



Co-funded by the
Erasmus+ Programme
of the European Union



03.1 Report

Learning Units Descriptors

Grant Agreement Number: 612579-EPP-1-2019-1-IE-EPPKA2-KA



Issued by:	University of Rome "Tor Vergata"
Date:	
Version:	1
Report number	O3.1
Task number:	T.3.1
Status:	Final
Dissemination level:	Public

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Project Summary

SocialB is a collaboration between 8 partners from the social enterprise, training and Higher Education sectors in 4 countries – Ireland, Greece, Italy and Slovenia. This project is funded by the Erasmus+ Knowledge alliance programme.

The SocialB Project team will design, develop and pilot an accessible suite of learning resources to support individual learning, organisational learning and network development in the field of social enterprise. Learning resources will be presented in the framework of blended learning materials in 16 – 24 Learning Units and will be designed to address identified skills gaps and training needs in key areas critical for the development, sustainability and expansion of the Social Enterprise sector.

The project runs from January 2020 until December 2022, and the resulting Learning Units will aim to stimulate significant changes in HEI curricula & VET training programmes by integrating a learner-centred approach oriented to real, problem-based learning and skills acquisition in the field of social entrepreneurship.



Executive Summary

The Skills Gaps & Training Needs Analysis delivered through WP2, along with the definition of the desired learning outcomes, have provided the basis for the development of the training /learning units and modules. The skills gaps/training needs and learning outcomes have been categorised in a series of coherent aims to identify the training needs of existing and future social entrepreneurs and particularly the additional qualifications they would require to be able to manage their social enterprises and pursue their sustainability.

The reported status of the areas of qualifications, knowledge and skills related to social enterprises active in SocialB partner countries have been identified on the basis of qualifications and characteristics of social entrepreneurs, challenges of social enterprises in management, sustainability and growth, perception of sustainability and growth and current training offerings.

The needs (knowledge, skills and qualifications) identified by the analysis through the mismatch between the current state and the expected state have been classified under the following points:

1. Management and organisational skills
2. Personal and professional development towards sustainability
3. Human resource management
4. Resources towards sustainability
5. Networks towards sustainability
6. Legitimacy and responsibility towards sustainability
7. Business orientation towards sustainability
8. Growth strategies

The program has the aim to guide students and professionals through a course of study in order to provide them with the skills and tools necessary not only to learn about the world of social enterprise, growth and sustainability but also to know how to develop and / or scale a social enterprise, providing therefore both managerial and financial knowledge.

The study program is divided into 6 modules, each of them composed by 4 learning units:

- Introduction to SE: The module aims to give an organic vision of social enterprises and related concepts such as social innovation, third sector, shared value and collaborative approaches. The themes characterising the Italian third sector will also be dealt with, with specific focus

on the reform of the third sector and the changes it is bringing about in the various internal and external relations of Third Sector entities. The final objective of the module is to give students a framework within which to place the elements that will be provided in the following modules.

- **Project Design and Management:** The module aims to offer a comprehensive knowledge on the regulatory and governance environment of European funds, with the aim of providing students with tools to identify suitable funding programmes to finance specific projects and ideas. It provides the instruments to address characteristics of a project and its specific features with respect to the ordinary activities of an organisation and its governance. Themes such as the correct management of a project, including time, cost and resource management management of a project, will be outlined.
- **Human resources:** Why are human resources so important and what is their role within the social enterprise? These are just some of the questions that the module tries to answer. The purpose of the module is to supply a specific learning framework able to aid in the definition of some of the main policies and characteristics for the work relationship management, with a particular focus on social enterprises' specific remit.
- **Social impact assessment:** The purpose of the module is to provide adequate insights into the social impact assessment of both social enterprise organisations and projects. Students will be enabled to develop a social impact assessment and select the best methodology on the basis of the organisation's and/or project/service's context. Finally, the module provides the tools to collect, analyse and communicate data through digital visualisations and specific attention to the importance of the social accountability phase.
- **Financial and Sustainability for SE:** The module aims to provide students with theoretical knowledge and practical skills to orient themselves in the world of impact finance, knowing the tools available from the financial operators' point of view focusing on the economic cycle of a social enterprise. Purpose of this module is to provide students with the competences and knowledge to start/develop their own social enterprise from the creation of a business plan to the funding credits opportunities.
- **Growth Strategies, Marketing and Fundraising:** The module aims at equipping students with theory and practical skills relevant to growth strategies and market positioning of social enterprises. It also focuses on marketing strategies and fundraising tools with different approaches to scale up the business size.

CONTENTS

Programme Overview

MODULES	LEARNING UNITS		CTS	HOURS
1 Introduction to Social Entrepreneur ship	1	"History and evolution of SE in Europe"	1	20
	2	"Reshape business value chain into social value chain"	1	20
	3	"Introduction to Social Innovation"	1	20
	4	"Good Governance of Social Enterprise"	2	40
2 Project Design and Management	5	"EU projects - EU opportunities for the development and funding of social enterprises"	1	20
	6	"Procurements processes, funding applications and proposals writing"	2	40
	7	"Project Management"	1	20
	8	"Soft Skills"	1	20
3 Human Resource	9	"The role of human resource management"	1	20
	10	"Recruitment and selection of employees and volunteers"	1	20
	11	"Managing employee's performance"	1	20
	12	"Leadership, and Leadership communication for maximum impact"	2	40
4	13	"Introduction to Social Impact Assessment"	1	20



Social Impact Assessment	14	"Methodology and tools to assess social impact"	2	40
	15	"Data analysis and visualization"	1	20
	16	"The importance of communicating social impact to key stakeholders"	1	20
5 Financial and Economic Sustainability of SE	17	"Strategic planning and the life cycle of Social Enterprises"	1	20
	18	"How to build a business plan"	2	40
	19	"Financial planning and cash flow constraints"	1	20
	20	"Credit access and opportunities for social enterprises: Social Finance and Social Impact Finance"	1	20
6 Growth Strategies, Marketing and Fundraising for SE	21	"Growth strategies and long term profitability of Social Enterprise projects"	1	20
	22	"Market evaluation and competitiveness assessment"	1	20
	23	"Fundraising and diverse fundings for SE"	1	20
	24	"Marketing, Sales and Networking skills "	2	40



MODULE 1:

COURSE OUTLINE

MODULE TITLE	Introduction to Social Entrepreneurship		
Learning Units	"History and evolution of SE in Europe"		
	"Reshape business value chain into social value chain"		
	"Introduction to Social Innovation"		
	"Good Governance of Social Enterprise"		
TEACHING HOURS		ECTS CREDITS	EQFL
100		5	6
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian.		



LEARNING UNIT 1: History and evolution of SE in Europe
TEACHING HOURS: 20
ECTS:1
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Understand the main features, the origin and the profiles of Social Enterprises, across Europe • Identify the main elements of the Social Enterprise spectrum <p>Skills</p> <ul style="list-style-type: none"> • Be aware of best practices and worst-case scenarios of Social Enterprises to face social needs <p>Competences</p> <ul style="list-style-type: none"> • Become more effective in maximising social impact rather than economic profit
COURSE CONTENT
<ul style="list-style-type: none"> • Definition of Social Enterprise • The various social enterprise profiles or types • History of Social Enterprise • Differences and similarities: social enterprise and its characteristics • Best Practice and worst-case scenarios • The Social Enterprise Ecosystem



LEARNING UNIT 2: Reshape business value chain into social value chain
TEACHING HOURS: 20
ECTS. 1
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> ● Be familiar with the concepts of value co-creation, value chain and multiple bottom line <p>Skills</p> <ul style="list-style-type: none"> ● Outline the several components of the social value chain, recognizing differences and similarities between the public and business value chains <p>Competences</p> <ul style="list-style-type: none"> ● Apply the concept of social value to the business value chain to promote impact-driven business development
COURSE CONTENT
<ul style="list-style-type: none"> ● Business and social value chain differences and similarities ● Multiple bottom lines



LEARNING UNIT 3: Introduction to Social Innovation
TEACHING HOURS: 20
ECTS: 1
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Define social innovation frameworks and concepts, principles and practices <p>Skills</p> <ul style="list-style-type: none"> • Address social needs through innovative sustainable solutions <p>Competences</p> <ul style="list-style-type: none"> • Be competent to identify the main element of Social Innovation process
COURSE CONTENT
<ul style="list-style-type: none"> • Introduction to Social innovation: Context, Definition, Concept • Social Innovation Theories and Approaches • Social innovation Steps • Financing Social Innovation



LEARNING UNIT4: Good Governance of Social Enterprises
TEACHING HOURS: 40
ECTS. 2
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Identify the concepts of governance and board dynamics in the context of social enterprises • Explain the principles of good governance in SEs (accountability, transparency, democratic processes, and social responsibility) and identify relevant measures for implementation <p>Skills</p> <ul style="list-style-type: none"> • Evaluate and apply measures for accountability, transparency, democratic processes, and social responsibility in the SEs • Identify the appropriate governance practices for developing an effective and dynamic board <p>Competences</p> <ul style="list-style-type: none"> • Assess changes in SEs related to accountability, transparency, democratic processes, and social responsibility and board management.
COURSE CONTENT
<ul style="list-style-type: none"> • Defining Governance in Social Enterprise • Why is Governance important for SE • The 3 Governance Theories • Defining Good Governance • Good Governance in Practice: Key Principles • How to Build an Effective and Dynamic Board



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MODULE 2:

COURSE OUTLINE

MODULE TITLE	Project Design and Management		
Learning Units	"EU projects - EU opportunities for the development and funding of social enterprises"		
	"Procurements processes, funding applications and proposals writing"		
	"Project Management"		
	"Soft Skills"		
TEACHING HOURS		ECTS CREDITS	EQFL
100		5	5
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian.		



LEARNING UNIT 5: EU projects - EU opportunities for the development and funding of social enterprises”
TEACHING HOURS: 20
CTS: 1
EQFL: 5
<p>Learning outcomes:</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> € Be familiar with the European funding framework: EU portal, EU programmes, stakeholders and networks opportunities <p>Skills:</p> <ul style="list-style-type: none"> € Tailor a project idea for a proposal call and choose the most appropriate funding opportunity <p>Competences:</p> <ul style="list-style-type: none"> € Navigate successfully to the EU funding portal
COURSE CONTENT
<ul style="list-style-type: none"> ● Introduction to the framework of European funding ● European funding programs that focus on social innovation projects ● Other types of funds ● National Initiatives for Funding SEs, NGOs and CSOs ● Introduction to the EU Portal



- How to identify the best call of proposal for your ideas

LEARNING UNIT 6: Procurements processes, funding applications and proposals writing
TEACHING HOURS: 40
CTS: 2
EQFL: 5
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Be acquainted with the key principles of proposal writing and the proposal lifecycle <p>Skills:</p> <ul style="list-style-type: none"> • Apply the process of proposal writing and submitting <p>Competences:</p> <ul style="list-style-type: none"> • Be competent to recruit the right partners for a project proposal • Be confident to develop a project proposal including work plan, work packages, deliverables, management structure, milestones and procedures
COURSE CONTENT
<ul style="list-style-type: none"> • The Procurement Process • Recruiting Project Partners • Proposal Writing, developing and submitting



LEARNING UNIT 7: Project Management
TEACHING HOURS: 20
CTS: 1
EQFL: 5
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Define project management and identify the resources needed for each stage of project management including stakeholders, etc. • Differentiate the key phases in a project life cycle and describe the activities carried out in each phase <p>Skills:</p> <ul style="list-style-type: none"> • Be able to apply the principles and processes of project and risk management <p>Competences:</p> <ul style="list-style-type: none"> • Illustrate good practices of project management (e.g., budgeting, cost estimation, scheduling, scope and risk management tools etc.)
COURSE CONTENT
<ul style="list-style-type: none"> • What is a project? • What Is Project Management? • What is the role of Project Management?



- What are the Benefits of Project Management?
- The Project life Cycle
- Schedule Management
- Budget Management
- Quality Management
- Risk Management
- Managing Pitfall

LEARNING UNIT 8: Soft skills
TEACHING HOURS: 20
CTS: 1
EQFL: 5
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
<p>Knowledge After the completion of this learning unit, you will:</p> <ul style="list-style-type: none"> • Recognize the importance of soft skills in project management approach. • Identify the various forms of communication and principles of effective communication and active listening.
<p>Skills After the completion of this learning unit, you will:</p> <ul style="list-style-type: none"> • Aware of how to create effective, flexible and resilient teams according to the needs in SE sector;. • Gather information about a problem, analyse it and manage a creative thinking process to develop solutions in SEs contexts.
<p>Competences After the completion of this learning unit, you will:</p> <ul style="list-style-type: none"> • Incorporate various forms of communication with different actors and stakeholders of the SE sector. • Think out of the box when trying to provide solutions to social problems.



- € Defining Soft Skills
- € Why are soft skills important for social enterprise management?
- € Focus on three soft skills: how can I improve them?
- € Practical activities for individuals and groups

MODULE 3:

COURSE OUTLINE

MODULE TITLE	Human Resources Management		
Learning Units	"The role of human resources management"		
	"Recruitment and selection of employees and volunteers"		
	"Managing employee performance"		
	"Leadership, and communication for maximum impact"		
TEACHING HOURS PER WEEK		ECTS CREDITS	EQFL
100		5	6
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian.		



LEARNING UNIT 9: The role of human resources management
TEACHING HOURS: 20
ECTS:1
EQFL: 6
<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> Specify the main functions of HRM, their application, the relation with performance of staff (paid –unpaid) in an SE <p>Skills</p> <ul style="list-style-type: none"> Choose the appropriate combination of human resources and develop management strategies so as to boost greater SE performance Form HR strategies which add value to the social enterprise <p>Competences</p> <ul style="list-style-type: none"> Seek achieving competitive advantage through the strategic deployment of human resources assets and the development of HR strategies
COURSE CONTENT



- Definition of Human Resource Management and Importance
- What are the main functions of HRM?
- The difference between Social enterprises and public/ for profit enterprises in terms of HRM strategies
- What kind of strategies can SEs adopt for the development of their Human Resources
- The importance of Intellectual Capital for SEs performance
- What are the main skills that Board members should have for running a SE effectively?

LEARNING UNIT 10: "Recruitment and selection of employees and volunteers"
TEACHING HOURS: 20
ECTS: 1
EQFL: 6
Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>



Knowledge

- Recognize the strategic importance of recruitment and selection in the context of social enterprises.
- Describe the contemporary trends and techniques in recruitment and selection and the distinctive aspects between paid staff and volunteers (including the board) in social enterprises.

Skills

- Employ appropriate recruitments strategies, and procedures for volunteers (including the board) and employees in social enterprises
- Apply a suitable process for the selection of volunteers (including the board) and employees in social enterprises

Competences

- Be competent to implement a recruitment process for volunteers (including the board) and employees in social enterprises, and measure the outcomes
- Plan and put in place an effective recruitment and selection process for volunteers (including the board) and employees in social enterprises

COURSE CONTENT

- Defining recruitment and selection for volunteers and paid staff
- Role and Job description, Content, and Importance
- The importance and content of the recruitment plan for volunteers and board members
- Recruitment Strategies for volunteers
- Recruitment strategies for paid staff
- Selection strategies for volunteers, board members & paid staff of SEs

LEARNING UNIT 11: Managing employee's performance

TEACHING HOURS: 20

ECTS: 1

EQFL: 6

Learning outcomes



The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Knowledge

- Describe the most known motivation theories and theories used for understanding volunteerism and recognize how they correlate/ affect organizational behavior (work engagement, commitment, job satisfaction) contributing to employees' performance;
- Describe what a learning organization is and list the benefits of the establishment of a learning culture within a social Enterprise;

Skills

- Select various learning and development opportunities for enhancing volunteers' commitment and engagement;
- Develop strategies on how to promote employees' and volunteers' motivation;

Competences

- Assess learning and development practices for enhancing employees' personal development and volunteers' retention

COURSE CONTENT

- Determinants of employees' and volunteers' performance
- Motivational Theories
- Motivational Strategies for employees
- Motivational Strategies for Volunteers
- Learning and Development Opportunities

LEARNING UNIT 12: Leadership and Leadership communication for maximum impact

TEACHING HOURS: 40

ECTS: 2

EQFL: 6

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.



Knowledge

- Define the role of leadership in social enterprises and the qualities and skills that a leader should have in order to bridge different contradictory aspects of an SE and the role of emotional intelligence upon the entrepreneurial behavior, attitudes and leadership
- Describe different leadership styles in relation to the SEs challenges and the role that communication has in the whole procedure

Skills

- Build and sustain trustful relationships with all relevant internal and external stakeholders through responsible leadership
- Manage identity issues related to the commercial and social side and solve emerged leadership dilemmas

Competences

- Be confident to apply successful leadership by managing the difficulties that derive from the inherently contradicting nature of the SEs
- Gain insight into their own preferred leadership style, and the advantages and disadvantages attached to that (and other) style(-s)

COURSE CONTENT

- Leadership in Social Enterprises
- Leadership styles
- Proposed Leadership model for SEs
- Emotional Intelligence and Leadership
- The role of Communication in effective Leadership
- Handling conflicts and Identity Issues

MODULE 4:

COURSE OUTLINE



MODULE TITLE	Social Impact Assessment		
Learning Units	"Introduction to Social Impact Assessment"		
	"Methodologies and tools to assess social impact"		
	"Data analysis and visualisation"		
	"The importance of communicating social impact to key stakeholders"		
	TEACHING HOURS PER WEEK	ECTS CREDITS	EQFL
	100	5	6
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian.		



LEARNING UNIT 13: Introduction to Social Impact Assessment
TEACHING HOURS: 20
ECTS: 1
EQFL: 6
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
<p>Knowledge</p> <ul style="list-style-type: none"> ● List the main definitions of Social Impact and history of Social Impact Assessment ● Describe the main social impact assessment (SIA) models ● Be familiar with the main steps of the Social Impact Assessment Life Cycle <p>Skills</p> <ul style="list-style-type: none"> ● Be able to set up a social value assessment <p>Competences</p> <ul style="list-style-type: none"> ● Be competent to identify the main elements of the Social Impact Value Chain
COURSE CONTENT
<ul style="list-style-type: none"> ● Introduction to Social Impact Assessment ● The Impact Value Chain ● The Social Impact Life Cycle

LEARNING UNIT 14: Methodology and tools to assess Social Impact



TEACHING HOURS: 40
ECTS: 2
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge</p> <ul style="list-style-type: none"> Be familiar with the main processes and methodologies of Social Impact Assessment: Theory of Change and Social Return on Investment. <p>Skills</p> <ul style="list-style-type: none"> Be able to design and handle all the steps linked to the assessment process with the SROI and TOC model <p>Competences</p> <ul style="list-style-type: none"> Be able to identify the outcome areas and related indicators, using both ToC and SROI as well as mapping the changes generated by a project/services/program.
COURSE CONTENT
<ul style="list-style-type: none"> The “Theory of Change (ToC) and its process The Social Return on Investment (SROI) model

LEARNING UNIT 15: Data analysis and Visualization
TEACHING HOURS: 20
ECTS: 1
EQFL: 6
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>



Knowledge

- Be familiar with data collection methods, typology of data analysis and data visualisation IT tools.

Skills

- Be able to apply data collection methods, and visualise data using IT tools

Competences

- Be competent to compile and prepare a data collection plan and represent data using the appropriate charts and graphs

COURSE CONTENT

- Data collection and analysis
- Data visualisation

LEARNING UNIT 16: Communicating Social Impact to key stakeholders

TEACHING HOURS: 20

ECTS: 1

EQFL: 6

Learning outcomes



The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Knowledge

- € Be aware of the key role of social impact for the engagement of stakeholders and data communication
- € Identify the strategic role of social impact reporting

Skills

- Apply the principles of good communication of social impact

Competences

- € Be competent in engaging public and private stakeholders through the use of social impact reporting
- € Be able to communicate according to the principles of good communication of social impact in accordance with stakeholders' expectations and social enterprise actions

COURSE CONTENT

- The role of communication strategies as elements of social impact analysis.
- The social impact reporting: meaning, uses and scope

MODULE 5:

COURSE OUTLINE



MODULE TITLE	Financial and Economic Sustainability of SE		
Learning Units	"Strategic planning and the life cycle of Social Enterprises"		
	"How to build a business plan"		
	"Financial planning and cash flow constraints"		
	"Credit access and opportunities for social enterprises: Social Finance and Social Impact Finance "		
	TEACHING HOURS	ECTS CREDITS	EQFL
	100	5	5
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian		

LEARNING UNIT 17: Strategic planning and the life cycle of Social Enterprises

TEACHING HOURS: 20



ECTS: 1

EQFL: 5

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Knowledge

- Define the steps of the strategic planning process for the development and sustainability of SEs
- Understand the components and the importance of strategic planning for the development of SE

Skills

- Be able to develop a business strategy for a social enterprise

Competences

- Be able to identify key components of strategic planning process for for SE

COURSE CONTENT

- The strategic planning of SEs
- The life cycle of a SE

LEARNING UNIT 18: How to build a business plan

TEACHING HOURS: 40

ECTS: 2

EQFL: 5

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Knowledge

- Recognize the interaction between a Business Canvas and a Business Plan
- Define the main elements of a Business plan and the logical linkages between them

Skills

- Design a Social Business Canvas according to the main needs identified
- Prepare a Business plan based on the business model

Competences

- Explore, outline and implement a business idea in detail (using the Business Canvas model tool)
- Use a Business plan to check whether a business idea is also a business opportunity

COURSE CONTENT

- The Social Business Canvas Model (Key Partners, Key Activities, Key Resources, Value Propositions, Customer Relationships, Customer Segments, Channels, Cost Structure, Revenue Streams).
- The Business plan (Executive Summary, Company Analysis, Industry Analysis, Customer, Products and Services Analysis, Competitive Analysis, Market research and analysis, Business Economy, Marketing Plan, Operations Plan, Design and development plans, Manufacturing and service plans, Management Team and staff, Time schedule, Critical risks and problems, Financial Plan).

LEARNING UNIT 19: Financial planning and cash flow constraints

TEACHING HOURS: 20



CTS: 1
EQFL: 5
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Define key concepts of financial planning, economic management, cash flow, budgeting activities <p>Skills:</p> <ul style="list-style-type: none"> ● Create a provisional reporting structure to project and monitor economic performance through costs provision, managing cash flow constraints, challenging financial periods and a project's budget definition. <p>Competences:</p> <ul style="list-style-type: none"> ● Read and interpret an economic report and foreseeing final year results
COURSE CONTENT
<ul style="list-style-type: none"> ● Difference between financial and economic planning ● Financial forecast and business plan ● Preparation and use of cash flow tools ● Allocation of costs ● Managing income and expenditure ● Advanced analysis of financial data



LEARNING UNIT 20: Credit access and opportunities for social enterprises: Social Finance and Social Impact Finance
TEACHING HOURS: 20
CTS: 1
EQFL: 5
<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Be familiar with Social Finance, Social Impact Finance and Social Impact Bond schemes • Explore the strengths and weaknesses of an outcome payer scheme to solve social needs <p>Skills:</p> <ul style="list-style-type: none"> • Design an outcome payer scheme <p>Competences:</p> <ul style="list-style-type: none"> • Be competent to identify the key players needed to develop a Social Impact Bond scheme, and the role played by the Social Enterprise within a SIB
COURSE CONTENT
<ul style="list-style-type: none"> • Social Finance • Social Impact Finance • Outcome payer scheme: Social Impact Bond



MODULE 6:

COURSE OUTLINE

MODULE TITLE	Growth Strategies, Marketing and Fundraising for SEs		
Learning Units	"Growth strategies and long-term profitability of Social Enterprise"		
	"Market evaluation and assessing competitiveness "		
	"Fundraising and Funding models for SEs"		
	"Marketing, Sales and Networking skills "		
TEACHING HOURS		ECTS CREDITS	EQFL
100		5	5
TEACHING LANGUAGE:	English, Slovenian, Greek, Italian		



LEARNING UNIT 21: Growth strategies and long-term profitability of Social Enterprise
TEACHING HOURS: 20
ECTS: 1
EQFL: 5
<p>Learning outcomes: The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Define and assess a SE's organizational capabilities and constraints for implementing a successful growth strategy ● Be familiar with a range of growth strategies leading to social impact scaling up and long term profitability <p>Skills:</p> <ul style="list-style-type: none"> ● Identify and explore the factors that affect the growth and long-term profitability of social enterprises and develop strategic solutions ● Develop adaptive and efficient strategies to cope with a contraction of public resources <p>Competences:</p> <ul style="list-style-type: none"> ● Be competent to scale up and pursue long term profitability of a social enterprise, balancing both social impact scaling and commercial growth ● Be competent in designing and applying successful growth strategies for social enterprises
COURSE CONTENT
<ul style="list-style-type: none"> ● Social enterprise growth and scaling up ● Barriers to growth for social enterprises and ways to manage them ● Growth strategies for social enterprises: Income Generating Activities (IGA), etc. ● Strategic partnerships and the role of Social Enterprise in Public/Private partnership ● Multiple Helix approach



LEARNING UNIT 22: Market evaluation and competitiveness assessment
TEACHING HOURS: 20
CTS: 1
EQFL: 5
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
<p>Knowledge:</p> <ul style="list-style-type: none"> • How to prepare market research and competition analysis • Define market segmentation and recognize the importance of targeting and positioning <p>Skills:</p> <ul style="list-style-type: none"> • Be able to set up market research steps and product life cycle • Be able to set up consumer research <p>Competences:</p> <ul style="list-style-type: none"> • Be competent undertake costumers and competition analysis
COURSE CONTENT
<ul style="list-style-type: none"> • Market research • Customer Analysis • Competition analysis • Market Segmentation

LEARNING UNIT 23: Fundraising and Funding models for SE



TEACHING HOURS: 20
CTS: 1
EQFL: 5
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Be familiar with different tools and methods of fundraising ● Define the different types of crowdfunding (eg. equity crowdfunding, lending crowdfunding, reward crowdfunding) <p>Skills:</p> <ul style="list-style-type: none"> ● Initiate the main steps of fundraising campaign <p>Competences:</p> <ul style="list-style-type: none"> ● Be able to identify the best funding model for a campaign
COURSE CONTENT
<ul style="list-style-type: none"> ● Introduction to Fundraising and Funding models for SE ● What is crowdfunding? ● Crowdfunding in different European countries

LEARNING UNIT 24: Marketing, Sales and Networking skills
TEACHING HOURS: 40
CTS: 2
EQFL: 5
<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described</i></p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the role of marketing, sales and networking as key customer engagement tools generally, and specifically within SEs • Familiarity with the key purpose, scope and challenges of a range of different marketing strategies and tools (i.e, direct marketing vs other marketing elements,) and media (ie., printed, online etc) • Know how marketing and sales efforts are related to customer engagement, and how to use a database to target marketing communications <p>Skills:</p> <ul style="list-style-type: none"> • Develop a basic marketing strategy for a social enterprise • Explore network opportunities that may contribute to successful marketing and sales campaigns and activities <p>Competences:</p> <ul style="list-style-type: none"> • Create a basic marketing campaign • Design and build a networking strategy
COURSE CONTENT
<ul style="list-style-type: none"> • The Market: Overview, Customer Profiling & Market Research • Your offering: marketing approaches, USPs & marketing tools • Marketing, Sales & Networking Strategies • Sales & Marketing Tools • Data management & reporting