



CASYE
CULTURAL & SOCIAL YOUTH ENTREPRENEURSHIP

HANDBOOK

103



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Table of content

| | |
|--|-----------|
| Introduction | 4 |
| About the CASYE project..... | 4 |
| About the Handbook | 4 |
| Module 1. Before mentoring | 5 |
| 1.1 Getting to know your mentor | 6 |
| Activity 1. A What influences you?..... | 6 |
| Activity 1. B Elevator pitch | 6 |
| Activity 1. C Arts | 6 |
| Activity 1.D TED talk | 7 |
| 1.2 Communication, listening, and giving feedback | 7 |
| Activity 1.E Communication is a two-way task..... | 7 |
| 1.3 The CASYE mentoring model and structure..... | 8 |
| 1.4 The mentee-mentor relationship..... | 11 |
| Activity 1.F Setting out expectations..... | 12 |
| Activity 1.G - Reflection..... | 13 |
| 1.5 Example mentoring agreement | 14 |
| 1.6 Tips for being a mentee | 14 |
| Activity 1.H Reflection activity | 15 |
| Module 1: Reflection Questions | 17 |
| Module 2. Idea development..... | 18 |
| Activity 2.A The definition | 18 |
| Activity 2.B The development | 18 |
| Activity 2.C Taking your idea forward | 20 |
| Module 2: Reflection Questions | 22 |
| Module 3. Hard skills | 23 |
| 3.1 Understanding social economy and social entrepreneurship..... | 23 |
| Activity 3.A Social Enterprise vs Traditional Enterprise | 25 |
| Activity 3.B Find out more about social economy in your country | 26 |
| 3.2 Understanding creative and cultural industries and their benefit to communities..... | 28 |
| Activity 3.C The impact of the CCI sector in your country..... | 28 |
| Activity 3.D – The challenges of the CCI sector in your country..... | 30 |
| Activity 3.E How can CCIs benefit the community? | 31 |



| | |
|--|-----------|
| Module 4: Reflection Questions | 32 |
| Module 4. Soft Skills | 33 |
| 4.1 Understanding motivation and resilience in entrepreneurship..... | 33 |
| Activity 4.A My vision board | 35 |
| 4.2 Building a team | 37 |
| Activity 4.B My team | 38 |
| 4.3 Involving and engaging the community..... | 39 |
| Activity 4.C My community | 39 |
| Module 4: Reflection Questions | 40 |
| Module 5. Getting Started | 41 |
| 5.1 Fundraising and legal forms..... | 41 |
| Activity 5.A Fundraising..... | 41 |
| Activity 5.B Legal forms..... | 42 |
| 5.2 Digital skills needed in social economy..... | 44 |
| 5.3 Impact and sustainability | 44 |
| Module 5: Reflection Questions | 46 |
| Conclusion..... | 47 |
| Annexes | 48 |
| Annex 1 - Intermediate evaluation | 48 |
| Annex 2 - Final evaluation..... | 49 |
| Annex 3 - Mentoring contract..... | 51 |
| Annex 4 – Additional reflections questions | 53 |



Introduction

About the CASYE project

The CASYE (Cultural and Social Youth Entrepreneurship) project aims to develop innovative, Continuous Professional Development (CPD) accredited tools to support marginalised young people in becoming entrepreneurs in the social and cultural sectors. The goal of CASYE is to support youth entrepreneurship in the creative sector through the development and piloting of a social economy model, with an emphasis on empowering young people with fewer opportunities (social obstacles, geographical obstacles and/or economic obstacles). Through the CASYE programme, the development of a sustainable ecosystem for supporting youth entrepreneurs in the creative European cultural and social sectors will be created.

Given the ability of young people, especially the adolescent population, to use new technologies and media it is important to develop methodologies that adapt to most current situations in which they find themselves. The effectiveness of youth work methodologies and tools are closely related to the ability to motivate the recipient and promote their participation in the proposed activities. CASYE aims to help youth workers reach young audiences who have a hunger for social and cultural entrepreneurship through actions that can be widely followed by young people, and which directly and indirectly influence them and their behaviour.

In creating the Mentoring Model, mentoring activities are mapped out and created based on existing experiences and good practices. The model will be useful for both young people and the mentors who assist both individual entrepreneurs and social enterprises to develop their activity, include social innovation in the business model, and tackle social cohesion in local communities through cultural activities. This then supports the mentees to build their entrepreneurship using experience.

About the Handbook

The handbook will contain all the relevant worksheets and materials needed when developing a mentor/mentee relationship, as well as other useful information for building your entrepreneurial idea within the CCI sector. It will help you to build both the knowledge and skills to start shaping your enterprise and lay the foundation for a successful mentoring experience.



Module 1. Before mentoring

Mentoring is important for supporting, encouraging, and guiding people to understand their full potential, and learning more from experienced professionals in your industry. Mentoring can take various forms and can happen both in a formal and informal environment.

Being an aspiring entrepreneur within the CCI sector makes having a mentor even more important. Despite being one of the most rapidly growing economic sectors, access to funding, support and industry knowledge can be difficult for young people to access. The CASYE mentoring model programme is based on a competency model relating to social entrepreneurship as a key, and focuses on creative play, appreciative enquiry, and design thinking.

However, before you begin your mentoring relationship it is important to consider your role as a mentee, what knowledge you want to gain, and understanding your working preferences.

The following sections will help you to understand a little more about yourself, what you want from the mentoring process, and what to expect.

***‘Everything that has to do with growth, with change, with relationships, needs time. Sometimes it is necessary to slow down, to know how to wait, to trust. Carefully choose the steps to be taken and the stages of the journey’
- Founder of Alchemilla***



1.1 Getting to know your mentor

Below are some ideas for your initial sessions, to get to know your mentor and to learn a bit about each other.

Activity 1. A What influences you?

1. Both you and your mentor write down who or what influences you on different note cards. These influences can range from a person to a podcast and can be either positive or negative.
2. Put all your note cards down on the table and pick them up one by one. When your card is picked up, feedback to your mentor about what the influence is and how it has affected you. Your mentor should do the same when their card is turned over.

Go further

If you want to go even further, put the cards back down after your initial discussion along a timeline of 'most influential to least influential'. Compare influences with your mentor at the end of the activity.

Review

Do you notice any similarities?

Is there anything that has inspired you from your mentors' influences?

Additional activities:

Activity 1. B Elevator pitch

Suggest to your mentor before one of your meetings that you both write an elevator pitch about yourself or something important to you. You can each present them to each other in any creative way you feel like to learn more about each other. Write down any questions or anything you would like to know more about for future sessions.

Activity 1. C Arts

Talk to your mentor about your favourite book, movie, tv show, piece of art or any other type of art and discuss why it is important and relevant to you. If you don't have a specific type of art you want to discuss, you can mention a moment that is important or relevant to you as a person (favourite childhood memory, favourite trip etc).



Activity 1.D TED talk

Find a TED Talk that you feel strongly about and share it with your mentor before your first session. Use it as a starting point for a conversation with your mentor. Focus on what resonated with you and how that could impact the work you are trying to do through mentoring. Ask your mentor their thoughts and ideas.

1.2 Communication, listening, and giving feedback

A social entrepreneur needs to know how to actively interact with others on a continuous basis and to be willing to accept feedback. This will help them to express their needs, to spread the word about what they can offer and what is positive about their project, and to improve and change what is not working.

Communication is necessary on several levels:

- With your mentor: with the focus on the relationship between mentor and mentee, you must find strategies to deal with different situations in different ways and use them as a basis for generating learning to deal with future scenarios.
- With your own team: it can help foster a good relationship within the team, which in turn can improve everyone's motivation and efficiency.
- With the community: it has been proven that one of the best communication strategies is word of mouth, it tends to work very well, especially when there are social values behind it and is a project that people can identify with.

Active listening is essential, especially in a mentoring relationship, which must be established in a positive, trusting, and welcoming environment where the mentee feels accepted and comfortable so that he/she can be able to communicate openly.

The mentor should practice empathy, inspire, encourage, and show understanding towards the mentee. It is a collaborative and assertive relationship where disagreements can be dealt with and the positive and negative can be shared, as well as responsibility, with the idea of setting goals to be achieved and developing a plan to strengthen the skills that will lead to those goals.

When giving feedback to the mentee, your mentor, in turn, needs to also be open to feedback. In addition, feedback should be given in an honest, sincere, and objective manner, but always in a tactful and non-judgmental way since, as mentioned above, the mentee needs to feel that the mentoring relationship offers a safe space to talk and reflect.

Activity 1.E Communication is a two-way task

You and your mentor should sit with your backs to each other. To begin, your mentor must draw a house on a piece of paper with as many elements as they want, and then describe to the mentee what they have drawn so that you, in turn, will also draw it based on the mentor's description. Once you have finished the



roles are reversed, and now it will be you who first designs the drawing of the house and your mentor who, based on your explanations, does the same.

Once this first phase is finished, it is time to show the drawings and see if you have really drawn the same thing or not.

This activity helps to encourage creative communication, and to teach that communication must be two-way, or it will not work, as it is equally important *how* something is communicated as the attention to receiving that information and putting it into practice. In addition, it will also be useful for solving communication problems, as the third phase of the activity consists of discussing what went wrong and what went right, what needs to be changed, what needs to be improved and what should not be repeated, as well as exchanging feedback from your own point of view to help the other to improve.

Finally, the activity is repeated after the previous reflection activity, to see if mentor and mentee have really learned to communicate better and more effectively.

1.3 The CASYE mentoring model and structure

For the CASYE Mentoring Programme Framework, we recommend applying a flexible programme which could be the result of a mix of formal and informal techniques. If the mentor prefers a formal approach, we recommend proposing during the formal mentoring programme one or two informal mentoring sessions throughout.

This handbook contains over 20 activities to be used during your mentorship to make the most of your time. Each activity is aimed to be completed either as an individual, with your mentor, or in small groups of between 2 - 4 people, all working alongside your mentor with the knowledge they will bring. We recommend no more than 5 people for these to get the most out of the learning aims. The steps of this programme are the following:

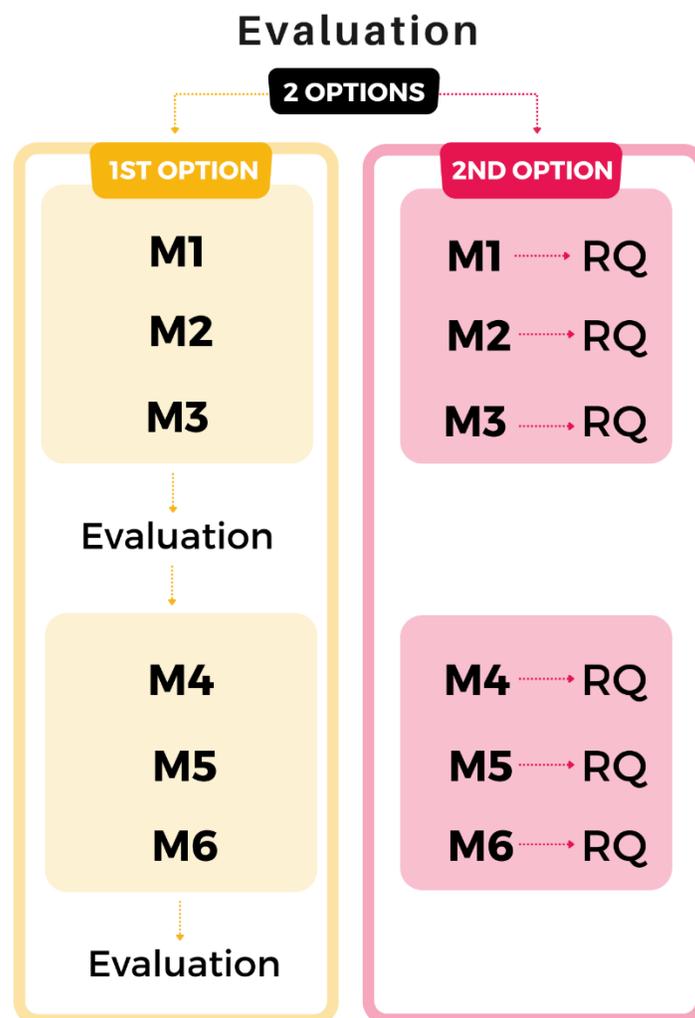
General steps:



Please note that the CASYE mentoring model and handbook are flexible tools and materials. We recommend following the order that the handbook suggests and completing all the modules. However, if you or your mentor are only interested in some of the modules, these can also be implemented independently of each other. You can choose to complete one, or all the ones that you choose.

Regarding your evaluation of the programme, there are two options:

- If you plan to do all the modules in order, we suggest having an intermediate and a final evaluation (you can find templates that can be adapted in Annex 1 and Annex 2). Moreover, each module has at the end some reflection questions that will help you understand if you have assimilated the main outcomes of the activities and the main learning objectives.
- If you plan to do only one module, only some of the modules, or all the modules but in a different order, then we suggest you do all the reflection questions at the end of each module, and to skip the intermediate and final evaluation.





1.4 The mentee-mentor relationship

Overall, the mentee-mentor relationships work best when there is openness and transparency, but it's hard to be open and transparent before you've built trust. It is worth dedicating most of the time in your first meeting to getting to know each other, even if that means delaying pressing work or career issues you want to talk about – it will benefit you in the long run. The relationship between mentor and mentee is an ongoing process, and having an open mind and listening ear will help to maintain this.

Active listening not only establishes a relationship but also creates a positive, accepting environment and permits open communication. Everyone will have a different mindset or sense of direction, especially in the cultural sectors, where you don't have a defined career path. The relationship involves collaborating (not competing), committing to fairness, balancing assertiveness, and cooperation, dealing with disagreements, and sharing responsibility for successes and failures. The following sections will help you with ideas to get to know each other, and how to continue to build communication throughout your relationship.

'Join forces and energies with people and projects which you have affinity with to co-create together from the analysis of the existing reality and your own experiences.' -
Artoteka

Setting rules and expectations

The role of the mentee in the mentoring relationship is significant, and often the best approach to mentoring is being mentee driven. As a mentee, it means you can extract from the experience the knowledge and guidance that will be most beneficial to you.

However, it is imperative that both parties are clear about what to expect during your time, and how you envision your mentoring experience working. This beginning stage, defining the rules and expectations, is the foundation that will underpin the success of your programme. It will also help to avoid any misunderstandings and frustrations further down the road. Like any other type of relationship, your relationship with your mentor requires intentional effort and clear communication to be healthy and successful.

These initial ground rules you set should not restrict your relationship but encourage and support accountability. Without them, you may find you are spending more time trying to manage the relationship than learning and growing with your mentor.

Once you and your mentor have decided on some ground rules, be sure to schedule a checkpoint to determine whether the ground rules are working or if they are creating obstacles. Remember it is okay to



change things up; the initial agreement should be seen as an evolving framework rather than a static contract.

Both mentees and mentors will have different expectations in the relationships and knowing each other's roles can help to support a process which is built on trust, collaboration, and a commitment to fairness.

Activity 1.F Setting out expectations

Below is a table outlining some of these expectations. Look and notice what you like about the list and what you would change and why. Use the blank spaces to fill in some ideas of your own.

| Area | Mentors | Mentees |
|-------------------------------|---|--|
| Mentoring relationship | Provide help, offer suggestions, and be a sounding board for issues relating to the mentee's career goals and development | Take initiative to drive the relationship and be responsible for your own career development and planning |
| Feedback | Provide open feedback - being honest, truthful yet tactful. Provide feedback without judgement. | Provide feedback about the relationship and be open to receiving feedback. Take responsibility for acting on feedback when needed. |
| Suggestions | Provide suggestions, thoughts, ideas and advice on goals, activities and progress. | Ask for suggestions and advice early in the relationship. When advice is given, listen to the mentor, reflect on what they said and apply what feels best for you. Let your mentor know the results. |
| Sharing | Avoid a deficiency mindset that's not supportive. Find out what your mentee is good at and passionate about and working on. Share things that have helped you on your journey and might be useful for them. | Bring questions, confusions, concerns and problems alongside successes, alternatives and new ideas. Don't be afraid to share the good and the bad to support your personal development. |



| | | |
|---------------------|--|---|
| <p>Needs</p> | <p>Address stated needs as best you can. Offer ore only when it's appropriate. Don't evaluate, rescue, or criticise.</p> | <p>Be clear about what you need, if an activity or suggestions isn't of interest, say so. Don't expect your mentor to know everything, or to guess what you need.</p> |
|---------------------|--|---|

Activity 1.G - Reflection

Before moving on, think about the kind of rules and expectations you would like to put in place with your mentor. Use the questions below as a starting point.

1. What do I expect from myself?

2. What do I expect from my mentor?

3. Are my expectations reasonable?

4. How will I know if the mentoring agreement is working?

5. What is my action plan if I feel the relationship is not working?

6. What are the three most important things I want to gain from this relationship?



1.5 Example mentoring agreement

Now you have thought about the expectations you have for yourself and your mentor it's time to bring these ideas to your first session and create an agreement that you are both happy with.

In Annex 3 you will find an example you could use. Fill this in before your session and ask your mentor to do the same, then compare your answers and make a final version with your agreements. Feel free to adjust the sections to suit your needs!

This contract is between the mentee and his/her mentors. The mentee and each mentor must complete the form individually, and then jointly review and discuss each person's answers to reach an agreement. The contract should be signed and dated by each mentee and mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary.

1.6 Tips for being a mentee

There can often be an unstated assumption that being a mentor is active while being a mentee is passive. Reversing this idea is important to supporting entrepreneurial growth. One important aspect that distinguishes successful mentorship experiences from unsuccessful ones is the responsibilities taken on by the mentees. The best versions are intentional and focused. They create the expectation and space for mentees to take ownership of their experiences instead of relying on their mentors to "take them under their wing."

Here is our list of tips to make the most out of your mentoring agreement.

1. Drive the relationship

Set goals to review with your mentors, agree on the amount of time each person can invest, and suggest how you would like the relationship to work. Driving the relationship may be uncomfortable at first but doing so will keep the focus on your needs.

2. Be prepared

Each time you interact with your mentor in a formal way, try to have a plan. Always arrive with an agenda and questions to ensure the meeting is productive and be willing to adjust as needed.

3. Ask curious questions

Whilst you will naturally want to focus on yourself and your project for most of the sessions, remember you can learn a lot from hearing about other's experiences. Mastering the art of asking good questions is also a great leadership quality.



4. Take appropriate risks

Your mentor will be committed to your progress, and they will help you to remove barriers and push you outside of your comfort zone. Leaving your comfort zone is often where the real work happens, so try to allow yourself to try new things and take on some new challenges.

5. Be respectful of your mentor's time

Your mentor has a lot of room to help you but remember that they are likely to be a busy person. Again, be respectful of this by taking onboard these tips, driving the relationship and being intentional about your growth. Remember to give them plenty of notice if you need to cancel or reschedule a session and remember your initial agreement.

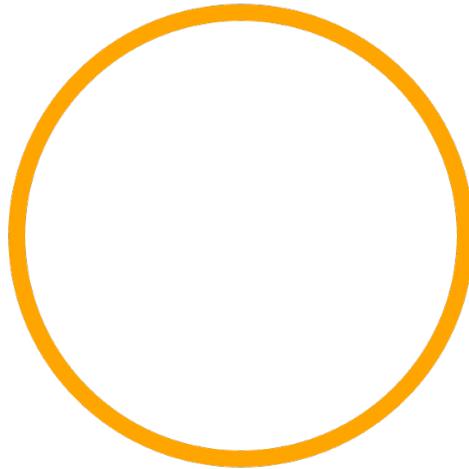
Activity 1.H Reflection activity

Come back to this page after your first few sessions as a tool for helping you to take onboard the tips above.

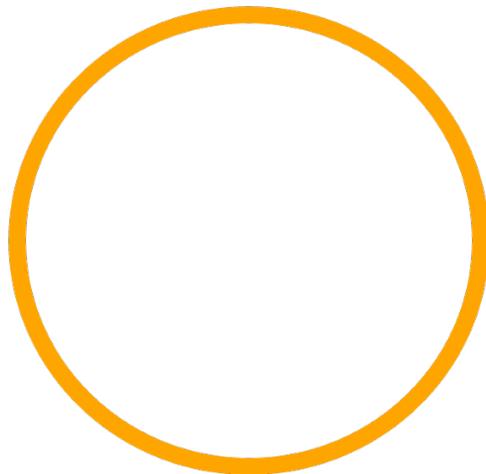
Use the circle below and dissect it to represent the totality of your mentoring time. Divide it into slices based on how much time you spend on various activities and topics. Then, use the second circle to represent how you would like to spend your time - notice the difference and note down what changes you can make to make circle 1 more like circle 2.



Circle 1:



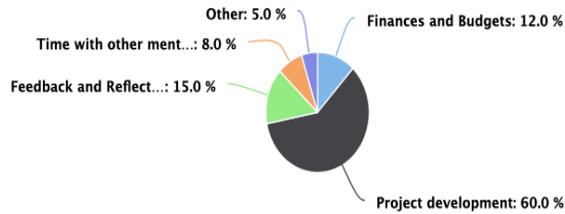
Circle 2:



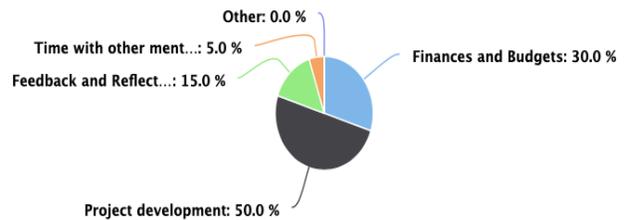


Examples:

What I would like



At the moment



Module 1: Reflection Questions

1. Define in 3 words your mentee-mentor relationship
2. Which were your expectations at the beginning of the programme? Are they fulfilled for now? How do you feel?
3. What does it mean to you being a good mentee
4. Do you feel you have been able to communicate enough about your difficulties and strengths?



Module 2. Idea development

Developing an idea is not easy. Often you have a lot of potential ideas in your head but getting them to materialise into something concrete is difficult. Following a real creative path can help to nurture ideas and journey on a path that aims to define its purpose and feasibility.

This path can be divided into 3 phases:

- A. The definition
- B. The development
- C. The realisation and verification.

We will focus on the first two phases.

Activity 2.A The definition

This phase starts with the birth of the idea and aims to answer the following questions:

| | |
|---|--|
| What is the purpose of the idea? | |
| What are your goals? | |
| What is the context and who are your possible users? | |

Activity 2.B The development

In this phase the idea undergoes enrichment. Starting from identifying the purposes of the idea, you can then analyse the context and the community in which you are planning to develop it, which will enable you to look at the idea in multiple different ways.

One of the most useful techniques is that of Brainstorming, and one useful way tool to do this is through a SWOT Analysis.

Brainstorming is a technique that can be used both in groups and individually, however often collaboration between several people is more fruitful. Before arriving at the SWOT analysis, however, we suggest that you build the description of your idea by identifying all the keywords that represent it and that are consistent with what emerged in phase A.

Once the idea is focused, you can move on to the SWOT analysis. There are various methods you can use to carry out your SWOT analysis, but the most important tool of all will always remain your mindset. To do a SWOT analysis you will need to have both the curiosity typical of those who do research, and the objectivity of the technician who is able to analyse objective data.

Box 1 - SWOT Analysis

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to assess the overall situation of a business and to develop strategic thinking. SWOT analyses take into account both internal and external factors, as well as present and future potential.

Furthermore, with it you will be able to identify both the opportunities that you could exploit and the threats that you may have to deal with. What makes a SWOT Analysis particularly powerful is the simplicity and immediacy of the procedure.

SWOT ANALYSIS





Activity 2.C Taking your idea forward

STEP 1: inception meeting

An initial internal meeting that clarifies the strategic nature of the activities to the parties involved, to ensure the approval of the management and the collaboration of all.

STEP 2: work on strengths

Find all the positive aspects of the idea, everything that makes it solid and innovative and that distinguishes it from other ideas or competitors.

Guiding questions

| | |
|--|--|
| What does the idea excel at? | |
| What makes the idea unique? | |
| What are its best qualities? | |
| What is its social impact? | |
| What does our target audience appreciate about our organisation? | |

Strengths can also be linked to the characteristics of the team and the entrepreneur themselves. Strengths represent why customers should choose this idea and not another.

STEP 3: work on weaknesses

The weaknesses in the SWOT analysis relate to internal initiatives that do not perform as well as they should. It is a good idea to analyse strengths before weaknesses to draw a line between success and failure. Identifying internal weaknesses provides a starting point for improving your ideas.

As with your strengths, you can ask yourself several questions to start identifying your weaknesses.

Guiding questions

| | |
|--|--|
| Which initiatives are underperforming and why? | |
| What can be improved? | |



| | |
|---|--|
| What resources could improve our performance? | |
|---|--|

STEP 4

After analysing the strengths and weaknesses, you can ask yourself a series of questions to understand the opportunities and threats related to the idea you want to realise.

| | |
|---|--|
| What resources can we use to improve the weaknesses? | |
| Are there any aspects of the market that are not covered by our services? | |
| What are our goals for the future? | |
| What changes in our ecosystem are cause for concern? | |
| What are the new trends in our ecosystem on the horizon? | |
| Where does the competition do better than us? | |

Analysing the community in which you are going to develop your idea is important because it allows you to:

- Determine the existence of projects with the same purposes or of subjects who have developed ideas like yours
- Make sure there are potential partners who could support the idea and its development
- Identify any problems present in the environment studied and if there are already solutions adopted

The analysis of the reference community in which you want to immerse your project can enrich and strengthen your idea by helping to make it less raw and more coherent with respect to the reference ecosystem.



Module 2: Reflection Questions

1. Were you able to define your idea? Can you share it with us?

2. What are the advantages of using a SWOT analysis?

3. Was the SWOT analysis useful for you? What came out of it?



Module 3. Hard skills

Through this part of the handbook, you will be able to learn more about both:

- Social economy, social entrepreneurship, and social enterprises
- Creative and cultural industries

You will find the main information about both topics, and the exercises will guide you to discover more about these in your country.

3.1 Understanding social economy and social entrepreneurship

What is social economy?

Social economy is the economy that is intended to make profits for people other than investors or owners.

The social economy puts people first, producing a positive impact on local communities and pursuing a social cause.¹

The social economy encompasses a range of entities with different business and organisational models. They operate horizontally in a large variety of economic sectors.²

What are social enterprises?

The most updated definition of social enterprise is given by the Social Economy Action Plan:

“Social enterprises operate by **providing goods and services for the market** in an entrepreneurial and often **innovative** fashion, having **social and/or environmental objectives** as the **reason for their commercial activity**. **Profits are reinvested** with a view to achieving their **societal objective**. Their method of organisation and ownership also follow **democratic or participatory principles** or focus on social progress. Social enterprises adopt a **variety of legal forms** depending on the national context”.

¹ European Commission, Social Economy in the EU. https://ec.europa.eu/growth/sectors/proximity-and-social-economy/social-economy-eu_it

² European Commission, Social economy Action Plan. <https://ec.europa.eu/social/main.jsp?catId=1537&langId=en>



The social economy is made up of a large diversity of enterprises and organisations such as cooperatives, mutuals, associations, foundations and social enterprises among other forms that can be specific to each country.³

Why is the social economy important?

Social economy and social enterprises are highly important for the European economy and social progress because they:

- Create economic growth
- Promote social and labour inclusion, also but not exclusively for disadvantaged groups
- Provide quality jobs, promote equal opportunities and work-life balance
- Promote sustainable economy, both from an economic, social, and environmental point of view
- Foster active inclusion of workers and communities
- Complete actions of the state and of the "classical" economy
- Provide new impetus for excluded / disadvantaged sectors and areas
- Are more resilient in times of crisis (they have shown this during the COVID-19 pandemic and the green and digital transition)

Challenges related to the Social Economy

Social enterprises face many challenges of differing natures, the most relevant being:

- No common definition nor legal framework in all member states. Each country has its own legal framework and definition
- Lack of access to finance, funding, and markets
- Lack of access to targeted capacity building, training, and having the right digital tools
- Lack of recognition and awareness at local, national, and European level.

³Social economy Europe website. <https://www.socialeconomy.eu.org/>



Activity 3.A Social Enterprise vs Traditional Enterprise

With this activity we would like you to compare a “traditional enterprise” with a social enterprise. Please choose a regular enterprise and a social enterprise and fill in the table below.

This will help you understand the main differences and the advantages that a social enterprise offers from an economic, social and/or environmental point of view.

| | Traditional enterprise | Social enterprise |
|--------------------------------|------------------------|-------------------|
| What is the mission? | | |
| Legal status | | |
| Service/product offered | | |
| Consumers targeted | | |
| How is the profit used? | | |



| | | |
|--|--|--|
| <p>How is the enterprise managed?</p> | | |
| <p>Is there a positive social and/or environmental impact? If yes, which one?</p> | | |
| <p>What is the innovation offered?</p> | | |
| <p>Is the community involved?</p> | | |

Activity 3.B Find out more about social economy in your country

Fill in the table below and find out more about the social economy in your country. This will help you understand more about the social economy environment and how social enterprises work and act in your country.

If you wish to find out more about social economy and social enterprises in your country, the European Commission has issued country reports for each EU Member State on the state of the art of social economy in every country. You can access your country report by clicking [HERE](#).



| Find some information about social economy in your country regarding.... | Write here your notes |
|---|-----------------------|
| ... its roots and traditions: are social economy part of your history and traditions? | |
| ... its present legal framework: is there a legal framework defining social economy? How is a social enterprise defined in your country? Does it have a legal form? | |
| ... the types of social economy organisations present in your country (associations, foundations, mutuals, social enterprises, etc.)? Is there a national register? | |
| ... the fiscal framework and access to finance. | |
| ... the field in which social economy is mostly active in your country. | |
| ... the existence of social economy stakeholders, such as social economy networks, national social economy organisations, institutions, etc. | |
| ... the existence of education paths and tools, training and skills development related to social economy and social entrepreneurship that exist in your country? | |



3.2 Understanding creative and cultural industries and their benefit to communities

What are CCIs?

UNESCO defines Creative and Cultural Industries as “those sectors of organised activity that have as their main objective the production or reproduction, the promotion, distribution or commercialisation of goods, services and activities of content derived from cultural, artistic or heritage origins.”⁴

Why is the sector important?

The European Commission states that the “Cultural and creative sectors are important for ensuring the continued development of societies and are at the heart of the creative economy. Knowledge-intensive and based on individual creativity and talent, they generate considerable **economic wealth**. More importantly, they are critical to a **shared sense of European identity, culture, and values**. In economic terms, they show above-average growth and **create jobs** - particularly for young people - while strengthening **social cohesion**.”⁵

Activity 3.C The impact of the CCI sector in your country

Look for the present trends and statistics about the CCI sector in your country and fill in the table below. This will help you have an overview of the creative sector in your country as well as possible future developments.

You can look for this information on the [Eurostat](#) website or on the national statistics website.

⁴ UNESCO, What do we mean by the Cultural and Creative Industries,

<https://en.unesco.org/creativity/sites/creativity/files/digital-library/What%20Do%20We%20Mean%20by%20CCI.PDF>

⁵ European Commission, Cultural and Creative sector, <https://ec.europa.eu/culture/sectors/cultural-and-creative-sectors>



| Find some information about... | Your notes |
|--|------------|
| How many CCI's exist in your country? | |
| What percentage CCI's represent in the overall business environment of your country? | |
| How much do CCI's contribute to the GDP of your country? | |
| Which is the most common field in which CCI's are present in your country? | |
| How engaged are the community and citizens thanks to CCI's? | |
| How do CCI's contribute to social cohesion and inclusion? | |



Activity 3.D – The challenges of the CCI sector in your country

Creative and Cultural Industries face many challenges, and many of those were even more accentuated during the COVID-19 pandemic. Try to answer the following questions by thinking about the CCIs in your country.

Can you identify five of the main challenges that CCIs face in your country?

Can you identify the consequences of such challenges on the sector?

Could you think of a possible solution to one, some or all of those challenges?



Activity 3.E How can CCIs benefit the community?

CCIs have a great positive social impact in the community in which they act. Art and culture strengthen social relationships and identity.

In the following activity we suggest you try to identify 3 fields, then for each field a CCI and the benefits that it provides to society.

| Field | CCI and description of the product and service offered | Benefits to society |
|---|---|--|
| E. g. Theatre, Museum, Music, Dance, Painting, etc. | E.g., Museum of contemporary art that also provides workshops for kids and elderly. | <ul style="list-style-type: none"> - Enhance sense of identity in the community, develops pride and belonging - Brings vulnerable people close to art, developing creativity and imagination. In the case of elderly, it prevents exclusion and loneliness |
| | | |
| | | |
| | | |



Module 4: Reflection Questions

1. Give a short definition of social economy?
2. What have you learned about social enterprises in your country?
3. What have you learned about CCI in your country?
4. How can CCI benefit your community?



Module 4. Soft Skills

Anyone aspiring to be a social entrepreneur needs to possess a set of soft skills that must be consolidated. Therefore, it is necessary to take enough time to focus on developing them. Among these soft skills, some are particularly important in the field of social entrepreneurship:

- Motivation and resilience
- Building a team
- Involving the community

What are soft skills and why are they so important?

According to Perreault (2004), soft skills are “a personal quality, attribute or level of one’s commitment which sets apart individuals with the same skills and experiences”⁶.

Soft skills are a set of personal skills including the above and others such as communication and problem solving, the ability to work in a team and listening skills, and all of them need to be continuously practiced. The role of hard skills in employability is often emphasised. Soft skills are indispensable for improving as professionals and helping social entrepreneurs to make their projects succeed.

In short, through soft skills an entrepreneur can work better with others, and soft skills can help improve productivity and facilitate achievement.

4.1 Understanding motivation and resilience in entrepreneurship

The development of soft skills requires personal motivation to learn and support personal interaction with others, which is necessary to foster entrepreneurial development.

The European Competence Framework for Entrepreneurship (EntreComp)⁷ addresses entrepreneurship as an essential competence to be developed in the European context. In this framework, the Entrepreneurship competence is divided into 3 areas: Ideas-Opportunities, Resources and Actions. Each of these areas is further divided into several competences, one of them being motivation.

⁶ Perreault, H. (2004). *Business educators can take a leadership role in character education. Business Education Forum*, 59(1), 23-24.

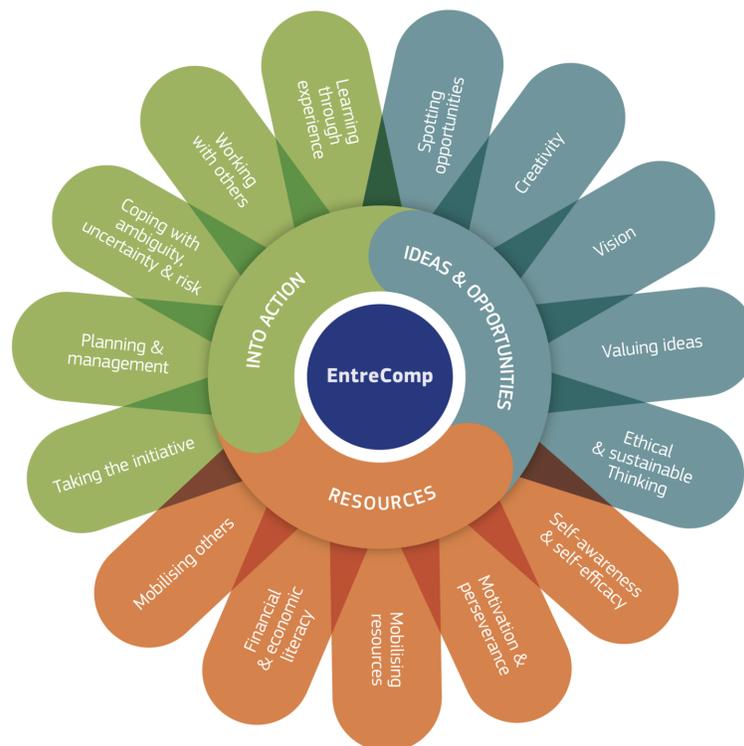
⁷ *EntreComp: The Entrepreneurship Competence Framework*. JRC Publications Repository (2016): <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

EntreComp

EntreComp: the European Entrepreneurship Competence Framework is a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.

EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.⁸



⁸ <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>



If we extract the proposals of this Framework regarding motivation and perseverance or resilience, we can affirm that social entrepreneurs, in our case in the cultural and creative industry, must focus on fulfilling their objectives and creating value for the rest of society. Motivation will be greater if their journey starts from the identification of their passions and concentrating and maintaining their interests without giving up in the face of problems and possible setbacks that may arise.

The importance of motivation as a core competence for a social entrepreneur lies in the fact that starting such a project requires, among other things, knowledge of bureaucracy and finance, which takes time to learn, and it can also take a long time to start seeing positive results after starting a social business.

Social entrepreneurs must be prepared for the difficulties and hard times that may come their way, especially in the cultural sphere, as has been seen with the impact that COVID-19 has had on the sector. Therefore resilience is a fundamental characteristic of any good social entrepreneur.

Activity 4.A My vision board

A vision board is a powerful visualisation tool that allows a person's objectives, dreams, and goals to be represented visually, and can be an excellent way to motivate oneself when drawing up an entrepreneurial project, as well as putting creativity into practice.

It is a board on which, in the form of a collage, the objectives (in this case at a professional level) are captured. It is created with images, photos, magazine clippings or anything that represents your goal.

Vision boards have their roots in neuroscience, as experts say the brain places more value on images than on written words, and the more you look at those images the more you are motivated to work towards making them a reality.

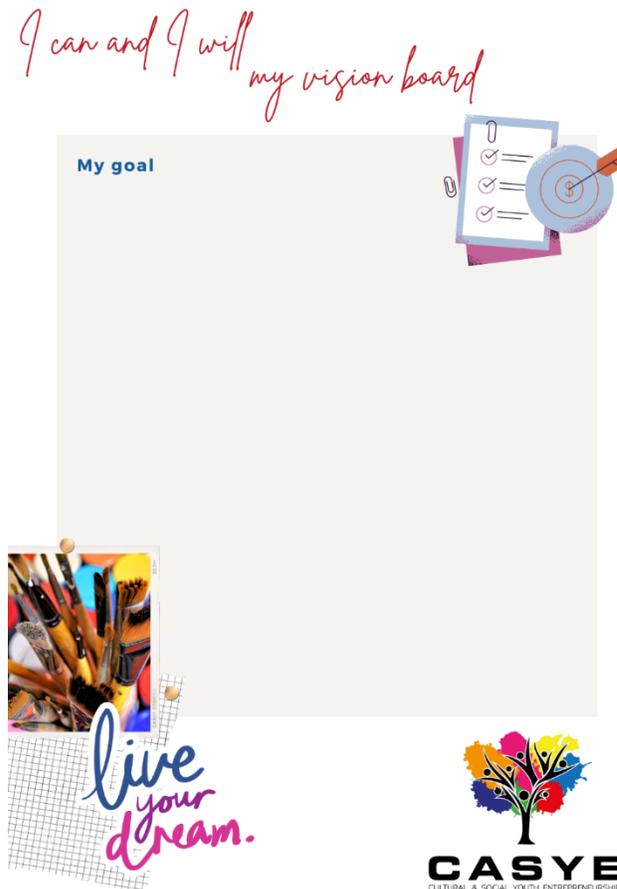
Therefore, this activity consists of making your own vision board. It can be done either online (via e.g. [VisionBoard](#), [PicMonkey](#) or [Canva](#)) or manually, which is our recommendation, as arts and crafts develop creativity and imagination as well as concentration, patience and perseverance. They increase self-esteem, self-confidence, and self-improvement, whereas the use of apps or online tools can be more distracting, and, in fact, there is research associating screen abuse with concentration problems.

Take some time to think carefully about what you have in mind, what your entrepreneurship project is going to consist of what you want to achieve with your social enterprise, what you want its impact on society to be... and get started!



- What do you have in mind?
- What will your entrepreneurial project consist of?
- What do you want to achieve with your social enterprise?
- What impact do you want your social enterprise to have on society?

In [this link](#) you can see examples of vision boards, and below is an example of a template to start making your own vision board, but keep in mind that each vision board has to be very personal or it will not achieve its purpose:



4.2 Building a team

A social entrepreneur must be aware of how important it is to create a balanced team for their project, where the competences of the whole team complement each other. A good team should have people with different skills and knowledge who can help each other and fulfil different roles within the project to ensure that all fronts are covered, and the work can go ahead. It is also essential that each member of the team is aware of their role, delivers on it, and actively participates in the management of the social enterprise.

Being able to build a good team is the best formula to increase the chances of success. And linked to the importance of motivation and resilience, the fact that the whole team is fully committed to the project and to achieving its objectives, believes in what is doing and in the positive effects it will have not only on a personal level but also on society, are indispensable factors in the field of social entrepreneurship.



In a social entrepreneurship project, trust between team members is important for its proper functioning, and the collective decision-making process is vital, i.e., the making of a decision by a group and not just by an individual.

This collective and inclusive approach has many advantages and is a good way to harness the talents of the whole team for the benefit of the organisation, as well as to encourage everyone's participation, build consensus and foster creativity.

Activity 4.B My team

Complete a reflection and self-knowledge activity to know your starting point and identify your strengths and weaknesses, to know which roles you can fulfil and which ones you need to fill with the help of a team. In this way you will learn about yourself, and, at the same time, you will be able to set up an efficient working team.

| | |
|--|--|
| Is there a subject that you seem to know a lot about? What about the other members of your team? | |
| What do people ask you (and your team) for advice about? | |
| What do people typically ask you (and your team) for help with? | |
| If you had to teach something, what would you teach? What about the other members of your team? | |
| What can you (and your team) do better than other people? | |
| What assets (knowledge, skills, experience) do you have in your team? | |
| What resources (human, financial, expertise) do you and your team lack? | |



4.3 Involving and engaging the community

When it comes to social entrepreneurship, another concept that we should not lose sight of is networking. It helps expand your contacts, keep abreast of opportunities in your field and enables you to learn about the latest developments and trends in the area in which we operate, as well as to be aware of the possibility of building win-win partnerships that help you go further, and to more easily identify your competitors and how to gain a competitive advantage over them.

Basically, it is about exchanging information, knowledge and opportunities with other people or organisations with whom we have a special interest in common and with whom we can potentially collaborate at some point.

To increase the chances of success it is important to take into account the value of networking within the environment in which we are most active, as this will be an added bonus when it comes to establishing relationships and trust, and thus involving our community.

Especially in the creation phase and start-up phase of the social enterprise, it's important to network with other entrepreneurs. This will be useful for advice and support, but also to expand influence.

Activity 4.C My community

To achieve positive social impact, it is essential to be in constant contact with the community, and to have up-to-date, first-hand information about what the community's needs are, and how your social enterprise can deliver what they need.

Do a research activity in your community, analyse the professionals, businesses, and organisations that you know and that are already on your radar, because maybe you haven't paid enough attention to them. Once the first identification step has been completed, it is time to make comprehensive lists on the following points:



| | |
|--|--|
| Actors, professionals, businesses, and organisations that may collaborate and/or support you | |
| Your (potential) competitors | |
| Your (potential) customers | |
| Your (potential) suppliers | |
| Public authorities you may work with | |
| Support organisations, training programmes, financial institutions, etc. | |

Module 4: Reflection Questions

1. What does motivation means to you? Do you feel motivated when you think about your aspiring business idea?
2. Have you identified the skills of all the members of your team? What is missing?
3. Do you now feel that you know enough about your ecosystem and your community?



Module 5. Getting Started

In this part of the handbook, you will find some exercises that will guide you through a set of practical choices that you will have to make when deciding how to create your social enterprise. These exercises will therefore help you in the kick-off phase of the social business.

The activities will be related to:

- Funding
- Legal forms
- Use of digital
- Sustainability and impact.

5.1 Fundraising and legal forms

Activity 5.A Fundraising

Many different forms exist to finance a social enterprise. Try to find the definition of the forms listed below and, if applicable, some realities that offer these services in your country. Then, for each of them, try to identify the pros and cons.

| Type of financing | Definition | Pros | Cons |
|--|------------|------|------|
| Own resources | | | |
| The result of their economic activity: sales of their product/services | | | |
| Memberships/fees | | | |
| Social capital | | | |



| | | | |
|---|--|--|--|
| Loans and microfinance | | | |
| Grants | | | |
| Other public funding (local, regional, national, and European) | | | |
| Donations and sponsorships | | | |

Activity 5.B Legal forms

For this part, we suggest started exploring the existing legal forms possible for a social enterprise in your country. At EU level, the most common forms of social economy organisations are non-profit associations, cooperatives, mutual societies, associations and foundations and social enterprises.⁹

“Social economy” mainly refers to:



cooperatives



mutual benefit societies



associations
(including charities)



foundations



social enterprises

10

⁹ https://ec.europa.eu/growth/sectors/proximity-and-social-economy/social-economy-eu_it

¹⁰ <https://ec.europa.eu/social/main.jsp?catId=1537&langId=en> Social Economy Action Plan Factsheet



You should look for the forms of social enterprises and social economy organisations that exist in your country. For each form, it is important to understand both advantages and challenges to decide which one fits you and your idea best. Do so by using the table below.

Once again, you can look at the country reports on social economy produced by the European Commission by clicking [HERE](#).

| Existing legal forms for social enterprises in your country | Advantages | Challenges |
|---|------------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



5.2 Digital skills needed in social economy

Each social entrepreneur should have some digital skills that will allow you to build a social enterprise. Nevertheless, additional digital skills may be also needed to create and develop the enterprise. We suggest that you make a list of the digital skills needed to build and run the enterprise and, once this list is completed, you will understand which you already possess and what you need. For the skills that you don't have yet, you can try to find ways to develop them or reach out to a person in your team who already has them. NB. Digital skills can be very broad, they can include social media, web development and coding, online administration, marketing, etc.

You can use the table below to complete this activity.

| Digital skills you need to develop and run your social enterprise | Do you already possess this skill? | If not, does someone in your team possess it? | How can you acquire this skill? |
|---|------------------------------------|---|---------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5.3 Impact and sustainability

In recent years, there has been a growing interest in the business world around the issue of measuring social and sustainability impact. First social enterprises, then later also "for-profit" ones, realised the importance of understanding and measuring the social value created, not only to report their results to stakeholders but also to review their actions and strategies on the basis of what has been learned.

The measurement of the social impact for non-profit and social organizations is an essential mandatory activity. In fact, these organisations, to last over time, must necessarily give public evidence of the impact



generated, both to be compliant with their lenders and to report their work to future investors and beneficiaries.

In general, the measurement of social impact is useful for your organisation both to understand your own logical model, and to analyse and redefine activities and internal objectives. These are needed to inform all stakeholders involved, internal and external, about the change that has taken place (or expected).

According to the European Commission (2012), for a social impact measurement to be effective it must be:

- relevant: relating to, and deriving from the results it is measuring
- useful: in satisfying the needs of both interested parties, both internally than external
- simple: for how the measurement is conducted and presented
- natural: deriving from the normal flow of activities in the direction of results
- certain: for how the measurement is obtained and how it is presented
- understood and accepted: by all interested parties involved
- transparent and well-stated: in such a way that the method by which the measurement is conducted and how it relates to services and results concerned are clear
- evidence based: so that it can be verified, validated and is the basis for continuous improvement.

The need to focus on the impact of social enterprises stems from the shift from a model of welfare state to one of welfare (or “civil”) society, within which the third sector - a fundamental actor in the new welfare model - is undergoing a transformation itself - from being redistributive to being productive. This implies a different way of recovering funding sources and leads to consequences on the need to implement tools measuring the impact of its own action.

There are 7 dimensions of measuring the impact of social enterprises:

1. Economic sustainability
3. Promotion of entrepreneurship
4. Democracy and governance inclusiveness
5. Participation of workers
6. Occupational resilience
7. Relations with communities and territories
8. Effects on public policies.



Module 5: Reflection Questions

1. Do you now feel that you have a clearer overview about the possible legal forms that a social enterprise can have in your country?

2. Have you chosen the form that suits your idea best?

3. Have you identified the possible sources of funding that you could use?

4. Do you now have a clear overview of the digital skills that you already possess and the ones that you still miss?



Conclusion

The aim of this e-book is to provide the mentee with the guidance and tools to begin their journey with cultural and social entrepreneurship and build experiences with having a mentor along the way. Although you may have reached the end of the book, the activities and information are guaranteed to continue to support your work in the future.

As you continue to grow, there may be ideas from this book you use or share with your own mentees or colleagues around you. Cultural and creative sectors are of continued importance for the development of societies and lie at the heart of the creative economy. Based on knowledge, creativity, and talent, CCIs generate considerable economic wealth and allow social mobility to happen. By carrying on your journey, using the tips and knowledge gained, and sharing it with others along the way, you can support other young people to gain the knowledge to succeed in this industry.

Further support and information can be found through these channels:

Website: <https://casyeproject.eu/>

Facebook: Diesis Network

Twitter: @Diesiseu



Annexes

Annex 1 - Intermediate evaluation

NB. This evaluation can be printed out and distributed, it can be done online through an online evaluation tool (such as Google Form or Survey Monkey) or can be also done orally during a mentoring session.

There are no right or wrong answers, the evaluations wish to let your mentor know how the programme is going, what you have learned, and how you feel about this experience in general.

Part 1: Before mentoring: Mentoring approach and relationship building

1. Define in 3 words your mentee-mentor relationship
2. Which were your expectations at the beginning of the programme? Are they fulfilled for now? How do you feel?
3. What does it means to you being a good mentee
4. Do you feel you have been able to communicate enough about your difficulties and strengths?

Part 2: Idea development

1. Were you able to define your idea? Can you share it with us?
2. What are the advantages of using a SWOT analysis?
3. Was the SWOT analysis useful for you? What came out of it?



Annex 2 - Final evaluation

NB. This evaluation can be printed out and distributed, it can be done online through an online evaluation tool (such as Google Form or Survey Monkey) or can be also done orally during a mentoring session.

There are no right or wrong answers, the evaluations wish to let your mentor know how the programme is going, what you have learned, and how you feel about this experience in general.

Part 1: Hard skills

1. Give a short definition of social economy?
2. What have you learned about social enterprises in your country?
3. What have you learned about CCI in your country?
4. How can CCI benefit your community?

Part 2: Soft skills

1. What does motivation means to you? Do you feel motivated when you think about your aspiring business idea?
2. Have you identified the skills of all the members of your team? What is missing?
3. Do you now feel that you know enough about your ecosystem and your community?



Part 3: Getting started

1. Do you now feel that you have a clearer overview about the possible legal forms that a social enterprise can have in your country?
2. Have you chose the form that suits your idea best?
3. Have you identified the possible sources of funding that you could use?
4. Do you now have a clear overview of the digital skills that you already possess and the ones that you still miss?



Annex 3 - Mentoring contract



CASYE
CULTURAL & SOCIAL YOUTH ENTREPRENEURSHIP

Mentoring agreement

Confidentiality: We will honour our personal and professional confidences, and we will at all times seek to maintain a relationship built on mutual trust, respect, and confidentiality.

Duration of relationship:

Duration of meetings:

Frequency of meetings:

Method of meetings: Face-to-face / Virtual / Phone / Mix

Method of cancellation:

Notice of cancellation:

Progress report frequency:



Objectives and responsibilities of the mentee:

Objectives and responsibilities of the mentor:

Mentees signature and date:

Mentors signature and date:



Annex 4 – Additional reflections questions

Listed here are some individual reflection questions that you may wish to use as you embark upon your entrepreneurial journey. They are grouped in different areas and can be used as part of your mentoring sessions or for personal reflection.

Self-reflection questions

If this day was a book, what title would I give it?

What is going well? What is creating that?

What is challenging? What is creating that?

What strengths do I notice in myself?

What strengths do I notice in others?

Who are the 3-5 people I admire most in the world? What do I most admire about them?

If my favourite magazine asked to write a feature about me a year from now, what would I want the story to be?

Reflecting on achievements

Keep a 'have done' list so you can reflect on what you have achieved each day/week

What are 5-10 accomplishments that I'm proud of?

Horizon-scanning

What is the most outrageous idea I've heard in the last week? What do I love about it?

Imagine what would happen if...

Practical

What is a specific action I am committing to?

I was granted an extra hour each day, and all basic needs (e.g., sleep, eating) were granted, how would I spend it?



What are some small actions that, if I made them part of my daily routine, would make a positive difference?

Sources and extra reading

<https://hbr.org/2016/01/want-to-be-an-outstanding-leader-keep-a-journal>

<https://hbr.org/2017/07/the-more-senior-your-job-title-the-more-you-need-to-keep-a-journal>

<https://www.thnk.org/insights/journaling-for-leaders/>

<https://www.forbes.com/sites/hennainam/2017/04/02/to-be-an-effective-leader-keep-a-leadership-journal/#794b54133b4d>

<https://www.fastcompany.com/90423383/the-benefits-of-journaling-for-leaders>

https://www.huffpost.com/entry/25-journaling-prompts-to- b_9492698?guccounter=1