CHANGING THE WORLD
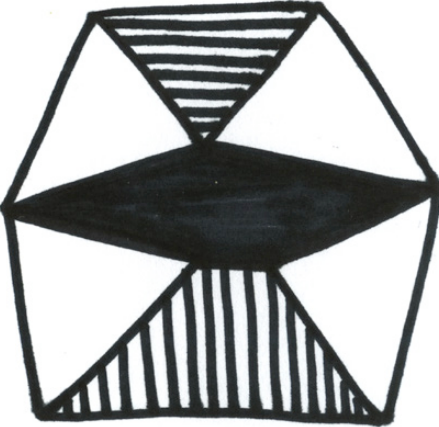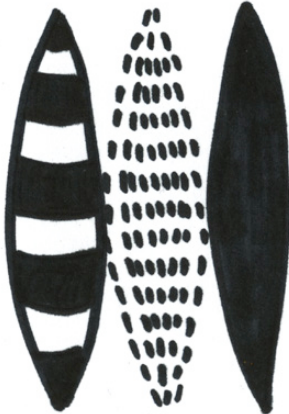
a young person's guide
to social entrepreneurship

CHANGING THE WORLD

A Young Persons Guide to Social Entrepreneurship

FOR THE NEW OWNER OF THIS GUIDE

For the new owner of this guide

Welcome to Changing the World, A Young Persons Guide to Social Entrepreneurship. Congratulations! It takes a lot to get to this point and we hope this guide will support you in the next stages of setting up a social venture.

How to use this guide

The way to get the most out of this guide is to fill it out honestly, and to stretch your imagination when it comes to exploring ideas. It will be important to immerse yourself in the activities to expand your thinking no matter how ridiculous or random they may seem. It may not be obvious at first, but the activities in these pages are designed to stimulate creative thinking, help you see patterns where there is chaos and to be an even better problem solver.

The guide is made up of different sections focusing on different aspects of setting up a social venture. You can work through it in order or pick and choose which section appeals as most helpful. We encourage you to write down ideas, to-do lists, doodles and reflections throughout the guide to capture your thinking along the way.

Toward the end of the guide there are more practical tools and templates that will provide structure to the planning process.

Who is this guide for?

In short, this guide is aimed at young people with an idea who want to make the world better. This is not a manual on social enterprise nor is it designed to tell you what to do. Rather it is a resource full of information,

activities, exercise and templates that UnLtd has gathered over the last 10 years working with young social entrepreneur's and we want to share some of that learning with you in the hope it will support your journey in setting up a social venture.

It may be the first time you have embarked on a venture like this or you have done so already and are seeking to reinforce your ideas and some of what you already know. We also so hope that it takes the mystery out of setting up a project and enables you to see that with the right attitude and commitment anything is possible.

Anytime you see a word highlighted like this it means that there is a definition of it in the Glossary located in this booklet.

ABOUT UNLTD

UnLtd is the leading provider of support to social entrepreneurs in the UK. It resources hundreds of individuals each year through a core Awards programme. It operates a unique model by investing directly in individuals and offering a complete package of resources, from Awards of funding, to on-going advice, networking and practical support.

UnLtd recently celebrated its 10th birthday, which was also a cause for celebrating the fact that 20,000 social entrepreneurs have been supported by UnLtd and its partners since launching in 2003. An estimated 1 million people benefit from the work of UnLtd Award Winners each year, and jobs being created by Award Winners add £45 million to the UK's annual wage value. Three years after receiving their initial
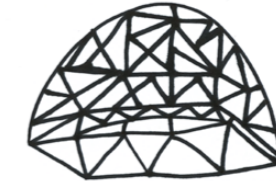
cash Award and support from UnLtd, 76% of Award Winners are still running their ventures.

UnLtd builds leadership for social improvement by looking for passionate, talented and resourceful people who are determined to solve social or environmental problems. They are prepared to take risks and recognise that not all will succeed; but many will develop community level ventures, and some will go on to take their social ventures to scale. Others may learn from the experience and come back more strongly as social leaders in the future. And UnLtd will assist them to succeed.

UnLtd's core funds come from the £100m endowment of the Millennium Awards Trust, on top of which it brings in additional resources in cash and in-kind to expand its impact.

UnLtd knows that communities which face problems contain the people who will create the solutions. It minimises bureaucracy and maximises opportunity, trusting judgement, backing hunches – and if there is a question about what is best, acting and learning from the results.

UnLtd supports individuals who have their ventures firmly rooted in delivering positive social change.

The Global Entrepreneurship Monitor (Harding and Harding 2008) found that there were 1.7m people leading social organisations in the UK. It resources community entrepreneurs to start up; supports those with more established ventures to scale up; and is committed to developing an eco-system of support to make it easier for those who need help to find it.

INTRODUCTORY BOOKLET & GLOSSARY

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SELF PORTRAIT

DRAW YOURSELF HERE →

All ideas start with a person.

In the picture frame below draw a picture of the author of this guide. You.

Draw yourself with a big fat happy face or a thoughtful determined one – any face you choose. It doesn't have to be fancy, a stick person is fine this is simply a way to make this guide YOURS and nobody else's. Remember Include a motto or a mantra to accompany your photo.

YOUR MOTTO →

WHAT IS A SOCIAL ENTREPRENEUR? WHAT IS A SOCIAL ENTERPRISE?

There are countless definitions for a Social Entrepreneur and/or Social Enterprise. In fact, a quick Google search will reveal well over 50 definitions for social entrepreneurship only.

With this in mind and before we start looking at some examples, remember not to get too caught up in definitions and labels. What is most important is having an idea, and the will to put it into action.

Here is a simple formula to get started:

Interest/Passion + Trying to solve a social problem + making a profit and reinvesting it = social entrepreneurship

UnLtd says: A social entrepreneur is a person with the determination and commitment

to use their energies to make the world a better place.

Wikipedia says: Social entrepreneurship is the process of pursuing innovative solutions to social problems.

Schwab Foundation says: Social Entrepreneurs cannot sit back and wait for change to happen – they are the change drivers

So, how is a social enterprise different from a charity? A business?

	Charity	Social Enterprise	Business
Priority	Helping a community, group of people or furthering a cause that the charity was established to help	Social enterprises are businesses that trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the	Making a profit for the owner or share-holders
Funding	Raising charitable funds. This can be done in many ways from holding publicity events like Red Nose Day, or from collecting donations from individuals or funding bodies	Profit from sale of a service or product	Profit from sale of service or product
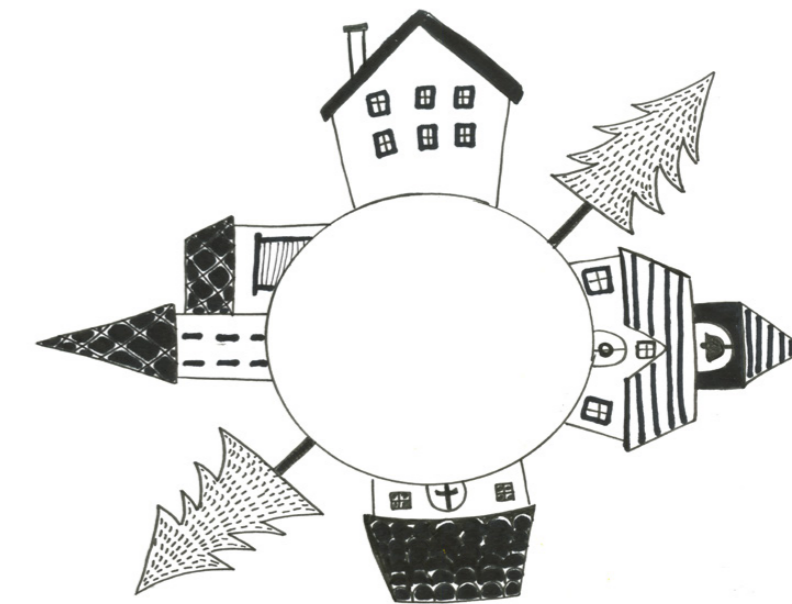
For the purposes of this guide the focus is on the individual, the social entrepreneur and less about the Social Enterprise. However, a good thing to note is that all Social Enterprises should:

— Have a clear social and/or environmental mission set out in their governing documents

— Generate the majority of their income through trade

— Reinvest the majority of their profits

— Be autonomous of the state

— Be majority controlled in the interests of the social mission

— Be accountable and transparent

GLOSSARY OF TERMS

A

Additionality - a way to measure the benefits of a project highlighting specifically the changes brought about which wouldn't have happened if the project hadn't taken place.

B

Business Plan - is a formal statement of a set of business goals, the reasons they are believed to be attainable and the plan for reaching those goals. It may also contain background information about the organisation or team attempting to reach those goals.

Biomimicry - is the imitation of the models, systems, and elements of nature for the purpose of solving complex human problems.

Brainstorming - is a group or individual creativity technique to spontaneously come up with a list of possible solutions to a specific issue

Burnout - can be described as exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration

C

Capacity building - Shorthand for a wide range of support, techniques and initiatives that allow individual participants or organisations to build and enhance existing knowledge and skills to improve quality of life.

Capital Costs - Are normally thought of as the one-off costs associated with the project such as equipment purchases and setting up costs.

Civil Society - is the space between the state, the market and the ordinary household, in which people can debate and take action. By this definition, civil society includes charities; voluntary and community organisations, faith groups, non-governmental organisations and trade unions.

Co-operatives - Businesses that are fully or majority-owned by their members – who may be employees, consumers, others in the community or a mix of these. An organisation with a democratic structure that trades for the benefits of its owner-members.

D

Delivery Plan - A plan which sets out when, where and at what cost a project or programme intends to achieve.

Direct Cost - Are the costs incurred directly as a result of carrying out the project/activity

Dissemination - giving out or passing on of information.

E

Ethics - moral principles that govern a person's behaviour or the conducting of an activity

Evaluation - An assessment, after a project or programme has started, of the extent to which objectives have been achieved, how efficiently they have been achieved, and whether there are any lessons to be gained for the future.

Exit strategy - What you will do when funding runs out and/or your project/business can no longer resource itself effectively and sustainably. What you do when you need to 'call it a day' on your project.

F

Focus Group - a group of people assembled to participate in a discussion about a product or service before it is launched, or to provide feedback on something such as a political campaign, or television series for example, before it is made public

Funding strategy - How much money you need to raise to cover costs and the plan for how you might go about securing it.

I

Indirect Costs - Are costs to your project or organisation that will be incurred whether or not you deliver a particular project . E.g. you may employ an administrator (whose salary would be an indirect cost to the project) but they will spend some of their time working on the project.

In-kind - Is the provision of goods or services for which you would normally have to pay, but which the project is being offered for free.

Innovative - Being or producing something that has never been done before. A creative new idea.

Invoice - a list of goods sent or services provided, with a statement of the sum due for these; a bill. This is not proof of a purchase.

L

Leverage - Funding that results in additional monies and other resources being contributed or secured. E.g. a lucrative sponsorship deal that results in other companies getting involved.

M

Mind Map - A mind map is a diagram used to visually outline information. A mind map is often created around a single word or text, placed in the centre, to which associated ideas, words and concepts are added.

Mission - the essence of your projects goals and the philosophies or beliefs underlying them, a mission statement is how a company wishes to conduct themselves day to day

Match funding - A funder will offer a contribution towards your work on the condition that the remaining is to be found from another sources.

Milestones - Key events with dates, marking stages in the progress of a project or programme. Significant achievements to your overall aim.

Monitoring - Regular collection and analysis of input and output data, along with any other relevant information concerning the progress of the project or venture.

N

News Desk/Planning Desk - the department of a broadcasting organization or newspaper responsible for collecting news and stories.

O

Operating costs - Are the cost of resources used by an organisation just to maintain its existence.

Outcomes - Are the changes that occur from carrying out your activities. Most easily worked out by looking at the way in which all of your outputs have addressed or not addressed your social need.

Outputs - The results from activities carried out. Can be evidenced/proved in a variety of ways.

P

Partnerships - working together with another individual or organisation. Often they can bring together representatives from different sectors or communities of interest to agree and work towards common goals or benefits.

Positive Rehearsal - using a mental picture and/or visual imagery to experience an outcome that a person wants to realise. For example, the 'runner used positive rehearsal to picture herself running across the finish line first in preparation for their race'.

Principle - an underlying statement which you and any member of your organisation will operate to

Project Timetable - Proposal for how and when you will carry out your project.

GLOSSARY OF TERMS

Q

Quote - an estimate of costs submitted by a company or organisation to a prospective client, of products or services that potentially may be purchased

R

Real Cost Recovery - Includes making sure all the costs (including a proportion of the organisations operating costs) are identified and resourced to deliver the project. If not all costs are identified the organisation may end up subsidising the project.

Receipt - is a written acknowledgment that a specified article or sum of money has been received. A receipt records the purchase of goods or service.

Risk management - is an analysis of what could go wrong, deciding how likely it is and what you will do about it if it does.

S

SME - Short for small and medium sized enterprises i.e. companies employing fewer than 250 employees.

Social Entrepreneurs - The equivalent of business entrepreneurs, but operating in the social, not for profit sector. Their primary aim is to address social needs and to ensure they also make a financial profit doing so.

Social Exclusion - is a concept used to characterise the disadvantage of individuals or communities resulting in those affected being prevented from participating fully in the economic, social, and political life of the society in which they live.

Sponsorship - Sponsorship is a cash and/or in-kind return for access to the exploitable commercial potential

Statutory Funding - Funding from local authorities and central government/departments/agencies.

Sustainable Development - Human activity which meets the needs of the present, without compromising the ability of future generations to meet their own needs.

SWOT - An exercise to evaluate the strengths and weaknesses of an organisation/project as well as the opportunities and threats.

Social Impact Assessment - Is the process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of your project or organisation. Key question 'Is your work doing something that provides a real and tangible benefit to other people or the environment?'

Social Return on Investment (SROI) - Is a way of measuring impact. Specifically, SROI places a financial value on the impacts brought about by a project or organisation.

Stakeholders - A general term for someone who has an interest or concern in an organization or its work. Stakeholders can include donors, employees, board members, clients, volunteers, and the public.

T

Triple bottom line - The Triple Bottom Line also known as People, Profit, Planet attaches importance to social and environmental objectives alongside financial objectives.

Trusts and Foundations - Charitable organisations set up to give money to and or invest in worthwhile causes

V

Values - specific characteristics that are not to be compromised by any member of your organisation at any time

Venture - an undertaking by a person or organization that seeks to provide a solution to a particular problem, challenge or issue

Vision - An aspirational description of what an organization or group would like to achieve or accomplish in the future.

Find more social enterprise terms explained at http://www.socialenterprise. org.uk/about/about-social-enterprise/ social-enterprise-dictionary
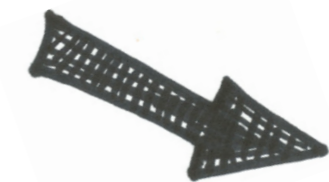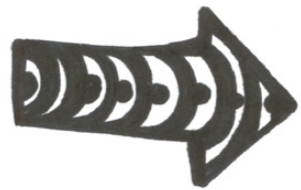
"ONLY THOSE WHO ATTEMPT THE ABSURD"

can achieve the impossible

- ALBERT EINSTEIN

SECTION ONE:
SOCIAL ENTRERENEURSHIP BEGINS WITH YOU
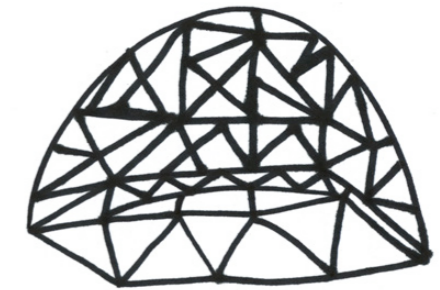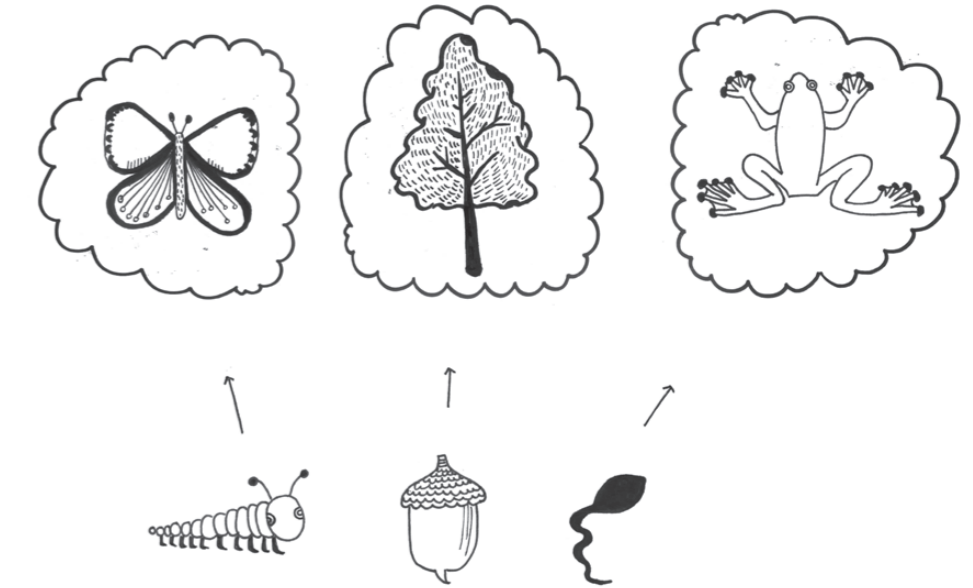
SOCIAL ENTREPRENEURSHIP BEGINS WITH YOU

Some people say life is complicated and helping to change the world to a better, more balanced place is almost impossible. Like anything in life it depends how we look at things. Life can be complicated or incredibly simple.

Where do you sit?

If you see hope and possibility for change it is quite possible you have the spark needed to make a positive difference in the world, whether it is within your neighbourhood, across your country or even in a virtual community.

As one might expect this doesn't happen overnight, however it almost always starts off with one person, an idea.

Each person will be motivated by their experience as well as their unique nature, and will understand that it is not about being right or wrong, but rather utilising their strengths for the benefit of others.

The opposite of sharing in this way is exploitation – taking away something with a detrimental effect.

Every day there are examples of someone or something exploiting others, exploiting living things, exploiting groups, communities or even societies. You are reading this guide for a reason; something has lead you to want to change something, perhaps someone or something is being exploited? Something does not sit right with you and you want to make it better.

So let's get started.

SO KIDS, WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

CLOSE TO THE HEART

To begin your journey of social entrepreneurship lets first look at what you value and what experiences have shaped you as a person so far.

Draw a basic outline of a person representing you on a large piece of paper, at the centre of your figure draw a small heart.

Using post – it notes, write down things which are most important to you i.e. family, religion, music, human rights, loyalty, football, your education, freedom, being creative etc. Anything that you value highly, write it down on a post-it. Be honest with what you truly value most.

Once you are finished, place the post it's on your person. Place the things that are most important closest to your heart and things that are less important further away from your heart.

When you are finished reflect on some of the following:
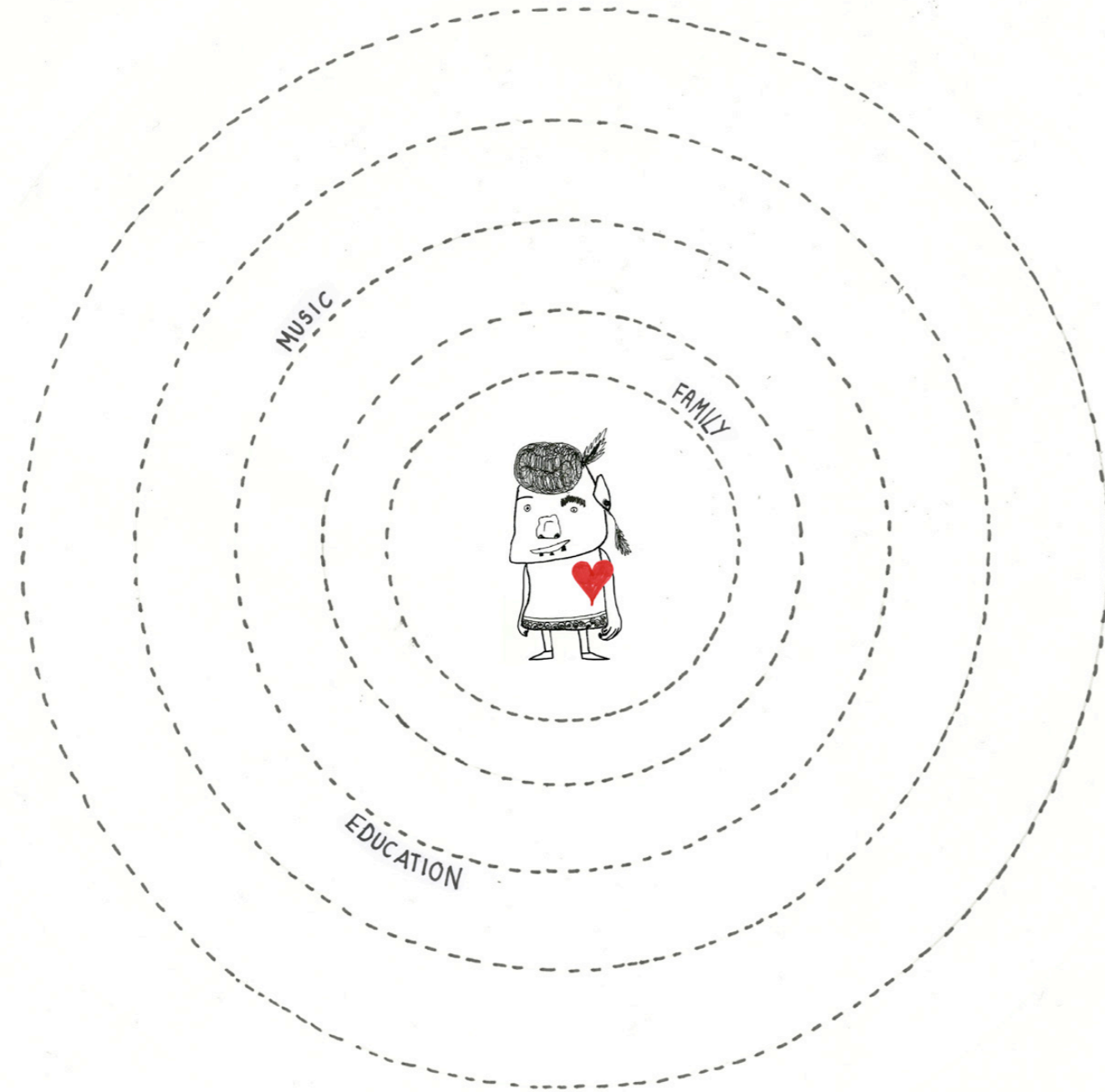
– How often do you spend your time focusing on the things that you value most?

– Could you imagine the post-it notes changing? Becoming more or less important to you?

– What are the events in your life that have had an impact on what you value?

– What have you learned?

You can take a picture and stick it in this book, as a useful reminder of what you value most.

MUSIC

FAMILY

EDUCATION
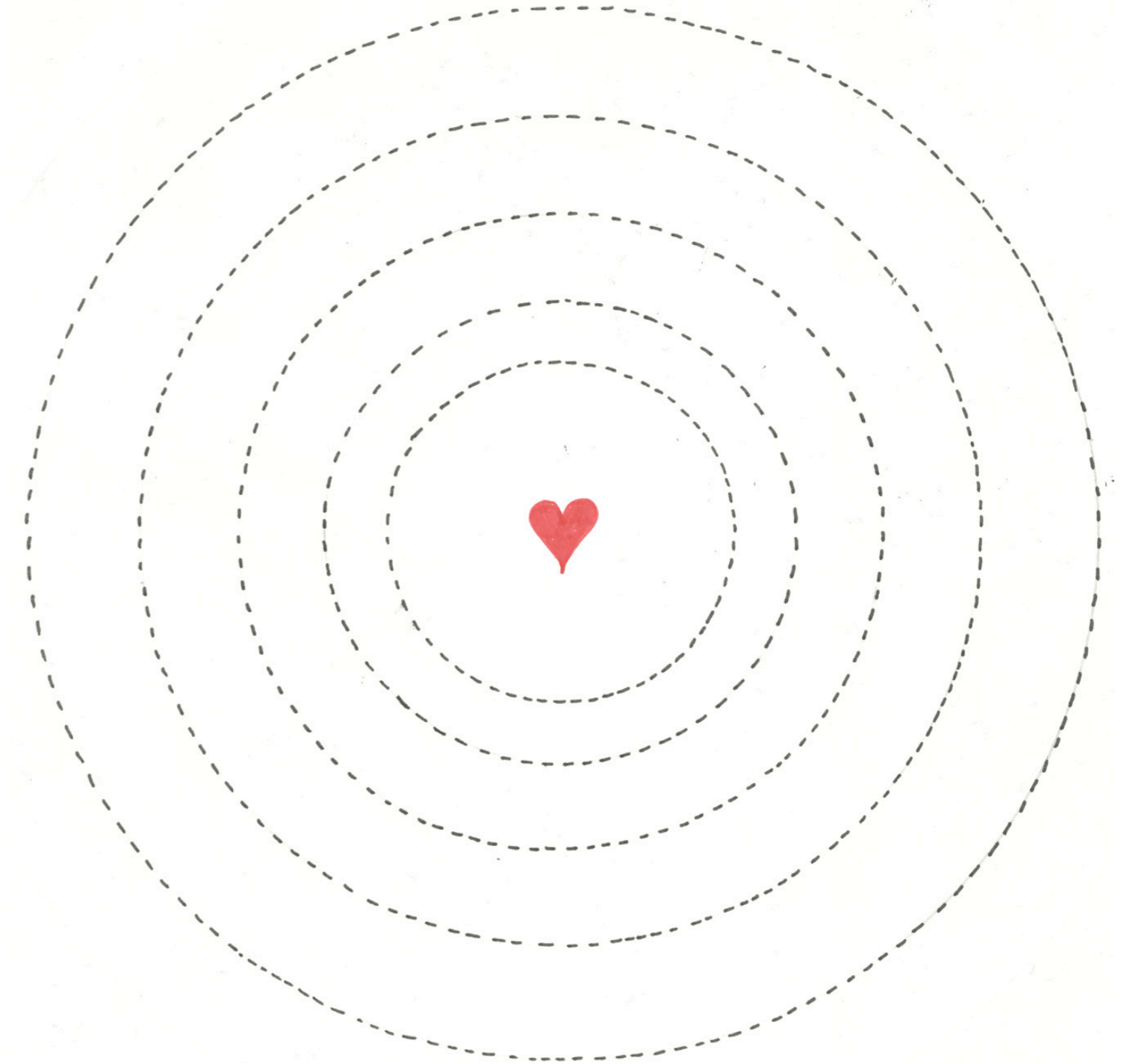
TRAITS AND CHARACTERISTICS

Over the years UnLtd has worked with thousands of social entrepreneurs. In that time we have found that they share some common traits and characteristics that have helped them drive their ideas and overcome obstacles. Below we've listed some of the traits that might strike a chord with you. Especially you if are serious about starting up a project. Not all of them will resonate with you but some of them might.

Take a moment to see if you identify with any of these traits in the table. Write it down and remind yourself of examples of when you have demonstrated some of these, or add to it with some of your own.

Do some things get on your nerves so much you've just got to do something about it?

Do you feel passionate about changing the status quo?

Can you get the best out of others?

Can you Empathise with others situations?

Can you help people feel understood and not alone?

Have you got an enterprising spirit?

Have you got a "can do" approach?

Are you willing to try and make something out of nothing?

Can you be resourceful with limited resources? Can you think differently about the problems life throws at you?

Have you got the energy and drive to see it through? Social entrepreneurs have a determination to stay focussed, overcome obstacles and not put them off the end goal.

You may find that you are thinking about your project and its challenges all of the time. They often tell everyone about their project– sometimes they don't shut up about it.
Learn by doing, can you roll with the punches? Do you learn from your mistakes?

TAKE A MOMENT TO SEE IF YOU IDENTIFY WITH ANY OF THESE TRAITS IN THE LIST. WRITE IT DOWN AND REMIND YOURSELF OF EXAMPLES OF WHEN YOU HAVE DEMONSTRATED SOME OF THESE, OR ADD TO IT WITH SOME OF YOUR OWN.

On our website we have a host of stories from a range of individuals, just like you who started with an idea and worked hard to grow it. For some insights and inspiration have a look- www.unltd.org.uk

Below are just a few more examples of organisations that have been set up tackle a problem, look at the diversity of the projects and think about what experiences might have lead these individuals start up their venture.

These organisations were all set-up by individuals or a group of like-minded people to make a difference to the world. There is no reason why you couldn't be one of them.

Bee Collective

works with and for London beekeepers to process their honey and help sustain beekeeping across London.

Active Minds

develops and manufactures activity products for people with dementia. Their range of 71 products provide engaging activity that bridges the communication gap between people with dementia and their families and carers.

GiveMeTap

increases accessibility to tap water when away from home and raises money for clean water projects in Africa.

FoodCycle

runs volunteer-powered community projects – working to reduce food poverty and social isolation by serving tasty, nutritious meals to vulnerable groups.

Rapanui

create highly fashionable and cool clothes for the youth market using eco-materials like bamboo, eucalyptus and organic cotton – while reducing unemployment in a very disadvantaged area.

Bikeworks

recycles, repairs and sells bicycles whilst training homeless people to gain skills and get jobs.

Rubies in the Rubble

make handmade chutneys and jams from discarded fruit and veg and provide employment for those that need it most.

Think of 3 organisations, companies or people that you admire. In addition to words, use symbols or drawings to explore why you regard these organisations and/or people so highly. Ask some of these questions before you begin:

What is it about them?

Do they share your

Is it what they have achieved?

Is it their identity?

Is it the way they operate?
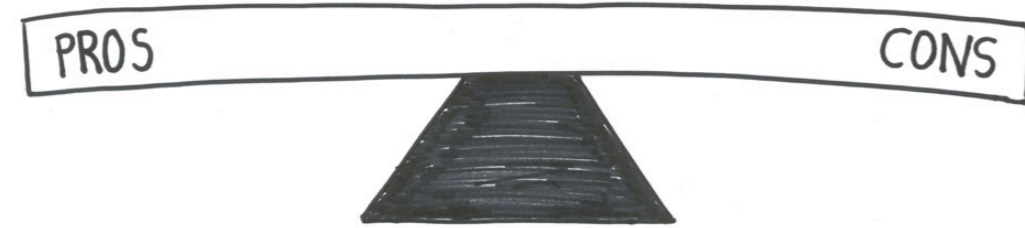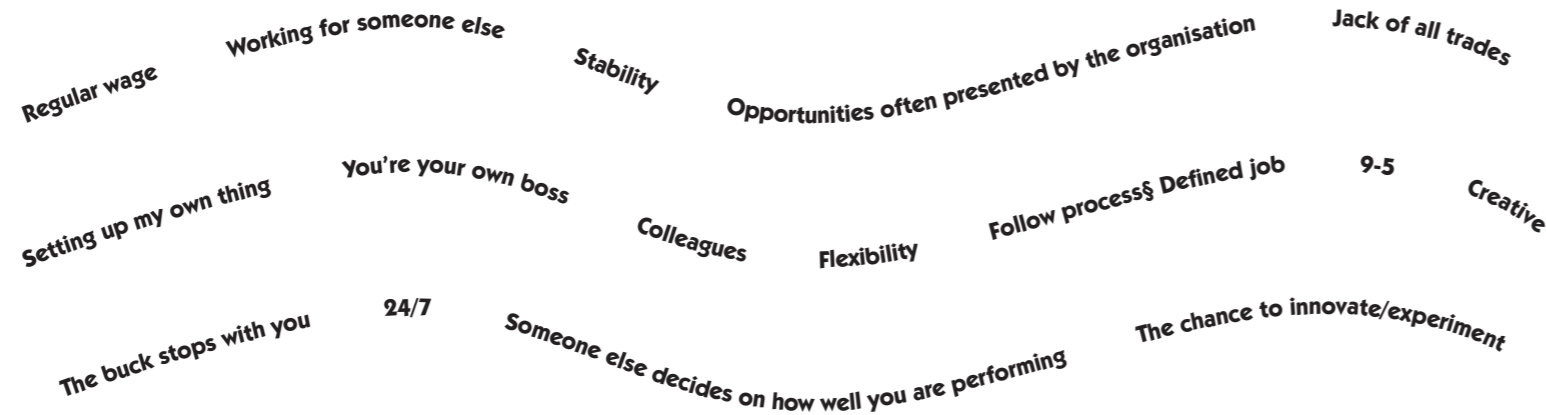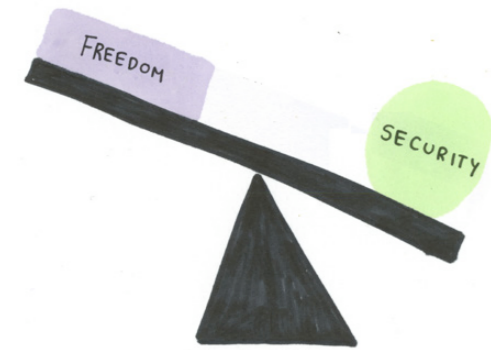
How they treat customers/staff?

Three key words, symbols or pictures to sum up your admiration.

WEIGHING THINGS UP

"Entrepreneurs are often portrayed as, highly driven often a bit isolated risk-taking mavericks". If this doesn't sound like you don't worry. Current research is telling us that many young social entrepreneurs almost stumble across their first enterprise. It is their experience of something not working that spurs them on to create a solution. (RSA Disrupt Research)

Looking at the comparisons below, reflect on some of the pros and cons, and add to the list your reasons for going out on your own. Remind yourself of some the traits/behaviours and values you have explored that will support you in starting up.

Regular wage

Working for someone else

Stability

Opportunities often presented by the organisation

Jack of all trades

Setting up my own thing

You're your own boss

Colleagues

Flexibility

Follow process§ Defined job

9-5

Creative

The buck stops with you

24/7

Someone else decides on how well you are performing

The chance to innovate/experiment

FREEDOM

SECURITY

PROS   CONS

MY LIFE AS A PIE

Changing the world, making a difference - hang on a minute….have you got time for all this?

Let's get a quick snapshot of your life using the 'Pie of Life'.

Divide the pie up into key areas of your life such as Exercise/Creativity-time alone/learning/ spiritual/partner/community-volunteering/ family/social-life/work/anything else.

Think of the centre of the pie as 0 and the outside as 10.

0 means not at all happy and 10 very happy.

Take a moment to look at your pie. How balanced is your life? Are there areas you want to spend more time on? Have you got the time to commit to take on something else right now?

CREATIVITY 7

EXERCISE 6

SOCIAL – LIFE 10

WORK 2

LEARNING 6

FAMILY 8
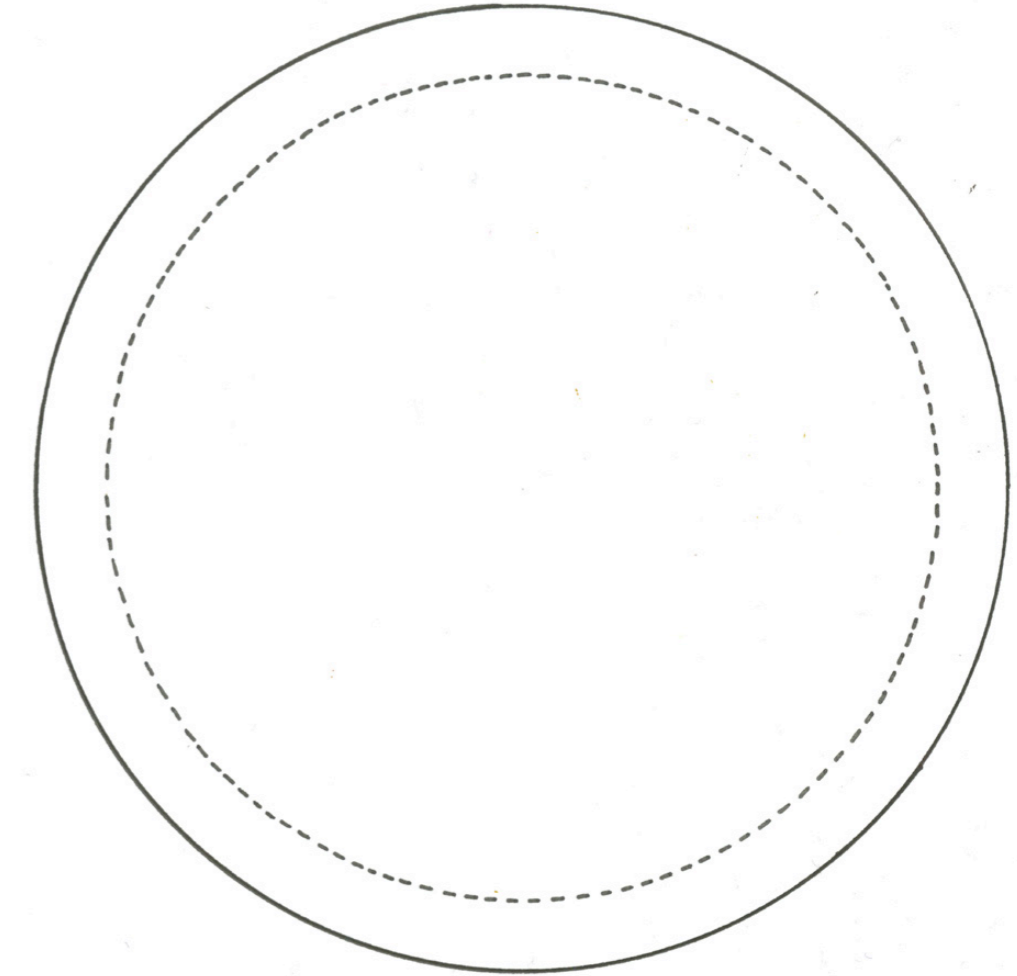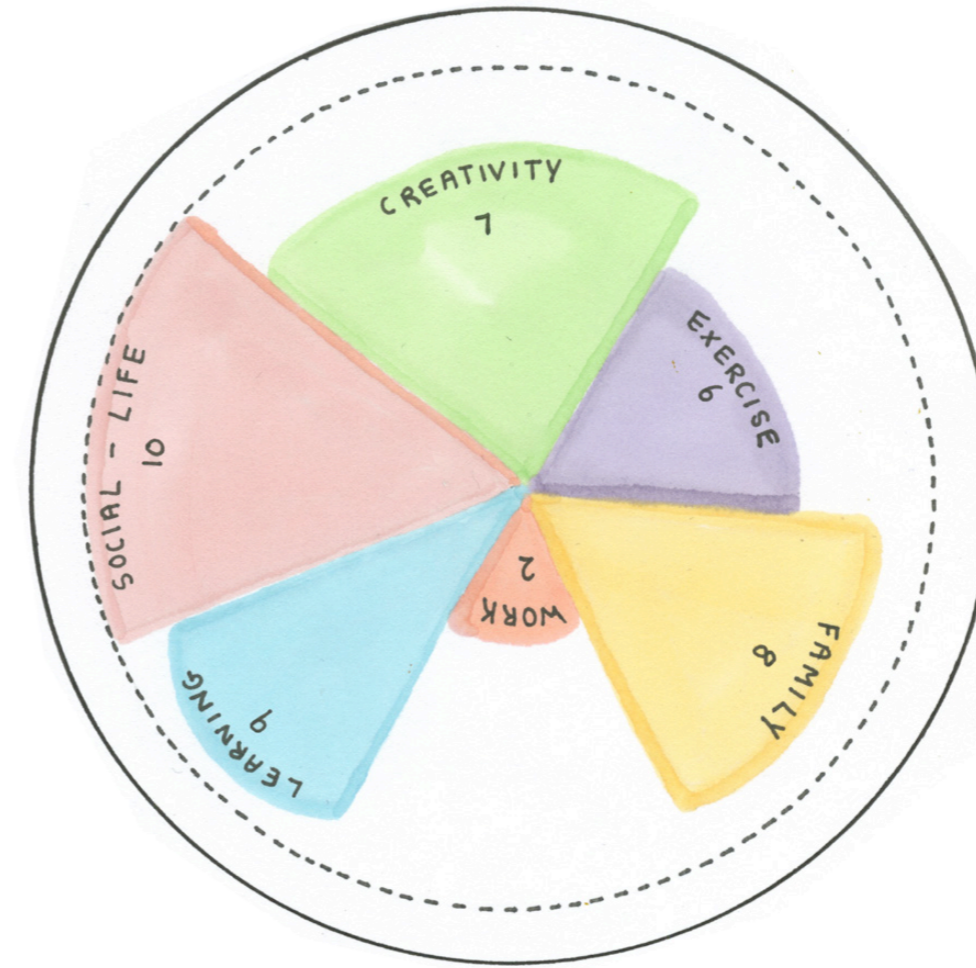
TIME MACHINE

To help improve the probability of your success we are going to use a technique called positive rehearsal.

Imagine you have found a time machine. Hop into it and let it whizz you down the portal of time to a point in the future where you have achieved total success. Step outside and what do you see? What is going on around you? Who is there? What activities are happening? Spend some time reflecting on what 'success' looks like.

Be as specific as you can about your idea of success by asking yourself lots of questions such as 'who are you working with?', 'How did you start out', 'What was your first success'.

THE GENIUS OF YOU

What were the hardest choices that you ever had to make?

What's your name? Do you know why you were called that?

What brings joy to your life or inspires you?

What were the hardest choices that you ever had to make?

If you could instantly change something about yourself, what would it be?

Where were you born and when?

How is the world now different from what it was like when you were a child?

Do you feel like you made the right choices?

As a child, what did you want to be when you grew up?

What is missing from your life that would make it more fulfilling?

Where were you and what were you doing?

What is your heritage? Has this played a big part in your life?

Is there a person that really changed the course of your life by something that they did? Who were they and what did they do?

What was your favourite subject in school and why?

What is the most amazing thing that has ever happened to you?

What kinds of books do you like to read?

What was the most stressful experience that you ever lived through? What helped you get through it?

What's important to you?

Name 3 heroes or people you identify with and why

What things have you made that others have enjoyed?

What was your first job?

Where have you lived?

When are you at your best?

Where are you living today?

You will find that as you begin your journey as a social entrepreneur you will have to talk to people about your idea a lot, it might be to get people to buy your product, to use your service, to invest in you, or to help you develop a brand identity.

What we know for sure is a story can move people to action much more so than dense PowerPoint slides, or spreadsheets packed with figures. People are moved by emotion. Having practice in telling your story is an excellent way to capture people's imagination and to communicate your ideas.

As it so happens, the story of you is very unique and with the right delivery, passion and personal touches you can engage an audience by revealing a few unique experiences that you've had. You decide how much or how little you want to share.

Let's look at some questions that can help you build your personal story.

SUMMARY OF SECTION ONE

You will have noticed that Section One was about you, your motivations and what you hope to achieve. You explored what you value most and what traits you have that will see you through some of the challenges ahead. Also, you looked at how you balance your time, what your vision of success is.

Now it's time to consolidate this information and see if you can begin to build a profile of yourself that you can share with others when you are talking about your idea.

Profile

Drawing on the activities and exercises from Section One complete the following summary. There are no wrongs or rights, just an expression of what you believe and how you could make a difference.

Name:

Locality: (e.g. community, region, country, college)

I believe that... (your philosophy)

There is a need in the world to... (your vision)

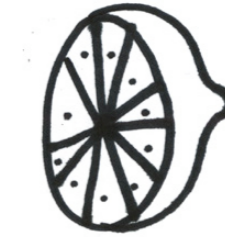I believe I can make a difference by... (your special/expert characteristics)

"AN IDEA
IS SALVATION
by imagination "

- FRANK LLOYD WRIGHT

KNOW THE NEED

What needs changing? Says who? Is it a critical need? What's the best way to achieve change?

These are perhaps some of the most challenging questions for anyone who embarks on a social venture. For a lot of people, guess work, hunches and trying new things results in learning significant life lessons. It is helpful to understand the need you're going to address as fully as you can to avoid wasted time and resources.

One of the best ways to understand the need for a service or product is through personal experience – if you have had to deal with an issue personally you're going to have a close view of what the need is.

Perhaps you've encountered something in your life so far that really isn't good for people. Perhaps someone close to you has experienced difficulties that could be better helped. Although you'll have to make sure you don't assume your experience is the same as everyone else's,

having this insight is truly valuable. If you don't have personal experience you will have to work harder to gain personal insight. You will have to do your research and spend time with the people who do have experience of the issues you are trying to tackle.

Some examples of who to listen to would be older people who not always but often have knowledge and wisdom due to multiple experiences. Also your peers, local businesses and people using local public services like libraries or leisure centres are relevant. Local wildlife should be considered too, when do they appear, what do they do, where do they rest etc.

Let's explore needs in more detail by looking at Manfred Max-Neef's work on human development and our fundamental needs. Max-Neef is a Chilean economist who has worked for many years with the problem of development in the Third World,

articulating the inappropriateness of conventional models of development, that have lead to increasing poverty, massive debt and ecological disaster for many Third World communities. He works for the Centre for Development Alternatives in Chile, an organisation dedicated to the reorientation of development, which stimulates local needs. It researches new tools, strategies and evaluative techniques to support such development.

Max-Neef and his colleagues have developed a taxonomy of human needs and a process by which communities can identify their "wealth's" and "poverties" according to how these needs are satisfied.

Human Scale Development is defined as "focused" and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people

with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state." (Max-Neef et al, 1987:12)

The main contribution that Max-Neef makes to the understanding of needs is the distinction made between needs and satisfiers. Human needs are seen as few, finite and classifiable (as distinct from the conventional notion that "wants" are infinite and insatiable). Not only this, they are constant through all human cultures and across historical time periods. What changes over time and between cultures is the way these needs are satisfied. It is important that human needs are understood as a system - i.e. they are interrelated and interactive. There is no hierarchy of needs (apart from the basic need for subsistence or survival) as postulated by Western psychologists such as Maslow, rather simultaneity, complementarity and trade-offs are features of the process of needs satisfaction.'
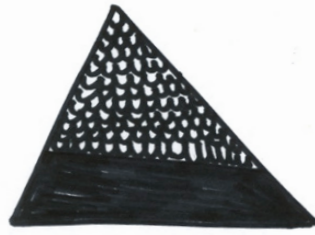
FUNDAMENTAL NEEDS

Max-Neef classifies the fundamental human needs as: subsistence, protection, affection, understanding, participation, recreation (in the sense of leisure, time to reflect, or idleness), creation, identity and freedom. Needs are also defined according to the existential categories of being, having, doing and interacting, and from these dimensions, a 36 cell matrix is developed which can be filled with examples of satisfiers for those needs.

Reflect on the following table and think about your needs, the problem you are going to tackle and what needs you will be addressing? What observations can you make?

Need	Being (qualities)	Having (things)	Doing (actions)	Interacting (settings)
Subsistence	Physical and mental health, equilibrium, sense of humour, adaptability	Food, shelter, work	Feed, procreate, rest, work	Living environment, social setting
Protection	Care, adaptability, autonomy, equilibrium, solidarity	Social security, health systems, rights, family, work	Co-operate, prevent, plan, take care of, cure, help	Living space, social environment, dwelling
Affection	Self-esteem, solidarity, respect, tolerance, receptiveness, passion, determination, sensuality, sense of humour	Friendships, family, partnerships, relationships with nature	Make love, caress, express emotions, share, take care of, cultivate, appreciate	Privacy, intimacy, home, spaces of togetherness
Understanding	Critical conscience, receptiveness, curiosity, astonishment, discipline, intuition, rationality	Literature, teachers, method, educational policies, communication policies	Investigate, study, experiment, educate, analyse, meditate	Settings of formative interaction, schools, universities, academies, groups communities, families
Participation	Adaptability, receptiveness, solidarity, willingness, determination, dedication respect, passion, sense of humour	Rights, responsibilities, duties, privileges, work	Become affiliated, cooperate, propose, share, dissent, interact, agree on, express opinions	Settings of participative interaction, parties, associations, churches, communities, neighbourhoods, family
Idleness/ Leisure	Curiosity, receptiveness, imagination, sense of humour tranquillity, sensuality	Games, parties, events, peace of mind	Daydream, brood, dream, recall old times, give way to fantasies, remember, relax, have fun, play	Privacy, intimacy, spaces of closeness, free time, surroundings, landscapes
Creation	Passion, determination, intuition, imagination, boldness, rationality, autonomy	Abilities, skills, method, work	Work, invent, build, design, compose, interpret	Productive and feedback settings, workshops, cultural groups, audiences, spaces for expression, temporal freedom
Identity	Sense of belonging, consistency, differentiation, self-esteem, assertiveness	Symbols, language, religion, habits, customs, reference groups, sexuality, values, norms, historical memory, work	Commit oneself, integrate oneself, confront, decide on, get to know oneself, recognise oneself, actualise oneself, grow	Social rhythms, everyday settings, settings which one belongs to, maturation stages
Freedom	Autonomy, self-esteem, determination, passion, assertiveness, open mindedness, boldness, rebelliousness, tolerance	Equal rights	Dissent, choose, be different from, run risks, develop awareness, commit oneself disobey	Temporal/spatial plasticity

WHAT'S BUGGING YOU?

Are you trying to find a job but finding it difficult to get the experience you need? Do you notice young people have little to do in your area? Have you experienced something upsetting or challenging and found there is little support to help you get through.
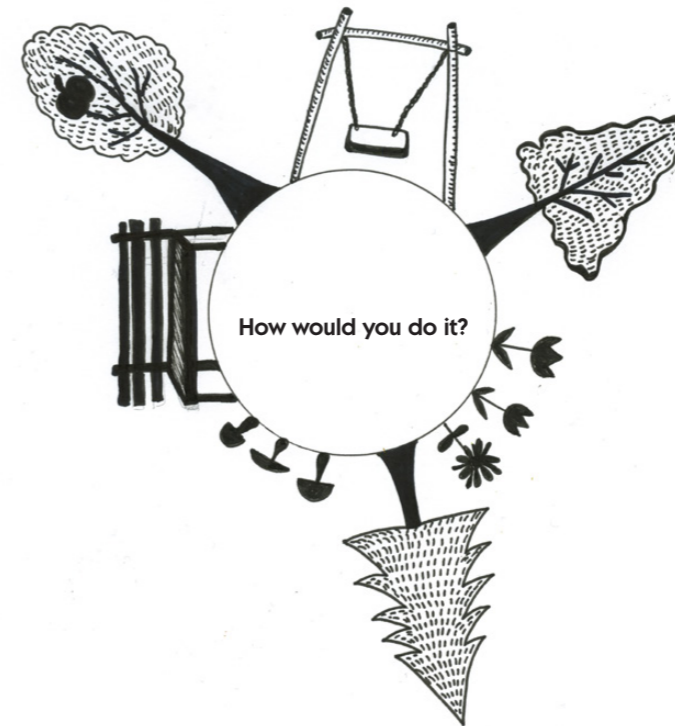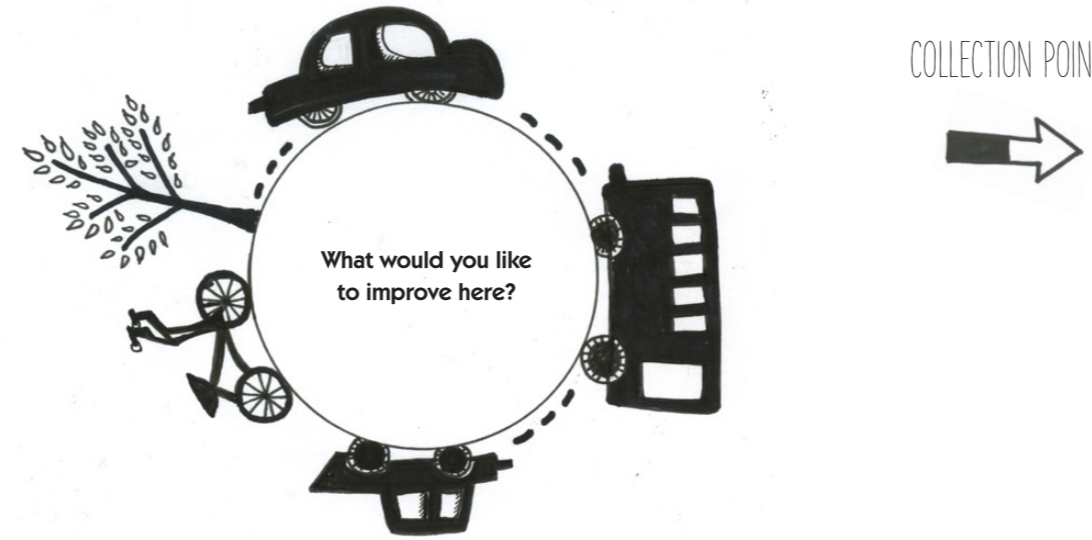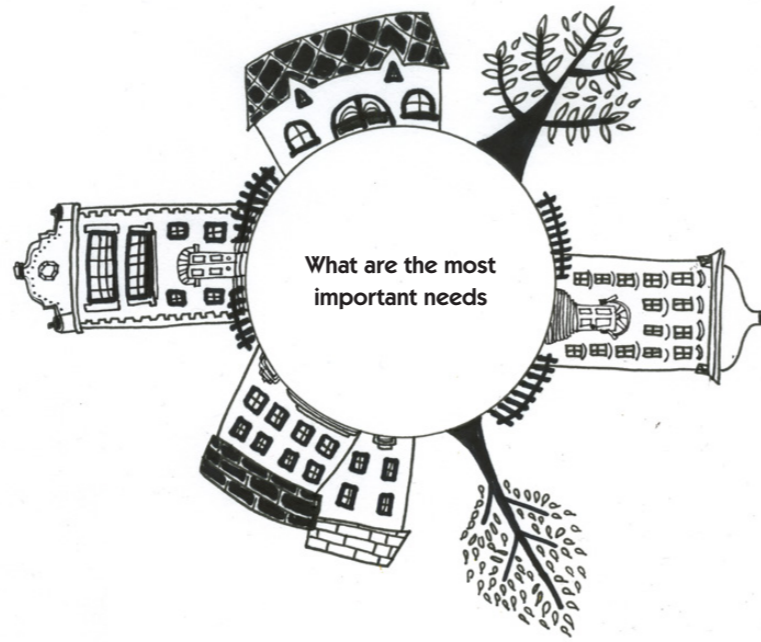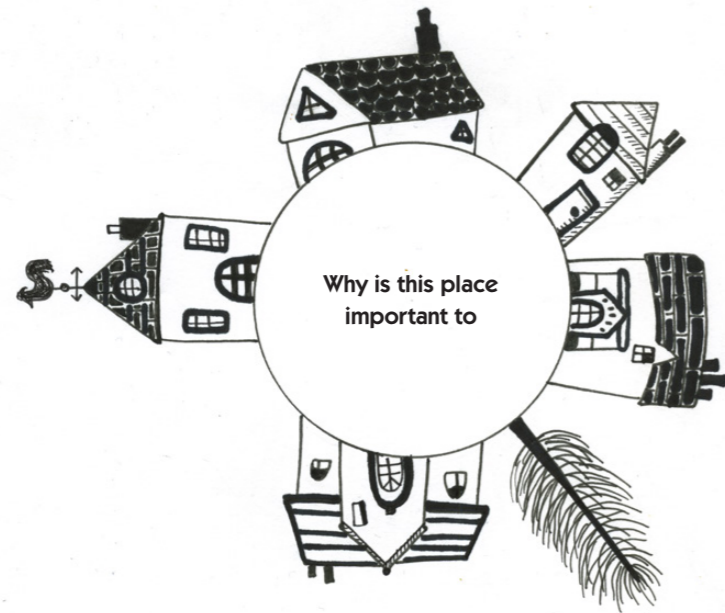
Many people in the UK have started projects to combat these issues above. That doesn't mean they have solved these problems completely but they have started to address them by coming up with ideas and trying them out in their own communities.

So what is your community? Your college/school, Your street/town? Your family? A group you are involved with? An online community? It could be all of these and more.

Ask yourself the following questions and jot down your responses. This will be useful to come back to when you start developing your idea in more detail. Even if you have already got your idea, this section will still be useful as it can reinforce why you are developing it and uncover aspects of your idea that need more thinking.

What needs changing?

Says who?

Is it a critical need?

What is the best way to achieve change?

Where are you?

What are the most
important needs

What would you like
to improve here?

Why is this place
important to

How would you do it?

**Take a stroll around your local area; see if
you can notice things you would change
and how you might go about doing it.
Do the same in a place you like.**

Document each journey in any way of your
choosing (i.e. photos, words, drawing, objects,
local flyers, post cards or video recordings
etc.) You can use the envelope provided to
gather found items and keep it as a kind of
scrap book.. Try to include a combination of
all your senses, what you see is important but
what about what you hear, smell or touch?

LET'S WALK ABOUT

SUPER POWERS

If you had special powers that knew no bounds for a day what change would you make? Where would you make the change? What would your power be? Would you have a magic wand? Would you be as strong as superman or superwoman?

Draw your super powers in on the person. When you are finished write or draw what kind of actions you would take to change something for the better.
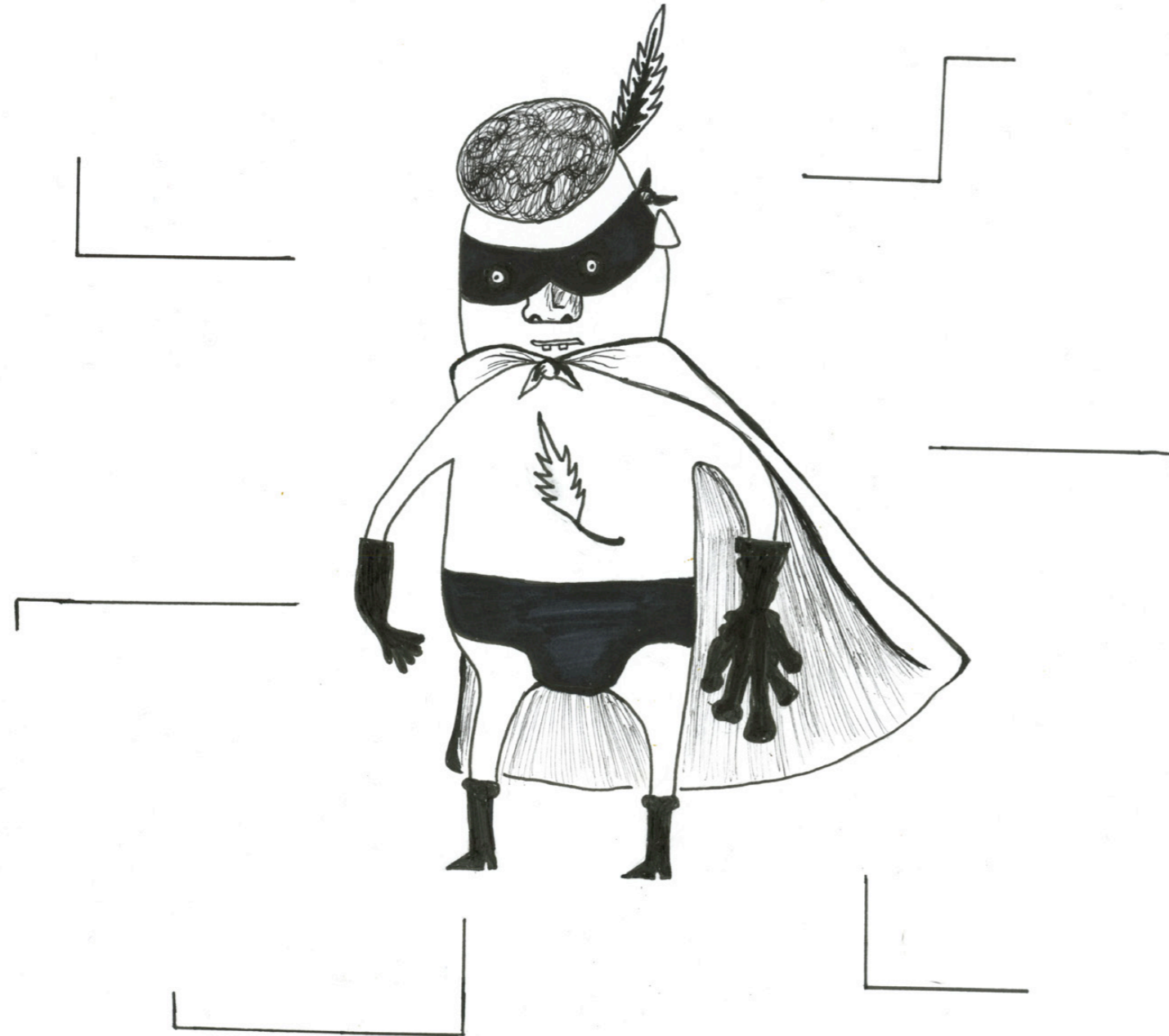
DISRUPTIVE THINKING

Disruptive thought is getting a lot of attention at the moment as a way of thinking that helps companies to keep nimble and on their toes.

The idea is to stretch your thinking beyond what already exists. This means 'parking' the assumptions we make about day-to-day things, and withholding judgement as much as possible.

First off think about the issues you have identified – what are all the normal assumptions people make. For example;

A group of young people hanging out in a park.

Common Assumptions?

– They are up to no-good
– They are from a bad background
– They might be law-breakers

The trick is "to get those tired truisms on the table so you can confront them directly".

Think about what other organisations are doing to tackle this type of problem. What are the clichés that their solutions are buying into? This doesn't mean they are wrong just that they are confining the issue to one way of being dealt with.

Youth hanging out in the park + youth organisation =

– Send outreach workers out to chat and support the young people
– Police drive by and keep an eye on the youth

Now we're going to spin all this on its head, by saying: 'what would happen if'?

Stretch your imagination and suggest 5 solutions that would seem ridiculous, outlandish or even backwards. For example what if the local community started paying the youth to hang around in the parks? Or the parks were run and managed by young people.

Have some fun with it and see if using this approach opens up any new solutions for you.

Youth hanging out in the park…

If I was to help 'youth in the park' to be a positive experience for everyone I would;

–

–

–

–

–

Often new ideas or new ways of looking at things are triggered by novel occurrences and situations. You can do this yourself with the discontinuity technique, which helps you disrupt your usual patterns of work. You can find out more here: http://www.disruptive-thinking.com/

Try some of the following simple things:

– Schedule interruptions into your working day.

– Switch between one project or activity and another.

– Try doing something you don't normally do, or read something you don't usually read.

– Do different things in your leisure time, e.g. try watching TV programmes you do not normally watch, playing a completely different type of computer game.

" NEW THOUGHTS ARE DESTABILISING. EVEN DANGEROUS. THEY GENERATE FRUSTRATION WITH THE WAY THINGS ARE OR SUGGEST POSSIBILITIES ABOUT HOW THEY MIGHT BE DIFFERENT "
– FELIPE FERNANDES-ARMESTO

THERE ARE USUALLY A NUMBER OF DIFFERENT WAYS TO INVERSE A GIVEN SITUATION. IF THERE'S AN ACTION, LOOK AT THE OPPOSITE ACTION. IF SOMETHING IS HAPPENING OVER TIME, RUN THE TIME SCALE BACKWARD. IF THERE'S A ONE-WAY RELATIONSHIP BETWEEN TWO PARTIES, TRY CHANGING THE DIRECTION 180 DEGREES. WHAT IS SCARCE THAT COULD BE MADE ABUNDANT? WHAT IS ABUNDANT THAT COULD BE SCARCE? WHAT IS EXPENSIVE THAT COULD BE FREE?
– LUKE WILLIAMS

NATURE KNOWS

We tend to think of our species as somehow distinct from other species on this planet – even with our environmental problems there is a tendency think of them as somehow only afflicting the human race.

But one of the key realizations that makes looking to Nature for technological inspiration a sensible idea is the understanding that the organisms around us have faced the exact same technological challenges now facing us, and that Nature has solved some of these same challenges, and done so ingeniously and sustainably.

Looking to the natural world for technological inspiration can be a very effective tool for problems solving. Understanding how the living things around us have overcome challenges offers some innovative ideas that can open up our thinking.

For example aircraft designers have looked to seed aviation to develop wings for planes and gliders as well as blades for helicopters. In 2013 researchers from Beijing reported the discovery that the conical needles of the "bunny ear" cactus, Optunia microdasys, can collect water from the air. Based on this design they are hoping to develop similar technology to help with the clean-up of oil spills. In 2012 a US start-up has turned to nature to help bring water to arid areas by drawing moisture from the air. NBD Nano, which consists of four recent university graduates and was formed in May, looked at the Namib Desert beetle that lives in a region that gets about half an inch of rainfall per year.
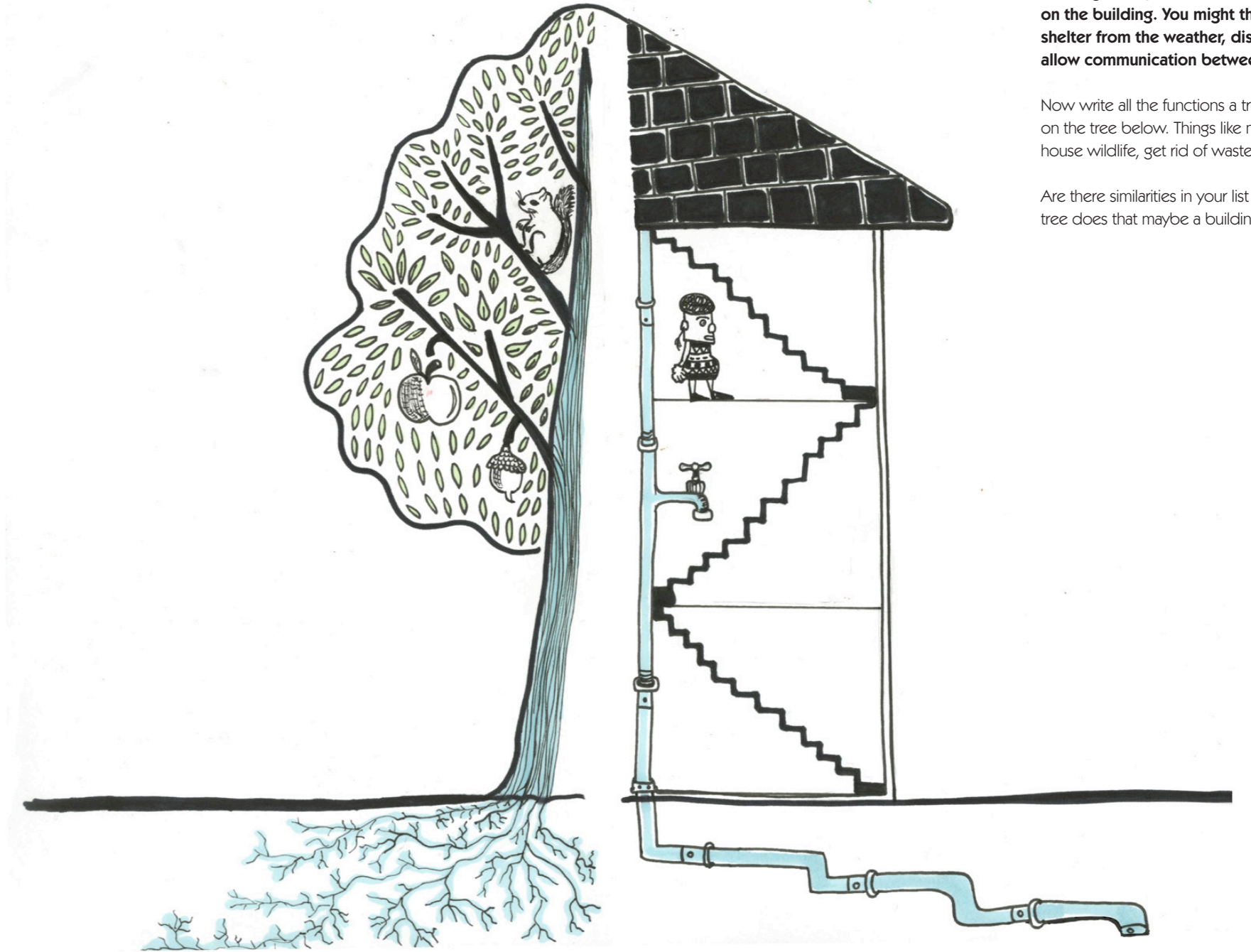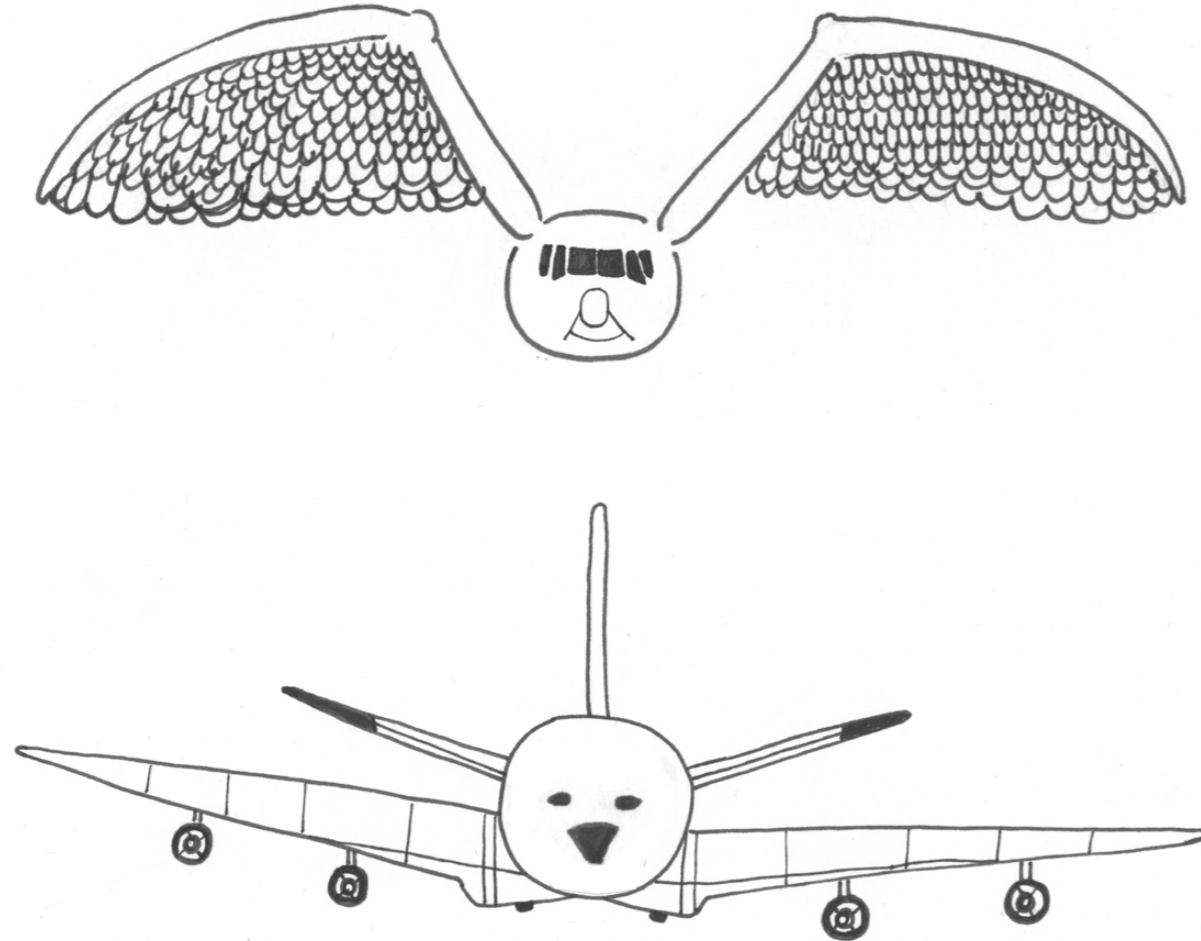
Brainstorm quickly about all the functions a building must perform, write the ideas below on the building. You might think of things like shelter from the weather, distribute water, and allow communication between inhabitants.

Now write all the functions a tree must perform on the tree below. Things like maintain structure, house wildlife, get rid of waste for example.

Are there similarities in your list - is there anything a tree does that maybe a building could - or should?

SUMMARY OF SECTION TWO

In section two the focus is on exploring the needs, ways to problem solve and the importance of doing your research on the issues you are proposing to tackle.

To sum up, you have:

– Identified a problem, and what the possible solutions could be

– Explored the area you wish to work in and can describe it in a variety of ways

– Explored how you would approach this problem and visualised the solution

– Used the 'discontinuity technique' to turn situations upside down to re-train our brain to think of all sorts of possibilities, not just the ones we are used to

– Further explored solutions by looking to the natural world for answers

This section is an important step, even if you already had an idea before you started. It can help you to solidify where your idea started from and provide further clarity on not only what you are doing but why.

" AN OUNCE OF ACTION
IS WORTH A TON
of theory "

-RALPH WALDO EMERSON

CREATING YOUR PROJECT

An idea comes in three parts – first the need, second how it can be addressed, and third what can be achieved. Unlike more linear formulas, a social formula is highly dynamic. Variables are changing all the time, so even though you may come up with a brilliant idea that would have worked when you thought of it, by the time you've got it implemented a lot of things could have changed. People, nature, economies and policy can all be unpredictable and the combinations of factors can mean immense and dramatic change in short periods of time. However this is not a reason to not try to address fundamental needs, it's an opportunity to try and re-dress an imbalance.

For example, Tony Juniper describes in his book What has Nature Ever Done for Us the role of vultures in large areas of India. He describes the how the impact of not addressing one critical need translated into an increase in needs across multiple regions.

Vultures, although may seem unsavoury animals to some, provided necessary clean-up of the remains of animals. Being scavengers, vultures feed on dead animals and plant refuse and in large areas across India helped to maintain balance in a variety of eco systems. It was found that in India there were 40 million or so vultures in 1993 eating about 12 million tonnes of meat a year, mostly from dead cattle. In 2007 the population had dropped by nearly 97% due to anti-inflammatory poisoning. Diclofenac is a common anti-inflammatory drug administered to livestock. It is used to treat the symptoms of inflammations, fevers and/or pain associated with disease or wounds. It was widely used in India beginning in the 1990s, and is fatal to vultures.

Without vultures to clean up putrefying bodies of large animals they had to instead be taken away, burned or buried, which was no small job and incredibly challenging in its own right. However as the vultures decreased researchers found that this was just one of multiple issues that arose. Issues included an increase in local people's costs to deal with carcasses reducing limited incomes, an impact on spiritual beliefs, a massive increase in other scavengers such as feral dogs, and a significant increase of diseases in humans and other animals. Overall it has been estimated that the loss of the vultures has cost $34billion.

The anti-inflammatory drug that kicked off the deaths of the vultures has now decreased but not significantly enough to return the populations of vultures to what they were before.

It may be that the need you have in mind to help is a lot smaller, however the principle will be the same. We always need to be vigilant to try and recognise at the beginning, things that we will be impacting upon later. Nothing is static with living things.
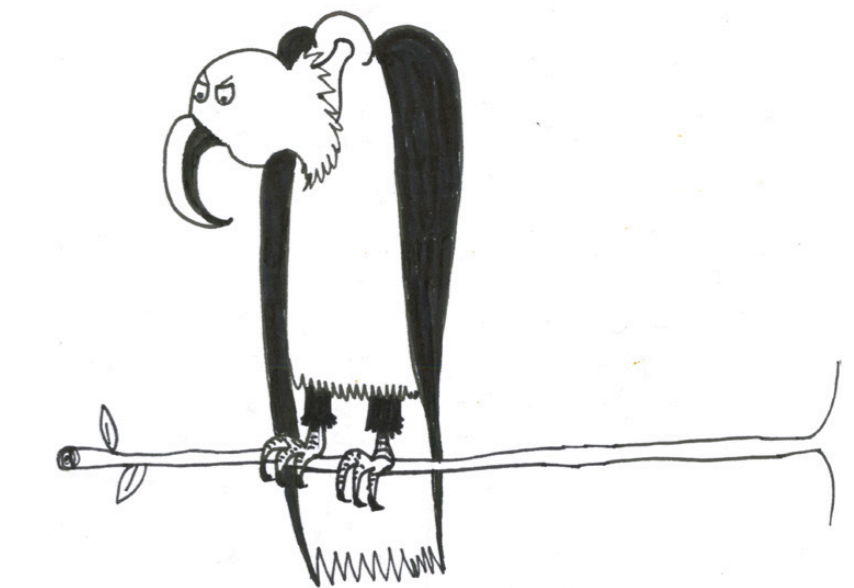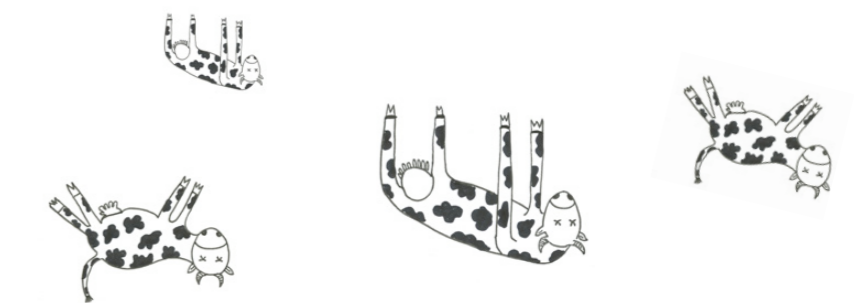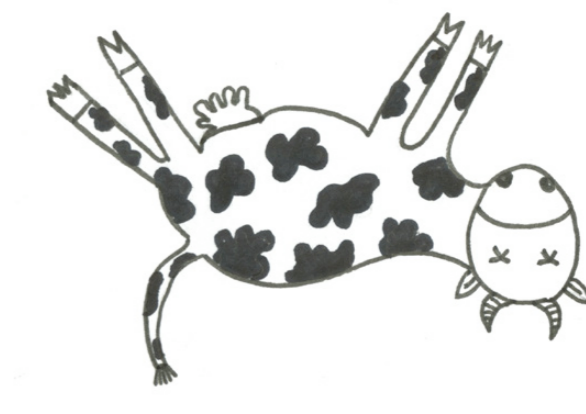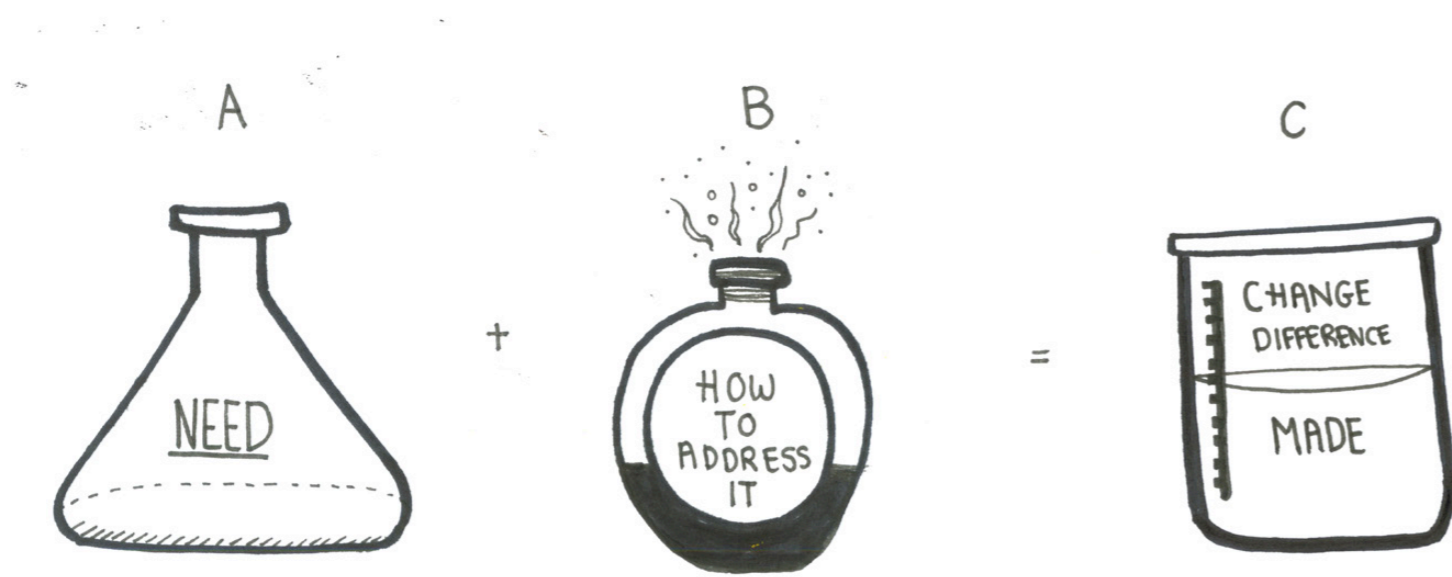
FIGURING OUT YOUR FORMULA

Let's think of a social entrepreneur's idea in three parts – the need, how it can be addressed and what can be achieved. Put as a formula it can look like this: What is your formula? In the simplest form, can you think of what it is you are going to do day to day?

What are the potential challenges, influences and other factors that may hinder or help you to do this? Take a moment to reflect - honestly and realistically - what you think you can achieve. Ideally, set out what you think you can achieve in the short term, the medium term and the long term.

On a large sheet of paper, explore what your formula is. This is also a good time to name your idea.

On another large sheet of paper, map out any anyhing esle that will impact your idea. Consider:

Obstacles

Opportunities

Other Factors

A
NEED

+

B
HOW TO ADDRESS IT

=

C
CHANGE DIFFERENCE MADE

E.g: Local Nature

A 'Nature Squad' to clear a derelict outdoor space to plant vegetables, flowers etc. for the community to enjoy

A safe, natural outdoor space for people to engage with nature, meet their neighbours and

DISTILLING YOUR IDEA

The following exercise is designed to explore your idea from a few different angles and see if there are any gaps in what you want to achieve as well as what you know for sure.

Name your idea in here
(What is it you want to do?):

Write down what you want to do 3 different ways here:

1.

2.

3.

Reduce the risk of things not working by addressing each of the challenges above with a way to overcome them:
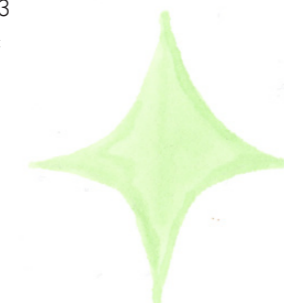
1.

2.

3.

Add a dash of common sense and write down how you are going to do it in 3 steps here:

1.

2.

3.

Crystallise your idea by describing 3 reasons why you must try this idea:

1.

2.

3.

Turn up the heat on your idea to see if that reveals any hidden properties that need to be addressed. For example, name 3 potential challenges that could prevent things from moving forward:

1.

2.

3.

HOW WILL IT BENEFIT PEOPLE/ COMMUNITY. PUT YOURSELF IN THE CUSTOMERS SHOES AND ASK "DO I REALLY NEED THIS?" IS THIS A SHORT OR LONG-TERM OPPORTUNITY?

YOUR IDEA FOR A COMMUNITY VENTURE

DOES IT FIT WITH MY VALUES, SKILLS AND LIKES? DO I WANT TO DO THIS?

IS IT MANAGEABLE? HOW MUCH MONEY IS NEEDED? CAN I RAISE THE MONEY TO GET STARTED? WHERE COULD I GET FINANCE FROM?

IS ANYBODY ALREADY DOING THIS? WILL IT REPLACE EXISTING PROVISION? WILL IT BE BETTER? WHY?

"IDEAS ARE 'THE RECIPES WE USE TO REARRANGE THINGS TO CREATE MORE VALUE AND WEALTH'"
- PAUL ROMER, INFLUENTIAL ECONOMIST, STANFORD UNIVERSITY

TESTING THE MARKET

In the previous exercise you explored your idea and put it to the test. What about asking others what they think about your idea? What do you think are the benefits of this? In section two we explored how understanding your personal experiences and experiences of others is a necessary and valuable insight into what the needs of a community or group are. This kind of research can also be described as market research.

There are two broad types of research you can do to make sure your idea has a market. Primary research is about directly investigating what your customers or beneficiaries' needs are. If you haven't got any customers yet, think about whom they will be and start talking to them. Make a note of their names and contact details where possible.

Take the opportunity to ask them how they feel about your idea, if they think it would help and what they would expect from a product or service like yours.

A couple of simple ways to do this are:

– Hold a meeting and ask people about your idea (make sure someone is there to take notes or capture what is said on film).

– Do a survey with your target market (free survey software is easily available on the web). You could even just go and plonk yourself in town or at a youth club wherever you know you're potential beneficiaries are and ask them what they think.

All of this will either provide a wealth of information which will reaffirm you're on the right track or give you a bit more food for thought and help you tweak your idea before you start.

The other type of research you can do is Secondary this involves looking at existing information that has a link to or supports your idea, often this can provide a context about the scale of the issue you are tackling. Sourcing this information involves a bit of detective work but the web is a wonderful thing and most government reports or studies by charities, think tanks or trade journals are now published online so it is pretty easy to sift through and find relevant supportive info.
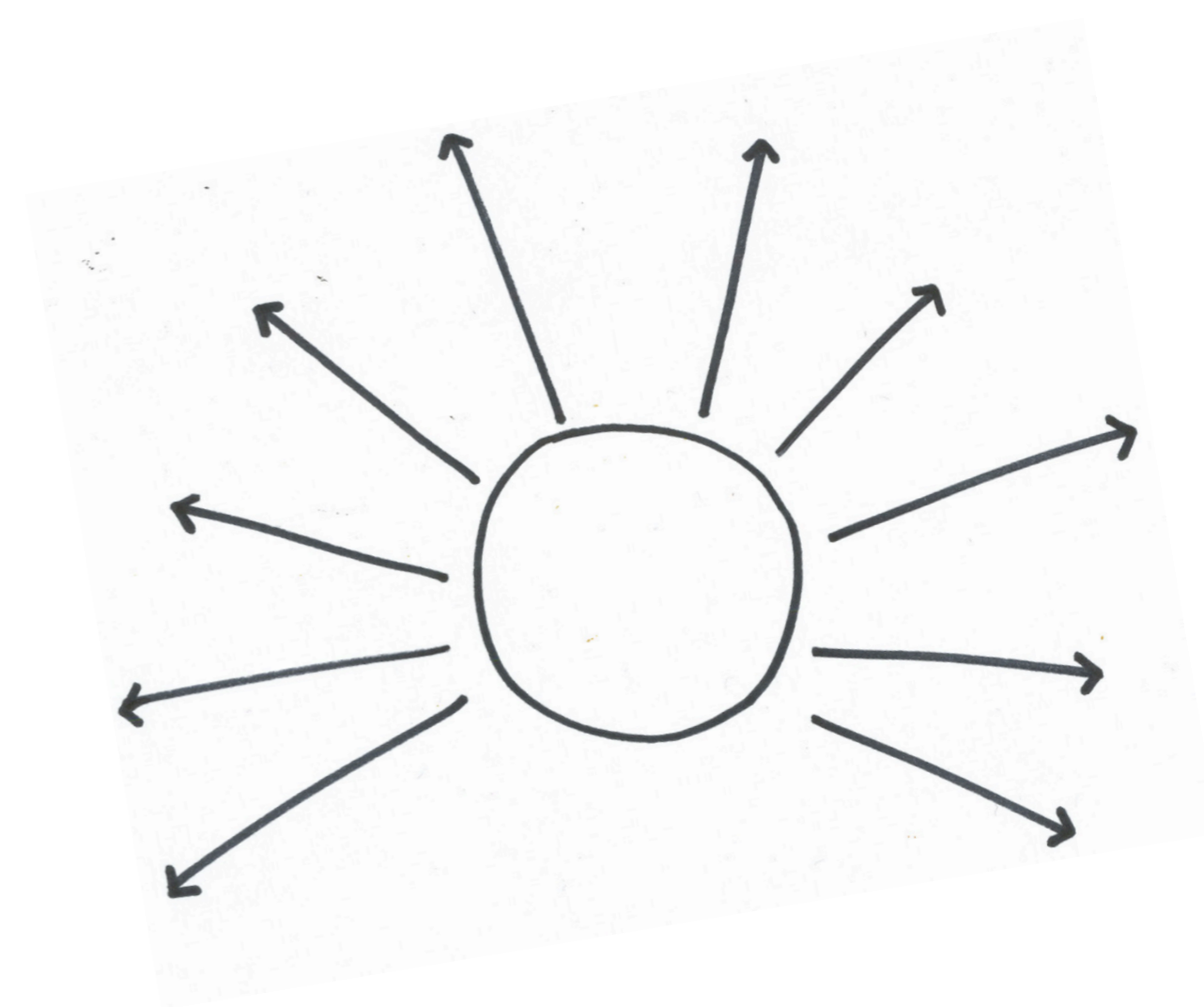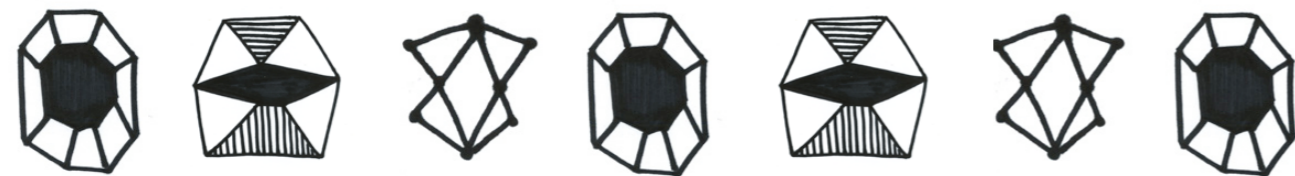
WHO'S IN THE MIX

Can you think of all the people who might be interested in and/or affected by your project? These are your stakeholders.

In the centre space above draw something that represents your idea, or if you have a name or logo plot that in the centre circle. Around this, plot who your stakeholders are in terms of how near they need to be to you and the project.

Think about the contacts you already have; your family, your community and the people you will need to interact with for the project's success such as customers and potential customers. Include other organisations operating in the same space, the press, the local authority (government).

Seeing them plotted like this might help you to think about how you will prioritise your communication with them and in what way? Under each of the stakeholders you have identified, write down how you think you will interact with them. For example will it be via phone calls, a newsletter, social media or meeting up in person for a chat? With each stakeholder think about what might be the most appropriate way to engage with them.

KNOW YOUR COMPETITORS

Other people may have come up with a similar idea to yours or even in some cases the same idea, which could mean you have a competitor. It will be an important step to find out who else is out there, how you are alike and how you differ. **This exercise is a competitor analysis.**

This is a fictional analysis but it quickly shows the difference between the cafes, and helps you to see what your unique selling points are and where you need to develop. In marketing the café you will want to concentrate on these unique features. If your project or enterprise looks very much like all the competitors, you need to work on ways of differentiating your products and services. Trying to be cheaper is not necessarily the answer, but you do want to build up regular and loyal customers.

You will want to undertake this exercise regularly because your competitors will also be looking at you and making changes to compete.

	Your cafe	High Street	Brenda's Tea	Joe's cafe
Price	Cheap, based in community hall	Reasonable	Expensive	Cheap
Customer Service	Still a bit flaky as staff being trained	Not very friendly but efficient	Really professional and friendly	Poor and unfriendly
Quality of whole experience	Quality home- made food. Full meals & snacks.	average industrial food, Venue has no character	high quality food space is clean and refined.	Fried food but big portions Chipped china, bit dirty.
Consistency / Availability	All day and weekends.	9-5 and closed Sunday	only open in afternoons	Open very early until very late
Visibility/Marketing	Well sign-posted	Very visible on main street	Difficult to see but lots of advertising	A bit hidden
Nutritional value of food	Good fresh produce, grown in community gardens	microwaved frozen food	Fancy cakes & toasted sandwiches	Mostly fried food
Range / regularity of customers. Defined customers	Good fresh produce, grown in community gardens	Casual shoppers: teen-agers. Not regular	Twin set & pearls. Regular customers	Those with little cash – but a regular clientele

SUMMARY OF SECTION THREE

Section three has been about exploring your idea in detail, sharing it with others and conducting informed research to strengthen your venture.

At this point you should be able draw out what your day to day goals are as well as the change you want to see in the long term. These can be described as a company's mission and vision respectively.

Mission Statements" and "Vision Statements" are often described as two distinctly different things. A Mission Statement defines the organization's purpose and primary objectives, sometimes it's described as what they aspire to achieve day to day. The audience for a mission statement is normally internal and intended for employees, volunteers and people working to deliver the products or services of a company.

The vision statement communicates both the purpose and values of the organization. For people working in a company - particularly with a social venture – a vision statement should aim to inspire them and they will normally be working with the company because they connect with its purpose and values. When shared with customers, beneficiaries and service users it should shape their understanding of why they should endorse the organization and articulate what kind of world they hope for the future.

Have a look online at the mission statements of other organisations. For example - Disney, Google, Apple, Oxfam and the BBC.

Now look at the organisations from section one that you admired. Do they have mission statements? Vision statements? What do you notice?

Start to create your own mission and vision here. It doesn't have to be perfect, and it will probably change, but this is a good exercise in making things clearer for you and the people and communities you want to support.
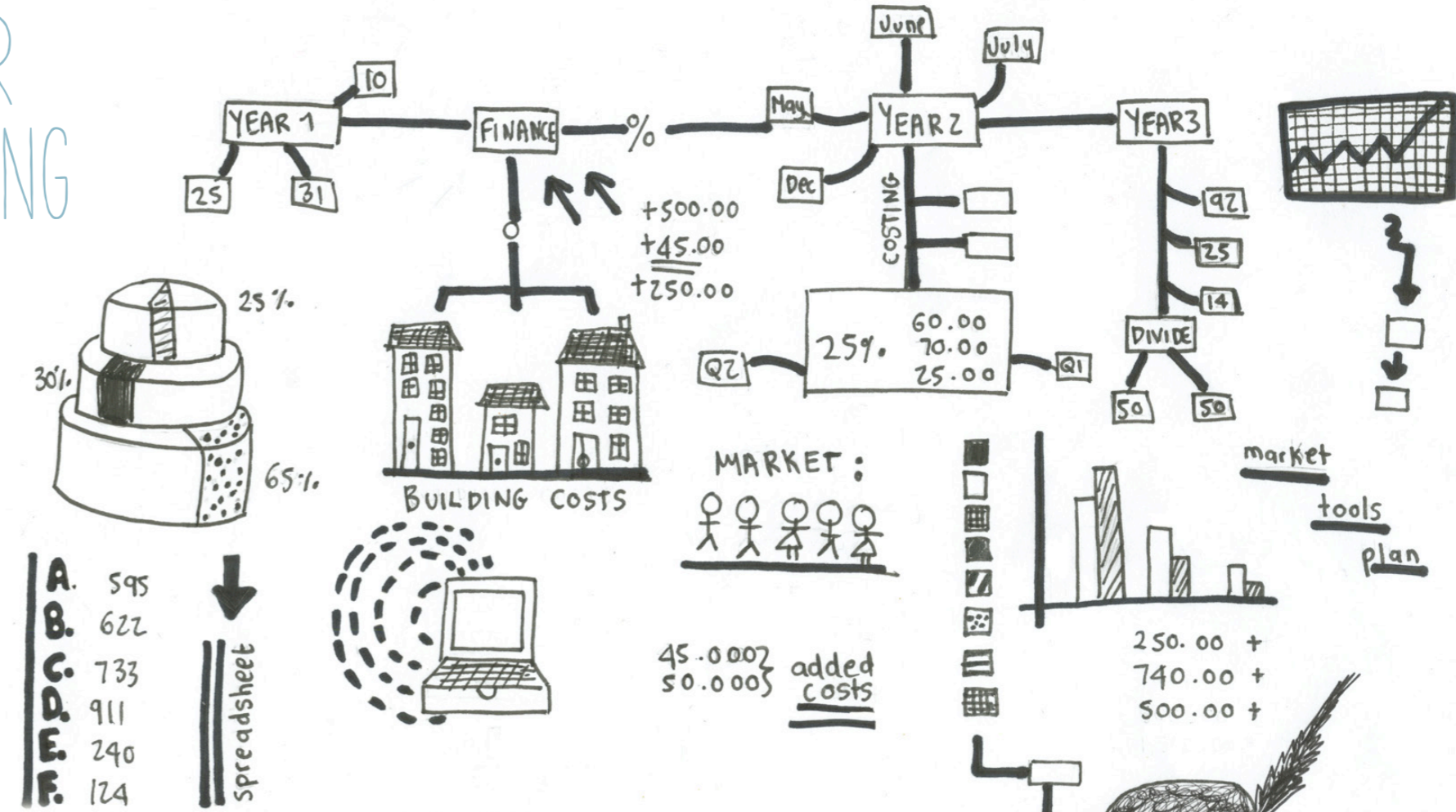
"A GOAL WITHOUT
A PLAN IS JUST
a wish "

- ANTOINE DE SAINT-EXUPERY

THE POWER
OF PLANNING

There are many approaches to planning a social venture and different approaches will suit different projects and communities. Before looking at different tools and resources that can support the planning phase, here are some questions to reflect on.

– What would genuine, beneficial change look like from day to day? How will you know if you are successful?

– Who needs to be involved for change to happen? At what point in the process do they need to be involved?

– How will I get people to take me seriously?

– How will you know when the change has occurred and the impact of it?

MIND MAP

A **mind map** is a diagram used to visually outline information. Creating a mind map around a single word or text can help you to explore an idea or activity by using associated words from a central word placed in the center. The diagram above is an example of a mind map where similar ideas, words and concepts are added. Major categories radiate from a central point, and lesser categories are sub-branches of larger branches.

Mind maps can be drawn by hand like sketches or
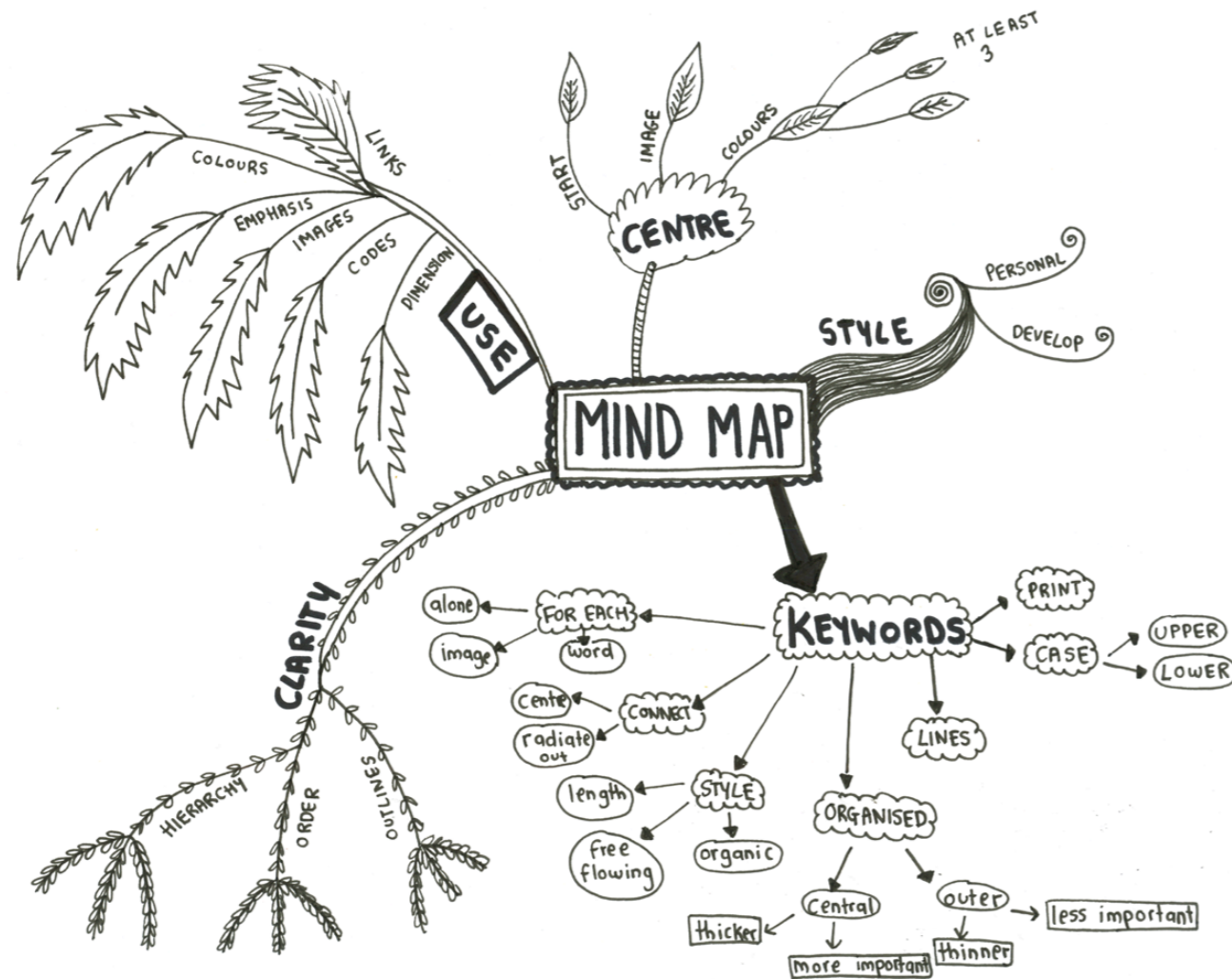
doodles as you pass the time on a bus or train - or as higher quality pictures if you want share some of your thinking. Mind maps take into consideration a reader's tendency to scan entire pages, rather than approach them in linear or left to right fashion. This can be a positive disruption to your thinking process and instigate creative problem solving.

Try creating your own mind map on a separate blank piece of paper. At the center place any task, idea or activity and begin to jot down the things that need to be done or you would like to do.

Categories can represent an infinite number of things, however for the purposes of this section it will be most relevant to use the activities you wish to carry out as the central idea/text. For example if your social venture involves creating an app, place 'creating a mobile app' in the center of the page. From this, all tasks, thoughts, ideas associated with creating your app will radiate out of it.

The purpose is to get information in your mind, out and in a form that you can refer to. It should also initiate more ideas, thoughts and insights as you go.

ADDRESSING 'HOW'

Going straight from creating a vision into the planning phase can be quite daunting, regardless of whether or not it is your first time setting up a social venture or the tenth. However, good step by step planning can drastically minimise the fear and mystery of going from idea stage to making it happen.

The exercises in this section are designed to support you by offering different ways you can establish priorities, timeframes and quality measures for your services and/or products. A good start to the planning process is to capture the 'w's' first then set out the 'how'. The w's are:

– Who (who is being supported, who is supporting you)

– What (the activities you're going to carry out or the products you're going to make/sell)

– When (the timings of each activity)

– Where (geographical locations e.g. outdoors/ offices/warehouses/home/community centre)

– Why (this is in terms of why you are doing each activity in this way)

The above components are the beginnings of 'how'. Always asking plenty of questions and seeking the answers about the w's turns your ideas into action. Here are a few more questions to get going.

– Do I have the right equipment?

– Where can I get it from? When will I be able to do this?

– Do I need support from others or can I approach this on my own?

– Will I need volunteers? Who can I call upon? Who can I trust? Can I afford to pay someone?

– What skills would be an asset for this activity?

– When is a good time of year for my beneficiaries? For me?

– Will weather impact on my activity? What are the deadlines? Referring to your mind map, this can be an opportunity to organise and edit down some of that thinking into a smaller and more specific tasks. How you organise this is up to you, however this simple template may help to condense each of the activities (big or small) into manageable tasks step by step.

Repeating this process for each activity can help to draw out the areas that will need more or less attention and also highlight areas that can be combined with other activities. This is simply one of many ways to get an over view of your plans.

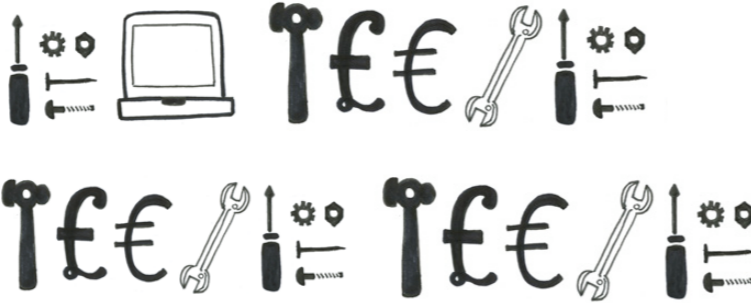| What (activity)	Who	When	Where	Why
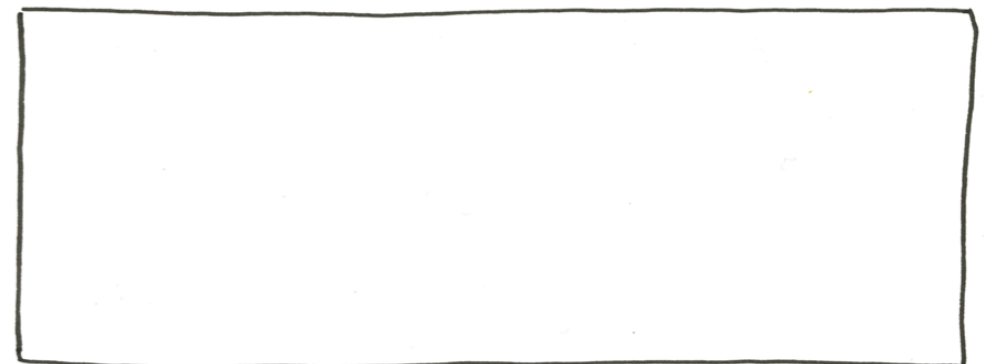
HAVE I GOT EVERYTHING?

When you set out how you're going to implement an idea it is easy to forget important elements that need to be in place. An easy way to check is to break down all of your activities into people, environment and resources. These are the three fundamental groupings for addressing need.

People = who you are going to help/support

Environment = physical and/or energetic areas/spaces you are going to operate in, help and support

Resources = everything you need to utilise to make your idea come to life. These can be broken down further into people who are going to help you (voluntarily or paid), money you need to pay for things, tools/equipment/ IT etc. you need to run activities.

Create a checklist of everything you're going to need in these groupings:

Name of Activity: Plastic Bags no More!

People (in need you are helping/ supporting)	– Everyone that lives in [name of town] and uses plastic bags when shopping
Environment (physical/ energetic areas/ spaces)	– Local supermarket (inside entrance area), – Pavement outside 4 local shops, – Positive atmosphere (lots of encouragement when talking to people to stop using plastic bags and use an alternative)
Resources (people/ equipment/tools/ money)	– 5 volunteers to help hand out information brochures, – 4 shop + 1 supermarket owner to agree to let us stand outside and handout brochures, – Paper and printing of brochures, – Bags to buy, – Printing of bags to buy, – Council permission for activity, – Money to buy alternative bags – Money to pay for printing of brochures – Cash register/bumbag for bag money – Book to record all bag sales – Someone to take cash away to a secure location on bag selling days

Black hat: Critical point of view (bowler hat)

Red hat: Emotional perspective (flamboyant hat)

White hat: Fact-based perspective (construction hat)

Blue hat: Process controller (inspector's hat)

Yellow hat: Positive point of view (sun hat)

**Green hat:** Creative perspective (jester's hat)

SIX THINKING HATS

Dr Edward de Bono, an expert in lateral thinking, came up with the six Thinking Hats method as a way of arriving at positive, creative solutions to problems. It involves adopting different perspectives or mind-sets to look at and explore a given problem. These mind-sets are represented by (real or imaginary) differently coloured hats.

Use this process to look at your plan and help you think of perspectives you may have missed.

This is a way of arriving at positive, creative solutions to problems.

CUSTOMERS JOURNEY
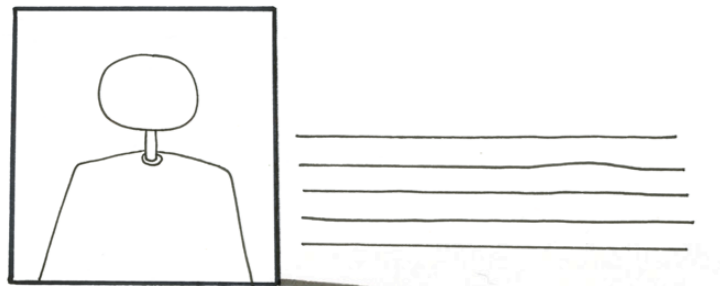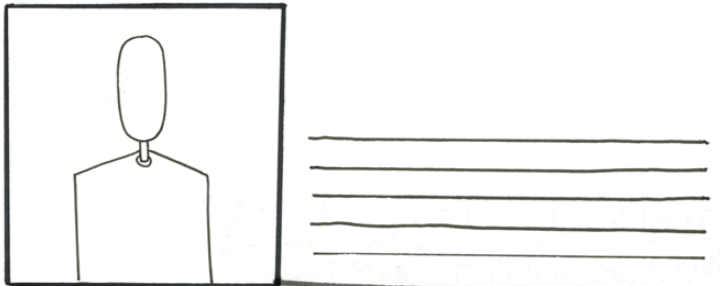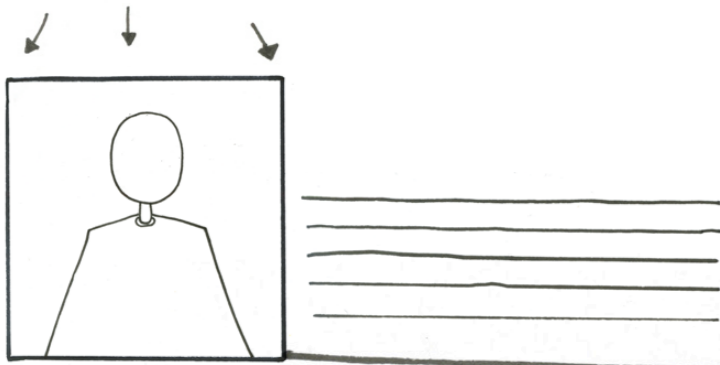
During your planning spend time thinking about 'how' someone will experience your services or product. You can do this in a couple of fun ways both of which work really well with a small group of people. It can be helpful to use materials that represent different customers. For example Lego, empty jars, paper clips, toy cars, jewellery, buttons – anything you like.

Now see if you can think of three types of customer that might access your service or product – give them a name, an age, gender or even perhaps an occupation or an issue. Build up their character as much as possible.

Try to establish each significant point along your customers journey and either create or draw something to represent that point.

OUTLINE & TIMELINE

PLAN 0 - 1 YEAR

Aim:

Your A+B=C (Remember these from Section 3)

Key Objectives:

Complete a bullet point summary of how you're addressing the need. For Example;

– To develop a product that can be sourced 100% locally with zero impact on the environment

– To set up a market stand at my local fete to test products and get feedback on quality, value for money and assess demand

– To develop the product to a standard that can sell at a local store without compromising values

– To assess impact on people, environment and resources

Key activities you're going to carry out…

list each activity you think will need to be accomplished, ideally in order that you'll need to do them, but it can be helpful just to list absolutely everything first and then prioritise later.

– Activity 1

– Activity 2

– Activity 3

– Activity 4

– Activity 5

– and so on…

The most important activities and their deadlines - from the list above what absolutely must happen and when

---

The table below is a Gant Chart and is sometimes a useful tool for mapping out your core activities over time. From the list on the previous page plot these activities over a period of time giving yourself deadlines for activities that should start and end. Be sure to notice any overlaps of activities where the pressure might be on.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Activity 1						
Activity 2						
Activity 3						
Activity 4						
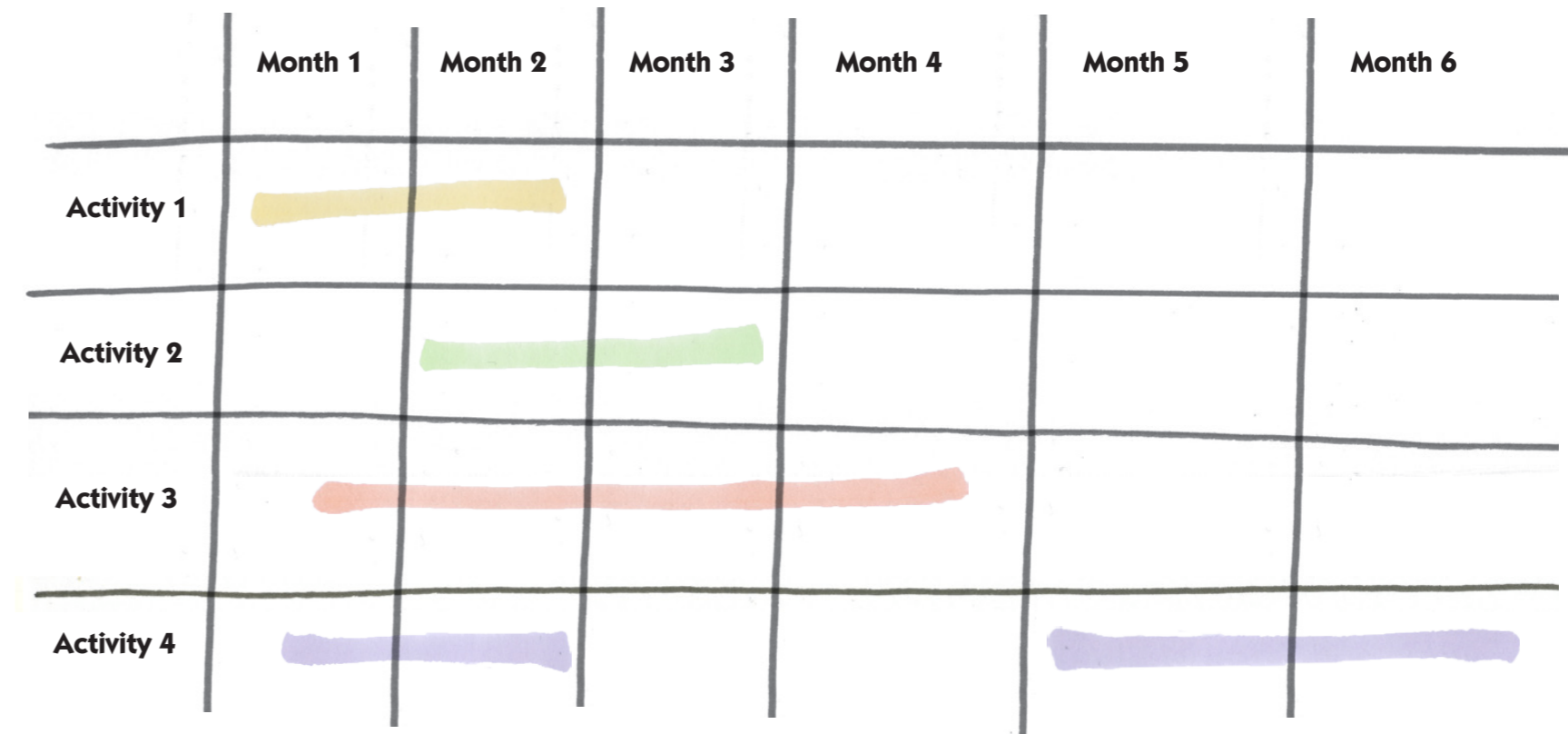
Or for the Post-It lovers it can be can be just as useful to write your activity on a Post-It, and organise them in the order they need to be completed:

PLANNING YOUR RESOURCES

Use these templates and examples below to start to organise your finances and resources. The more clear and realistic you are about these things the better off you will be, so plan in detail.

Let's look at the most common resources you will need to get going:

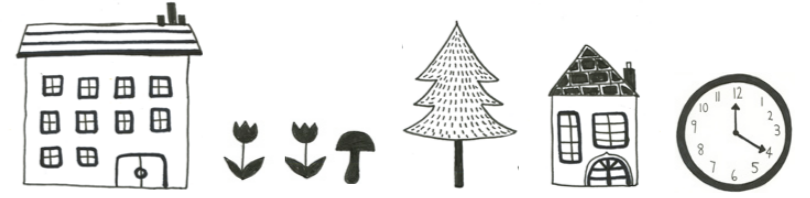| Tools, equipment, IT	Source	In place?	To be secured...
E.g. Mobile phone	Personal	Yes	
E.g. Information	Local shop	No	To rent on 23rd May
E.g. Computer	Personal	Yes	
Cash book	Modifying exisiting stationery	Yes	

Tools/Equipment/IT

Set out all of the tools, equipment and IT you'll need, their source, and if this is in place or how and when it is to be secured.

Name	Role	Where	Agreed?
Person 1:			
Person 2:			
Person 3:			
Person 4:			

People:

Set out the key people you'll need help and support from. Get their agreement on this and the date they need to have provided this by.

| Other resources	Source	In place?	To be
E.g. Council permit			
E.g. Insurance			

Other Resources

Set out all of the tools, equipment and IT you'll need, their source, and if this is in place or how and when it is to be secured.

FINANCES & BUDGETING

Keeping accurate records of what you spend and what your costs are will be an important part of the planning process. Your budget is your best informed guess of what you'll to spend your money on. Your expenditure logs what you actually spend, so you don't spend more than you have. Also, See the glossary for the difference between **quotes**, **receipts** and **invoices**.
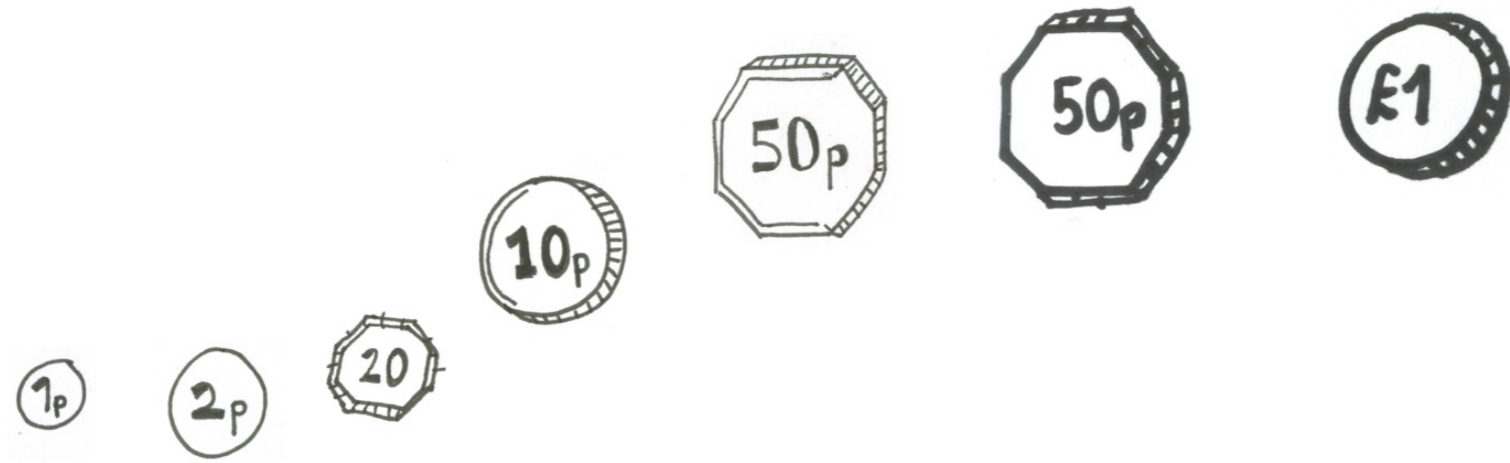
Budget

Item	Amount
E.g. Venue Hire	£250
E.g. Volunteering Expenses	£100
Total:	

Expenditure

Item	Spent	Difference
E.g. Venue Hire	£250	- 50
E.g. Volunteering Expenses	£100	50
Total:	Total:	

**Section 4 covers a lot of exercises that involve many different types of skills. For example constructing a mind map is a way of developing your communication skills. How? By communicating what's in your brain onto paper, this is sometimes called lateral thinking. Let's reflect on some of the skills you needed to complete section 4.**

In the space provided write down 1 or 2 "ahas" (something you learned) and 1 or 2 "huhs" (things you still have questions about).

Problem Solving	Budgeting
Communication Skills	Planning your Resources
Teamwork	Thinking Hats
Creative Thinking	Customers Journey
Organisation	Mind Map
Summarising	Outline & Timeline
Numeracy	Ways to Organise your plans
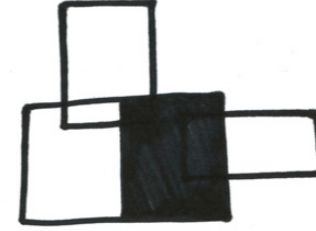
Aha!

Huh?

"GO OUT ON A LIMB
THAT'S WHERE
the fruit is "

– JIMMY CARTER

SECTION FIVE:
PUTTING YOUR PLANS TO THE TEST

TESTING AND
CHALLENGING YOUR IDEA

As the title of this section suggests, there will be a time to test your idea after all that development and planning. To open up your plans to the people and places you want to change for the better will a valuable experience – learning by doing will reveal so much.

Testing isn't about getting your idea perfectly implemented the first time. This is about learning.

Before testing things out, ask yourself the following questions:

– What do I want and need to know?

– How will I collect this information?

– Who will help me?

**Some other things to think about:**

– What can you can do most effectively with the resources you have

– Make good use of friends, supporters and experts – they can help give you critical feedback and a different viewpoint to the one you experienced

– Set out clearly the w's and the how's for the test so everyone is clear what their role is and how they are contributing to the test

How will you collect the information?

– Handing out questionnaires?

– Simply speaking to your friends, neighbours, local businesses, teachers, youth clubs etc?

– Online surveys?

– Social media? Focus Group?

– a short interview with your customers, you can record it on your phone

– You could enlist the help of some researchers from college or uni (this can help with by providing an independent analysis of your work)

"I'VE MISSED MORE THAN 9,000 SHOTS IN MY CAREER. I'VE LOST ALMOST 300 GAMES. 26 TIMES, I'VE BEEN TRUSTED TO TAKE THE GAME WINNING SHOT AND MISSED. I'VE FAILED OVER AND OVER AND OVER AGAIN IN MY LIFE. AND THAT IS WHY I SUCCEED. "

- MICHAEL JORDAN
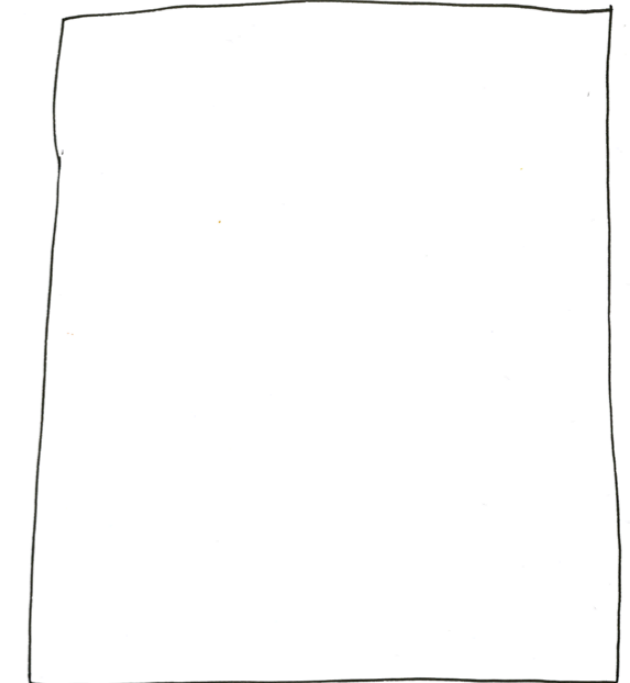
CAPTURING INFORMATION & DATA PROTECTION

Now that your service or product is available, you'll also want to capture information about the people using it. Why? Well, by collecting data you can begin to recognise patterns, trends and relationships found within it. For example you may find that 60% of your beneficiaries are under 16 years old, or that 20% speak French. Or, say if you are testing a product, such as Smoothies, you may find that most of the people buying your Smoothies live within 5 minutes' walk.

With some basic information you can begin to improve your products and/or services and in time develop new ideas specific to your audience.

There are regulations around collecting information, you may have heard of the Data Protection Act. So, always make people aware that you are collecting information for research purposes, and that they have the option to 'opt-out'. More detailed information and guidance can be found from the following organisations, and we encourage you to do your research.

Market Research Society www.mrs.org.uk

British Sociological Association www.britsoc. co.uk (for the ethical side of things)

Charities Evaluation Services www.ces-vol.org.uk

Basic Information to Collect

Name

Age

Gender

Ethnicity

Location

Whether you do this in person as they enter the service or ask them to fill out a questionnaire, it doesn't matter but it will definitely be useful to have this information later.

Other information you might want to collect:

– You really want to find out if your product or service is doing what you thought it was going to do and the best way to find out, is to ask.

– Ask your customers about your service – has it met their needs, how could it be improved? What did they really like, what could be done better?

Try not to make assumptions – you may have thought the cake tasted great and the person who didn't like it just didn't like the flavour – maybe that is the case but perhaps your cake only tastes great to you and is not for everyone. Be sensible, be critical and learn as much as you can

ORGANISING YOUR FEEDBACK

While you are in the testing phase, capture all your learning in one place – you can use the format below or devise your own so you have a good picture of what happened.

	Observations – what did you see?	Feedback – who said what?	Other info...
People (you are helping/supporting)	Your own... From people you asked specifically to observe... From recorded footage..	From people you asked feedback from... Unprompted feedback...	
Environment (you are providing/ helping/supporting)	Your own... From people you asked specifically to observe... From recorded footage..	From people you asked feedback from... Unprompted feedback...	E.g. A litter/trampling count sheet (pre and post your test)...
Resources (people helping, money, tools/equipment/IT, other)	Your own... From people you asked specifically to observe... From recorded footage..	From people you asked feedback from... Unprompted feedback...	How well you kept to budget

Best piece of advice given...	
Wise words Person:	What they said...
Best piece of advice given...	
Wise words Person:	What they said...

Overall conclusion...

81

HOW SUCCESSFUL HAVE YOU BEEN?
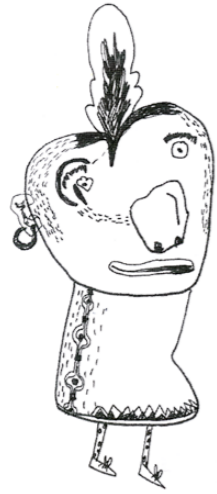
Testing is one thing, knowing what you've achieved is another. There are some common pitfalls that people make when they collate testing information. One of the most common is to gauge success from the difference you made. Although your idea is to make a difference in some way it is highly unlikely you will achieve any significant, meaningful change from a test. Testing is there to refine your recipe and to give you indicators of what you believe has worked and hasn't worked.

For instance you may have set up a mini-campaign to raise awareness of a local issue and all of the reactions you got were less than encouraging (with the exception of your Mum or best mate who you're pretty sure would have given you the same feedback no matter what you'd done. In reality these results are fascinating and will start the beginning of your analysis such as:

Did no one care?

Did I not communicate it well enough?

Do people have other things that are more important to them – perhaps I should consider whether this is a priority?

Was it my approach – too direct?

Was I interrupting people when they were doing something else?

Did I even get my target group?

Were all the main ingredients there?

Did I get enough feedback?

Or perhaps you get a great response from people; this then prompts these kinds of questions:

– Were they just being nice? Did they hear what I wanted them to hear? How do I know what they took away? If they took away anything does that mean I think anything will actually change? Is it a priority that this target group have awareness? Who gave me constructive feedback? Did I learn anything from what people said? What could I do with people's responses to make a change?

Essentially there is not a set of perfect questions for you to consider. Do your best to analyse as much as you can. Be sensible, be critical and learn as much as you can from as many sources as you can... then use this new found knowledge to refine, refine, refine.

AM I GOING TO CHANGE ANYTHING?

Time to go back to your plan – do you want to change anything now you've tried it out and had feedback? Sometimes people scrap their idea altogether and start again but mostly it is at this stage that social entrepreneurs start to really pin down what they want to do and how they are going to do it.

Most important question – did you address the need? Can you address it better with some changes to your plan? Did you have enough resources – do you think people would get involved again? Did you make a profit? Could you make a profit? Was there a detrimental effect to anyone or the environment?

Take time to reflect and let the questions and findings digest. After this, refine your plans and keep going.
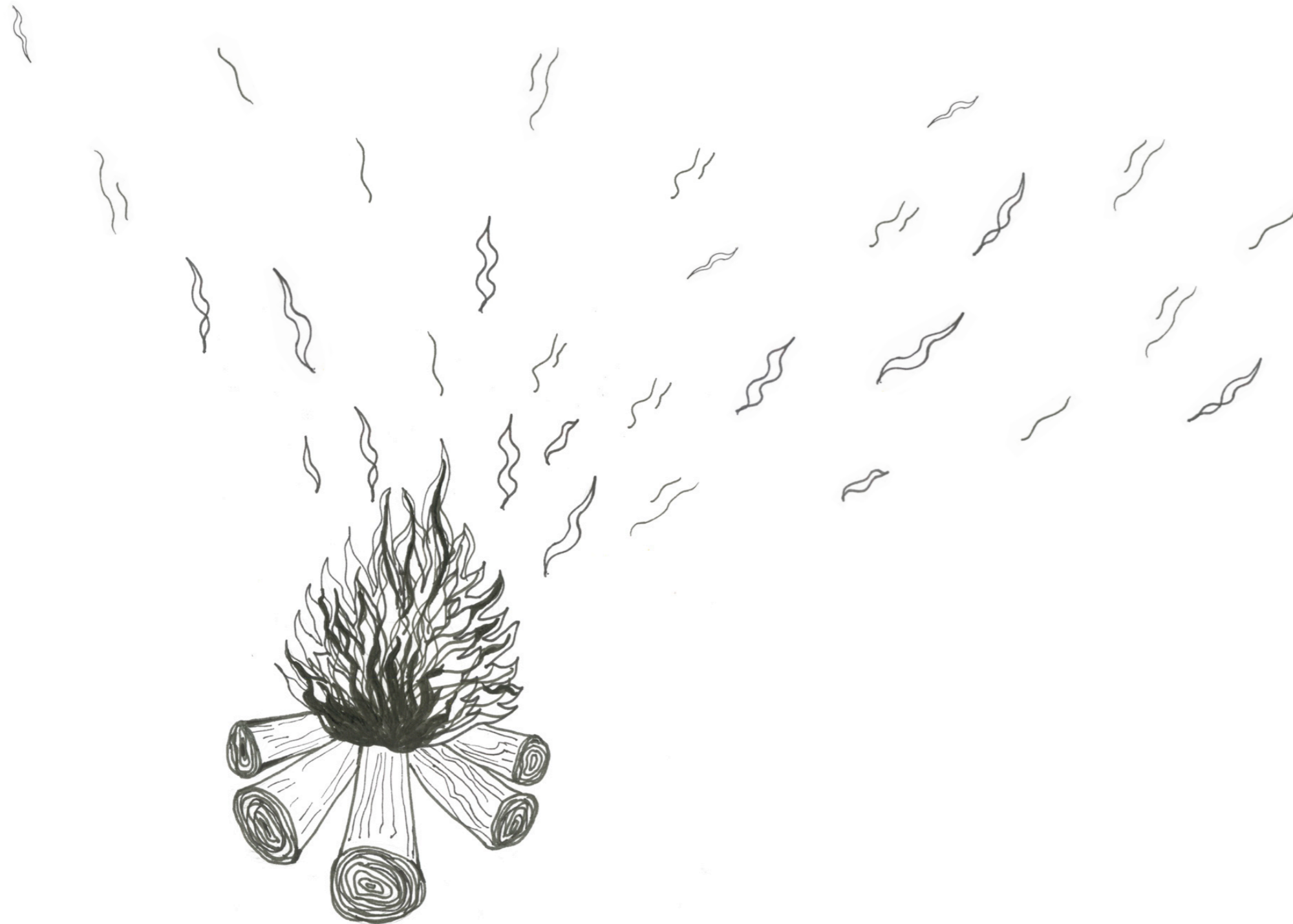
TALKING ABOUT YOUR IDEA –
THE CAMPFIRE EXPERIENCE

Stories are age old and powerful, we all like a good one and they are a really good way of drawing people in and keeping their attention.

So now you've tested out your idea, you have got a story to tell. Spending a little bit of time working out the flow and order of the story is a worthwhile. Here's a little plan of how a good story goes.

The idea behind telling this story is to get people to take on your story, for it to become something that goes with them that they can pass on and share with others.

In the beginning we need to lay out - how it is now…. describe the status quo and specifically the issue you want to confront. The more human you can keep it the better is there somebody the story can focus around?

Then we need to paint a vision of what could be – at this point shocking your audience - either to buy in to the vision or to say 'no way that's not possible' is the sort of internal response you want them to be having.

Now you can start to tell people how you would achieve this or an example of how you have started to achieve your big vision.

Then we need to back track, what are the road blocks, go back to what is now and then again paint the picture of what could be. Keep doing this until you feel you have made enough points to get your audience on board. If you can make the audience laugh or cry or clap along the way….brilliant.

The call to action. Ask people if they want to help you achieve the change and how they can do this. Don't end on this though.

The most powerful thing is your vision of how the world will be if your idea is adopted. So end on this and leave the room buzzing.

SUMMARY OF SECTION FIVE

Now you have finished this section, find a copy of your local newspaper and start reading through some of the articles and stories. Now, imagine that you and your project are being featured in the newspaper.

What is the headline?
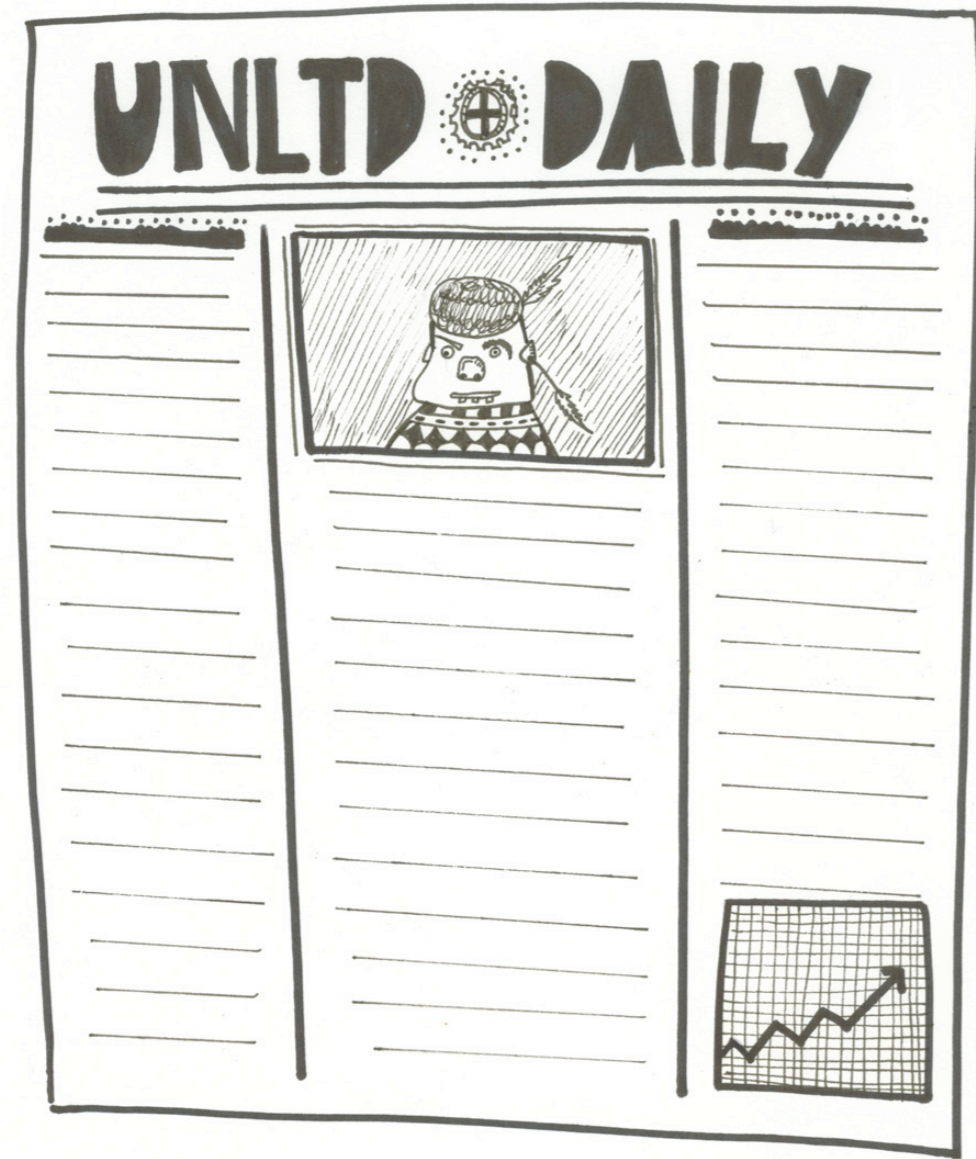
Who are you?

What is it that you are doing?

Where does it take place?

Why are you doing it?

And.. How will you use the newspaper to attract interest?

What kind of picture would you use?

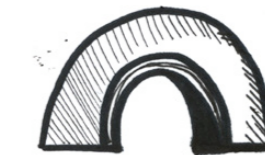**Answer these questions and start to build your article.**

"BE NOT AFRAID OF
GROWING SLOWLY,
BE AFRAID ONLY
of standing still"

- CHINESE PROVERB

WHAT'S RIGHT FOR ME?

LEGAL STRUCTURES, RESPONSIBILITIES AND COMPLIANCE

RESPONSIBILITIES

Responsibilities and obligations are things you need to do by law/ethically and to ensure you practice what you speak.

When it comes to the day-to-day running of your business it will be really important you've put some legwork in at the beginning to make your administrative duties and your processes run smoothly.

There are a number of areas that need to be thought through.

What you need to have in place and comply with day-to-day can be split into two camps – first your obligations, what you need to comply with by law (and regulations), and second, your responsibilities, what you need to ensure happens as an ethical enterprise boss.

This section takes a brief look at some of the future activities and guidance you might want to think about as your project grows. In the very early stages these things are less of a priority however when you start to become more established, for example pay people for their time, fundraise or make money from your services or products the topics in this section will start to become more relevant.

Legal structures

There are a number of ways to structure a business, and for organisations with a social driver this is never truer. However rather than starting with 'how do I set up my enterprise', it is far more helpful if you can set out how you want to operate – the nuts and bolts of what you want to do. This means making decisions on who you're going to work with, in what type of environment, and how you're going to manage resources such as money, tools/equipment, people. Basically, what we have been doing throughout this guide.

To find what is right for you will require research and a good start is talking to as many people as possible who have run a range of businesses can help. Talking to a trusted advisor who has an understanding about socially driven businesses will be key. Even better is talking to someone who has been on the journey with you and is already aware of what you have tested and how it went. This is where an UnLtd Award really starts to reap its full value.

Making a decision about your organisational structure will come at some point. Remember this is not fixed in stone forever. There are several different models you can use, research some of the terms below and see what examples and definitions you can find of each.

Limited Company

Charity

Voluntary Association

Social Firm

Social Enterprise

Cooperative

Community Interest Company

Cooperative

Social Business

Trust

Foundation

Company Limited by Guarantee

Company Limited by Shares

COMPLIANCE AND REGULATIONS

Companies house	Registration of your company name, where you are located and your companies address if there is one and also if anything changes you need to let them know
HMRC	Reporting to HMRC involves letting them know all things relating to tax, taxes of the people are might be paying to work with you, so your employees and VAT
Charity Commission	If you set up as a charity you will need to apply the Charity Commission. There some regulations and rules that all charities must follow

Depending on your structure you will have to comply with the following:

Depending on your beliefs and your intentions, responsibilities can extend from basic compliance with accepted standards in society to you setting the standard, with specific requirements for you, stakeholders and the environment.

Responsibilities are best set out as clear principles and values.

Principle = an underlying statement which you and any member of your organisation will operate to

Values = specific characteristics that are not to be compromised by any member of your organisation at any time

Often these are set out by organisations without a great amount of care and are not linked to consequences. To really empower your organisation with your beliefs from the outset, make sure you have a clear set of principles and values that people understand cannot be compromised, and if for any reason they do will end up with a consequence that you will have to act on (as a responsible leader of the organisation).

There is no specific number of principles or values that need to be set out, just ensure that whatever you include you are prepared to act on if someone does not uphold them.

Being compliant with legal requirements – what do you need?

There are numerous laws that you need to comply with, many that will require you to simply have a policy and procedure that is appropriate, and then for you to comply with this. Others will require a strict policy and standards of operating at all times. For example health and safety policy and procedures that you then make sure people abide to.

Your collection of policies and procedures will vary depending on what your enterprise does and will be led by what you've decided your approach is and your core values are (from section 3 and 5).

Once you have drafted your policies and procedures always get them checked by a legal professional who is a specialist/expert in this area. It can be easy to overlook things when you are caught up in the hustle and bustle of running the show, so it is always good to check and get them fully reviewed.

POLICIES AND PROCEDURES – WHAT TYPES OF GUIDANCE TO INCLUDE

THIS CONTRACT HERE IS BINDING. READ THE CONTENTS VERY CAREFULLY. THEN SIGN ON THE DOTTED LINE. YOU ARE AGREEING TO FUFIL, THE CONTENT OF THIS DOCUMENT AND...

– Governance and management (responsibilities of decision-makers), including disciplinary/appeal systems to address breaches in policies, procedures or disregard of principles or values.

– Employee Manual (responsibilities of and for staff, volunteers, interns)

– Health and safety (must have parameters for anyone working in/for/alongside your organisation)

– Child and vulnerable people protection

– Environmental protection

– Equal opportunities (to ensure fairness in decision-making by everyone involved in your organisation on a day-to-day basis)

– Insurance

– Risk assessments

Other Policies and Procedures that may be relevant:

– Risk Assessment of specific spaces (more comprehensive risk assessment particularly if using specialist/dangerous equipment or working with children/people who are vulnerable to exploitation)

– Governing body policies and procedures (policies and procedures you must comply with as a member of an umbrella/overarching body)

– Running an event (particularly if your events are to involve people from a range of sources, not just your own staff, volunteers, interns)
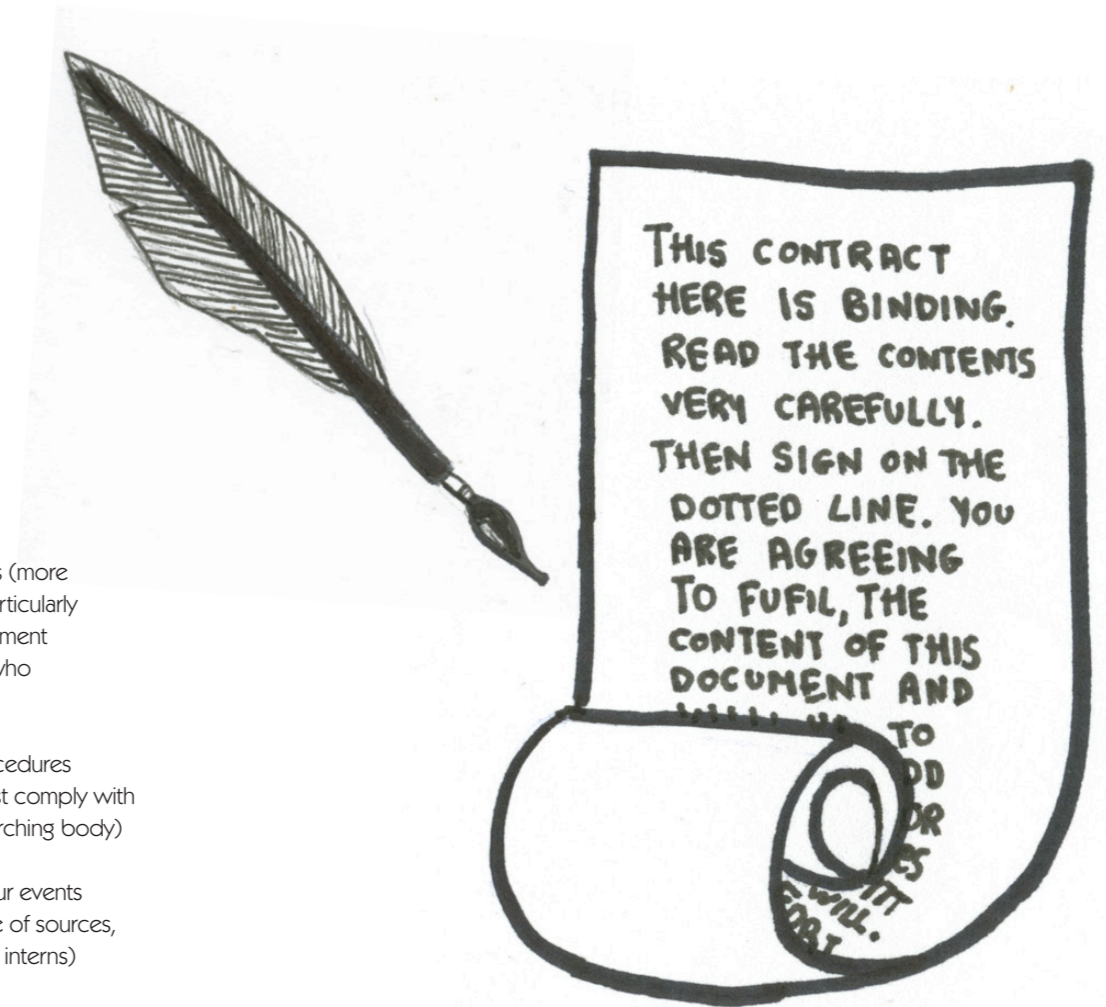
PROMOTE IT!

Here is some initial guidance on working with local print and broadcast media. These are very much the basics so we encourage you to use your imagination and do a little research of your own to find out how other people are generating media interest and marketing their services and products.

For a more in-depth guidance on developing a marketing strategy, including using social media ask us for our toolkit Built to Last which is more relevant to projects that have been going a while.
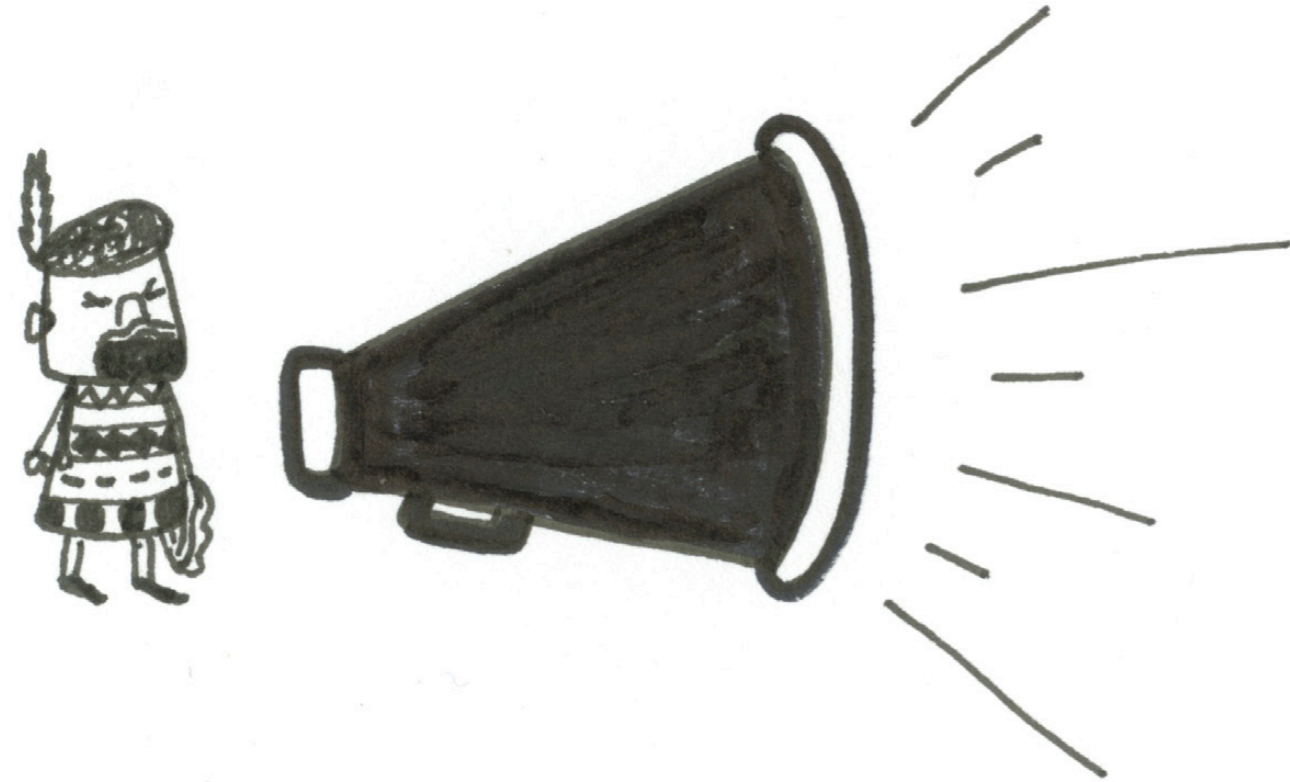
MEDIA RELATIONS

Getting attention from the media can offer lots of opportunities to promote what you are doing, engage your target audience and in some cases more attract investment, funding or resources to build your capacity. So, once your venture is up and running and you are ready to start getting some exposure here are some helpful guiding principles to have as a reference.

Who is your media?

– Do you have a local paper? Radio Station? Television? Read up on them or tune in and find out what they are covering. Do they feature stories about the types of things you are doing? If not, perhaps there is a gap in what they feature and you have a story that stands out?

– Newspapers, radio and TV stations will have contact details so make a note of them, BUT before you contact them think about

what information you want to share, and remember they are probably being contacted all the time so before you go looking to get some publicity think about your approach (we'll cover this in contacting the media)

– Get to know them. Call or email one of the contacts and ask their advice about how you should approach them, at the very least they'll give you a quick or standard response which will give you a clue about how they like to be contacted. At the best, you'll have made your name known and the next time you are in touch they can recall your name and have a little information about you.

– Write to one of the editors or producers and invite them to visit you if you are having an event.

Can I stand out? YES!

A great story that stands out is something that has

unique twists and experiences that captures people's imagination, makes them laugh or moves them in some way. Remember the exercise 'The Genius of You' or 'The Campfire Experience'. Journalists like real life stories so bear in mind those special things that make you – you – and start to build your story using a simple formula, and then add in the special surprising or special or unusual experiences as you go.

This is just for you to practice.

Where you started

Where you want to go

Where you want to be

Biggest challenges/Success's so far

What do you want from them?

WRITING A PRESS RELEASE

A good press release will cover the W's – Remember section 3! Here is a template that you can complete as a starting point; this makes the task of the journalist much easier if everything they need is in there, and if it's concise and to the point. Less work for them plus you have included the things you want in it. Once you have 'filled in the blanks' read it to a few other people, get their opinions, but also notice if they look bored? Eyes glossing over? Can they remember anything after you have read it to them? If so, take some time to bring it to life, the quotes and descriptions for example 'before and after' anecdotes can peak peoples interest.

PRESS RELEASE:

For immediate release: [date] (If you want the media to use the story as soon as they receive it)

OR Embargoed for: [time/date] (This is a good way of giving journalists time to prepare and to ensure they don't use it until a specified time)

Headline: (Start with a snappy headline – think about what catches your attention)

Photo opportunity: (Is there an event? A promo day? What it is, where it is, when it is and contact details)

Paragraph 1: Summarise the story - who, what, where, when and why. All key information needs to be in this paragraph

Paragraph 2: Put in more details to flesh out the story you have outlined in the first paragraph

Paragraph 3: "Quotes from you or someone relevant to the story." Don't try to cram too many points into one quote – each quote should make one point

Paragraph 4: Extra relevant information

Notes for Editors: Provide background information in case they run a longer story. Outline what you have to offer: pictures, interviewees. Outline any additional relevant information or facts and figures, but keep it short

Contact: Make sure you supply numbers where you can be reached day or night. This can make the difference between your story being covered or not.

Name: **Tel:**   **Email:**
[type your group name here] Local group
[type your group address here on one line separated by spaces]
Telephone [type fax no] Fax [type fax no] Email [type group email] Website [type web address]

CONTACTING THE MEDIA

So the press release is done, where does it go? Time to use the contacts you noted before and find the journalist to send it to. How?

1. Do a quick 15-30 second summary of what you are contacting them about before you call. Sounding prepared over the phone helps give you confidence and reassures the people on the other end that you should be taken seriously.

2. Call the local newspaper, ask to speak to the News Desk, and for television or radio ask for the Planning Desk.

3. Ask for an e-mail address to send some more information and send across your release.

4. Give them a polite courtesy call the next day to check they have received it

5. Remember to give journalists plenty of time to attend an event or promotional day, if you send them something 2 days before an event it's unlikely someone from the media will be able to come. One to two weeks' notice is appropriate.

6. If someone from the press is able to come, make sure you have allocated a person from your team (or someone you trust to answer questions well) to look after them for the time they are there. This shows that you care about what is being presented to them, and that you are conscientious about what is going to be written about your activities.

*If someone wants to interview you, you can ask for the questions before hand to prepare – most journalist won't mind; however there are some that will want more spontaneity so may only be able to give you a general overview of questions they might ask. It's up to you to decide what you are most comfortable with.

WHAT IF IT GOES WRONG?

If there is potential for a negative story to get out in the press, like food poising ruins your event or someone has an accident, you can contact UnLtd immediately and we can support you to prepare a response. If someone wants you to say something about it, you can always take their details and come back to them.

REFLECTIONS

In each section you have completed a summary at the end of it. Gather these summaries and line them up. That's a lot of planning and exploration, and seeing all these sections next to each other will be useful if you decide to prepare a business plan.

Try to complete the template below; this is a snap shot of what you have explored. Think of all the planning and learning that has gone into this.

Summary of your venture:

Name of your Venture:

Vision

Mission

Organisational Aims

Organisational Objectives

Organisational Measures (How you will know when you have been successful)

Who and/or what you are aiming to help

Principles and

Policies in Place

Procedures in place

CLOSE TO THE HEART

Recall 'Close to the Heart' which you will remember from section 1. Try doing this again, having gone through this process and note if there are any changes or if it is still aligned with your original values.
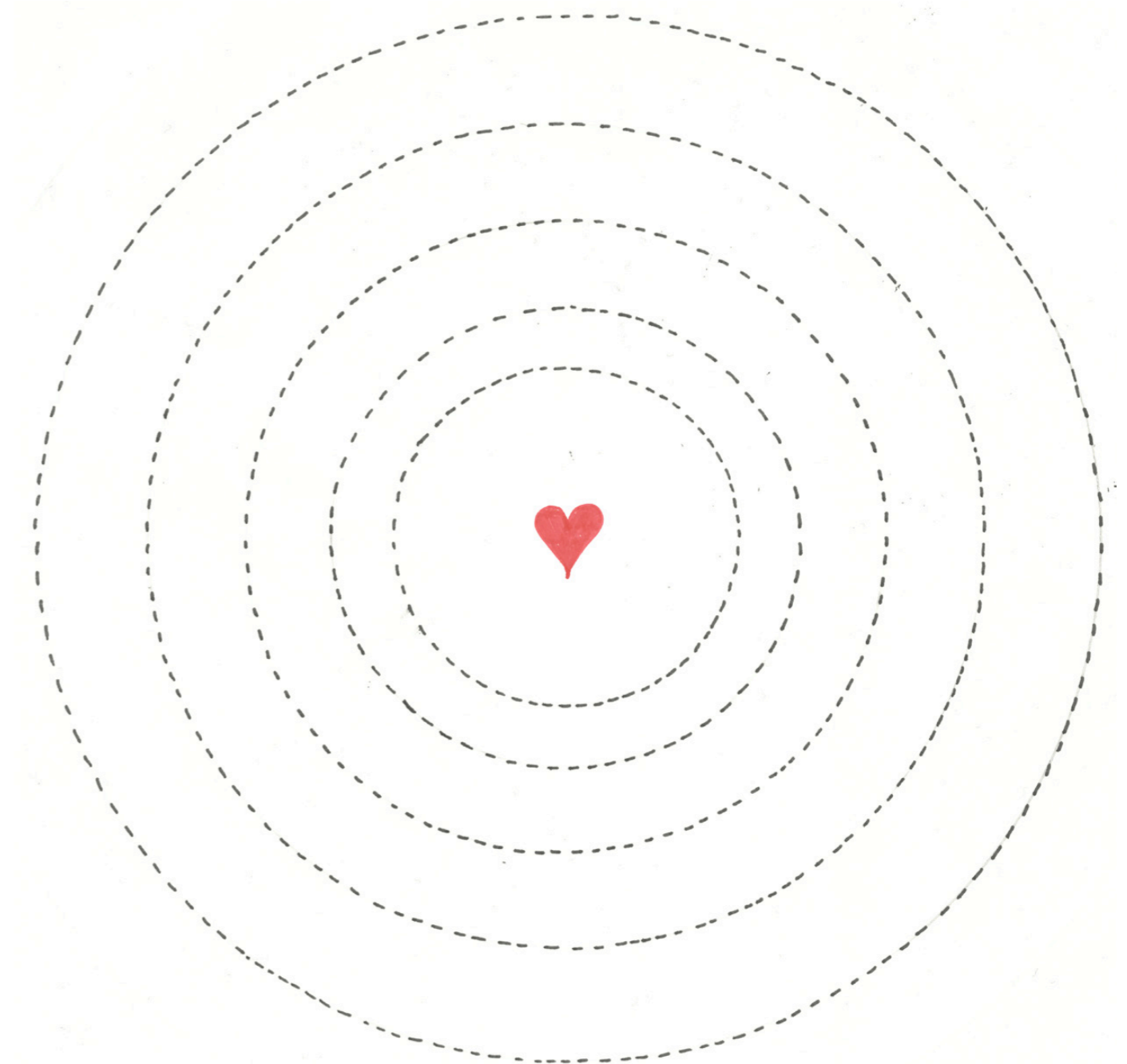
FROM ALL OF US AT UNLTD,
WE WISH YOU EVERY SUCCESS
ON YOUR JOURNEY.

ONLINE RESOURCES

Here's a little list of inspiring and informative resources we've put together add your own favourites to the list:

www.storyofstuff.org
The Story of Stuff is one of the most watched environmental-themed online movies of all time.

www.thersa.org/events/rsaanimate
The RSA's animate videos on a number of topics are very thought provoking

www.dolectures.com
Ideas can change everything

www.ted.com
Riveting talks from inspiring people

www.biomimicry.net
Promoting the study and imitation of nature's remarkably efficient designs to create sustainable technologies.

www.neweconomics.org
The new economics foundation is an independent think-and-do tank working for real economic well-being

www.unltd.org.uk
Supporters of Social Entrepreneurs

www.ashoka.org
Ashoka Innovators for the Public

www.skollfoundation.org
Skoll Foundation and the World Forum

www.schwabfound.org
Schwab Foundation

www.seedinit.org
The Seed Initiative

www.socialenterprise.org.uk
The UK's social enterprise coalition lots of information and resources on SE

www.echoinggreen.org
The Echoing Green Foundation

www.socialfusion.org
Social Fusion

www.backr.net
A supportive social network

www.entrepreneurstoolkit.org

www.powercube.net
explores power

www.mindtools.com
Plenty of tools to support you in developing your career

http://www.debonofoundation.co.uk/
Edward de Bono's UK Foundation (charity) site with links to 'six thinking hats' courses and information

http://www.tonyjuniper.com/
Tony Juniper's home site with links to his book 'What has nature ever done for us'

www.virginmediapioneers.com

http://www.duarte.com
Nancy Duarte's home site with links to presentation methods and learning

Ideas Generation:
"Smash, Grab and Twist" Paul Dawson
Founding Partner, Fluxx
http://www.youtube.com/watch?v=ftWvuF0LQfg

Marketing - getting your first 1000 users:
"What is a Fish" Ben Scott-Robinson
Creative Director, Sapient Nitro
http://www.youtube.com/watch?v=viFrz-S8joI

Problem solving: "What wicked problem are you going to solve today?" Priya Prakash
Founder, Design for Social Change
http://www.youtube.com/watch?v=bE_GUvWBMCM

Business Models: "Understanding how products and businesses create value" Jens Lapinski
Partner, Forward Labs
http://www.youtube.com/watch?v=xPx3ILQqtuM

New product development: "Designing a great user experience" Yaseed Chaumoo
Interaction/UX Designer, Which?
http://www.youtube.com/watch?v=G3ut4bjmSJ8

Evolving and improving current solutions: "Finding the 'you' in your product" Ashraf Samy Hegab
Programmer, MultiPlay.io
http://www.youtube.com/watch?v=Nqpx0upbIR8

New product development:
"'Living and Breathing Apps" Christian Dorffer

Chief Innovation Officer & Co-Founder, Mindshapes
http://www.youtube.com/watch?v=VB5Pk8QyoSc

ACKNOWLEDGEMENTS

References

Guides

Rooted; Growing Your Own Social Venture (UnLtd/Nesta 2010); Built to Last; Sustainability Toolkit (UnLtd 2005); Active Citizens Toolkit (British Council 2011)

Books

M. Neef (1991) Human Scale Development: conception, application & further reflections; New York. US

T. Junpier (2013) What has Nature Ever Done for Us; London. UK

E. De Bono (1985/2010) Six Thinking Hats; London. UK

Reports

Disrupt Inc. (RSA 2013); I Can Do Anything If I Can Do This. (UnLtd 2012)

Other

Nancy Duarte- Resonate www.duarte.com

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