the social enterprise as part of its scale-up phase (element C). Enabling people to use their existing digital skills and providing new digital skills and equipment should boost society’s capacity to act in an ever more digital world. People’s involvement in this social innovation should boost their capacity to innovate in future when new challenges emerge (element D).

## Activity 2 – Six Thinking Hats

Implementation	This activity explores different ways of thinking to improve decision-making and idea valuation. The six thinking hats technique seeks to adopt a creative and focused style of brainstorming.
Objectives	<ul style="list-style-type: none"> <li>● Think clearly and thoroughly by “trying on” different coloured hats that represent the different modes of thinking</li> <li>● Develop cooperation and team working spirit</li> <li>● Apply creativity to solve a problem</li> </ul>
Competences	<ul style="list-style-type: none"> <li>➤ Personal, Social, and Learning learn competences</li> <li>➤ Entrepreneurial Competence</li> </ul>
Duration	20 min
Main resources required	Smartphones or laptops if online

### Activity Description

The activity explores different ways of thinking to improve decision-making and idea valuation. The six thinking hats technique aims to adopt a creative and focused style of brainstorming. This means that the participants need to think clearly and thoroughly by “trying on” different coloured hats representing different modes of thinking for approaching the same problem. The six thinking hats activity created by Dr Edward de Bono (1999) has been adopted by Info de Bono.

What are the six colours of the thinking hats?

1. Blue: Process (The Conductor’s Hat. Thinking about and managing the thinking process)
2. White: Facts (The white hat is all about information)
3. Green: Creativity (The Creative Hat. Generating ideas)
4. Red: Emotions (The Hat for the Heart. Intuition and Feelings)
5. Yellow: Benefits (The Optimist’s Hat. It looks for the benefits and values)
6. Black: Cautions (The Judge’s Hat)

### Instructions to trainer(s)

Start the activity by applying the first three colours (blue, white and green) to plan the process and generate ideas; apply the three last colours (red, yellow and black) to the ideas you select from the green hat section. You can use real hats or draw the hats on posters and collect the different contributions. For online learning, set breakout rooms for all the teams. Should aid the conversation whenever necessary and keep track of the timing schedule. Also, encourage the process.

### Activity 3 –We love Coffee! Let’s open up a coffee shop

Implementation	This activity aims to brainstorm different ideas of how the business should look like/ who to involve, define the framework of your establishment and the parameters involved such as location, social business entity name, the definition of tasks and allocation among the team players.
Objectives	<ul style="list-style-type: none"><li>● At the end of the event, participants understand how important planning is to business management.</li><li>● They can do the proper planning.</li><li>● Understand the planning stages.</li></ul>
Competences	<ul style="list-style-type: none"><li>➢ Personal, Social and Learning learn competences</li><li>➢ Entrepreneurial Competence</li></ul>
Duration	20 min
Main resources required	Smartphones or laptops if online

### Activity Description

Participants are asked to make plans to open a coffee shop social business. First, brainstorming and listening to colleagues' ideas and then preparing a PowerPoint template or document for the participants to decide on a common plan. This activity aims to brainstorm different ideas of how the business should look like/ who to involve, define the framework of your establishment and the parameters involved such as location, social business entity name, the definition of tasks and allocation among the team members.

### Instructions to trainer(s)

Start the activity by applying the first three colours (blue, white and green) to plan the process and generate ideas; apply the three last colours (red, yellow and black) to the ideas you select from the green hat section. You can use real hats or draw the hats on posters and collect the different contributions. For online learning, set breakout rooms for all the teams. Should aid the conversation whenever deemed necessary and keep track of the timing schedule. Also, encourage the process. Discuss any deficiencies and errors for correction while the importance of planning is analysed.



